NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PROGRAMS AND INSTRUCTION

USING CURRICULUM MAPPING AS A TOOL TO MATCH STUDENT LEARNING OUTCOMES IN SOCIAL STUDIES

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M.Ed SOCIAL STUDIES (2011)
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B.Ed SOCIAL STUDIES EDUCATION (1997)
AHMADU BELLO UNIVERSITY ZARIA, NIGERIA

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NICOSIA

APRIL, 2023

Approval

We certify that we have read the thesis submitted by **OKOJIE, MONDAY UIJIAKHIEN** titled **"USING CURRICULUM MAPPING AS A TOOL TO MATCH STUDENT LEARNING OUTCOMES IN SOCIAL STUDIES"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

OKOJIE, MONDAY UIJIAKHIEN
07/04/2023
Date/Month/Year

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Abstract

Using Curriculum Mapping as a Tool to Match Student Learning Outcomes in Social Studies

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PhD, Department of Educational Programs and Instruction, April, 2023, pages

Throughout the past few decades, there has been an increase in interest in program- and college-level assessment and matching of student learning outcomes to course material. The connections between content and anticipated student learning outcomes are established through curriculum mapping. A curriculum map provides a summary of what is being taught in the classroom and contains tools and activities for evaluation. The National Commission for Colleges of Education (NCCE), Abuja, Nigeria, accredited the Social Studies Department of the Federal Capital Territory (FCT) College of Education Zuba in Abuja during the 2015–2016 academic year. The audit found that there was no relationship between social studies courses and student learning outcomes. This study aimed to identify gaps and redundancies by comparing student learning outcomes to the Nigeria Certificate in Education (NCE) (Social Studies) minimal standards. To better align with college learning outcomes and the Social Studies Core and Elective Competencies, existing learning outcomes for minimum requirements were modified. To identify the gaps and redundancies, all NCE social studies courses were evaluated and linked to the social studies core and elective competencies. The curriculum mapping method was explained using the Jacobs (1997) model and Fullan's (2007) theory. The research site and the study's participants were chosen using a mixed-methods research study (sequential exploratory strategy) and purposeful sampling. Teachers must decide what is important to them in order for the process to be owned by the participants; hence the curriculum mapping process needs to be customized to particular schools, even to individual grades or teams. Possible redundancies were defined as coverage of each competency in ≥80% of the courses, while potential gaps were defined as coverage of each competency in ≤20% of the courses. The coverage map showed that each course had at least one course that met every need, that there was no correlation between the student's learning objectives and the course's material, and that the course curricula had glaring gaps in the range of abilities. The participants' willingness to take part in the mapping process before and after it was completed did not significantly change. Among the recommendations are: Social Studies Research Methods and Statistics should be enshrined into other courses in Social Studies Department; field trip should be enshrined in other courses in Social Studies Department; more assessments are also needed in each course to determine the emphasis of critical thinking; the lecturers should map their curriculum on semester basis; and others. The findings of the mapping exercises should be used to improve the content provided to NCE Social Studies students at FCT College of Education Zuba, with the overall objective of enhancing the quality of the education provided to those students and helping them to be better students that are prepared for a successful career in Social Studies.

Keywords: Curriculum mapping, gap, redundancy, Social Studies, student learning outcomes.

Summary

Chapter I

Curriculum should focus on dept of understanding and quality, student learning and a constancy of purpose that leads to sustainable improvement. Instructional guide represents method which is widely used in classrooms. Glattorn (2000) argues that for a high-quality curriculum to be achieved; shared leadership should be exercised; all decisions should be made on the basis of the data available and cooperation and teamwork among professionals should be established. He added that there was to be systematic professional development for both school leaders and teachers. An instrument for creating a high-quality curriculum based on such knowledge is mapping of curriculum. Teachers, the primary practitioners of the establishment of lesson planning and learning goals, have good knowledge and importance for planning and alignment strategy.

Chapter II

The relevant literature on the important topics relevant to the study's focus has been covered in this study. I can deduce from the reviewed curriculum mapping literature that curriculum mapping is viewed as a dynamic shift in how decisions are made regarding curricula. It is a method-focused approach to developing curricula and lessons that enables teachers to continuously adjust materials to better meet the requirements of pupils. Curriculum mapping is typically marketed as a school improvement program since it is focused on student learning, quality, and depth of understanding of the learning processes, which will ultimately lead to continuing improvement. It is a process that encourages teachers to assume leadership roles, supports the growth of professional learning communities, and changes school cultures such that they are informed by data.

There are not many studies that look at the perspectives and experiences of people who are participating in the curriculum mapping process, according to the analysis of the literature. By examining the distinct experiences and perspectives of the teachers and administrators involved in the process, as well as by identifying the factors that contribute to successful implementation and sustainability of curriculum mapping, the current study sought to develop a comprehensive picture of the implementation of curriculum mapping.

I have come to the conclusion that it is challenging to find a formula for the success of an education endeavor from the literature on educational transformation. However, theory and research can be used to acquire a number of efficient methods for developing, putting into practice, and maintaining successful initiatives. For the study's purposes, two key theories were examined. The current study is being guided by the curriculum mapping theory of Jacobs (1997) and the educational reform theory of Fullan (2007a). The location of the study used the model of Jacobs, H. H. to explain the process of mapping curriculum. The study aim was not to assess the consistency of the curriculum mapping process template when analyzing various curriculum mapping activities and processes but was used as a point of reference. In the field of educational change, the researcher selected the theory of Fullan for analyzing the topic under study. The goal is not to affirm the initiative concept of Fullan (2007), but made use of it to look into the procedures and actions involved in teachers' perception and attitudes before and after curriculum mapping exercise.

Chapter III

The methods for organizing and carrying out research were outlined in great depth in Chapter III. The methodologies employed for data collecting and analyses as well as the theoretical foundations supporting the current research investigation were covered in this chapter. It was covered how to choose participants specifically, how to build trustworthiness, and how to think ethically when conducting research.

Chapter IV

The research findings and the researcher's interpretation of the findings in light of the literature on curriculum mapping and educational reform are presented in this chapter. The results were analyzed in the context of what other researchers have identified as drivers affecting commencement, implementation, and sustainability in order to draw conclusions about this particular case based on its unique environment, structures, and practices. The majority of the conclusions were in line with those of other authors, but there were also a number of unique discoveries that were evident.

Chapter V

The tasks of curriculum mapping and evaluation discussed in this dissertation are crucial to ensure that the learning objectives of the curriculum are satisfied, the courses in the curriculum work together to form a coherent whole, and curricular changes are enhancing student learning. Curriculum mapping is a continuous process because course offers, instructors, and material vary over time (Hale 2008). Instead, the curriculum map should be a dynamic document that is updated and evaluated frequently (ideally annually) to ensure that the curriculum is always in harmony with curriculum learning outcomes and that no gaps or duplications in competency coverage arise (Harden 2001; Hale 2008; Uchiyama & Radin, 2009). The mapping process itself needs to be done on a regular basis, even though the focus may change as different foci and priorities in students' learning change (Oliver et al., 2010, for instance). Regular curriculum evaluation is also required in order to monitor students' progress through the curriculum, determine whether curriculum competencies are being met, spot problem areas like knowledge or skill gaps, and judges the performance of curriculum revisions. The Department of Social Studies at the FCT College of Education in Zuba, Abuja, will update the curriculum map and evaluate learning outcomes every year to monitor student development and determine whether adjustments are effective in enhancing student performance.

The Department of Social Studies lecturers' overall enthusiastic response to the mapping and assessment tasks was very encouraging. Maintaining this level of support from the academics would undoubtedly help to ensure the success of continued efforts at curriculum assessment. It is envisaged that lecturers will exchange knowledge on the subject matter of the courses and effective teaching techniques outside of this procedure as well. A collegial environment is fostered by open communication among instructors, which also aids in the transfer of knowledge and perspectives. Researchers in the Department of Social Studies frequently work together on projects; perhaps these evaluation activities will inspire them to work together on lessons as well.

Chapter VI

The conclusions, recommendations based on the findings, suggestions for additional research, and implications for theory, practice, and future research are the main topics of this chapter.

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List of Abbreviations

CBAM: Concerns-Based Adoption Model

CESAC: Comparative Education Study and Adaptation Centre

COE: College of Education

CRTs: Criteria Referenced Tests

EC: European Commission

EFA: Education for ALL

EFL: English as a Foreign Language

FCT: Federal Capital Territory

IC: Innovation Configurations

ICT: Information and Communication Technology

LOC: Levels of Concern

LOU: Level of Use

NCCE: National Commission for Colleges of Education

NCE: Nigeria Certificate in Education

NERDC: Nigerian Educational Research and Development Council

NTI: National Teachers' Institute

NRST: Norm-Referenced Standardized Tests

OSDE: Oklahoma State Development of Education

PD: Professional Development

SBCD: School-Based Curriculum Development

SEC: Socioeconomic Status.

SDGs: Sustainable Development Goals

SOC: Stages of Concern

SOCQ: Stages of Concern Questionnaire

CHAPTER I

Introduction

Curriculum means practice including attributes learners should master are expected to master, among are instructional expectations, topics including lectures taught by instructors, tasks and assessments for learners, papers, textbooks, videos, reports including lectures for lessons, class assignments, evaluations and tools for assessing students (Curriculum, 2015). As a student progresses through the program, experiences with attributes from subject areas are required to be developed (Joyner Melito, 2016b). Curriculum is students' knowledge and skills to acquire which include objectives, lessons, lesson documents with evaluation (Joyner Melito, 2016b). Harden (2001) sees the curriculum as a complex combination of instructional methods, lesson taught, objectives, institutional practices, evaluation, school with learning style of every learner, the individual students, individual schedule including duty program. Student learning is enhanced by not only building on each other, but fitting the experiences with attributes built from course content into a cohesive (Joyner Melito, 2016b). The intended curriculum meant for acquiring via subject areas are matched to practical course content to be mastered by the students (Joyner Melito, 2016b).

Best practice in curriculum development and implementation requires that scopes and sequences of instruction or program reflect principles or criteria based on discipline. To guarantee that these are present and aligned in course and program content, activities, and evaluations to support student achievement, established and standardized curriculum evaluation and creation processes are necessary. Yet in our educational institutions, these mechanisms are not always at stake. The creation of curricula, a dynamic process of preparing, developing and manufacturing collections of materials to be introduced for instructional purposes in the classroom, has always been a primary task of external specialists developing, packaging and supplying curriculum things to where learning takes place (Craig & Ross, 2008). Carl (2009) says such a way curriculum is generated may lift up the particular life and manner of specific places of learning circumstances-driven by rational logic and reasoning.

Figure 1: Curriculum mapping process

Source: Seacliff Educational Solutions – Powerful Simplicity (2019).

With curriculum serving as a target and teaching serving as a means to that target, Clandinin and Connelly (1992) saw curriculum and instruction as two distinct entities. They stated that instructors are removed out of involvement in the way of instructional system is done, performing positions of instructional developers or users that perceive and adjust curriculum and teaching things produced externally to be used in places of learning. Marsh (2009) thought that the drawbacks of specialist attitude to instructional creation were so much established inside readings, including shortage of curriculum say, curriculum prescriptivity, and neglects of specific the background of places of learning and useful of outside produced instructional items to be used by the students. Despite criticism, in many world educational systems, this form of curriculum development is still prevalent.

Since the 1970s teachers have been gradually promoting active involvement in instructional planning for learning environment grade, and some innovative instructional planning has arisen. Another such design is the creation of a School-Based Curriculum Development (SBCD), which has gained substantial credence and popularity. Omstein and Lunenberg (2011) argued that this method accepts the central importance of every instructor in creating curricula, suggesting instructors have a greater value for instructional uses desires of students; thus, they have a greater chance of bringing instruction from domain of interpretation

including application in addition to implementation. Kelly (2004) presented this approach as a comprehensive curriculum development process which offers more motivation for continuous curriculum adjustment to individual student needs than traditional curriculum development models. Bolstad (2004) claimed, as the literature indicates, that not all School-Based Curriculum Development initiatives were successful and that School-Based Curriculum Development vanished from some countries' academic terrain that led to change from curriculum implementers to curriculum designers in teachers' place, enabling teachers to take charge of their own learning environment. Wiggins and McTighe in Shilling (2011) proposed backward design in 1998, a curriculum development model underlines instructor's important use of instructional developer and children performance. Within the standard curriculum, this model works well, helping educators to explain learning goals, build concrete student performance evaluations, and establish engaging and successful classroom activities. Backward layout helps to avoid – and concentrate more on–the twin sins of traditional school design–activity-focused learning and coverage-focused teaching–creating and recognizing key ideas.

Another type of curriculum development that emphasizes collaboration among educators heavily is curriculum mapping. According to Udelhofen (2005), curriculum mapping is a system that allows teachers to keep track of the lessons they teach, share them with other teachers, review their curricula for inconsistencies, differences, and setbacks (including recent experiences), and develop cogent, dependable lessons across all learning environments that are roughly in line with standards. In 1980, Fenwick W. English introduced the theory of mapping curriculum as a way to conduct a curriculum audit in school systems. Curriculum researchers have developed the theory of curriculum mapping over the past two decades and curriculum mapping implementation areas have grown. In the curriculum mapping process, Jacobs (1997) implemented 7 steps and encouraged the utilization of instructional planning to increase multiple instructional strategies including encouraging cooperation within educators. Presently, standard-oriented change including transparency, most learning environment is changing towards mapping of curriculum against preparation instrument which enable them to match curricula including relevant district measures and evaluation systems. Different from instructional directives, instructional guides are unstable, active materials which are regularly upgrade, renewed and upgraded to meet the changing needs of school curricula. Instructional guide depend upon experience including useful engagement with instructors, making available

effective opportunity to address the instructional development including learning knowledge of educators thereby fostering cooperation at the subject and grade level. The mapping of curriculum makes available for instructional designers, educators, children including administrators the opportunity on the program. It is a good instrument for instructional planning. Curriculum mapping, according to Jacobs (2004), can be used to identify the vertical and horizontal alignment of learning outcomes inside a course and throughout the system as a whole.

Meij and Merx (2018) argued that program-level curriculum alignment is positive continuity among instruction, evaluation and critical to teaching standard. They added ensuring that action helps achieve instructional goals for real instructional outputs and maximize the experiences of students (Meij & Merx, 2018). The authors call this 'building alignment'. While obtaining congruency within a single course or module and generating congruency of the program demonstrate challenges (Meij & Merx, 2018). Meij & Merx (2018) acknowledge that maintaining curriculum consistency in tertiary education is often demanding because of shortage teacher contact, innovation in courses, plans with personnel additional period for work. Instructors included for the trajectories of interdisciplinary training are not professionals of other aspects of curriculum instruction.

Training results at the curriculum level are part of the broader scope of pedagogical change and are a new concept in the curricula of teacher education. Clanchy and Ballard (1995) suggest that learning outcomes at the program level are structured meaningfully, exchangeable, and important for the activities of students who are employed with people globally. Course content outputs tell learners what they will gain after the study of a course with effort, demonstrates what they have gained to wider community in meaningful manner, assisting to evaluate what students have gained, directing teachers with school managers (shortage of funds) and assess the learning attributes. The curriculum of social studies deals with how man can fit into society by using the requisite attitudes, values and competencies (National Teachers' Institute (NTI), 1990).

Lam and Tsui (2014) suggests that the process of instructional guide is popular in health sciences learning, because of fast advances from research and increased search for skills in the training of potential physicians in demanding workplaces. The scenario is similar to the teaching sector, where the approach was applied in improving schools for instructors and deciding how learners will be developed and helps them to build their career as practitioners (Lam & Tsui, 2014). Comments on the complexity and incoherence of teacher education instruction are widely proposed in teacher education (Bullough & Gitlin, 2001). Relatively few empirical studies, however, focus on the content of curricula. The various means instructors' interactions including instructional guide including importance of this instructional change are relatively limited. Faced with the rising population's global unemployment strain, graduates need to learn self-employment skills. This research therefore, provided resources for curriculum assessment that could be used at the level of the course teaching team for professional development among teachers in tertiary institutions.

Statement of the Problem

In order to enhance the National Commission for Colleges of Education (NCCE) Abuja, Nigeria, the Department of Social Studies at the Federal Capital Territory (FCT) College of Education (COE), Zuba, acquired educational accreditation during the 2015–2016 academic year (Ogunrinade, 2013). According to the accreditors, there was no procedure in place to align the intended curriculum with the actual curriculum and examinations (NCCE, 2016). The academic accreditation stated the importance of incorporating curriculum mapping within the culture of Colleges of Education that help straighten/bring together planned instruction with real instruction including encouraging initiative of specific tests to make sure that the whole learners are educationally equal. During the period of this report, 1875 students and 11 full-time academic staff were enrolled in the department of social studies, FCT COE Zuba, Abuja, Nigeria.

It is necessary paying attention to the issue of not providing a plan to match the actual curriculum with the planned curriculum because misalignment of the curriculum could result in discrepancies and redundancies in both skills and content between and within grades. Therefore, in November 2018, a committee of academic staff and administrators at the College of Education initiated the introduction of curriculum mapping to strengthen the compatibility of the current curriculum with the planned curriculum in order to pay attention to the issues raised by the NCCE Accreditation and the decision of the college stakeholders (Provost, 2018). This is due to

the fact that curriculum inconsistencies and variances can have a significant impact on a student's progress. Squires (2009) argued that several authors have indicated that curriculum; instruction and assessment development and implementation need to be synchronized or organized to increase successful student learning and success.

The relationship of inadequate system to resolving instructional gap to the wider academic environment goes round the problem of transparency measured out by Education for ALL (EFA) and Sustainable Development Goals (SDGs), which are Government Academic Initiative targeting achievement including quality differences. Integrity including subject relating to continuity in the instruction is brought together while handling the main challenge as to what children will read, comprehend and demonstrate. Research has shown that there are significant variations in what is actually taught in schools, despite availability of uniform instructional directives for the whole courses including levels of grade. The study of curricula map is minimal given ever-growing use for curriculum mapping (Shilling, 2013). Curriculum mapping projects in one report are also linked to changes in school culture and teacher engagement (Wilansky, 2006). The number of sources on the curriculum perceptions of teachers and the significance of this curriculum initiative is relatively limited.

In this regard, Armstrong and Squires (2012) claimed that the value of a method to match the planned, instruction and methodology, curriculum learned, and instruction evaluated to enhance student performance. Some researchers suggested that a successful application of instructional guide in the college way of life give that of a resource. Ice, Burgess, Beals, and Staley (2012) clarified that curriculum alignment helps to recognize deficiencies or areas of failure, while also creating learning paths to ensure that academic priorities and objectives are achieved. Alignment is a positive method for evaluating the degree to different parts of education method is organized including evaluation gets the ability to generate research fact including ability of learning environment to affect children performance. Lai, Wood and Marrone (2012) concluded that the successes and difficulties experienced while establishing procedure is generalized towards educational institutions trying to integrate instructional guide for overall students' achievement.

The aim and objective of the study

The aim and objective of this research was to align student learning outcomes and social studies curricula, determine gaps and redundancies; and teachers' perception of curriculum mapping exercise before and after the curriculum mapping activities (Joyner Melito, 2016a).

Purpose of the study

The purpose of this research was to determine:

1. the distribution of learning outcomes as indicated in the structure of the social studies program's courses;
2. the degree to which the intended curricula for social studies are reflected in the learning outcomes;
3. the gap, redundancies, and improvements needed to align student learning outcomes and social studies curricula;
4. teachers' perception of mapping curriculum and course match after the curriculum mapping process (Joyner Melito, 2016a).

Research Questions

The thesis answered the following research questions in line with the goal:

1. how is the distribution of learning outcomes as indicated in the structure of the social studies program's courses?
2. to what extent do the student learning outcomes match Social Studies curricula?
3. how are the gap, redundancies, and improvements needed align student learning outcomes and social studies curricula?
4. how do teachers feel about mapping both before and after the exercise in curriculum mapping process (Joyner Melito, 2016a)?

Significance of the Study

This research provided some insight into curriculum mapping as a method for assessing the correlation of Student Learning Outcomes and the curricula of social studies. The findings of this study may also assist curriculum designers in obtaining an overall picture current curriculum and working draft of future curriculum changes. This will also give instructors a broad overview of the curriculum, as well as more information about the region they are answerable for, easy

access and usage, and the option to expand map portions relevant to their own contribution. It can also promote student self-assessment as a learning tool (for instance, as an advance organizer) and by integration with study guides. The results will help the safety analyst and identified limited access, recognize learning outcomes that need to be assessed, and know the basis for portfolio assessment. It can also function as a management tool for managers, teaching information on operation and privacy. It can also provide the accreditation body with details at the appropriate level of detail and focus. It will allow potential students and the public to easily access the program because there are no jargons explaining the main features. It will further enable academic researchers in the area of interest to have detailed information. In a nutshell, it will improve curriculum mapping, learning outcomes, benefit everyone in the education sector and increase the standard of education in Nigeria.

Limitations

The research was restricted to the department of social studies, FCT college of education zuba, Abuja, Nigeria, so that only conceptual judgments can be made to other situations and applied to other cases to a degree not beyond the reach of the study concerned (Simons, 2009). Some of the knowledge which the research respondents produced is forward-looking and subject to memory-inherent issues. Respondents with diverse views about the topic being studied are having positive perception of curricula map and might concentrate upon good portions that involve the process of mapping curriculum.

Definitions of Terms

Actual curriculum signifies what actually happened in the classroom as shown on a curriculum map.

Curricular alignment is consistency among quality, lesson including attributes, practices with instructional materials and proves to show the performance of the students.

A curriculum gap is seen as the skills that are absent from the real curriculum that can support children' education.

Curricular redundancy is teaching what the learners have learnt before which will results to unconcern with dullness which reduces learner's whole achievement.

Curriculum mapping is a process of gathering information of real instruction applying college time table. They are instruments help learners in achievement, increasing congruency to manage redundancy, gaps including actualization of attributes.

Educational equality is the means of passing instruction across to the whole learners making sure the learners have the same performance.

Expected curriculum is practices with attributes which comprises benchmarks for practices with instruction.

Horizontal alignment is the congruency of instruction given to the same class which is taught throughout the year to help remove instructional redundancy.

National Commission for Colleges of Education (NCCE) accreditation monitors and evaluates academic activities in colleges of education making sure of the same standards in all the schools and colleges must follow the benchmarks for their courses to be accredited (Ajibola, 2018)

Social Studies is the study of man and his environment (physical and social). It develops learners' practices, attributes, behavior and every way of life good for the society.

Vertical alignment involves instructions given to the same classrooms with courses from one class to the other assisting learners to acquire comprehensive attributes.

CHAPTER II

Literature Review

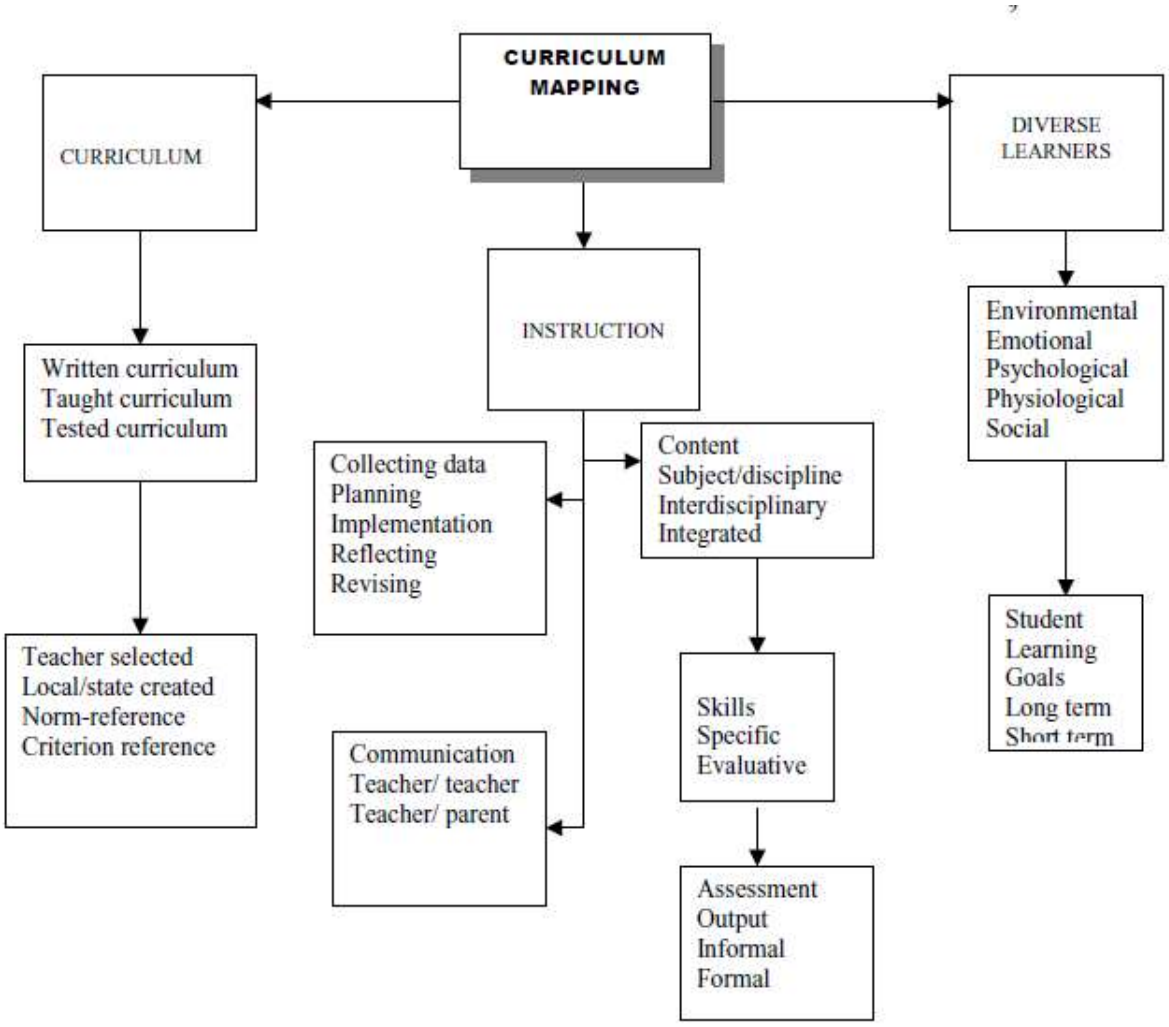
Theoretical Framework

The location of the study used the model of Jacobs, H. H. to explain the process of mapping curriculum. The study aim was not to assess the consistency of the curriculum mapping process template when analyzing various curriculum mapping activities and processes but was used as a point of reference. In the field of educational change, the researcher selected the theory of Fullan for analyzing the topic under study. The goal is not to affirm the initiative concept of Fullan (2007), but used it to investigate the processes and activities involved in teachers' perception and attitudes before and after curriculum mapping exercise.

Jacobs in Shilling (2013) expanded and deepened curricula map as a term and procedure, embracing the sole knowledge brought by English and building upon 7-ways of mapping curriculum model. Literatures in instructional guide assisted many school managers to introduce curriculum mapping in their schools. She discovered that instructional mapping is not representing what actually happens in the classroom practice including studying. She said teachers can gather information about the taught curriculum in real time utilizing college date and ICT to take side on instruction including teaching (Jacobs in Shilling, 2013). The guides can be reviewed if the curriculum needs to be modified or overhauled. Her work recommends that curricula are defined as yearly and represent the training conducted and learned (Jacobs in Shilling, 2013). This means an improvement of the curriculum with good information. Process of curriculum mapping wants instructors to discuss curriculum consistency level by level, class by class, period after period. Every teacher guides their learning environment and look at the differences among guides to another instructor's guides.

A visual description of the process, based on the works of English (1980) and Jacobs (1997), was developed by Bengier (2000:9), as shown in Figure 3 below:

Figure 2: Curriculum mapping process model



Source: Bengier (2000:9)

The 7 stages defined in Jacobs' curriculum mapping design include:

a. **Collecting data:** At this phase, every teacher collects documents and completes their own maps which include 3 major parts: processes and competencies, important lessons with theories and evaluation modalities.

b. **1st reading:** Instructors go through individual guide during this stage and becoming acquainted by the guides of other teachers. Looking at repetitions, differences, realistic comparison, regular matches, possible areas for integration, and timelines like this is important (Jacobs, 1997).

c. Collective assessment plenary: During the trainings instructors will be grouped and assigned to the classes different from the class they teach, multidisciplinary depts. By

assessing guides in collective plenary, instructors may stop teaching the same content including obtaining fair and balanced input to study implemented. Coordinators are required to gather and present the results of participant.

d. **Large group review:** At broad member analysis all academic staff should be present. The diagram will be generated according to details collected by minor participants. Coordinator that handles broad discussion section requests the respondents concerning current trends. It should be determined at this stage whether to split up into training units or remain as a significant number. The most critical aspect here involves the capacity of the learning environment. In the case of little learning environment then the best you remain with broad community. Big learning environment requires appropriate continue working divisions. Most notably, staff switches from a summary mode to a mode for reviewing, revising and creating.
e. **Determining the points for immediate revision:** Teaching staff will display documents with no further research, and focus on areas where improvements can be made instantly.
f. **Deciding on the aspect that need adequate study with review:** All through guide review, participants may discover portions which require necessary study. Project team shall be selected in carry out detailed review and offer advice to the whole academic staff.
g. **The review cycle continues:** The analysis of the map ought to be a continuous cycle. The mapping tools based on a computer will provide realistic prospect for consistent curriculum revision. While continuously reviewing maps, the faculty must collect information on instructional activities in the school, identify differences and repetitions in curricula, identify possible areas for improvement and align evaluation with guidelines.

The mapping method will attain three important goals if successfully enforced. Method of mapping requires the benchmarks of performance should be removed from carbinent and placed inside teachers' cares. Secondly, mapping guarantees all parameters and metrics are taught to the full. Thirdly, staff will put their heads together to divide the work among themselves. The collaboration will take place among grades, building classes with backgrounds including incredibly potent.

The meaning of curriculum

Curriculum is a multifaceted concept, and curriculum theorists agree a little on its definition. Curriculum theories generally interpret the concept to describe the full spectrum of activities performed by the students under the school guidance. Professionals can view the curriculum as materials of instruction intended for their students. Thus, depends on whose perceptions this idea represents, the curriculum can have different meanings.

From the conceptualization of mapping curriculum, Harden (2001) defines the curriculum as a better mixing up of instructional methods, subject planning, behavioral objectives, institutional practices, evaluation, site of schools with ways learners learn, individual program with what the learners are required to study.

Types of curriculum

School has several different types of curricula at work. The student performance is enhanced when they are fairly congruent with each other. Glatthorn (2000) identifies types of curricula as follows:

- Recommended curriculum: The recommended curriculum is what the academics and professional organizations prescribe. Kendall and Marzano (1997) are the best source for recommendations from audit bodies.
- Written curriculum: It is the instruction nation with district internally put into papers which can be benchmarks, state coverage with arranged data, local instructions, teacher time table and instructional classes.
- Curriculum taught: It is what instructors teach in the class daily.
- Supported curriculum: They are educational funded required tools used by the teachers to deliver lessons in the classroom such as textbooks, apps, and other media.
- Assessed curriculum: This instruction measures assessment with success measurements: nation testing, benchmark testing, school testing and teacher testing.
- Learned curriculum: It is the instruction that is delivered to learners in the classroom.
- Hidden Curriculum: It is a process in which program is not planned. It determines what the learners know from the school's physical environment, strategies, and procedures.

The endorsed instruction affect documented, though states appear to be interested in nation benchmarks, particularly including nation evaluations. Published textbook may seem to have a

mild impact on the material being taught. Teachers are influenced by the curriculum being assessed, particularly when they are made to be responsible for the performances of the learners. Teachers may be most receptive with material, contributing their efforts based needs for the learners to understand, reactions of the students to the material being taught. And the textbook series often don't suit the published curriculum closely because they're planned for a national mass market. There is often a relationship between the curricula documented with curricula evaluated. Evaluation is typically structured assessment, sampling below experiences.

History of curriculum mapping

Curriculum mapping for elementary and secondary teachers was developed in the 1970s. It was explained that instructional guide is used by junior school instructors for presenting basic lessons taught in their classrooms and the time span allocated to every lesson in the class time table (Archambault & Masunaga, 2015). This notes gap with redundancy between instructors who were teaching the same thing. This organizes actual instruction instructors delivered in the classroom.

Heidi Hayes Jacobs regarded experts in the development of junior school instruction, built considerably on the idea of instructional guide in the late 80s and early 90s by asking for higher instructor contribution in the planning system removing people who are no stakeholders. She saw instructional guide not only as instrument for every instructors, which is a method of creating broad many subject program, not based on traditional grades, but on what instructors delivery in the grade-level including what learners are receiving (Jacobs, 1997). She said, instructor prepares learning environment and their instructions be built on what institution intend to learn. She believes instructional guide is the process of making information required available to improve useful idea to sharpen standards congruency, identify redundancies and lack of coverage in learner practices to create relevant instruction for learners. In the curriculum mapping process, she listed four phases:

- establishing basic rudiments.
- initiate a system.
- the maintenance, support and integration of the initiative
- initiate future responsibility guide exercise.

The definition of grade-level with middle schools in the late 1990s applies to today's universities. Instructors collaborate in the same school but they are not aware of what is going in

the next classrooms in the same learning environment. She recommended that the development of curriculum maps can be found in academic library research and still applies to curriculum mapping presently.

Curriculum mapping

Development of the curriculum is problematic to direct as a result of the increasing fund of education knowledge, the expected skills of a well-educated person and the proliferation of educational strategies (Holycross, 2006). The main focus of curriculum development is to decide which knowledge, skills and values to be taught, how to achieve the intended results, and the processes of learning and teaching (Richards, 2001). Educational approaches which are learner based, student-centered studies, collaborative learning and place-centered education have been promoted (Harden, Sowden & Dunn, 1984). Application of current teaching gadgets including recent assessment strategies has attracted interest as well (Harden, 2000a). Initiatives were developed on aspect of content learning and recent courses were included within institutional program without elaboration old parts of research (General Medical Council, 1993).

Conversely, a fairly ignored element of curriculum creation is correspondence concerning instruction. Guiding a program assist instructors with learners to identify coverage of instruction and were corrected, understand instructional practices will be provided to assist grab attributes they need to know, to compare instruction and materials required for mounting program.

Harden (2001) opined that

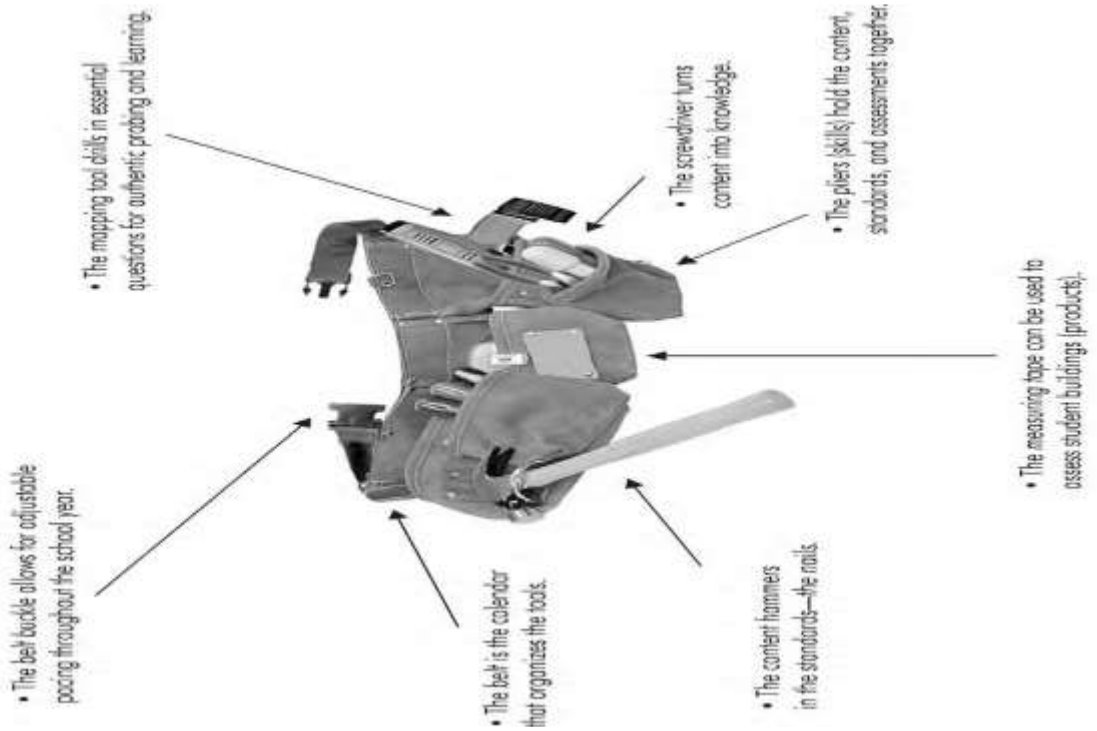
> "curriculum mapping is concerned with what is taught (the content, the areas of expertise addressed, and the learning outcomes), how it is taught (the learning resources, the learning opportunities), when it is taught (the timetable, the curriculum sequence) and the measures used to determine whether the student has achieved the expected learning outcomes (assessment)" (p.123).

He added that instructional guide assists instructional reviewers, instructors, learners and administrators in taking care of the curriculum. Instructional guide is a useful instrument to manage curriculum. Instructional mapping involves depicting the various parts of the instruction showing image, association with interactions among sections and diagram can be visualized.

However, it has to be recognized that instructional guide expertise are few at institutions of learning. The researcher believes that those that will read this study will discover recommendations, knowledge contained therein provide them with what they know about course

matter and enable us understand the methodology which is used in formulating the acceptable method for other schools.

Figure 3: Curricula map: An instrument belt of Teachers



Source: Truesdale, Thompson & Lucas (2004:23)

Some usefulness of mapping curriculum

- Curriculum mapping was developed because there is inadequate relationship and documents about curriculum in a given learning environment (Romkey & Bradbury, 2007). They added that instructional guide intends showing all visual for curriculum covered in the classroom; with association among parts which cannot join together and subjects taught in the universities at various units. Instructional guide offers clear image regarding true instruction - content provided for learners as to the students, as against real instruction.
- Curriculum mapping means technique that is mainly applied for school process, that colleges including examination bodies seeking to coordinate and present instruction in different styles. It gives opportunities to be sure state and district standards are acquired for the whole learners regardless of teacher or school, receive the appropriate learning experience (Declark, 2002). It also helps instructors across subject areas for good

managing including directing the instructions in schools. Much is not written concerning instructional guide activities at education systems, considering possible specific gains for education, considering the difficulty and implementation value for practices including audit process.

- Instructional guide helps faculty, learners, teachers, school managers, deliver important instruction, good association straightforward attitude (Spencer, Riddle & Knewstubb, 2012). It also allows for detail knowledge of what is learnt at all levels. After assessing all curriculums' map, whole picture, one can identify redundancy between courses, semesters, and years, as well as redundancies among lessons, sections, annually and the difference known by teachers. Instructional guide may detect gaps in the curriculum in the instruction, such as noting problems for theory including reducing production, reducing Mathematics and its implementation in science and engineering (Britton, Letassy, Medina & Er, 2008).
- Mapping of curriculum is applied to make sure that the appropriate magnitude is met for educational standards and program or institution-wide goals (Jarchow, Formisano, Nordyke & Sayre, 2018). Curriculum mapping explains the reason schools with course objectives are meet putting curriculum and extra-curriculum projects into consideration (Maki, 2004). In this case, relevant guides are applied to get unity throughout the course. In addition, instructional guide assist school managers for a smooth change from semester to program year (Jacobs, 2004).
- Another advantage of mapping curriculum is to find out if targets, instruction given and evaluation work together (Squires, 2012; Treadwell, Ahlers & Botha, 2019). A review of this may help to determine the clarity of the curriculum and the usefulness and relevance of evaluation. By looking at the period of time really used for context, we can get a useful assessment of the learners' idea of what is significant in the subject, and if time on assessment does not go with assessment emphasis, the question can be asked which part of the curriculum requires to be modify (Harden, 2002; Taylor & Hamdy, 2013).
- Mapping of curriculum is a useful angle of departure for the harmonization of curriculum, that is basically redesigned of teaching experiences to assist learners create links among subjects. When subjects learned in other classes are closely related or similar to one another, this knowledge can be absorbed by the students more easily and

effectively (Tapio, Juha & Juha, 2014). Essentially, if knowledge is given in another way, or in every subject learnt by other teachers, it is hard to transfer and apply knowledge. Instructional unification becomes useful with tertiary institutions with school courses because of the advantages and disadvantages with one-focus subject and the knowledge of additional management strategies (Goldie, 2006).

- Another benefit of curriculum mapping is its focus at the usefulness of instruction, learning the whole idea of an instructional course to staff, students and instructors (Rahimi, Borujeni, Esfahani & Liaghatdar, 2010). The process of mapping curriculum attracts good or bad parts of practicing teaching, like workload among teachers (Plaza, Draugalis, Slack, Skrepnek & Sauer, 2007).
- In every group, ideals are sought after for teamwork and collegiality. Haworth & Conrad (1997) acknowledged that high-quality services are significant component of collegial and welcoming cultures. Collegiality and cooperation principles are rooted on exercise of mapping curriculum making available a forum for all to participate in collaborative dialog on curriculum, education, and learning of students (Uchiyama & Radin, 2008). Curriculum mapping allows all teachers to value their technical experience and expertise. Opportunity is made available for respondents to assess, in a structured safe environment including the way they look and agree about instructing and practicing.

Figure 4: Mapping curriculum process as a communication instrument and collegiality

Source: Fieldwork 2022.

Curriculum map

Curriculum maps, such as road maps, opened up instruction for everybody: instructors, children, curriculum developers of instruction, managers, professionals and the public; and demonstrate unity of various instructional parts, e.g., teaching results, priority of gaining knowledge and among sections of one part, e.g., among teaching elements (Harden, 2001).

Curriculum maps depict all aspects of the curriculum and show how they relate to one another (Joyner Melito, 2016b). The map assist connect actual curricula with planned curricula thereby allow full curricula to be seen as one (Joyner Melito, 2016b). Every subject is accessed via curricular learning outcomes for aligning and covering scope to determine the degree of alignment (Joyner Melito, 2016b).The curriculum map, once completed, helps students, teachers, and school managers know how every course align with curricula and the courses expand on each other (Joyner Melito, 2016b).

Curriculum map users and their particular needs

User One:

- **Curriculum planners**

Particular needs:

- The whole guide for current instruction
- Useful document for later innovation in instructions

Examples of questions:

- Which attributes were taught for academic session?
- What did subject A do in actualizing attribute?
- How is outcome of instruction when B undergoes innovation?

User Two:

- **Instructors**

Particular needs:

- Availability including easy to be utilized.
- Increase enablement of parts for guide relevant for individual contribution.
- Every assessment of instruction based on extensive aspect they are useful.

Examples of questions:

- What is the match of the lessons to the instruction?
- What is the formative assessment of the learners at the beginning of a new topic?

- What have the students gained from my lessons?
- Has the course I teach communicated to my instruction?

User Three:

- **Student**

Particular needs:

- Unification to modules.
- Instructional materials for teaching.
- Individual evaluation.

Examples of questions:

- What assistance is a specific lesson to a student?
- What does the student required to gain from my lesson?
- How will the student get assistance when they face challenge while learning?

User Four:

- **Examination Body**

Particular needs:

- Taking notice of attributes for evaluation
- Reasons for document type evaluation
- Protection with little accessibility

Examples of questions:

- What confidence do we have to know that evaluation correlate to the instruction?
- What is the correlation between evaluation and assessment of learners

User Five:

- **School Managers**

Particular needs:

- Administration instrument
- Learning project information
- Trustworthy

Examples of questions:

- What is the attribute of the unit to the instruction?
- Whose duty is the portion of this subject?

User Six:

- **Accrediting body**

Particular needs:

- Providing data for demanded stage of insight with explanations.

Examples of questions:

- Is instruction meeting standards?

User Seven:

- **Prospective learners and general**

Particular needs:

- Easy accessibility
- Easy presentation of the characteristics.

Examples of questions:

- Am I pleased with the course?

User Eight:

- **Institutional scholar**

Particular needs:

- Comprehensive data from the studies the researcher likes.

Examples of questions:

- What is the importance of project in instruction?
- Who are involved in education? (Harden, 2001:131).

The mapping of curriculum in teacher training

The use of instructional guide at tertiary institutions is attributed to Heidi Hayes idea. She emphasized that instructional guide encourages interactive behavior within tertiary institutions. Instructional guide is useful in educational practices. Curriculum mapping can be used by faculty to work together in an institution where there is no friendly working environment (Uchiyama & Radin, 2009). Instructional guide enhances understanding with unity in school system. Faculty interacts together during curriculum mapping. This association helps the faculty work together in reviewing instruction. Curriculum map put learning experiences together (Harden, 2001). During the exercise of instructional guide, instructors share data of lessons going on in the classroom in other to organize the execution of instruction and assess general goals of the college.

Jacobs (1997) says curriculum guide produces good maps. She added that maps contribute to good instructional agreements. Gough (2003) agreed that curriculum map represents what takes place during lessons. According to Benade (2008), a map shows the actual learning that takes place in the classroom. Curriculum map gives the actual picture of what happens in the classroom. Hayes work opens up exactly what happens in the school through instructional guide. Benade calls for instructional guide which demonstrates what exactly happens in school setting.

Competence

Instructional guide supports curriculum development processes by illustrating how particular competences are more/less relevant to certain learning subjects. We should be aware that when applied in context of studying in one subject, we should be aware that a particular competence could involve a different set of behaviours in another subject (Jumonville, 2012).

national commission for colleges of education (NCCE) argued that nigerian community and her institutional process is recently innovated (Ajibola, 2018). It added that the nigeria certificate in education (NCE) minimum standards, leading to a shift in society's expectations concerning education, emphasizes the importance gain of teaching competences (Ajibola, 2018). The Minimal Standards for Teacher Educators specify what educators must know and be able to perform, as well as their required minimum attitudes about their profession, in order to stay in or advance their careers (Ajibola, 2018).

Bird & Sehjoedt in Mets, Kozinska & Raudsaar (2016) define

> "competence to be combination of skills, knowledge, beliefs, abilities, traits, and self-efficacy, whereas ability is a relatively stable broad characteristic of individuals that underpins outstanding result; abilities are skills for achieving targets created efficiently and effectively, and understanding is information that an ordinary person has in selected aspects" (p. 24).

European Commission (EC) (2012) argued that competences manifest themselves in the market cycle by finding or generating opportunities, decision-making and leveraging opportunities. It is vital for an increasingly mobile workforce to be able to demonstrate that skills meet predetermined competences. This is especially important for those professionals who are

mobile globally. Ervin, Carter & Robinson (2013) agreed that it will remain difficult to define skill rates among professionals educated from various organizations and countries without the mechanism to be able to determine whether courses discuss competences or outcomes. They further reiterated that it is becoming increasingly necessary to be able to explain how educational programs fulfill the requisite professional competences from an institutional perspective where competing for students is a problem. With this in mind, it is crucial that processes that support curriculum mapping to train competences are created. Ervin, Carter & Robinson (2013) opined that one of the difficulties in addressing competency-based education is finding a common understanding of what competences are and how they should be measured.

Roberts in Mets, Kozinska & Raudsaar (2016) argued that "competences list noticeable, quantifiable, mastering, attributes and outlook learner acquires after teaching instruction." The useful parts are noticeable observable, quantifiable, mastering, attributes and outlook. Some of the sources of the competences are course syllabi, written curriculum outlines, undertaking declarations, learning objectives record, audit bodies, summative tests, schools degree holders' are moved, those that employ workers and the real degree holders (Roberts in Mets, Kozinska & Raudsaar (2016). Some of the guidelines for developing students' competences include focusing at attributes, working in collaboration, focusing at results, aiming at better attributes, using precise statement which explains what learners can do precisely, noticeable manner and defining confusing statement where necessary. Some steps for developing students' competences include describing specific understanding, attributes, outlooks learner obtains when course is finished in one sentence, using action verbs, ensuring understanding, attribute, outlook are noticed, assessed by considering the facts to be gathered and ensuring understanding of attributes with learners. Students' competences tell student what they will learn, serve as layout to prepare modules, direct how to prepare good evaluations, gives opportunities to teachers, faculty, scholars to measure learning, tell organizations who wants to get workers the attributes of the degree holders and provides standards entrance examination and exit evaluation before learners are evaluated. Curriculum mapping is a process which identifies how an existing curriculum helps competence development while identifying gaps and areas for improvement (Raycroft & Flynn, 2020).

Learning outcomes

Jarchow, Forisano, Nordyke and Sayre (2018) argues that adequate instruction development involves tangible attributes including planning the strategies that will assist learners to acquire these attributes. Mapping curriculum mapping produces connections between content of learning and anticipated outcomes of student learning (Wang, 2015). He also said learning outcomes as instructional guide can enhance instructional assessment including benchmark. Outcome means professional skills acquired by children as well as the skills needed by organizations at offices. For higher education, learning outcomes are essential as a result of important control for different assessments of universities. The acquisition of skills in tertiary institutions is creating awareness in higher institutions to welcome the skills useful to the occupation of their instruction. The mapping of curriculum is thus information oriented; competency-driven, too. The mapping of curriculum examines learners' potential needs and prepares teaching experiences of students for future dream. This dream is for tertiary institutions' learners to develop skills for future employment to improve competitiveness of the development of their nations. According to Oliver, Jones, Ferns and Tucker (2007), curriculum mapping, matched to expectations, provides students with better knowledge about the economic future and efficiently increases the achievement of learners or vocational skills as regards accountability concept.

Attributes of program – degree target consolidated skills, for instance applying research rules, demonstration of critical thinking, problem-solving skills, effective research and communication) in the teacher education context (Hubball & Burt, 2007). Attributes are evaluable, exchangeable and valuable for students in a diverse world as workers and citizens. Graduate attributes guide learners expectations after course study to enable them plan their duration with effort, demonstrate course objectives meaningfully in wider community, assist to assess how successful are the attributes, lead teachers with school managers on how to manage their scarce funds and to assess the success of the training. Representative members of the entire learning community should develop program-level learning outcomes to satisfy degree instruction and attract array explanations with modifications (Cox & Richlin, 2004). Localized creation including course attributes is important in higher institution of learning (Hubball, 2007b). Additionally, it is very difficult for the teachers and school managers to know whether the learners can perform what they studies after the course. (Hubball, 2007a).

It is difficult for faculty and program managers to determine student learning outcome standards and how to measure these standards (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2015). Learning outcome measurement attracts controversy over the information to gather (Hager, 2006) including the way to gather the information (Freeman, 2010). Nonetheless, Coates (2010) noted how difficult it is in reviewing, tracking including the improvement of students' performance. He emphasized that plenty organizations will have to force a behavioral transformation to incorporate systematic processes.

At organization level, Baker, Jankowski, Provezis, & Kinzie (2012) reported how evaluation of information will be used efficiently used within to create awareness and empower learning, interact relatively with policymakers including the people concerned. Despite strong gains, however, academic work of guiding learners' attributes is limited at tertiary institution curriculum (Oliver, 2010). Taylor et al in Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers (2015) expressed the view that this may be as a result of lack of knowledge about standardized calculation of graduate achievements.

Assurance of learning

Hall and Kro (2006) defined assurance of learning as means of assessing students' learning outcomes of higher education against program objectives. Typically, the feedback is used to create awareness and information about goals, instructional design, achievement and present learners' skills to the people concerned.

Indirect learning measures measure the response of learner along with the status of the learner in the school is traditionally regarded to be quality assurance assessments (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2014). In addition, direct learning outcome measures, captures, monitors and evaluates specific information to learner performances within particular program-broad objectives (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2014). Project study on the implementation of learning assurance in Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers (2014) found that direct measures to assure learning by integrating student abilities into the instruction giving useful strategy for providing better instructional materials. In addition to integrating attributes into the curriculum, In addition, it was suggested integrating abilities inside instruction, program objectives will be operationalized by good assessment benchmark that take into account methods utilized by institution's conditions (Zhu & McFarland, 2005). Assurance of learning system permits the evaluation of general

abilities, which includes awareness, reasoning and basic skills of the discipline. Assessing student abilities is part of standard control and institutions are forced to list open students' abilities and condition of investment in some education systems (Barrie, Smith, Hughes, & Thomson, 2009).

Advancing policy, industry including open exposure to graduate attributes assessment, program learning results; discipline-wide minimum standards raise concerns about effective systems including accurate assessment strategies (Romy, Taylor, French, Fallshaw, Hall, Kirash & Summers, 2014). In recent years, a Higher Education Learning Outcome Assessment Organization for Economic Co-operation and Development program tested a method which assess whether graduate learners were prepared along attributes required to evolve employment opportunities. The assessment tool, which has been used across universities for many countries to date, is accepted to be useful globally in universities (Nusche, 2008).

Standardized assessment is suggested over years in Australia (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2014). Adopted abilities assessment for assessing students' skills was rejected (Bath, Smith & Swann, 2004). Researchers argued that abilities evaluation can lead to program standardization, difficult change, lack identifying important subject areas peculiarities including program differences (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2015). Some scholars warn that a culture of compliance may emerge if instructional guide does not unite evaluation materials with instruction results (Barrie, Hughes & Smith, 2009; Oliver, 2010). This is observed in a tick and flip strategy which compromises curriculum mapping's effectiveness in assuring the learning process. Similarly, if the instructional guide focuses on the actual instruction this may differ from the experienced instruction for learners (Lawson, Taylor, French, Fallshaw, Hall, Kinash & Summers, 2014). Bath, Smith and Swann (2004) argued that in order to deliver a living curriculum, everybody involved must see instruction as ones' responsibility to chances of assessment including change.

Curriculum alignment

When developing instructional design at the district level, it is very important to align the curricula with national benchmarks with specifications (Shilling, 2013). Alignment ensures program is structured to ensure tests and implementation of expectations is discussed in the instructional process (Squires, 2012). He claims that without the subject examined is addressed in education, learners will not be able to comprehend the material assessed. Jacobs (2004)

integrates coherence into a curricula development which ensures teaching of what has being evaluated. Curriculum alignment ensures that the structure and components of a curriculum are aligned with the institution's or educator's intentions, which have to reflect standards or results (Arafen, 2016). Curriculum congruence at the project level, i.e., helpful consistency across instruction, studying, and assessment, is crucial to student achievement (Meij & Merx, 2018). It is essential to make sure that each exercise aids in the achievement of the learning goals in order to guarantee that learning objectives become actual learning outcomes and to enhance students' learning.

The Functional curricula have shown when the curricula are matched; learner performance increases (Squires 2005, 2009). Aligning is a 2 different organization or harmony that complements the strength of a school curriculum, such as state standards. There is coherence between the criteria and the curricula, for instance, if national benchmarks include concept maps with curricula maps. The categories are same. Of course, the material used by idea maps in both circumstances must be consistent.

Figure 5: Curriculum alignment

Source: Karen (2011).

Curriculum alignment is a crucial concern for program-level evaluation. Liu, Wrobbel and Blankson (2010) defines the alignment of the curriculum as scope to which perceptions and evaluations are agreed and served in togetherness to guide the system towards students learning what they are expected to know and do (Liu, Wrobbel & Blankson, 2010). Liu, Wrobbel and Blankson (2010). Researchers and practitioners have developed tools and procedures to either

facilitate alignment of the curriculum or to measure the degree of alignment between curriculum, instruction and evaluations (Liu, Wrobbel & Blankson, 2010). Liu, Wrobbel and Blankson (2010) presented a new method of curriculum mapping that allows academic programs to visually represent their curriculum, identify key components of the curriculum and their interrelationships, and address issues such as sequential gaps in program alignment. Meij and Merx (2018) believe that achieving curriculum congruency in tertiary institution remains challenging because there is no collaboration among instructors including regular reviewing of courses, plans and personnel. Instructors with interdisciplinary studying system still lack certain aspects of the learning process (Meij & Merx, 2018).

Curriculum alignment is system which directs instruction and practice making sure alignment among instruction, district benchmarks, teaching environment training including measurement. It is internal consistency when the meaning and terminology of the curriculum are expressed in the classroom activities and assessments. To do so, instructors suppose to know what expectations clearly, plan are learning environment activities with tests which will assist the learners meet their required educational goals. Criteria used by instructors to ensure private consistency will also be compatible with district-commanded measurement. There should be proves of this unity on both instructions. Central congruency is broken down to parts like educational congruency, standing congruency with parallel congruency. Educational congruency occurs if instructors design lesson, attributes , evaluation for a specific instruction course with relation to objectives set out in a background benchmark (Shilling, 2011). Internal alignment may provide horizontal consistency over a level of grade. Both instructors teaching children in their classes, for example, ensure critical material including abilities are imparted regularly in the classes they teach. Vertical alignment makes sure that there is unity between the content and skills are taught at successive grades (Mathiesen, 2008). This method of consistency helps teachers ensure that there are no holes, repetitions or redundancies at various grades and that curriculum spirals smoothly and sensibly (Jacobs, 1997).

Alignment of instruction is 2 types, front-loading including back loading. When instructors apply system to match curricula, they plan the instruction and produce assessment which aligns with plan. Front-loading is a popular form of curriculum alignment as per English (2000). Instructors begin with evaluation; develop instruction to suit measurement by using a back-loading process. Instruction with expectations that is well handled with adherence should

assist to meet children educational goals. Evidence suggests that unity in instruction represent strong predictor for students' performance. If instruction is structured is surrounded by a given goals, information is gathered and worked in connection with the given goals, children's' achievement increases (Mathiesen, 2008). Gross (2001) argued that mapping of curriculum promotes faculty communication which enhances instructors, school managers including generation of a coherent educational system for children.

The combined results of the analyzed scientific curriculum mapping studies provide support that teachers see instructional guide methods very useful for teaching, institutional development, congruency between government benchmarks including classroom instruction.

The concept of educational change

Change is inevitable in the 21st century according to the literature (Lieberman & Miller, 2005; Stoller, 2009). Educators have had to deal with one kind of transition or another. Change was still intermittent and erratic though. Change has been a persistent educational feature since the 1960s. The educational change of the 1960s was motivated by the fact that the United States of America (USA) was slipping in scientific accomplishments backwards of USSR with many instructional change intended to remedy the condition. Fullan (2005) called this period a changeover time because the aim was to create and distribute excellent educational programs and to take children to institutions of learning for development including adoption. While instructional aides produced by specialists were of fine standards. The teacher did not benefit from the exercise because they were not involved instructional programs including products.

Although teachers are increasingly faced by explosion of inventions plus changes, the academics are occupied researching on mechanisms of innovation at learning environments including multitude of literature appeared. Owing to main research emphasis on what was happening or not in action, the previous time recorded improvement period. Despite numerous innovations from outside institutions transmitted to schools, there was improvement classroom because instructors and children were not involved in instructional changes. The work done at this period has been observed for concentrating solely at innovation resources and determining the results of innovation, while disregarding mechanisms including practices which engaged practical innovation at usage. Application as a significant aspect of transition was a problem in education innovation literature.

Challenges of innovation stages are enumerated in 4 phases below:

1) change features;

2) principles used;

3) implementation features; and

4) features of large-socio-political departments.

The following approaches were identified as useful for execution from various studies: pre-teacher preparation, material assistance period, equipment, resources, to mention few, input systems which promote engagement, recognition of challenges including the involvement of implementers in decision making. One of the main outcomes for the time is the failure that took place forgetting modification of innovative modalities. Shilling (2011) argued that collective adjustment is the mechanism by which instructors change review to suit what the students requires including primary background adapting their experience in satisfying reform qualifications. Cuban (1998) argued that it was the responsibilities of the instructors to determine the elements regarding specific change integrated inside activities in the school setting ignored. During this process, theory was created regarding problems and issues of execution. Execution was agreed to be good problem including long system requiring joint efforts for success.

The next phase that took place between 1982 and 1992 was dubbed the Decade of Significance by Fullan (2005). In other sources this era is classified as a time of prosperity (Reynolds, Teddlie, Hopkins & Stringfield, 2000). At that time, school productivity and school advancement were being identified as new lines of inquiry. Louis and Miles (1990) reached consensus on the characteristics of successful schools in the research that led to developing certain lines of inquiry. Further information was acquired to deepen awareness of the cycle of change and the factors leading to school performance and progress in the classroom. The major result Fullan made to this period was his groundbreaking experience. Fullan published The Definition of Educational Change that explained the concept transformation in education. Researchers applied the theory to a number of settings, and Fullan developed and revised it over the years. Fullan's fourth edition, The *Modern Understanding of Educational Change*, published in 2007, contains the latest perception of the definition of educational change.

Fullan (2005) named the 4th levels which begun in 19th century including capability period. He regarded capacity as gathering of information useful to the discovery of change including transition mechanism. Literature on various transition approaches has provided a very

strong information base on the mechanisms, procedures and effects on educational change. Educational change's knowledge base has become so vast and developed into specialization automatically. It developed information, scholarly magazine and the vision of studies. As a result Social Sciences areas and humanities, educational enhancement area has helped inform research that focuses at professional policies including change inputs.

Scholars of innovation system for years repeatedly study certain ways including controls at various schools and initiate many innovation basis which stand for many reliable ways for innovation at school environments. The points are below:

- innovation is training and training brings about necessary innovation
- innovation represents procedure but not occurrence
- educational institutions are sources for innovation
- educational institutions embrace innovation while innovation is introduces by human
- strategy is important for the accomplishment for innovative procedure
- effective projects minimize challenge for innovation
- strategic management matters to sustainable change progress
- collaborative effort promotes innovation
- initiatives is effective; and
- context affects the learning process and change process (Hall & Hord, 2006).

Global practices, teachings and laws of innovation demonstrate small to less responsiveness to period and background has been given to a variety of other research findings (Hargreaves & Goodson 2006). The experiences changes before convictions. Challenges and better effort can result to positive innovation. Progressive design is more effective to extended design etc. Understanding values assist professionals with scholars adjust to problems facing programs with technologies relevant to educational change.

Models and Theories of Change

Another significant outcome of comprehensive study and educational innovation theorization is the development of various innovation models and theories of innovation that can direct study into innovation and forecast innovation system that is interested at innovation can be anticipated. Examples of theories of change are educational change, diffusion theory of changes

and adoption concerns-based model. In many literatures which are concerned with educational innovation, these theories are cited ritually. These three have some relationships and disparities in common. Both these theories take the opinion that innovation is a phase, not an occurrence. The transition cycle undergoes several stages or phases in all of them. The theory of educational innovation demonstrates that innovation is going through 3 stages - **inventiveness, execution** and **continuation**. The 4 basics of diffusion of innovations theory are **innovation, communication channels, time** and **social system**.

Diffusion of Innovations Theory

Across several fields for research Rogers' (2003) diffusion for change is applied better to explain mechanism of transformation. He also explained that an invention is a concept, project perceived by a person or other adoptive unit as new. Diffusion is described as the process by which, over time, certain channels of creativity are communicated thoroughly among the members of a social network. Inconsistency is seen as one of the main hurdles to technologies being implemented. In addition, he emphasized on inventiveness cycle as technology findings including knowledge synthesizing operation in which a person is motivated to reduce inconsistency about an innovation's good and bad. The innovation-decision method consists of 5 phases **(a) knowledge, (b) persuasion, (c) decision, (d) implementation, and (e) confirmation.** These phases typically follow each other consistently. He suggested 5 features of changes that propose acceptance: **(a) relative advantage, (b) compatibility, (c) complexity, (d) trialability, and (e) observability.** Everyone' understanding on features and technologies influences acceptance.

Other distinctive characteristic for his work was that supporters' are distinguished at the basis for understanding creativeness; level a person acceptance adopts new beliefs comparatively earlier than other members of a program. The 5 types of adopters include a) **innovators, b) early adopters, c) early majority, d) late majority, and e) laggards** (Tammie, et al; 2008). His premise of individuals network advantages for current concept are typically last to embrace change.

Concern-Based Adoption Model

The concern-based adoption model is another well-established transition viewpoint that provides many strategies with processes of knowledge of innovation of person class. It focuses on improving knowledge of individuals' performance to study use technologies to assume

professional including comfortable. The worry-based adoption model consists of 3 ways to analyze the process of innovation:

- ***levels of concern*** (LOC) looks at good initiative - the responses, emotions, expectations and behaviors of people;
- ***innovation configurations*** (IC) tackles the idealized representations of the change generated by the artist, including practical types of innovation seen in institutions; and
- ***level of use*** (LOU) describes behaviors and the manner in which people behave in relation to a defined shift.

Literature shows that innovation is complex and very slow, inconsistent system, fraught alongside stagnation, deterioration including failure. Respondents for innovation procedure may exploit anticipation; uncertainty with confusions resting on phase of change with particular conditions. Therefore, emotions with assumptions for everybody develop innovation advancements. Hall and Hord (2010) validated 7 Stages of Concern (SOC): a) ***informational,*** **b)** ***unconcerned,*** **c)** ***personal,*** **d)** ***consequence,*** **e)** ***management,*** **f)** ***refocusing*** **and** ***g) collaboration***. They argued that every partaker of transition system is assessed using the Stages of Concern Questionnaire (SOCQ) (Ward, 2021). Also SOCQ and CBAM were commonly used for the study of various educational technologies. CBAM has acknowledged that leaders of change must consider how various agents of change approach the change and adapt their strategies respectively. Priority should be given to the needs of the reform implementers.

Theory of Educational Change by Fullan

Having studied 3 of the main theories of innovation, the researcher gives preference to the theory of educational change by Fullan in order to make available basis of analysis as the theory is a better match as studies try to obtain good nuanced comprehension of the processes at use of current initiatives implemented inside schools.

Fullan analysis expatiates on what initiative is to the stakeholder in education. Fullan (2007) argues that the initiative system involves all the stakeholders in education. Fullan discussed the features of all 6 stakeholder groups and how those characteristics would help these individuals better respond to improvements in education. Fullan's theory of change predicts

outcome at each point for innovation system and how they affect underlying variables of the innovation system work together in the innovation process for initiative.

The Phase of Initiation

Diffusion process begins with the phase of initiation. Change in education may come from global forces externally or from ministries of education within countries internally. This step covers all decision-making processes, development preparation, and the quest for capital on ideas for new technologies that seem important to differentiating social activities. Literature indicates that at the initiation stage 3 major factors will affect curriculum decision-making: policy control, pragmatic considerations, and reactions of the participants.

Markee (2001) opined that policy-level decision-making includes 4 areas:

- decisions on curriculum preparation and documents information,
- learning goals and means of achieving them,
- implementation of projects like resources, resource creation and teacher training, and
- implementation of classrooms that relates to the activities of instructors including children.

Innovation managers need to take strategic factors into account, as they apply to time and money integrated into innovation curriculum programs. Markee (1997) warns that teachers gaining creativity by projects using a method of top-down reform required adjusting their activities according to policy. In addition, research advises that decision-making needs to involve concerns relating to the management of transition in diffusion processes. Initiation phase is a difficult system as shown above in 4 areas.

Rogers (1995) warns that the implementation of transition requires preparation and management for the short and the long term. He added that they include several activities, including decisions to continue with social transition, needs of research, funding, lobbying, drawing up implementation plans and capacity building organization. Therefore, there are various tasks to be dealt with at the initiation point, and so recipients may seem daunting and intimidating (Markee, 1997).

The Implementation Phase

Rogers (1995) defines the implementation step in the diffusion cycle as the second level. According to policy viewpoint, the term implementation can have two meanings (Lane, 1997). Stoller (2009) argued that implementation thus relates to initial perceptions of attempting to bring policy goals into effect.

Through this time teachers will adapt and change practices based on their creative interpretations. Issues are likely to come up during this critical process. Stoller indicated that teachers as change managers would see challenges as learning opportunities rather than barriers that exist here. Factors such as the social background, the characteristics of teachers and the qualities of inventions often have the ability to impede or promote implementation. The social background encompasses influences and realities such as economic, political, financial, educational, and institutional.

Kennedy in Joskin (2013) is of the view that any breakthrough in schools cannot occur in isolation but is rooted in society. According to Kennedy in Joskin (2013) the cultural dimensions of society decide how the other five variables mentioned here affect creativity in classrooms. Changing agents need to be mindful of these complexities when applying technologies with a broad scale curriculum. Several scholars say that it has been found that beneficiaries of reform take decisions on the surface during implementation to follow technologies without deep reflection on the implications. Likewise, evidence suggests that schools embraced reform without understanding its full effect. Embracing reform is mostly due not to critical thought but to the power of lobbying. Consequently, the implementation of the diffusion method can be complicated and will have ongoing implications (Markee, 1997).

The Phase of Continuation

Rogers (1995) defines the phase of continuation as focusing on the need for sustainability technologies for longevity e.g. incorporating developments in curricula into the experience of the instructors. This ensures the curricula are institutionalized as part of formal teaching programmes. Past first and second stage decisions and incidents will have an impact on stage three because they are interactively related. Here, there could be two potential outcomes: approval or rejection (as phase 2). Curriculum reform options for teachers affects values, behaviors and global ideas. In addition, in view of their perspectives and skills, teachers may

establish their own definitions of the invention (Carless, 2004). Therefore, the invention can reinforce the first printed document.

Some studies have shown that during the Continuation process, advances are not effectively institutionalized (Chan, 2002). His study of task-based learning showed the diverse reactions of teachers during the time of continuation. Many instructors have not benefited on individual practice that brings about changes in instructional methods, he argues through individual experiences of teachers instead of following instructions of the Ministry of Education as prescribed. His finding could also mean the teachers were creative and sensitive to their unique background. As a consequence, poor versions of the initial invention were introduced by students. Stoller (2009) recommends that responses such as these are not regarded to utter setbacks as practices and suggests the need for more preparation to ensure that the program follows policy intentions. Therefore the three diffusion processes need to be controlled and tested by empirical studies (Adamson & Davison, 2008).

Diffusion studies

Tarde and Parsons (1903) devised authentic S-shaped change shape in describing the grade adoption found on inventions. The one of dip steep slopes drawn in a map marked showing top grades of adoption, while gentle steep suggested below grades of adoption in figure 3. Thereafter the invention of the postulation was utilized for research mechanisms of acceptance. Ryan and Gross (1943) analyzed how farmers embraced agricultural technologies to check whether cross breeding agriculturists in Iowa, USA. Their model identified changers, first users, first masses, last masses with sponger users. Growing of the 5 adopter rates had distinctive characteristics that affected the commitment of technologies that recipients adopted. Other studies have used those 5 words to define the characteristics of participants in their embracing shift roles.

Early adopters, for example, were also well educated, socially active and open to new ideas. Conversely, the reverse was the laggards. Dissemination is a critical phenomenon which earlier makes assumptions using objective reasoning in economic decision taking. Their closing reaffirmed Tarde's earlier work (1903). As a consequence, this produced discussion of the theory of diffusion through disciplines.

Certain research has revealed information about mechanisms of dissemination. For example, education research follow up agreed that perception of change agreed that diffusion

shape was also S-shaped, believing the argument that innovation adoption begins gradually and come down in the center till the end of subsiding. Result arises when inventions are either institutionalized/not accepted.

Figure 6: Adoption process: S-Curve

Time

Initiation ***Implementation*** ***Continuation***

Source: Joskin (2013:27)

Factors affecting change

Three issues in a diffusion process that can hinder innovation are quality of system; features of respondents and the change. Bentley (2010) agreed that systemic attributes' frameworks support shift in change such as a redesign of the instruction. Systems that are good include various institutions decision-making stages that are going through curriculum reform in a social background. There are institutional characteristics found inside educational organization to facilitate teaching and learning programs. According to Fullan (2007), three layers of an education system are state, district, and school/teachers who need to discuss any improvements in education. All three types mirror organizational characteristics and include multiple actors within the system. A transition in education will need to be accepted by the stakeholders before

diffusion can occur. There may be uncertainty, therefore, if stakeholders have different definitions of the idea of reform in these three layers of the education system (Fullan, 2007). Where there are different definitions, structural attributes can affect diffusion processes related to educational change (Markee, 1997).

Additionally, Kennedy in Joskin (2013) also mentions other structural characteristics that can hinder a shift in education. These include factors including: economic, financial, administrative, educational, structural, and classroom. Every feature systemic has its own uses. However Kennedy in Joskin (2013) argues that many structural social processes are driven by cultural elements. Because of this major position in transition, if its effect is to be fully understood the idea of culture needs to be unpacked. Definitions of culture differ according to social contexts. Culture implies a way of practice for situated contexts within this debate. Therefore it is not surprising that problems occur when different actors from various sectors of the education system are involved.

The characteristics of teachers also affect shifts in diffusion processes. Attributes can include: values, behaviors, preparation and understanding (Li, 1998). The values of the teachers are motivated about the process of achieving success and performance of learners. The literature reveals that the classroom behavior of teachers may represent their thought and belief systems (Garton, 2008). Freeman (2002) argues that the opinions of teachers are often part secret instruction and practices in classrooms. Instruction that is not learnt in the class material and system affecting instruction in the classroom not included in the curriculum (Joskin, 2013).
Behaviors of the teachers also influence teaching in the classroom. Literature suggests that behaviors are achieved via exposure such as students, instructors, academic profession and relationships of professionals. If developments are inconsistent with the experiences, behaviors, and understandings of teachers then resistance is likely. It was noticed instructors require a detailed knowledge about dissemination, concepts and uses behind every concept to improve their performance. Lack of such understanding and adequate teacher interventions at any stage of diffusion can lead to misalignments between practice and intentions.

Stoller (2009) characteristics of inventions also influence acceptance or rejection. Kennedy names two attributes in Joskin (2013): viability, and relevance. The former covers resource supply and infrastructure. The latter involves innovations which address learner interests of the students (Hopkins, 2013). If teachers consider important invention for educational

and learning purposes, then acceptance is likely to result smoothly. To sum up, problems are unavoidable for progress to occur by diffusion processes. Thus, we are required to discuss the processes of transition during the preparation, execution, and assessment. Failure to do so raises the probability that the proposal will not be put into effect (Stoller, 2009).

Factors that motivate innovation

The key factor that motivates process of diffusion is Professional development (PD). PD is a significant method for integrating a policy change like curriculum mapping into an educational system. Joskin (2013) describes 8 factors as critical to a good PD:

- Integrate the individual interests, talents, expertise and comprehension of the learners into the learning background.
- Occupies teachers in their own environments to evaluate the results. A method for invoking revised understanding is the identification of discrepant data.
- Includes reflective reflection that helps participants to explore and test theories and expand their thought.
- Helps participants adjust their habits, values, understandings and/or perceptions towards education.
- Allows the participants to become conscious of their feelings, behavior and effect on others.
- Aims at the need for inclusiveness.
- Involves instructor involvement, and
- Engage in theoretical awareness and in complementary methods. (Joskin, 2013:36 & 37).

The teachers should perceive professional development as an agent of change that will not just improve instructional strategies, also give understanding of the importance of examining learning attitudes, values, behaviors, and also the behavior for learner teaching. A revolutionary change does not follow experienced planners with ample experience change or innovation dissemination and practice them. Professional Development beneficiaries come back to learning environment persuaded return to their classrooms far from persuaded for their breakthrough dilemmas of experiences that occur for a regular interest. Alternatively, policymakers with colleagues will interact successfully in school sector, classrooms, learning with instruction

including evaluation professionals, while designing with implementing important government document for change.

The relationship between change and culture of school

This segment looks at the significance of learning environment within cycle of transition. Schein (2004) sees laid down society as a pattern of common basic principles developed to address problems which performs true to offer best option to view and understand issues. Leaders of transition should be well aware of the culture of their company to direct the growth and success of organizations. Hall and Hord (2006) concluded that comprehending value for organizational principle is the first way towards gaining good success in transition. Studies and experience indicate that some schools build a culture of organization that is better tolerant of the attempts to transition different from other institutions. Schools that work together are described best favorable in transition dissemination. Working together with collaborative attempts, mutual acceptability and hardworking workers bring about change and maintain it (Joskin, 2013). Schools functioning as relational societies are not isolating their teachers, but encouraging technical dialog and college learning. There is a strong focus in collaborative cultures on enhancing teaching and learning, and growing academic success among students. Instructors identified to work together to address their experience have interest in developing experience which may give an effect on student learning.

Fullan (1998) argued that children performance with workers that work together dramatically promote skillful classroom with professionals which consistently enhance better teaching that results to good success that connect benchmarks including the support for building capacity for workers. Collaborative cultures are challenging for school leaders to build and sustain. He suggested 6 approaches and techniques for implementing and establishing a collaborative culture:

- develop routine personnel contact processes about instructional activities.
- build cycles of learning and teaching success survey through the school.
- become aware of employee expectations about learning beliefs, standards and values.
- employ teachers whose value base represents the school community.
- use people in the process of decision-making.
- acknowledge the contributions of both teachers and students.

Both of these methods and tactics are focused at the teacher, as teacher support is crucial to any reform initiative being successful. Most of the literature on implementation suggested the teacher as the key deciding factor in the progress of transition. If teachers do not welcome any initiative, they will reject or enforce it half-heartedly, which does not contribute to success for the change. Chances for success will normally be greater when instructors accept change in educational policy. The remaining instructions will therefore make dissemination efficient. Datnow (2005) argued that reforming learning environments is of a greater probability if the head of institutions work together with the workers and those concerned in education to accept change. Good leadership has been described as one of the core factors for effective implementation.

The importance of leadership in the processes of change

Hall and Hord (2006) argued that principals remain essential to defining workplace expectations, principles and beliefs in collective learning school cultures. The head of schools should be neutral in facilitating progress since he is in middle of teachers' relationship with outside ideas and people. In classrooms, a wider degree of implementation was observed where teachers regarded their principal as powerful leaders (Berends, Bodilly, & Kirby, 2002). Evidence shows that the reform efforts are frequently doomed to failure without good principal leadership.

It should be noted because researchers who researched importance for school management innovation system believed that only the head of schools could initiate management that establish principles which encourage good practice that brings positive innovation. Principals with democratic management will build leaders around the school for a long-term effort that will serve as an instrument to bring about positive change in schools now and time to come. The literature includes numerous academic studies and theoretical reviews issue concerning democratic management. Few researchers say dispersed management contributes better improvements for educational process. Durable democratic management encourages stakeholders in schools trying, developing including leveraging which add to good management for all students' excellent performance.

Teachers should take advantage of their leadership ability. Teachers in an atmosphere where they are leaders are more successful learners. As teachers lead, directors develop their own ability, students experience a cooperative learner culture and institutions gain from best decision

taking. This is why there is such a compelling total coverage of instructors' management of educational institutions. There are some recommendations to promote and encourage the growth of management by instructors:

- demonstrate concern for teachers' experiences;
- teachers' contributions should be given attention;
- consider the advice of instructors at ties of educational institutions;
- consistently offer constructive feedback to teacher-leaders;
- promote professional development of teachers; and
- seek to minimize alienation of teachers.

Curriculum mapping literature shows the essential of instructors' management of the dissemination including durability of curriculum mapping. Kallick and Colosimo (2009) claim when educational institutions participate on the process of mapping curriculum and information management, instructors begin to assume management for continuity in the school system. Many positions such as coaches in the specialist region, information monitors, instructors updated by the data and coaches mapping. Formalizing such leadership positions serves as leverage to change the society where dispersed leadership is real. As the head of one of institutions included in Hinton (2005) book say progressive efforts is assessed on how long building instructor's management roles had an active part in activity of mapping curriculum. Teachers' leadership capacity in the process of mapping curriculum is directed towards the overarching objective of improving and maximizing better learning for every child (Hinton, 2005). Many educational scholars in education field consider management to be a broad task for teachers. Due to the ways schools work; teachers frequently pay attention on their own practice and remain in their own classrooms. The opportunity for teacher leadership is lost when the schools do not develop the collaborative culture. Teachers live in solitary confinement and do not discuss their views, activities and concerns with their colleagues. Teacher engagement in curriculum mapping will inspire them to a greater degree and help them understand their capacity for leadership. Teacher's leadership provides a range of hidden incentives to drive schools out of existing systems and to truly change schools.

The teacher's leadership will assist, welcome and maintain good instructors besides enhancing instruction. In the absence of qualified skilled professional development, it is unlikely to boost the school's results. Good instructors promotes, motivates, engages on key duties of the institution, take management responsibilities, doing their work happily and growing greater experience on organizational engagement. Promoting teacher leadership and promoting collective engagement is seen as the foundation of curricula map project which contribute to positive innovation.

Sustainable educational initiatives and reforms

Institutionalization or continuation of educational programs and technologies is relevant literature on the education initiatives. Sustainability refers to continuity while institutionalization refers to something that is standardized experience. They mean the same in scientific research. Sustainability must become institutionalized in order to maintain a change. But it has also been maintained over time as a policy is institutionalized. Fullan (2007) argued that few researches explore the viability for institutional changes; hence little innovative strategies eventually pass dissemination process to become regular body of the activities affecting many instructors, with only limited instructors. It is easy enough to implement an invention or change. It is much more difficult to grow, support and maintain it.

Researchers of institutional innovation tried identifying challenges facing durability of reforms; decide circumstances, techniques with processes that facilitate progress outside the process of implementation. The major believe of innovation research about failure of reform in education is because of certain contradictions of backgrounds of the environment with the conditions, but not because of lack of planning of the reform. Tyack & Cuban (1995) argued that schools seeking to introduce changes find it difficult to maintain them due to conflicting agendas, shifting demands, and attrition of teachers and administrators. Literature also indicates that sustainability setbacks are embedded with earlier transition phases can emanates from lack of resource procurement, lack of professional preparation, lack of funding and intervention. Sustainability is a different phase of innovation system but relatively linked with other phases when considering change with dissemination. Hence, all conditions which assist change with dissemination should be used for sustainability, considering the conditions with strategies required in enhancing longevity of change to gain sustainability for institutional environment.

There are 3 major sustainability strategies which include the following:

- enhancing durable management,
- regular financial support, and
- generate principles for durable change.

Research completely agrees that principal's management for successful implementation for initiative and sustainability is unquestionable. Researchers feel democratic management authority is required at all aspects of workers professionalism in educational institutions. Leadership needs to be sustainable for the effective and sustained initiative. The leadership structures will ensure they provide adequate resources and assistance; maintain continuous contact and track the initiative's progress (Shilling, 2011). The engagement and enthusiasm of teachers to the program improves if the leaders and administrative staff follow up and track (Huberman & Miles in Shilling, 2011). The relocation of staff members can disrupt the system required for initiative. Professional development will be organized for fresh recruited workers in other to assist new staff for the introduction and use of the reform to ensure the continuity that involves initiative. Literature relates and compares durability to capacity building with respect to change. Hargreaves and Fink (2003) concluded that lasting change needs development of good potential of growth, teachers' capacity building and abilities even when the span of the training has ended.

The meaning of Social Studies

Social studies focuses on how man interacts with his environment and uses science and technology to address environmental issues (CESAC, 1984). Environment includes both the social and physical environments. Man lives in a social context since he is a member of groups or societies (Ryans, 1959). Similar to animals, man also has a physical environment because he inhabits a region and relies on its resources (Ryans, 1959). In the meanwhile, it's important to keep in mind that social studies examines how people interact with and live in their physical and social contexts, as well as how science and technology enable them to do so. Typically, we refer to people or human beings when it is not crucial to specify whether we are speaking of men or women (Klaus-Dieter, 1999). To prevent gender inequity, men are treated as people or human beings in the context of this essay. This is due to the fact that many people no longer use the term "man" to refer to "men and women in general" because it implies that women are not included.

The knowledge, abilities, attitudes, and behaviors that society deems essential for the links between people, the world, and oneself are therefore taught to pupils through the Social Studies curriculum (Kissock, 1981). The concern for the teaching of social studies in Nigeria stems from the need to make education relevant to societal needs and to educate people for a worthwhile living wherever they may find themselves. The goal of social studies is to give students the knowledge and skills they need to function well in their society. To help students develop the abilities and values necessary to be effective citizens, social studies integrates theories, knowledge, information, and concepts from the social sciences and other disciplines (Falade. 2008).

One of the subjects taught in Nigerian schools that help the educational system achieve societal objectives is social studies. Nzeribe (2002) lists the following as the general objectives of social studies instruction:

1. To provide people enough knowledge and insight about both their culture and the rest of the world.
2. To instill in individuals a sense of knowledge and appreciation for the advantages and results of technological and scientific advancements, as well as a comprehension of how these advancements affect their daily lives.
3. To support people in the growth of their intellectual abilities, talents, and competences as well as to cultivate in them a spirit of inquiry, discovery, critical analysis, and curiosity that acts as a spark for additional study.
4. to educate people about what society expects of them so that they can judge his and others' actions.
5. To familiarize humans with their society's norms and socialize them in conformity with those norms. They will be able to enhance and sustain their society as a result of this.
6. To assist people in becoming good citizens and developing the values and attitudes required in a democratic society.
7. to instill in people a knowledge and respect for the idea that interdependence and collaboration at all scales, from the home to the global level, are the foundations of community life in any human society.
8. To help people acquire appropriate value judgment, the capacity for selection and criticism, and the capacity to contextualize events.

9. To support the growth of psychomotor abilities, including physical and perceptual abilities, creative and manipulative skills, and locomotion and non-locomotion.
10. Helping others in creating worthwhile and respectable life philosophies and ideals.

Methods of teaching and learning NCE Social Studies in Nigeria

The strategies outlined below enable students to engage more deeply with the concepts and material being delivered, as opposed to merely memorizing and repeating facts, dates, places, things, etc. They give students the chance to debate, inquire about, and reflect on what they are learning. Teaching students to critically evaluate their own lives, their communities, and their societies is one of the fundamental goals of social studies. These techniques encourage people to pay great attention to the things around them and to study things that they are already familiar with, which helps to accomplish this goal. By doing this, students can hone their analytical and reasoning skills, which can subsequently be used to assist them apply those skills to situations they are completely unfamiliar with. This helps students go from the familiar to the unfamiliar with greater confidence (Ileoje & Okoro, 1977). There are more approaches of teaching social studies besides these ones.

- The inquiry method is a way of conducting research into issues, looking into potential solutions, and studying them. The students pick up the material through asking questions (Nwosu & Corbin, 1977).
- Small group discussions are a type of activity where the class is split up into smaller groups to more effectively discuss a subject, an issue, a problem, or a question. There can be any number of groups, but each one must have a leader and a discussion recorder.
- When the entire class comes together as a group, it conducts a whole class discussion. To foster an aura of informality and encourage the group to assume more responsibility, the teacher or a learner-leader sits within the circle or square.
- Sorting is a specific approach in which students arrange pictures, cards, photographs, clippings, or other objects in accordance with common relationships, such as color, kind, class, group, usage, origin, etc.
- Role-playing is the spontaneous dramatic presentation of a circumstance to demonstrate emotional responses and hypothetical behaviors. Students may pretend to be a parent or another individual and attempt to feel and act in the way that person would in that circumstance.

- A simulation game is one that is played to provide students the opportunity to act out real-world scenarios. Students pretend to depict or replicate actual economic or political circumstances, significant events, ideas, institutions, etc. through these games. Often, both the teacher and the students plan the game. Simulator games could depict a wide range of real-world scenarios.
- A resource person is a community member who the teacher uses to inform the students about any learning activities. A student in the classroom may occasionally be trained by the teacher to serve as a resource person.
- A written play about a particular facet of the subject matter portrayed as an occasion, circumstance, problem, or issue is known as a skit or playlet. Typically, it is prepared and practiced before being delivered to the class. Roles are identified and activities are listed on the script for a skit or playlet. The actors might either read from the script or memorize it and recite it while carrying out the instructions.
- A field trip, study trip, or excursion is any educational activity that students complete in a group outside of the classroom while the teacher is in charge. You can go to farms, factories, airports, clinics, police stations, and other locations.
- Any teaching strategy that involves students in a task-centered learning activity—ideally one with a tangible outcome or end product—is referred to as a project approach. A project aims to give the learner a more in-depth understanding of a broad or abstract concept. It ought to make the subject more pertinent to actual occurrences and happenings in daily life (Aina, Adeyoyin, Obilo, and Ahmadu) (1982).
- A scientific way of teaching and learning is used in the problem-solving method. The technique helps the learner recognize that there is a systematic process to thinking and acting. The focus of problem-solving should be on the student and the learner (DuBey & Barth, 1980).
- The lecture method, sometimes referred to as the expository technique, is distinguished by an active teacher who speaks exclusively throughout the course and passive students who just pay attention or take down important topics (Umaru, 2020). It is not unusual to find the class boring and drab, the lesson uninteresting, and the pupils appearing empty, empty, suspended, and dejected in classrooms where the perfect lecture style is being used (DuBey, Onyabe & Prokupek, 1980). Large class sizes can be handled and the

syllabus can be covered more quickly using the lecture technique, but this comes at the expense of a lack of depth. However, this benefit pales in comparison to the resulting drop in quality and standard.

Evaluation approach to the teaching and learning NCE Social Studies Education

The 3 major divisions of the educational process are the creation of objectives, the design of learning experiences to achieve the objectives, and the evaluation of educational outcomes. Evaluation is an essential component of any educational program. Objectives (ends), instructional processes, and evaluation all have an inextricable three-fold link (evidence). The evaluation triangle is depicted in Figure 9 below. The approach of finding out how far the NCE social studies curricula objectives have been met is known as evaluation. It entails determining the learners' strengths and shortcomings as well as a comprehensive curriculum effort.

Evaluation is a general phrase that covers a range of programs and techniques used to assess the usefulness, value, and efficiency of desired outcomes. In Social Studies, evaluation entails identifying and formulating teaching objectives, defining those objectives in terms of learner behavior (i.e., what changes do we expect in the learner as a result of each of those objectives), and developing valid, reliable, and useful instruments for observing particular phases of learner behavior, such as knowledge, information, skills, attitudes, appreciations, personal-social adaptability, interests, and work habits (Kochhar, 2001). An efficient social studies evaluation program should include a variety of tools, from observation to exams on knowledge and abilities, from role-playing to conferences, from journals and personal inventories to various test formats, including essay, short-answer, and objective tests. Only with such an extensive program can the spectrum of objectives be explored.

In Nigeria's NCE social studies education, evaluation methodologies for monitoring and evaluating learning outcomes include:

a. Cognitive domain: simple questions, questions with clear objectives, assignments, spoken questions during class discussions, projects, etc.;
b. The psychomotor/skills domain, which includes essay-style tests, observations, in-class discussions, work samples, etc.; and
c. The affective domain, which includes observation, checklists, rating scales, behavioral and anecdotal records, conferences, and interviews, among other methods.

Related Research

On the subject of curriculum mapping, a few dissertations have been completed. Shanks (2002) contrasted elementary students' significant improvements before and after mapping across a 2-year period. In Reading, Mathematics, and Social Studies, statistically significant differences at the.05 level appeared between 2nd graders without curriculum mapping and 3rd graders with curriculum mapping (Fairris, 2008). In Reading, Mathematics, Science, and Social Studies, statistically significant differences at the.05 level appeared between 3rd graders without curriculum mapping and 4th graders with curriculum mapping (Fairris, 2008). In Reading, Language, Mathematics, Science, and Social Studies, statistically significant differences at the.05 level appeared between 4th graders without curriculum mapping and 5th graders with curriculum mapping. There was a statistically significant difference between 5th students without curriculum mapping and 6th graders with curriculum mapping in Mathematics at the.05 level (Fairris, 2008). She discovered that following mapping, scores improved, but that these improvements were not always statistically significant. It was proposed that (a) in-service training for educators be provided to incorporate curriculum mapping, (b) in-service training for teachers be provided to interpret achievement test scores, (c) curriculum mapping specialists be provided to help schools match curriculum with instruction and state benchmarks, (d) stipends be paid to educators for time spent creating curriculum maps, and (e) substitute educators be provided to allow educators time to assess curricula be provided. (f) Curriculum spiraling from kindergarten to 12th grade should be maintained, (g) educators should be trained in the technology skills needed to create curriculum maps, (h) educator training programs should include curriculum mapping instruction, and future replication of this study in urban and rural areas outside of Tennessee should be considered. Curriculum mapping, she discovered, has a positive impact on learner achievement scaled ratings (Shanks, 2002). It's difficult to see how a one-year study of one program in a school context could be isolated in such a way that the program could be blamed for increased learner performance.

Huffman (2002) looked into teachers' views on the mapping of curriculum as an instrument for increasing educational quality and supporting instructors in aligning state standards with courses offered. Curriculum mapping is a valuable tool for school reform; it improves student achievement; it promotes teacher reflection; it allows for the identification of

gaps and redundancies; it facilitates curriculum integration opportunities; it does not interfere with more important tasks; it has value beyond its role in curriculum mapping. Her research on curricular mapping as an approach for aligning to state standards centered on teacher perceptions of the standards' application. She argues that the middle school teachers polled felt that benchmarks are crucial in boosting student accomplishment since they help students achieve their goals while also allowing teachers to adopt effective teaching approaches (Huffman, 2002). The study's conclusions emphasize the significance of continuous studies to explore document instructors' opinions of the usage of these instruments, as well as the need for more outcome research to establish performance. The researcher did not use mixed methods to strengthen the effectiveness of the results. The research did not match student learning outcomes with course curricula to determine the gaps and redundancies.

Lucas (2005) polled teachers in a suburban school district to determine if they thought mapping is an effective method for improving instructional preparation and curricular coherence. Teachers' impressions of curricular mapping as a preparing and aligning instrument were determined using survey and focus group data in this research. They did regard it as a good basis for decision - making and aligning, he discovered. This was shown to be true across both quantitative and qualitative measures. According to the results, they think mapping is most useful for congruence, then long-term preparation, and finally short-term preparing. Likewise, it was determined to be more useful by middle school educators than elementary and high school educators (Lucas, 2005). The research did not show any relationship between student learning outcomes and course curricula in a map. The conclusions and recommendations of the study were not clearly stated by the researcher.

Wilansky (2006) looked at curriculum perspectives in respect to three different types of instructional approaches. Assessment, standard alignment, and professional collaboration were the three approaches. She used survey methodologies to investigate teacher perspectives in four public schools and discovered that most teachers believe curriculum mapping will improve teaching in their district. They also decide whether or not to participate in the surgery based on the results. Curriculum mapping was also regarded to be a good way to find holes and redundancies in the curriculum. Finally, the survey found that instructors feel mapping has a direct effect on teaching methods in the areas of standards conformity, evaluation, and professional collaboration (Mathiesen, 2998). The researcher used only quantitative research

method (survey techniques) to analyze her data. There is no visual map to show the gaps and redundancies.

Fairris (2008) looked at impact of mapping curriculum (Reina, 2018) adoption student academic achievement on standard exams in 6th and 8th grades. For this investigation, 4 hypotheses were developed. Following implementation, two hypotheses were applied to mathematical competence levels (Proficient/Advanced and Basic/Below Basic) for 6th and 8th grade learners. Following implementation, 2 hypotheses were applied to literary proficiency levels (Proficient/Advanced and Basic/Below Basic) for 6th and 8th grade children (Fairris, 2008). The study included 40 Arkansas school districts chosen through a stratified random sampling process. The districts were classified into 2 groups using a Degree of Implementation survey: high implementation and low implementation. For the 4th grade Mathematics and Literacy assessments, and the 6th grade Mathematics and Literacy examinations, the number of learners performing at the Proficient or Advanced level was identified for each of the 2 categories during the 2001to2002 school year (Fairris, 2008). Learners with Basic/Below Basic scores received the same treatment. For the 6th grade Mathematics and Literacy assessments, as well as the 8th grade Mathematics and literacy examinations, the number of pupils performing at the Proficient or Advanced level was determined during the 2003to2004 school year. Learners with Basic/Below Basic scores received the same treatment (Fairris, 2008).

The Chi-Square Test of Independence was used to analyze the data in this study to see if there were any correlations between degree of curriculum mapping implementation and performance level (Advanced/Proficient versus Basic/Below Basic) among the indicated student sample (Fairris, 2008; Szlachta, 2020). All of the Chi Square tests were significant, indicating that the null hypotheses were rejected. Curriculum mapping adherence was associated with significantly more pupils than expected in High compliance schools scoring at the Advanced/Proficient level in all scenarios (Shoja, 2016). On the Arkansas Benchmark Examinations Mathematics and Literacy performance levels when curriculum mapping was state required, there was a considerable gap between High compliance schools and Low compliance schools (Fairris, 2008).

Researcher used only quantitative research method to analyze the data. There is no visual map to show the gaps and redundancies. The relationship and coverage map between student

learning outcomes and course curricula were not reflected in the research. Conclusions and recommendations were not clearly stated by the researcher.

Mathiesen (2008) conducted a study of teachers' responses to a curriculum mapping tool in order to assess teacher attitudes of technology aids for curricular congruence. The purpose of this descriptive study was to learn more about the tools, methods, and theory that teachers use to align K-12 curriculum with state standards through the use of a technology-based tool and procedure. Data from an existing survey instrument was utilized to examine subsets of teacher perception data and perform a factor analysis to investigate the tools, techniques, and theory of the curriculum mapping process.

According on the findings of the survey data and the factor analysis, teachers appear to be using the software program to organize and manage curriculum. When employing the curriculum mapping method, teachers appear to indicate that their instruction is aligned with state topic standards. An early assumption about the curriculum mapping process is that instructors will need administrative support as well as knowledge of the goals and methodology of curriculum mapping. Teachers will require further tool training in order to take advantage of advanced software features that can assist them in creating data reports for use in classroom discussions.

To assess the data, the researcher only employed quantitative research methods. There's no visual representation of the gaps and redundancies. The study did not take into account the link and coverage map between student learning results and course curricula.

Curriculum mapping, which links the intended and actual curriculum, has been found to be an effective strategy for achieving educational equity for all learners, according to Dutton (2015). The purpose of this qualitative research was to determine the most essential mapping implementation strategies as well as how teachers and administrators felt about them.

Data was collected from ten respondents through individual interviews and observations. Teachers and administrators were watched during their curricular mapping meetings to document the strategies employed, and each respondent was interviewed to acquire their personal viewpoint on the strategies used. The data was transcribed and then open coded according to recurrent topics.

According to the research design, management and instructors observed a need for curriculum mapping training, benchmarking, collaborative time, and transparency. The inquiry resulted in a curriculum mapping professional development program for instructors at the local location. Providing educational leaders with curricular alignment tools to improve educational equity and all students' academic performance has beneficial societal effects (Dutton, 2015).

The researcher used only qualitative research method to analyze the data. There is no visual map to show the gaps and redundancies. The relationship and coverage map between student learning outcomes and course curricula were not reflected in the research. Conclusions and recommendations were not clearly stated by the researcher.

Tekir (2016) looked into the internal and external congruence of a Turkish EFL teacher education program's material adaptation and development education. The study's goal was to see how closely an EFL Teacher Education program at a state university in central Turkey adheres to explicit policies and standards established at the macro level, as well as to examine the written, taught, learned, and tested curricula of the teacher education program with respect to the instructional materials education provided.

To attain these objectives, the study used a multi-phase case study approach. Phase I included data gathering from policy papers as well as semi-structured interviews with 19 seasoned EFL teachers who worked in K-12 schools. The data was used to generate an alignment matrix. The extent to which the teacher education program is aligned with explicit standards and policy was calculated in Phase II using Porter's alignments index. Through surveys, 57 pre-service teachers and three teacher educators assessed pre-service teachers' instructional content skills. To study internal alignment of instructional materials education, qualitative data was collected via curricular papers, semi-structured interviews with three teacher educators, and focus group interviews with 21 pre-service teachers in Phase III. The curriculum mapping method was used to assess the data.

The results showed that instructional materials education is strongly aligned with external standards and policies, while the curriculum map suggested moderate internal alignment. At the conclusion of the study, a new framework of teaching competences and a constructive alignment strategy were offered (Longyhore, 2020).

He used only qualitative research method to analyze the data. There is no visual map to show the gaps and redundancies. The relationship and coverage map between student learning outcomes and course curricula were not reflected in the research.

Shoja (2016) investigated how instructors view curricular mapping as a beneficial tool. The goal of this study was to find out how teachers in a parochial high school felt about curriculum mapping. Teachers' perceptions of adequate professional development in terms of time and training for curriculum mapping, as well as teachers' perceptions of curriculum mapping as a useful tool for: a) long-range educational planning; b) short-range educational planning; c) curriculum integration; d) teacher collaboration and opportunity to work with people; and e) student academic achievement, were assessed and described using a cross-sectional method (Shoja, 2016).

The findings of this study are crucial because they can help other schools decide whether or not to devote time and resources to curriculum mapping. The study closes with a curriculum mapping implementation method for the high school that collaborated (Shoja, 2016).

The researcher used only quantitative research method to analyze the data. There is no visual map to show the gaps and redundancies. The relationship and coverage map between student learning outcomes and course curricula were not reflected in the research. Findings, conclusions and recommendations were not clearly stated by the researcher.

Amie (2018) similarly examined curriculum mapping initiative: A research project. The gap evaluation method was used to investigate the knowledge, motivation, and organizational factors that prevent a comprehensive high school from creating curriculum maps to monitor classroom curriculum for benchmarks conformity. A mixed methods analysis was used to provide an analysis that revealed major inadequacies in course mapping adoption. The perspective for this study was Clark and Estes (2008) evaluation methodologies through the knowledge, motivation, and organization effects.

The researcher used mixed methods to analyze the data. Despite that the gap analysis framework was used, there was no visual map to show the gaps and redundancies. The relationship and coverage map between student learning outcomes and course curricula were not reflected in the research. Findings, conclusions and recommendations were not clearly stated in the research.

According to the findings of these dissertations, instructors consider curriculum mapping to be an effective planning tool that improves instructional practice and aids in curriculum alignment with benchmarks. Other factors that may contribute to student achievement include distributed educational leadership, faculty cooperation, standards-based curriculum consistency, data analysis, planning and review, and classroom evaluation (Budan, 2005).

There is scant or no research to support the use of mapping curriculum as a tool to align student learning outcomes with social studies curricula, despite social studies being a crucial subject in Nigerian education. The study adds to this body of knowledge by examining how the distribution of learning outcomes is expressed in the course organization of the Social Studies curricula, to what extent the Social Studies learning outcomes are matched with the curricula expected (Social Studies curricula), how the gap, redundancies, and improvements needed match learning outcomes and Social Studies curricula, and what the teachers' perceptions and attitudes of curriculum mapping are (Joyner Melito, 2016a).

The researcher used mixed methods extensively to analyze the data. Through curriculum mapping process, visual map is produced to show the gaps and redundancies as they affect learning achievement in social studies education in Nigeria. The relationship and coverage map between student learning attributes and social studies curricula are reflected in the research. Findings, conclusions and recommendations are clearly stated by the researcher.

CHAPTER III

Methodology

Research Design

Mixed methods research study was used to investigate curriculum mapping as an instrument to matching student learning outcomes and curricula at social studies department, FCT college of education zuba, abuja, Nigeria and clarify importance of process mapping of curriculum for participating teachers and administrators (Powell, 2008). Research on mixed methods has recently been recognized as the third main stream alongside the strictly qualitative and strictly quantitative research methods among research designs.

As noted by Powell (2008), broadly speaking,

> "research on mixed methods is the study where the researcher blends quantitative and qualitative research techniques into one analysis. Philosophically, it is a new phase of science that pushes beyond the recent ideal providing rational and realistic substitute. Mixed analysis, philosophically, applies theoretical approach with methodological framework. Its investigative reasoning involves the use of pattern discovery, testing theories and hypotheses and uncovering and depending on the strongest of a series of reasons for interpreting one's results" (pp. 17-18).

Research on mixed methods effort legitimize various methods in providing solutions for questions of study, rather than limiting opportunities made by researchers. It is very and innovative type of study, a type of study which is limited. It is comprehensive, varied, and supportive and recommends that scholars follow diverse method to process alternative study thought and conducting (Johnson & Onwuegbuzie, 2004). What is most important is the issue of analysis-research methodology should approach analysis inquires to provides highest opportunity of getting important results. Several studies inquire with questions put together best answered and most completely answered via mixed study results (Johnson & Onwuegbuzie, 2004).

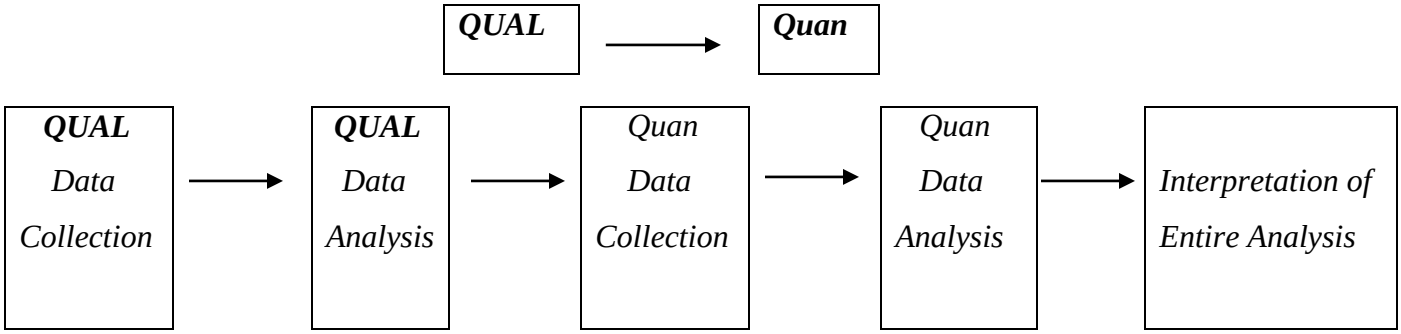
Researchers must first understand all the necessary features of quantitative and qualitative study before combining study successfully. The key features are inference, hypothesis testing, validation, clarification, prediction, structured information gathered and data simplification (Johnson & Onwuegbuzie, 2004). Key features for conventional qualitative study include inference, discovery, experimentation, creation of hypothesis, the investigator as the

basic tool for gathering information and qualitative study (Johnson & Onwuegbuzie, 2004). Gaining an understanding of quantitative and qualitative research's strengths and limitations make an investigator match and utilize what Johnson and Turner (2003) call the basic concept for mixed analysis. The theory says investigators is expected to gather many information through various methods, procedures, systems for complementary strengths and non-overlapping limitations are likely to result in the resulting mixture or combination (Brewer & Hunter, 1989). Successful application of theory is significant reason for research into mixed approaches, as the result would be superior to monomethod studies. The purpose for combination is often not to seek cooperation but to broaden the knowledge of researchers (Onwuegbuzie & Leech, 2004b).

I selected mixed methods for research design, having defined the research methodology and set the research boundaries. Creswell (2009) identified six major styles of research design for mixed methods: sequential explanatory, sequential exploratory, sequential transformational, concurrent triangulation, concurrent embedded and concurrent transformative strategies. The study was categorized as sequential exploratory because it demands broad understanding process, interpreting the attitudes of curriculum mapping in one department of college site and set attention exploring issue in actual face to face background through participants' perceptions with view to better understanding the phenomenon.

The goal of the sequential design of mixed exploratory methods was applying findings from quantitative information in helping in analysis for qualitative solutions (Creswell, 2009). The purpose of this design was to explore the problem of study. Exploration was used because very little of the research issue is understood (Ponce & Pagan-Maldonado, 2015). Secondly, this design used a qualitative research approach to analyze participants' experiences with the phenomenon under study, their group culture or beliefs, or the organization structure being studied. A first phase of qualitative data gathering and analysis was part of the sequential exploration approach, and a second phase of quantitative data collection and analysis built on the results of the first phase of qualitative analysis (Creswell, 2009). In general, the first phase was given more importance, and the data was integrated by fusing the quantitative data collected with the qualitative data analysis.

Figure 7: Sequential Exploratory Design



Adapted from Creswell (2009:209)

The fundamental goal of this technique was to use a meaningful context and descriptive research of an instance in action to examine and describe in detail the essence of mapping curriculum activity, instructors' experiences, and exercise attitudes before and after mapping. The way teachers perceive and interpret their curriculum mapping interactions is described as instance in motion. Morgan (1998) proposed that this method could be used to evaluate elements of an evolving hypothesis arising from the qualitative process as well as to generalize qualitative results to various samples. In choosing this method, Morse (1991) cited one purpose: to evaluate the distribution of a phenomenon within a selected population.

Two-phase approach to the sequential exploration strategy makes definition and reporting simple to execute and transparent (Creswell, 2009). A scholar having interest in investigating a problem and wants to draw on the qualitative results is good. This research is particularly beneficial if a scholar builds current tool. The sequential exploratory research takes significant amount of period to finish the two phases of gathering information, which limited certain study circumstances. Moreover, in the subsequent quantitative process, the researcher took crucial opinions about the results from first qualitative stage are based.

Respondents with a broad variety of ideas concerning the study phenomenon can present differing and contradictory views. The researcher used basic sampling methods mentioned below to classify and recruit participants on this study.

Participants and the Sample

This research comprised 14 people who were chosen to reflect a diverse range of demographic features as well as different opinions and experiences with curricular mapping. Invitations to

participate in the research were sent to 14 participants, covering a number of demographic attributes and a variety of curriculum mapping perspectives. The research respondents included nine (9) males and four (5) females. For purposes of anonymity, all research respondents are given pseudonyms in the paper. The following pseudonyms were assigned to the male respondents: Musa, Peter, Abbas, Adamu, Nasiru, Mustapha, Ibrahim, Suleiman and Garba. The female respondents go by the following pseudonyms: Florence, Grace, Halima, Patience and Doris.

Eleven (11) of the participating academic staff teach Social Studies. Only one (1) respondent has less than ten (10) years of experience as a teacher. The other respondents are all established academics with ten (10) to thirty (30) years of teaching experience. The participating school administrators have had more than thirteen (13) years of administrative experience. Administrators of the College were included because their experiences will lead to a more nuanced image of the curriculum mapping phase in the Social Studies Department setting (Shilling, 2013).

Two (2) individuals claimed to be experts at curriculum mapping. Six (4) of the respondents have reported that they are competent in curriculum mapping. Two (7) respondents have a basic understanding of curricular mapping. Six (5) of the respondents had received formal curriculum mapping training from national curriculum mapping experts. On-site training and coaching were provided to the remaining respondents.

Florence, one of the study participants, experienced a one-of-a-kind curriculum mapping experience. She was employed at a time when the College was just getting started with mapping curriculum, but she already had three years of experiences utilizing maps successfully in another state's college. As she now teaches certain essential Social Studies courses, her designs of curriculum for many subjects remains working in progresses. She decided to help with the research endeavor by sharing her unique curriculum mapping skills (Shilling, 2013).

The respondents' demographic characteristics, including total years of education, years spent teaching at the college under investigation, type of curriculum mapping training obtained, and self-reported degree of competency with curriculum mapping, are presented in the table below.

Table 1: Demographics of the respondents

Pseudonym	Total number of years taught	Number of years in College	Type of training in curriculum mapping	Self-reported Level of Expertise with curriculum mapping
Musa	Over 26	21	Formal training	Reasonably proficient
Florence	Over 20	21	Formal training	Expert
Peter	Over 20	18	Formal training	Expert
Abbas	Over 20	21	Formal training	Reasonably proficient
Grace	Over 20	21	On - site	Reasonably proficient
Adamu,	Over 20	21	On - site	Somewhat proficient
Nasiru	13 - 15	15	On - site	Somewhat proficient
Mustapha	12 - 15	15	On - site	Somewhat proficient
Halima	13 - 15	15	On - site	Somewhat proficient
Patience	13 – 15	7	On - site	Somewhat proficient
Doris	13 - 15	7	On - site	Somewhat proficient
Ibrahim	Over 20	21	On - site	Somewhat proficient
Suleiman	Over 20	21	Formal training	Reasonably proficient
Garba	Over 26	21	On - site	Somewhat proficient

The analysis used sequential sampling technique. Sequential sampling is a process in which 1st-stage sampling tells the 2nd step (Creswell, 2009). Using Phase I (qualitative) findings, the researcher designed a quantitative analysis (Phase II) to describe or calculate the qualitative step findings (Phase I) in a sample of the universe under study (Ponce & Pagan-Maldonado, 2015).

Purposive sampling was employed in the analysis of qualitative data to locate persons who have seen the main phenomenon (Creswell, 2009). The study venue and participants were chosen using the selective sampling methodology. According to Jacobs (1997), in order for the participants to have influence over the process, mapping needs to be tailored to certain schools, including individual grades or teams, so instructors must select what is important to them. The FCT college of education zuba, abuja, social studies department has been curriculum mapping for three years. The college, which has a solid academic track record in Nigeria, is situated in Zuba, Abuja. 2,156 students are enrolled in the 3-year program at the department. Of the 11 qualified instructors in the Department, four have master's degrees and seven have doctoral degrees.

Participants

Provost, FCT College of Education Zuba, Abuja, NIGERIA.

Source: Fieldwork (2022)

Deputy Provost, FCT College of Education Zuba, Abuja, NIGERIA.

Source: Fieldwork (2022)

Chief Librarian of the College with the Researcher

Source: Fieldwork (2022)

Head of Department, Social Studies Education.

Source: Fieldwork (2022)

Lecturer

Source: Fieldwork (2022)

Lecturer

Source: Fieldwork (2022)

Lecturer

Source: Fieldwork (2022)

Lecturer

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Source: Fieldwork (2022)

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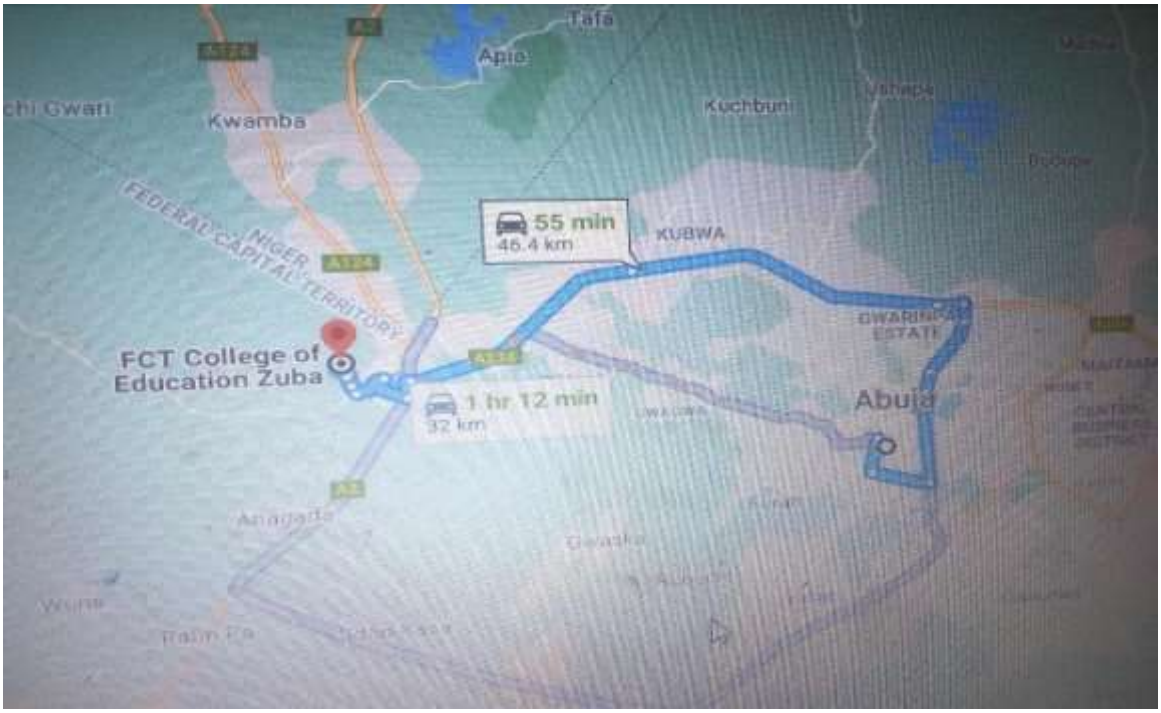
Source: Fieldwork (2022)

The Study Site

Figure 8: Learning Environment of the Study



Source: www.fctcoezuba.edu.ng (2022)

3,467,123 individuals are served by the Federal Capital Territory College of Education, which is situated in the territory. The College has a long history of receiving a lot of community support and has a solid reputation for excellence. At the time of the investigation, there were 1,875 students registered in the Social Studies Department's NCE One (1), NCE Two (2), and NCE Three (3) courses in appropriate lecture halls. Two semesters make up the academic year, and each one consists of one, two, or three hours of lectures. The whole student body is comprised of Black Africans. Students at the FCT College of Education come from a wide range of ethnic backgrounds and are multilingual.

Among the 11 licensed teachers in the department of Social Studies, 45.5% had a master's degree and 54.5% had a doctorate. Teachers are organized into groups based on the bare minimum of criteria, and the department of social studies is headed by a Departmental Head. On a semester-by-semester basis, staff meetings, departmental meetings, and professional development days are scheduled and offer formal professional interactions amongst teachers. End-of-semester breaks have been put in place to provide academics more time to work together and engage in professional activities.

As stated in the college's goal statement, the professors and administration of Social Studies work to offer students the best educational opportunities available.

> “The Federal Capital Territory's and surrounding areas' primary and post-primary schools need teachers, and that is the FCT College of Education's objective.”

In order to guarantee students' academic achievement and build trusting relationships with both students and their parents, the College places a great emphasis on objectivity in their minimum requirements. High graduation rates each year, consistent outstanding performance on end-of-semester exams, and a sizable percentage of graduates entering the workforce and institutions for higher education all attest to the College's high academic standards. According to the professors, the school's success is a result of the students' dedication, the professionalism of the instructors, the support of the families, and the strong administrative leadership. The department of social studies places a high importance on cooperation and teamwork, professional development for teachers and students, and the college's overall and individual success.

Data Collection Tools

Joyner Melito (2016a) argued that curriculum mapping requires both qualitative and quantitative evaluation of student achievement of the effects of curriculum learning through data gathered from records, interviews, observations, and surveys. The knowledge of using different practice sources assists to establish converging inquiry lines which add value to conclusions, encourage exploration, foster comprehensive knowledge of the problem being studied (Shilling, 2011). Both methods of collecting data are seldom used fairly in science. One or two information gathering methods were mostly used while the remaining serve as supporting importance for obtaining a detailed understanding of the situation. For this analysis, the primary method of gathering data was records. I used interviews, observations at the school and surveys as additional methods of collecting data.

Data Collection Procedures

- ***Document analysis***

Auriacombe (2019) argues that data evaluation gives the opportunity to review information gathered through credible including accurate materials prepared by professional of relevant sector for open leadership. Tulu, Tolosa and Page (2009) describe paper as a planned method of record review of content. Some researchers say theoretical approaches of conditional study, paper exploration involves the evaluation and interpretation of data in order to obtain significance, understanding and scientific information (Corbin & Strauss, 2008; Rapley, 2007). Papers include information plus photographs which were collected without the involvement of a researcher (Bowen, 2009). Hermanto and Narindro (2019) refer to papers as social facts made, exchanged, and used in socially organized ways.

Bowen (2009) argues that

> "documents which can be used as part of analysis for comprehensive assessment embrace a number of forms. These include advertisements, agendas, membership lists, and meeting minutes, manuals, history papers, books and brochures, diaries and journals, event program, letters and memoranda, maps and charts, journals (clipping; corporate/administrative presentations, research information, with other government documents." (p, 27 & 28).

As part of their studies, researchers usually study prior literature and integrate the idea in their papers. However, when a list of examined documents is given, prior studies are often not

included. Relevant literature is definitely another way of getting information, forcing the researcher to rely on data definition and interpretation instead of using the unprocessed information as a basis for analysis. The analytical method involves identifying, sorting, analyzing and synthesizing data in papers. Material synthesis provides information-quotes, whole pages which can be grouped in form of key topics, groups with instances of cases explicitly by content analysis (Labuschagne, 2003).

Analysis of documentation is also used as a means of triangulation in conjunction with other qualitative analysis techniques and the variation of strategic observation of a particular case (Bowen, 2009). It is anticipated that the qualitative researcher would draw upon several avenues of getting fact; demands integration including association using various information with strategies of data. In addition, the avenues of getting fact are interviews, impressions of participants or non-participants and physical objects. The researcher triangulates data and seeks in supplying convergent facts which builds reliability (Eisner, 1991). The researcher can corroborate results through data sets by analyzing information obtained across various methods and thereby reduce the effect of possible prejudices that might occur in a single sample. Exploration assists investigator defend allegation which results from research merely a treasure of a process, a root from one researcher (Bowen, 2009).

Studies with mixed methods often require an analysis with documents. Document analysis is especially applicable as a research tool for qualitative case studies that provide ample explanations for event, occurrence, organization and initiative (Bowen, 2009). A possible fact that originated from evidence of an issue is mere research, which includes presentations with information within the organization; for example, evidence on the context under which the subject works (Bowen, 2009). Documents of all kinds will enable the scholar understand significance; achieve knowledge including experiences related with issues of study (Bowen, 2009). Machtmes and Angers (2005) documented reviewing materials that analyzed middle school teachers' values, background factors, and behaviors that contributed relevant information to improve curriculum exemplarily. The authors emphasized the need to triangulate the methodology of the analysis in order to verify and confirm data collected during the research. The author did not classify examined materials either in form or categories of documents and research method used (Bowen, 2009). They just said that they got the materials from data base of the college system.

Bowen (2009) argued that documents can serve five major purposes: First, as noted above, records may give information about the context under which study participants work-a context-specific case of text, if one might transform a word. Such knowledge and perspective may assist scholars comprehend origin of past event of particular phenomenon and may signify factors which influence phenomenon investigated presently (Bowen, 2009). For example, data extracted from documents can be used by the researcher to contextualize the data collected during interviews (Bowen, 2009).

Secondly, the details in the documents could indicate little inquires which require probing with circumstances that need to be identified as part of the study. For example, Goldstein & Reiboldt (2004) conducted paper research for assisting in generating current investigation inquiries after conducting an extensive research for facility usage by group of people staying together at backward society. The study proved that a strategy could interactively supplement the other. They agreed that interrogative information assist in guiding respondent opinion practices, develop present investigation inquiries including opinion of participants' group activities offered benefits for record collection (Goldstein & Reiboldt, 2004).

Thirdly, the records provide additional evidence for the study. Document information and observations are useful for better understanding. But scholars can research study catalogs with registers to evaluate papers as part of the study process. A researcher from the University used journal stories, articles with unit information in complementing the information obtained via interrogation of the review of the closure of technology teacher education programmes.

Fourth, records provide a way to chart transition and evolution. Where a different draft version with specific material is available, the difference can be matched by the investigator (Bowen, 2009). Also, the researcher should review regular with last details if provided to understand the way agency intervention has done for a long period.

The 5th, records may be analyzed as a way to validate conclusions or to corroborate other forms of evidence. The researcher is supposed to further investigate whether the historical evidence is inconsistent rather than corroboratory. When knowledge from various sources converges, researchers study report typically has greater trust in the findings' reliability.

In summary, records include background, additional questions that need to be answered, additional data way to track change and development and validate results via different

opportunities. In addition, documents are useful way to collect information if activities cannot be explained by anybody.

- ***Interviews***

Interviews are special information gathering tool that will allow investigator the impressions, thoughts and recollections of my respondents about their interactions of their research of value. They vary with organized conversational formats to reduce organized with unorganized non-formal forms. I used semi-structured, open-ended interview form to allow all respondents in asking range for particular inquiries, get flexibility with variability for obtaining other data provided by respondents since every respondent has previous knowledge on what to narrate (Stake, 1995). The type of form allowed the researcher reacts with the phenomenon under study for respondent's evolving insight and present insights on the subject. I created different interview procedures for teachers and administrators of the school. Interview procedures for first and second with instructors were created.

Despite the questions for the interview were mainly based on Fullan's (2007) change theory with Jacobs' (1997) curriculum mapping model and research-related literature, I discussed current perspectives and concepts that emerged at the time of the interview in order to prevent the force of preconceive assumption on gathering of information data and analyzing. The first 2 questions from the first interview collected demographics details about the respondents. All other questions were formulated with a view to elicit the details which answer the issues under investigation to supply adequate document meant to report research. Interview answers were intended to give the explanation of the development and success of the educational initiative in the Social Studies Department, FCT college of education zuba, abuja. I met participant face-to-face to arrange interviews with them. I also introduced research intent, the modalities and the role of the participant to them in the face-to-face visitation. The interviewees had the option to choose where they want to be interviewed.

The researcher asked respondents to sign and date the form consent at the beginning of each interview. I also informed the respondents not to respond to any embarrassing statements if they wish or step aside if they wish also with no penalty. In addition, the researcher guaranteed respondents of strict confidentiality and that their identities will never appeared in transcripts or written documents. Every respondent consented to audio-tape, his/her interview(s). At interview, I used recording instrument for the major recording instrument with memory cards for data

security. Participants' approval was processed prior to using the two instruments. I also reminded each participant that the information they are providing will be stored safe for the purpose of translation.

I listened attentively to the respondents and gave them enough time to express their views while the researcher minimized his inputs with 80/20 or 90/10 approach when conducting the interviews. To get to know my participants, I also inquired about their experiences with general education. In order to collect crucial data for addressing the study's open questions, I never strayed from the original research topic.

Depending on how much detail each respondent wished to share about the phenomenon, the initial interviews lasted 45–65 minutes. The second round of interviews lasted between 25 and 35 minutes and concentrated on the performance from the first round. I immediately made notes on each interview, noting earlier statements, the conclusion of the interview, and my impressions of the procedure. Researcher further moved all the information to a personal computer and remove afterwards. In addition, the researcher held the information in a protected personal computer with a password. Memory cards with the information were stored secured with a padlock in my house. Both of the information was written out verbatim resulting in more than some number of pages of transcribed data from the interview. When the researcher finished transcribing all the interviews I listened once again to each recording to find potential errors in the written out document. After, I removed audio files from my computer with the interview details and also destroyed audio memory cards. I sent the transcripts to all the participants to search for consistency and any new perspectives that they'll find useful for the analysis. This was to make sure that the details they had shared with me during the interviews were properly transcribed.

- ***Observation***

Research demonstrates that observation is another technique which is popularly adapted for qualitative data collection (Cohen, Manion & Morrison, 2007). It happens in already existing natural settings and not in built environments. It is related to anthropology, but was also used for instruction (LeCompte & Schensul, 1999). Observational data is context-sensitive. There are 5 important features of research which includes:

- to help scholars to understand the research background
- to unlock with provisional

- to envisage what could be ignored
- to find out what respondents may not disclose during interrogation
- to gain entrance to individual understanding.

Observational data allow the researcher to enter the situation mentioned and to understand it. Therefore, the researcher sees surveillance to be a procedure of observing, documenting surrounding, the relationships explaining undertakings of teachers and students in study environments. It will help gather first hand information circumstances making efforts in understanding the way instructors with children' activities take place.

Morrison (1993) states that observations enable researchers to collect data from 4 phases:

- concrete surrounding,
- personal surrounding,
- mutual surrounding and
- plan of action surrounding.

The observation descriptions are formed by three themes elicited from data: physical, program and interactional. Physical refers to the tangible environment and the organization thereof. Program defines the resources, organization, pedagogical styles, and organization of the curricula. Interplay explains vocal or nonverbal, accepted or unaccepted, design or undersign planned or unplanned relationship occurring within settings (Morrison, 1993).

The research will adopt 3 direct observation techniques. These were scales designed to record specific behaviours, audio lesson recordings and field notes. Next, the lesson observation instruments were used at the same time as the lesson recordings. Field notes from the observation made on the checklists were written down. The audio recordings (lessons) were transcribed to explore the patterns of experiences in classrooms. Cazden (2001) explains that this will be done to mix design derived from different information as informed for school settings may be difficult procedure.

Research indicates there are drawbacks to using observation for data collection (Cohen, Manion & Morrison, 2007). Researchers recognize their interest while on field, depending on the research goals and display can be overwhelming if there is no observation guide. In addition, the researcher can find it difficult to quantify observation and retain anonymity if the observation of natural settings is deficient in control. Moyles (2002) suggests that researchers must determine

what is considered evidence of observation because observational data are subjective to the perceptions and decisions of the investigator.

This research used instrument constructed so restricted to the field of observations to specified areas. As an observer-participant (Cohen, Manion & Morrison, 2007) I engaged myself in three 60 minutes of Social Studies lessons with the participants (NCE1, NCE 2 & NCE 3). In total I made 180 minute lesson observations. The physical observations, the program and the interactional environments from the study site helped me to examine how the process of mapping the Social Studies curriculum was accomplished. Surveillance allowed analyzing the real behaviors with relationships between respondents that occur in real situations of societal learning. It also allowed me to collate a rich overview about the approach of implementing mapping of curriculum for Social Studies. I was the main tool of collecting information, evaluate, synthesis with the type information will allow researcher give reports, observations including descriptions in this study concerning execution procedure of Social Studies curriculum mapping (Yin, 2009).

- ***Survey***

A survey study means gathering data of a portion from the population by answering questions (Check & Schutt, 2012). It is a form of study which permits range of strategies of recruiting respondents, collecting data and using different instrumentation methods. Survey research uses quantitative study plans using numerically graded instrument, qualitative studies plans using open-ended instrument and both using mixed methods (Ponto, 2015).

Faculty members teaching social studies courses in the Department of social studies and school administrators (11 faculties and 03 school administrators respectively) were surveyed for pre- and post-mapping to determine their behaviors and impressions of mapping of the curriculum processes before and after mapping of curriculum exercise. Because the mapping of curriculum and evaluation exercise focuses on the curriculum in Social Studies, only members of the faculty who currently teach courses in Social Studies will be surveyed. All surveys were carried out with the approval of FCT College of Education Zuba, Abuja College Management.

Google Form was used to create pre-mapping, post-mapping, and school administrator surveys. All surveys began with the demographic questions. After demographic questions, comments on curriculum mapping were made and participants were asked to score their agreement with the comments applying five-point Likert scale for strongly disagree = 1, disagree

= 2, undecided = 3, 4: agreed = 4 and strongly agreed = 5. The surveys asked participants to answer questions before and after curriculum mapping exercise about their attitudes and understanding the process of mapping curriculum. Participants were told responding is not compulsory and will be kept private with their responses. They can also step aside at any point of the research with no consequences including removing their names from the database. The pre-mapping survey was sent out at the beginning of the mapping of the curriculum exercise before any individual has participated in the mapping exercise (Joyner Melito, 2008a). After the mapping exercise was completed, the post-mapping survey was sent out including distance and redundancy evaluation and selected competency tests. The participants were given at least two weeks to complete the survey, with face-to-face visit with the survey link a week after the original face-to-face visitation (Joyner Melito, 2008b).

Data Analysis Plan

Information analysis represents the most important aspect for any research. The data analysis is a description of the data obtained. It includes analyzing data collected by using empirical and logical reasoning to evaluate patterns, relations or trends. Merriam (2009) warned that without ongoing review, there will be fragmentation of information, repetitive and daunting bulk for refining information. Information analysis system will consist compiling, categorization including thematic creation through information gathered, applying persistent modified system. This approach will require continuously balancing previously gathered information including old information and groups that will be invented before current agreement before highest logical report for the information has been fulfilled. I carefully compiled the system once 1st interviews were reproduced with write up and records compiled. I also found parts in the data that might be important to address research questions and make margin notes for the respondents' exact word(s) or my own words or the related literature's concepts during re-reading the transcripts and field notes.

Careful compilation continued till final interview was duplicated and examined. The number of codes generated when processing codes were provisional including interim. There was a period of intense data analysis once all the data have been collected after preliminary conclusions have been substantiated, reviewed and modified (Merriam, 2009). I re-read the transcripts, "to feel the reach and comprehensive nature of the results" (Wiersma & Jurs, 2005:259). At this period, more directed coding was used to investigate intercode interactions. I

next compared transcript compilations to uncover commonalities, discrepancies, and similarities among the participants. Themes were developed which were later cut down, modified and mixed up to create topics utilized to write a narration of the results of accounts. Memoing is to accompany the coding process. They are theoretical writing-up of coding ideas which affect researcher when coding. Memos assist to put much information together and change from experimental into theoretical, modifying and expanding codes, presenting association, developing for better knowledge for activities, systems with relationships for the phenomenon.

I began the method of assessing the credibility of the main activities including systems that occur during study site after developing themes to bring influences about the case for limited background which constitutes one research. It required searching for bad examples and different comments, serious proven problems, searching of credible presentations of information connections which prepare backgrounds of presenting results for the study.

The primary method of gathering data was records. I used interviews, observations at the school and surveys as additional methods of collecting data. The phase of gathering data lasted from early October 2021 through late February 2022. I gathered information for review during this period, performed interviews, did classroom observations and conducted surveys.

- ***Creating curriculum learning outcomes***

The 1st stage in drafting the process of a program is to create assessable attributes (Palomba & Banta, 1999). Baumann & Harvey (2012) refer to curriculum alignment as an implicit correlation between the content of the course, the learning tasks, the teaching methods and the evaluation of a subject in order to get expected learning outcomes. Lawson et al (2015) define attributes as abilities learners acquire when the programme is completed. In addition, program attributes contains insight including abilities not studied in a particular subject, but via encounters and organization of insight and abilities from different subjects into a full disciplined (Joyner Melito, 2016a) and these program attributes are useful for production of a unified course of study (Hubball & Burt, 2007).

Before the start of map practice, attributes were present in the Social Studies Department. These qualities weren't reported in the greatest possible shape for qualities and were ambiguous. As a result, these characteristics were expanded for clarity and measurement (Joyner Melito, 2016a). The College of Education Zuba, Abuja, and National Commission for Colleges of

Education, Abuja, audit qualification for learner insight and abilities, i.e., Social Studies required skills and attributes were taken into consideration when developing the Social Studies Nigeria Certificate in Education (NCE) learning outcomes (Abdulmalik, 2019). More details on attributes that can be measured for an upcoming program review were provided (Joyner Melito, 2016a). Appendix K displays the revised student learning outcomes, whereas Appendix L displays the course title, the Social Studies Core Competence category, and the Electives.

- ***Developing curriculum coverage map***

Every subject in the program and its attributes are correlated to control association when constructing the curriculum map (Joyner Melito, 2016a). The information is shown as a map so that gaps and redundancies in the program's coverage can be seen all at once. With a three-year history of curriculum mapping and a reputation for academic excellence in Nigeria, the Social Studies Department at FCT COE Zuba in Abuja has 2,156 students enrolled in a three-year program, 11 qualified teachers, 04 with master's degrees and 07 with doctoral degrees prior to the current investigation. The investigation's site was chosen using a purposeful sampling strategy (Shilling, 2013). According to Jacobs (1997), in order for the participants to have influence over the process, mapping needs to be tailored to certain schools, including individual grades or teams, so instructors must select what is important to them.

Porter (2002) outlines three key instruments for evaluating program topics and the relationship between topics and attributes: (1) teacher studies on subject-specific topics, (2) attribute studies that include evaluations, and (3) instruments for assessing the relationship between subjects and learning. These tools are designed to provide a comprehensive comprehension of the subject so that associations may be accurately measured (Porter, 2002). Even though the development and improvement of these tools requires a lot of effort, the information they produce is crucial for determining how well the curriculum's present practices fit with the desired outcomes (Joyner Melito, 2016b).

During the creation of the program map, the collection of all program subjects and program attributes are analyzed to look for associations. The whole curriculum can then be seen in a single, straightforward image when this data is plotted in a pattern (Joyner Melito, 2016b). When students are expected to have a tough grade of ability rather than their actual ability grade, problems with learning can arise. But, if students are obliged to acquire a challenging attribute grade, they will become exhausted and demotivated in the course (Ambrose et al in Joyner

Melito, 2016b). In order for text books to be properly directed to suit the demands of the learners based on grade of attribute, it is useful to understand learner ability levels, learner attribute levels, and their fluctuating levels as they evolve across program. The NCE Social Studies Minimum Standards were generally written with all Social Studies content included in the attributes. Social Studies Core Skills and Electives were employed in mapping practice rather than the minimal standards features to gain insight into the current NCE Minimum Standards (Joyner Melito, 2016). Using Social Studies Core Competencies and electives assisted in reviewing the program to guarantee audit compliance with benchmarks.

Lecturers explained the NCE Basic Standards of the Social Studies course(s) to the teacher in charge of mapping practice when they were developing the program maps. The instructor in charge of mapping practice read through the Minimum Standards and created a rough cover map of the Social Studies required components and optional components for each course. In order to determine the map, the courses were separated into groups based on the Social Studies electives and required elements. Verification methods varied for each category. The head of mapping and the course lecturers from each category met to discuss which Social Studies electives and prerequisites should be included in each category's course. Lecturers who weren't present at the meeting were personally asked to confirm the selection of mandatory and optional topics for their NCE social studies course (s).

The department of social studies minimum standard is designed to give students a comprehensive overview of the field, opportunities to apply what they have learned in real-world contexts, and encouragement to develop their civic and social responsibilities through the collection of facts, attitudes, values, accolades, and skills (NCCE, 2012). (www.ncce.edu.ng). The department of social studies' Basic Standards should ideally be connected to all Social Studies courses. Second, comprehensive minimum standards should contain Social Studies mandatory components and electives so that students can demonstrate their mastery by the program's end. Table 4 displays the complete coverage mapping for all NCE social studies minimum standards.

❖ ***Gap/redundancy map***

Curriculum mapping, according to Dutton (2015), is a technique and a process that may be implemented in the classroom to help with the coordination of the three main components of successful learner study: what is anticipated (curricular), what is delivered (teaching), and what is acquired (evaluation). When done in a collaborative setting, curriculum mapping procedures, according to Liu, Wrobbel, and Blankson (2010), help teachers identify program benefits and alignment, gaps, duplications, and other issues.

Figure 9: Faculty detecting alignment, gaps, duplications, discrepancies and benefits from the map

Source: Fieldwork (2022).

A gap is defined by Hale in Joyner Melito (2016a) as knowledge or skills that are not taught or not taught with the scope needed for the entire creation of skills, whereas an overlap is a layoff of qualities skills in more than two courses. Even while there are only a few repetitions needed for teaching, data retrieval, and establishing the base for current insight, this duplication is not necessarily overlap (Joyner Melito, 2016a). Hale concurred that redundancy does not

encourage enhanced competencies or continued learning in Joyner Melito (2016a). In order to establish if the competencies were adequately covered or not throughout the curriculum mapping process, deficiencies and overlaps in Social Studies curricula were examined. Potential gaps were determined to be coverage in ≤20% of the courses for each competency, while potential redundancies were determined to be coverage in ≥80% of the courses. Because NCCE (2012) (www.ncce.edu.ng) asserts that "in teaching NCE Social Studies, a variety of methodological methodologies should be used, with a focus on study and fieldwork," it also looked into potential gaps and redundancies to determine whether they actually occurred. Appendix M displays the curriculum map for gap/redundancy analysis.

The teacher's viewpoint on the curriculum mapping activity is delivered as a sequential account of events relevant to the curriculum mapping project, with respondents' perceptions on those occurrences. This form of information organization will aid researcher in analyzing the issues without requiring the intervention of the investigator (Merriam, 2009). Their impressions were formed by describing events that occurred before to the start of the curriculum mapping effort, which created the groundwork for the action plan.

- ***Department of Social Studies committee for mapping curricula***

A curriculum mapping committee was constituted in November 2018 to design and oversee the process of mapping curricula in the Department of Social Studies. The group was made up of experts from the Social Studies Department as well as administrators. The committee met every month at the start of the curriculum planning process at the Social Studies Department to discuss various concerns pertaining to the curriculum mapping exercise. Several discussions were held to determine which software is best for mapping curriculum that will best suit the district's needs. The committee went through a lengthy process of interacting with various software businesses that specialize in curriculum mapping. Patience said:

> "We had webinars with the main software vendors... so we could figure out which software would best fulfill our demands." That was the procedure we followed. We didn't just dive in head first. We were curious as to what might work best for our department. As a result, we went through that procedure.

After evaluating several software firms, Curriculum Mapper was chosen. Curriculum Mapper, as any mapping program, is used to enter and save curriculum mapping information. Teachers can use the application to create and record curriculum, connect it with state

requirements, discover and delete redundancies and repetitions, and obtain content from other Nigerian teachers. As some participants stated, Heidi Hayes Jacobs highly suggested this user-friendly software.

The curriculum mapping committee also reviewed how to determine which curricular areas to map and how to prepare the various parts and processes of curriculum mapping activities. The curricula map group stayed around 2 years before disbanding; with curriculum mapping process became Social Studies Department project. Adamu mentioned:

> Then we knew we were at a position where we wanted to...in the Department, this thing required legs, and that's when the school managers were given the command... It continues to be national importance. It's currently solely under control of the college administration... It is now administered by the government, with the nation's oversight provided by the NCCE. At least in our Department, it is now being propelled more by the instructors than by the Central Office (NCCE).

The following part discussed how the teachers were exposed to curriculum mapping and how they became engaged in the management.

- ***Lecturers were introduced to curriculum mapping exercise***

The proportion of respondents said they were first exposed to the idea and practice of curriculum mapping as a Department in November of 2018, at a Departmental academic staff meeting just before the start of the new academic year. They were certain that the mapping launch and formal training took place at the departmental level.

In the new faculty meeting room, Peter stated that the Head of Department gave a lecture about curriculum mapping. Two Department instructors who had actually undergone a curriculum planning conference supported him. "The Head of Department provided us the webpage where we wanted to go," Musa recounted. User names and passwords were assigned to every one of us. And he described the various columns, as well as when each field needed to be completed." According to several respondents, they received papers outlining the essential elements that were to be included in the maps, along with a range of sample maps. While the majority of teachers claimed that they had received a sufficient explanation of the methodology behind curriculum mapping, some claimed that the initial method had confused them.

The aim of mapping, according to Florence, was made obvious to everyone:

> "Our teachers have had the goal communicated to them." The goal of it has been conveyed to those who are intending to engage into it, those who have already engaged into it, and those who have been forced to do so. It has been thoroughly stated what the rewards are and what the final designs should be, as well as how the procedure should be carried out and therefore should not end. That has been thoroughly stated to everyone.

Peter, on the other hand, held the other viewpoint:

> "I assume there was a lot of ambiguity about it from the beginning." I sat next to academics who were just saying, "I don't understand what this is..." And, as you may know, teachers have a hard time knowing what to do when they're stumped. It's quite difficult for us since we've grown accustomed to being in charge of the classroom scenario. Somebody said, "I really don't know where to start." "That is a correct fact," I thought. I'm not sure where to begin." I had the impression that we were flying blind.

Grace was dissatisfied with the initiating procedure as a whole. She explained,

> "We were just informed we were going to do it, so we did it." We didn't have a choice. There was no dispute on whether it was appropriate or not. We have never been asked if we wish to participate in the curriculum mapping exercise. We were basically told to go ahead and do it. There has been some freedom in some of the initiatives I've worked on around the college. You know, if you're interested, we'll do a study in which you may partake, but this one was not.

As a result, the survey respondents had different sentiments about the start of curriculum mapping as well as the understanding of the objective and method of mapping curricula.

- ***On-site training for curriculum mapping exercise***

Teachers received in-house orientation after the implementation of mapping. The first session was conducted during a meeting of the faculty members, when the faculty members was separated into different groups and the lecturers who had completed the basic training walked about and answered questions. "As instructors, the training we received was more of a here's how

you fill out the chart" type of thing. Halima said of the instruction. Not necessarily; here's what it's for and how it works." According to Grace:

> The program served as a "minimum crash course" that addressed "what were the different areas of the map, what the questions were, what we were trying to do, and what instruments we would use." They described the map, but I'm not sure how well they guided us through the process of reaching an agreement and then revising it.

The response of lecturers to initial curriculum mapping exercise

The respondents discussed their early reactions to the curriculum mapping activity. Some of them indicated that when they first heard about the program, they were enthusiastic. Acceptance of the planned endeavor took some time for certain other participants. Only a few of the respondents have never really accepted mapping, at least in the form it is currently used. "Not everybody enjoys the map," Doris explained. Florence said, "I wouldn't say it was well welcomed. It required a little coaxing. One of the first people to recognize the potential benefits of the mapping process was Doris and Florence. Doris stated her wish for a more unified and structured Social Studies curriculum, which she teaches. She recalled how, during his first year on the job, their current Head of Department urged the teachers to fill up goal sheets with two professional goals and two personal goals. Because lecturers were teaching different subjects at different times—some lecturers would spend two weeks on a topic in Social Studies, while others would only spend a few days—there was a need for improved alignment and coordination in the Social Studies curriculum. The teacher asserts that we require structure because "it would essentially help the entire student body who comes in here acquire a more balanced, fair education." Doris used logic. The department head kept this in mind and invited Doris to a three-day curriculum mapping workshop when the opportunity arose. "This is what I intended; this satisfies my demands, she thought to herself as she entered the lecture and learned about curricular mapping. I anticipated that the speakers would work together according to the same vertical and horizontal ordering and matching of the curriculum." She returned full of enthusiasm and made an effort to recruit the support of her college, her department of social studies, and the rest of the nation.

When Patience was addressed and invited to the seminar, she was hesitant, but once she arrived and heard the experts speak, she understood that "it was almost like an oracle transpired." "It feels so natural," she

remarked, "and I'm surprised this hasn't been a pattern before." Doris and I started attempting to educate ourselves, Patience said, "so we went out and bought pretty much every book we could find on the subject." We had some major obstacles along the way, but as we got into a rhythm, we were able to have wonderful dialogues."

Not every instructor was instantaneously charmed by the curriculum mapping endeavor, according to the reactions of the respondents; others needed time to comprehend and comprehend it. Mustapha shared his initial impressions of the curriculum mapping process, as well as his future mapping experience, as follows:

> I've always been positive, but I wasn't sure how much that would help me at first. To me, it appeared to be a lot of labor. I wasn't sure if instructors would find it useful. Over the last few years, as I've learned more about it and put it into practice in my lessons, I've become a little more comfortable.

Patience believed that the Department did not require a curriculum mapping exercise, and she stated her opinion as follows:

> What's the point of reinventing the wheel? They provide pacing instructions and scope and sequencing with all of our textbooks. The book writers are paid for their work, and they are specialists in their disciplines, so they have a good insight into how children process information. They investigated it and did research. When they're composing it, they have a very good idea of how things should flow. So, what's the point of reinventing their studies?

"I believed I had already performed it repeatedly," Florence, a teacher with over twenty years of expertise in lecturing, said when asked about her past teaching. I've done it before under a different moniker. "It's the same thing as before, just under a different name." No one else remembered being a part of a procedure that was comparable to the curriculum mapping exercise but had a different name. Some respondents, on the other hand, claimed that their counterparts remembered doing something similar with a different name at some point during their teaching careers. Other remarks about their coworkers' reactions to mapping were also made by the respondents.

Beatrice expressed herself as follows:

> "We're kind of separated." It's popular among some people. Others, like myself, did it because it was expected of us. Some, on the other hand, were unconcerned. I'm not sure if they're currently using it. They merely put up with it and don't have strong feelings about it.

"I recall insults being spoken," Nasiru remembered. I recall some strong comments being spoken, but I'm having trouble figuring out why... The two things I heard were a major time limitation and a waste of time."

Doris stated that they saw the value in it and that their classrooms were buzzing with healthy curricular discussions about what was working and what wasn't, as well as enhancing their learning instruction. Further said,

> "I think curriculum mapping enables access and simply gets ideas out there, and it simply starts the curricular discussions that you really need to have," says the author. Is this working for you? If that's the case, how come this is working? Let's keep this going. What's the problem if this isn't working? What changes are we going to have to make?

As per respondent replies, curriculum mapping started as a nationwide program that included a number of procedures and exercises that assisted set the groundwork for the planning process. Planning with administration were both stable at this point. However, the findings indicate a wide range of reactions to the curriculum mapping endeavor at the outset.

Lecturers' perspectives of the benefits of curriculum mapping exercise

Almost all of the professors surveyed believed that the curriculum mapping process could help the Department of Social Studies, despite variances in first attitudes to the initiative and eventual adoption. They listed some benefits of curriculum mapping as well as some disadvantages of the approach. The subcategories that follow explain the potential benefits and apparent drawbacks of curricular mapping as judged by the teachers who were interviewed.

- ***Mapping Curricula as a method for planning and matching lessons***

The academics whose opinions were sought first considered curriculum mapping as a useful tool for class planning and synchronization. Curriculum development was stressed in a number of

interviews. It has to begin with a good plan, Grace said." Poor planning results in poor instruction. Every Department, Doris noted, "has to deal with curriculum and how you want to structure and build your curriculum. You can have a fantastic lecturer, but if that incredible lecturer doesn't have a strategy and knows where they should be heading... Curriculum mapping is a tool for organization and a great method for setting up courses.

Mapping Curriculum appears to relate to school administrators who enjoy setting objectives and making plans to achieve them. "I appreciate having goals," Nasiru stated. By this date, I must have arrived at this location. Here's where I want my pupils to be at this stage, and getting there without the map is difficult." "I am a really disciplined person who thrives on it," she says. Doris said. Having everything organized with my courses and curriculum just makes me feel more at ease. That group appeals to me." "Look inside my room; it's a tangled mess," she says.

Few respondents mentioned that adopting mapping curriculum as a guiding document assists them keep on track and focused. "I think curriculum planning keeps us on track, like a route map is where we need to go," says the teacher. Mustapha said. Similar sentiments were shared by Abbas:

> It keeps me on track and prevents me from wasting time on certain tasks... "Oh, I have to finish it before the end of the semester, and I still have Y number of pages to finish," she says. I think as I look at my map. "It's time for me to get back to work."

According to Hauwa,

> I appreciate being diverted from my original task. There are a plethora of fascinating and exciting debates that appear to be valuable. Simply discussing what's going on in the world can lead to some interesting arguments, but having that map nearby keeps your thoughts on track. As a result, it helps to ground you, focus your attention, and stay on course.

Most respondents stated they had colleagues who had preferred curriculum topics and spent a long period on them at detriment of different content during their lecture careers. Musa was referring to a lecturer who preferred Man and His Environment over other topics in the NCE 1 Courses for First Semester, and his students did poorly on the First Semester exams because

there were few questions on Man and His Environment, but many more questions on Foundation of Social Studies.

Nasiru explained,

> "For the last 10 years, we've had to consider removing some of those favorite things because they didn't fit into what the PASS objectives and guidelines say we should be teaching and focusing more on what we'll be tested on and what our students should know to advance to the next level," says the instructor.

Curricular mapping can be used as a planning tool to help decrease curriculum gaps and repetitions. "I see it as advantageous in terms of not wasting time with repetitions," Adamu said. There's no reason to rehash a topic if you know your professor has already covered it, read it, done a unit on it, and given an exam on it. "I believe overlaps may be quite beneficial," There's a natural overlap as a result." She went on to say that teachers should avoid creating ineffective overlaps.

As Musa put it,

> "You know what they've seen, what they're supposed to have seen, what they're supposed to have mastered, and at what level they saw it." You just have a quick conversation about it and remind them if there's anything you think they should know exceptionally well. If they've only been introduced to it, you're advancing to a higher level.

Nasiru noted.

> "This isn't to say that we should only be focused on PASS objectives..." As a result, we must think about what we can do better and how we can achieve it. I believe curriculum mapping will enable us to do so.

Lecturers highlighted how curricular maps could help them prepare students for assessments in their interviews. Patience came to the following conclusion:

> We can utilize curricular maps to figure out where skills need to be taught, mastered, and reinforced before the test... As a result of curriculum mapping, teachers gain a greater understanding of state and national goals. The more adept you are, the more you will be able to communicate with one another, use similar vocabulary and concepts, and begin to analyze how the children behave.

> "Curriculum mapping is a way to understand your score and a clear-cut approach to improving your score because you can tweak things and change everything because your curriculum has physicality to it that wasn't there before," Nasiru explained.

- ***Students get access to the same curriculum and experiences.***

If some students' schedules change and they are shifted from one lecturer's classroom to another's, they will not miss any knowledge or be exposed to the same subject again because both teachers use the same map. Curriculum maps can also ensure that a student's education is not disrupted if he or she transfers from one school to another.

Mustapha explained,

> "I'm frequently talking about what the teacher across the hall is talking about." He's lecturing me, and he's saying precisely what I'm saying. Of course, we lecture in different ways, but we cover the same material in the same order, making it easier for students to collaborate and for parents to understand what's going on in each class.

- ***A useful tool for communication***

Nasiru believes that curriculum maps can help the school's public image:

> "I believe it shows others in the community that there is a chain of command in terms of getting things done, that the Head of Department is competent, that the lecturers are competent, that the students are competent, and that everything is working together and we will do well."

Based on that piece of paper, I can talk to anyone," she added. A curriculum guide, on the other hand, is broad, unspecific, and difficult to access. I can identify to this since it's personal and true."

- ***For beginning teachers, this is an excellent device.***

Grace elucidated the situation as follows:

> Every teacher in the Social Studies Department teaches differently, has various expectations, teaches different works, and assesses in different ways... The last thing you want to do when you start a new school is fail to keep the school's requirements. You like to be welcome in with the same expectations that you do when you teach the same things because you want to be a part of it.

Patience shared her own experience with curricular maps and why they are valuable to novice teachers. When she first started working in 2008, she was given two courses to teach (100 and 200Levels). Patience found it to be really stressful. She described her feelings at the time in the following way:

> I had the idea that no one was there to help me. I was unsure how much time I could dedicate to anything. I made a number of mistakes during my first semester of teaching a 100-level class. Now that I've learned so much since then,

Patience sat down after her first semester and drew a 200-level map on her own, based on the 100-level map. She referred to it as a diary map because she didn't have anyone with whom to cooperate because the 200-level professors didn't see the value in mapping. She's been teaching with that map for more than three years, changing and enhancing it all the time.

When two new instructors were hired to teach at the 200 level recently, patience gave them the map, and they were grateful. Patience is certain that they will soon generate a decent consensus map for the 200-level curriculum after all three began working together on the map's improvement. When working on a subject as important as curriculum mapping, Patience believes that having other instructors on board is essential. "Mapping is not a solo endeavor," Doris explained. You really need to get your department together... Curriculum mapping requires a collaborative effort."

- ***Curriculum development and cross-curricula integration as a collaborative tool***

As Mustapha correctly noted, education has always been characterized by an attitude of independence and autonomy. He said,

> "I think there was this competition among teachers in the years that I taught to see who was the greatest and who had the finest activities, materials, and whatnot." People didn't seem to share much, in my opinion. It was also about the fact that what they developed was entirely their own.

The teachers in this group believed that education should be about sharing and reciprocity. "No one learns in isolation," Patience said. Why would teachers keep something that works in their classroom to themselves if it works? "If it's good, you should share," Abbas said, "and most of the time in our department, information flows freely...just it's really crucial that everybody is feeling safe sharing learning together."

- ***Shortcomings of curriculum mapping***

Adamu and Musa said:

> We've found ourselves in a difficult situation. In Social Studies, we don't always have the ability to cover all of the themes. There isn't enough time in the day. We had to pick and choose whatever sections we thought would best assist us reach our aim of passing the objectives and the NCCE test, and some information was left out. We briefly consider it, but I wouldn't devote all of my time or expertise to it. This isn't necessarily damaging to students, but it does restrict their alternatives.

Musa said:

> "I believe that weaknesses are those intangibles," he continued. I'm not sure how you'd squeeze it in. Did my Social Studies pupils grasp and comprehend the real-world applicability of the subject? It's impossible to put a number on it. As a result, the curricular map makes no mention of it. My goal is for my Social Studies students to understand the subject's underlying beauty and why it is so important. It is, in my opinion, a critical objective. Although I have no way of knowing whether everyone received it, I believe it is still worthwhile for me to try to persuade them. As a result, I feel it is most likely the outcome of a curriculum mapping problem. It's all about the examination. Those intangibles aren't taken into account.

Nasiru identified the following mapping flaws:

> The only feature lacking from the map is the flexibility to teach whatever you want, whenever you want, which I believe is limiting because some professors want to teach this in the first semester. The professor responds, "I'd rather teach it in the second semester." However, you can't do it using a map. I mean, everything has to be in some form of order. The map is difficult since it demonstrates how to reach an agreement. You should be aware that my philosophy is not the same as yours. Neither of these, in my opinion, is likely to be inaccurate. It also depends on the needs of your students. As a result, I feel the issue is with the map. However, in general, I'd say they do a good job and are needed more than 90% of the time.

- ***Seeing the potential rather than the individual usage***

Mustapha said. I believe it frequently falls short in terms of implementation." "I would think it's a worthwhile practice when properly done," Nasiru added. It would be a rewarding process with adequate instruction." Florence agreed, noting that if properly done, the procedure could be helpful. The participants concluded that curriculum mapping was a worthwhile task. They recognized some potential benefits and some drawbacks of the curriculum mapping approach. According to the data, curriculum mapping can be utilized as a planning and alignment method to deliver a uniform and coherent curriculum across grade levels and topic areas.

- ***Drawing up curricula maps***

Mustapha proposed:

> In our department, it could have been more advantageous if we could have done maybe one month of the map and submitted it in for revision, and then been given revisions... before we finished the rest of the map and were told it was poorly done.

Although not everyone agreed that consensus maps should be used as a starting point for mapping, Social Studies Department instructors did so. Several respondents thought it would be more sensible and effective to start with diary maps, in which individual instructors first map their curriculum and then work together to construct a consensus map based on their individual maps. According to Patience, beginning with consensus maps makes reaching an agreement harder.

> If we had begun with diary maps and plotted what we were doing for even a semester, she would have said, "I'm teaching this at this period in the year, you're teaching the same topic at roughly the same time." Instead, we tried to figure out the best way to teach the curriculum when you don't know your students, and the map we made didn't account for things like "what if the students don't understand a topic at the beginning of the course?" And if they don't understand it, how can you keep continuing and following your consensus map if you haven't met their expectations from the beginning?

- ***Curriculum mapping and book adoption are now linked.***

Curriculum mapping proponents recommended connecting it to other Departmental procedures and procedures (Hale & Dunlap, 2010). The results of this study show that there are some unfavorable and ineffective connections between Department processes and practices and curriculum mapping. The College Management Board stated that without a map, instructors could not purchase new books. The College Management Board declared that without a map, instructors would not be allowed to get new books. The College Management Board stipulated that professors couldn't obtain new books during the Social Studies Department's book adoption year unless they had a map. Halima said, "We all got together and came up with a rather vague, fuzzy map. We didn't even bother to inquire about the most important issues. We concentrated on assessment, content, and skills. We also enjoyed a week off.

"In order to get our books, we were informed we had to complete these," Peter explained. You had to show how the books you selected fit within your map. That was our state's method of bribery." Grace continued. If you do it this way, you're not going to get many fans. That didn't go as planned. Many people were turned off as a result of that."

Nasiru said, "I guess I didn't see a lot of benefits to it other than acquiring the books. That appeared to be something we had to complete in order to defend the necessity of the books or the cost of purchasing them." Linking book adoption to the mapping process was ineffective, which might have contributed to the initiative's initial low appeal.

- ***Curriculum mapper access***

The following are some of the advantages of adopting curriculum mapping software, according to Musa:

> The part I enjoy best is that if you can get everything into a computerized system, you can rapidly find gaps and overlaps in instruction if they build a good diary map, and you can see exactly what gaps and overlaps you have in measurable targets, and the computer can sort it for you.

Doris felt that mapping of curriculum should be done on a computer:

> For the reason that I had access to a computer, I could look at the curriculum map for the 100 level, even though the 100 level was in a different academic year. I'd like to investigate level 200 further. I could even inquire about the novels that are being taught at the 300-level curricular map so that I might elaborate on them.

It was decided that just one or two Department employees would be allowed to enter data, making it impossible. Some teachers, particularly those who are still working on their maps, regard this as a disadvantage. Florence explained:

> Because you can't just stroll in and play with it before leaving, it's an extra step. Instead, I have a template that I may fiddle with and return to later, but I won't be allowed to make any changes until it's sent to them. As a result, they are required to regularly remove my complete curricular map and replace it with a new one.

For Halima, the lack of access to the mapping curriculum site is not a major worry because she thinks the administrators are aware that hardly everyone uses it frequently and that it is expensive. She went on to say,

> "Even those of us who had received training were not allowed to enter."I mean, the New Year has begun, and you've already planned your schedule. Consider this: you might go in, enter something, and then leave. I haven't been on it in four months because I'm starting from scratch. As a result, I'm relying on the information I've been given. However, most teachers did not go online and use it that way once they were educated and given the password. It's not exactly impractical, but it's close. All of that was unnecessary. We decided that if someone needed a map posted online, one of the Department's members would do it for them.

I requested a copy of the Department's consensus map from each of the instructors who were interviewed. The primary inspiration for the maps was Heidi Hayes Jacobs' design, which included columns for crucial information and material, abilities, assessments, resources/activities, and differentiation. One of the features that the Social Studies teachers added to the maps was the differentiation column, which enables instructors to design exams specifically for students with learning disabilities. "I generally have a modified exam ready to go," Florence says, adding that she thought the modification column was unquestionably required. It improves a teacher's efficiency, organization, and awareness of how to quickly accommodate a variety of students."

- ***Rather than a result, this is a practice.***

Mustapha said,

> "To me, curriculum mapping implies that something has been completed." And it's not really a finished product; it's a process, since I believe it's made our educators look at their curriculum in a new light: there's a schedule, there's a pattern, there's someone I can improve on. It would be an acknowledged fact they've all been mapped... I'm not going to pretend we've all been plotted out. That's impossible. The benefit to me is that it is never completed. The process is always the same.

Doris recalled on how she occasionally overheard teachers asking when they would be completed with curriculum mapping, and her response was always the same:

> "Never." It is inevitable that the curriculum will evolve. We're in tremendous trouble if this doesn't change. Technology and society are evolving... Our curriculum, you know, should never be finished; it should always be changing. We must always remember that this is a work in progress that will never be completed.

Teachers also indicated that their standards will be changing shortly, requiring them to update their curricular maps. "Our maps are about to shift," Grace observed. Not by a long shot. However, we must ensure that the Common Core is addressed in the future. "As a result, our maps will be altered."

Mapping took place by topic areas and levels, according on the data on the process. For the Department, the map-making process was not easy. The teachers began with consensus maps rather than diary maps, as suggested during national training and in Heidi Jacobs' book. As a result, as some participants admitted, reaching a consensus was difficult. One of the panelists advised that in the curriculum mapping process, diary maps be given more consideration.

The department's mapping approach was influenced by a variety of factors, most notably State Standards and NCCE examinations. During the study, only a few lecturers had exposure to curriculum mapping software, restricting their ability to fully utilize it.

- ***Opportunities realized and unrealized***

Participants in the study attempted to assess what has been accomplished thus far in terms of curricular mapping. "I believe we've created a curricular map for every level," Mustapha added,

"and we'll continue to modify how we can teach Social Studies more successfully." "It's done a fantastic job of finding gaps in Social Studies courses," Musa remarked. We haven't used technology effectively or substantially to improve teaching, in my opinion." Doris reminds out, "We all have maps in place." Some of them are more thorough than others. Some instructors keep their materials up to date more frequently than others.

- ***Curriculum mapping in order to reach a wider audience***

Abbas indicated as the ultimate purpose of curricular mapping. Curriculum integration has only taken place on a minimal scale, according to Musa. Some math and science teachers began comparing and contrasting their subject areas. In Math textbooks, for example, physics and chemistry equations do not appear to be the same. The teachers began compiling a glossary of common terminology to help their pupils identify links between different topic areas and, as Patience suggested, "to assist them see the superficiality of what they're learning and that it isn't so secluded," says the author.

Other subject lecturers attempt to include some aspects of other curriculum areas into their classes. To integrate history into the Social Studies curriculum, Florence, for instance, taught her kids using historic books. The history teacher also drew parallels between the two subjects to assist students connect the two. Some of her students chose to write articles that were quite scientific. Despite the fact that these teachers do not collaborate on any research projects, they become acquainted with and support one another's curricula. With inter blending; Doris believes they do "more pieces rather than an established integrative grade." Because teachers from various topics do not share the same pupils, creating a project-based session that is extremely multidisciplinary would pose a significant scheduling challenge. She stated,

> "Therefore, for it to be correctly deployed, where you undertake a very highly collaborative unit, true design teaching, you need a plan that allows you to have that freedom where students can exchange lecturers and lecturers have some similar plan," says the lecturer.

Everyone recognizes that establishing interdisciplinary linkages is a difficult endeavor, and it is unclear if teachers will ever go beyond small-scale interdisciplinary initiatives to involve learners in large-scale interdisciplinary projects.

- ***Maps of curriculum***

Teachers need to "actively engage in not only building maps but also using the produced maps to make ongoing decisions about what is in the better position of the kids" in order to participate in the curriculum mapping process (Hale & Dunlap, 2010: 89-90). According to participants, mapping curriculum has established traditional habit in the Social Studies Department. Mustapha remarked, "We talk about curricula and maps, and we use our maps." "We keep referring to them." Some respondents stated that their maps are in place, but that they are unsure whether all of their coworkers are following them. In regards to the Department, Musa stated,

> "I don't believe the word is there yet." We still discuss about what we're teaching in Social Studies classes as a department, we can consult maps, but I'm not convinced that's the best starting point. the teacher looks. They'll still prefer lesson plans to a map. So, if I questioned some of my instructors, "Did you follow the map?" at a Department Meeting, they would say, "Yes." They'd still need to receive Compare and contrast their lesson ideas with the map. As a result, isn't quite the structural 'everyone is staring at it all the time' situation yet.

Peter has admitted to utilizing his map on a frequent basis and has made the following improvements for the next semester:

> I don't necessarily alter things on the internet every day, but I do change things on a piece of paper that I retain, and I have to check back on what I taught that day, in what order, and it's made things a lot easier. I usually get into at the end of each semester. "Oh, I didn't teach that," I say as I return to the book and open it. I'll have to cancel that because it isn't necessary for us right now. “As a result, all I taught has become obsolete.

"I guess I refer to the map in my head because I helped create it," Abbas confessed, "but I don't pull out a document every day."

When it comes to the use of maps, poll respondents are undecided about whether or not their coworkers use their maps on a regular basis. Some of the participants admitted that they did not use their maps on a regular basis.

- ***Lecturers' safety webbing***

Curricula maps allow lecturers to demonstrate what they teach, when they teach it, and how they evaluate their students are all factors to consider. Halima claims that helping instructors make

sure that all of the distinct aspects they must teach are depicted on the map can provide them some assurance that they have covered everything. My program covers a lot of ground. My students have learned this information. "To the best of my ability, I have completed all of these tasks." "It's a sense of security," Florence added. Although it isn't a rubric, it provides the same level of protection." Nasiru stated. According to Grace, map lecturers can clarify their acts and all classroom activities to their pupils with the help of map lecturers:

> My pupils, for example, were watching a movie the other day and said, "What are we doing here?" "Well, it's all part of the package." Social Studies curricula, and now they're like, "Ah, okay," when we're talking about Man and His Environment." It was sufficient; that was sufficient justification. To them, it was proof. And this isn't a fabrication. And it wasn't like I went to the library and picked a random movie.

- ***Individual positions undergo change.***

Respondents cited a variety of curricular mapping has inspired some elements of their practice as they reflected on their involvement in the exercise. While participating in the curriculum planning process, the lecturers also reported that they learned something new about themselves. Patience realized as follows:

> I discovered that I am really good at teaching some topics and that there are others that I am not so good at, and that I need to work on them myself. I have to do something to come up with a variety of extra materials and teaching methods for that concept. I learned a lot about myself as a teacher.

Grace stated that mapping curriculum has influenced how she arranges her teaching and curriculum, but she is unsure if it has influenced how she teaches. She can look at her long and short goals, as well as her monthly goals and unit plans, on the map. She has a clear understanding of how long it takes her to complete each unit. The understanding of how much she teaches her students was the most striking epiphany for her. She stated,

> "I believe that sometimes in education, we walk into a classroom and say, "OK, I'm not sure whether they ever understood parallel structure." However, if you break it down in the same way you do in class, using parallel structure... Wow! I do, in fact, share a lot with them. I asked them to read, write, analyze, discuss,

> contemplate, and use their higher-order thinking skills, and then reflect, and I did it all.

In the following ways, according to Doris, working with maps has altered the way she teaches:

> I frequently feel compelled to explain why we're doing this to my students. They're all looking forward to seeing what happens in the following weeks. Do you believe we'll be working on this for a long time? I think I've started to communicate the goal and schedule to them more clearly, and as a teacher, you're always asked, "Why do we need to learn these kinds of questions?" I rarely get those kinds of questions from my students since I usually answer them right away.

Few respondents, including Musa, have stated that their participation in the curriculum mapping process had little impact on their personal lives. It is just a different approach to what I've been doing. That is, I believe, why I am easily persuaded because it does not contradict my personal convictions.

The curriculum mapping process did not result in much personal transformation, according to the data obtained during the interviews. Some participants stated that their teaching methods had evolved, while others stated that their curriculum and lesson plans had evolved.

- ***Collegiality and professional engagement are improving.***

The most beneficial outcome of the exercise was described in several interviews as improved professional connections and collegiality among academics involved in the curriculum mapping process. The majority of participants claim that when it comes to mapping curriculum, there is greater openness among colleagues and more frank discussions about why and how they teach particular items. Doris went on to say,

> "Oh, we're thinking about eliminating this unit because semester break is looming," says the. Or that wasn't a good idea. This was an excessively long paragraph. By the end of this unit, the children were bored. "We must take a new approach." Because having this piece of paper in front of you can help you remember things. It's all about the curricula, and you're not criticizing anyone in particular. It's the map, and you are not, that's the problem. When necessary, we can update and amend. We are free to communicate. We tell it like it is. We discuss about our challenges with the map, but we also talk about our successes,

> saying things like, "That task we spoke about worked out really well with the students." As a result, I believe that is an excellent topic for discussion.

Through professional interactions and teamwork, lecturers can come to know one another better and learn from one another. "To be honest, I might not have known one of our new teachers as well as I know him now if it hadn't been for mapping curricula," Mustapha continued. "I think there's a lot more unity and team spirit now," says the author. Nasiru said. Regarding teacher collaboration and sharing, Abbas had this to say:

> I'm not sure why I wouldn't want to include other people's ideas and what works for them into my final product. I believe that we have past the phase in school where you can work alone. It must be a collective... So I believe it has made us function as a team, which has aided us greatly, and I no longer have to worry about being on an island.

Abbas noted that his colleagues at the Department of Social Studies have always been supportive generous with their knowledge, and that there has never been an ego issue among them. Working together has never been easier, and curricular mapping has only improved things; there is now greater camaraderie.

As evidenced by the following remarks from Nasiru, more professor collaboration has sparked debates about how to develop individually and collectively.

> I believe the current conversations are focused on how departments and the school as a whole can improve. It's also considerably more collegial, which I believe is part of the reason... That is, they regard each other as equals, knowledgeable about how to deal with students, and respectful of one another's abilities.
>
> Working on curricula mapping with my colleagues taught me one thing, according to Doris: "I've always been a good teacher on my own, but I've learned I can be a better teacher with feedback from my coworkers."

- ***Mapping Curricula and student academic performance***

Curriculum mapping's ultimate purpose is to raise student academic achievement. Students' achievement has increased since they began mapping, the study participants were questioned. "The Department of Social Studies has always had very, very good test scores," Mustapha stated. I'm not convinced that curricular mapping has resulted in a significant increase. "I'm not sure I'll

be able to back that up." Nasiru recognizes a link between rising test results and curricular mapping:

> Our school has consistently placed in the top ten, including a top five ranking last year. I feel the students are learning what they need to know in the time allotted to them, and they are meeting their pass criteria and performing well on their tests (Jolly, 2014). That is, in my opinion, a significant advantage of curriculum mapping.

The following is what Peter noted:

> We've been improving our grades. Although we are not one of the country's major departments, our scores are comparable to those of the largest. Obviously, there are a variety of possible explanations for the increase in those scores. But I can't help but believe it's partly due to the way we now lecture.

Grace explained:

> We've seen some benefits as a result of changing our curricula, and the NCCE tests are assisting us in re-evaluating our curricula - specifically, where we're learning specific courses. At the Department, we decided to shift the location where our students compose their essays. Because they will be writing similar essays on their semester test, we require learners to produce an essay near the end of the semester rather than at the commencement. Our kids benefit by simply shifting the placement of that.

Only six of the study participants observed a link between high test results and curricular mapping for their pupils. Two respondents were unable to provide any information on this issue since they teach in an area where there is no end-of-semester test. The remaining participant’s feel curricular mapping has little effect on standard test performance. Florence expressed her dissatisfaction with the curriculum map, saying,

> "I don't see how it's improved or added anything to my pupils' grades..." When I look at our curriculum plan for compliance, I can't claim it's been implemented properly, but I don't see any correlation when I look at the students' growth. As you are aware, you have students who will excel. It's human nature, and it's been that way since the beginning of time, that you'll always find kids that aren't. I'm not sure how we can connect that accomplishment to curricular mapping.

To summarize, since social studies department joined mapping curriculum endeavor, some beneficial results have been achieved, as evidenced by the statistics. Curriculum mapping, however, is not fully applied, according to the majority of respondents. Abbas says, demonstrating this assumption. Curriculum mapping, according to Patience, is "not being fully utilized." To make curricular mapping work to its greatest capacity, several adjustments are required.

Lecturers' perspectives of the challenges of curriculum mapping exercise

Curriculum mapping was compared to previous educational efforts that the study members had experienced as a Department during their interviews. "The coverage is the major distinction between our program and others," Musa says. This is the most comprehensive guide available. When you deal with it this way, it's really all-encompassing." Despite the fact that curricular mapping has the capacity to affect the entire Social Studies Department, some interviewees are concerned that its importance has waned over time. According to Grace,

> "It's a lot like a lot of other initiatives and endeavors in that it's extremely important for about two years, then other things come along and they kind of put it back and back because it's not as important right now."

- ✓ ***Constraints of time and money***

Top on the list of challenges to curriculum mapping were time and cost. Despite the fact that Grace has said she spends a lot of time on her diary map and that curriculum mapping has been very helpful for her and her pupils, she hasn't updated the consensus map in over a year. She continues, "which is sort of depressing, because it seems like the pressure isn't on us anymore since other things have become more important." She writes notes for herself, but no one checks the map. Doris, a curricula mapping enthusiast, shared,

> "Even though it's a top priority for me, I don't come in here as often as I'd want to keep my map updated." "I haven't done it in two months," says the author. I think to myself as I look at it. It's that time again. Other committees exist as well. I'm working on a few other things. The paperwork is sometimes pushed to the side. It's almost... My papers are graded on a regular basis for me. I finish all of my classes. It's the same as if I wanted to revise a map but couldn't because I couldn't lecture.

Halima stated,

> Halima stated, "I am a big believer of curricula mapping." It's just that I wish I had more time to do it. With all of my obligations, it's really difficult... While I feel that curriculum mapping is an investment worth making, there are only so many hours in the day.

Peter added, "It's anticipated during instructor time, such as during your lunch or during your plans." When it comes to curriculum mapping, time is an issue for all of the other respondents, according to them all. Adamu said, "Teaching is really stressful." "Time constraints can become a financial issue," Musa explained. You must compensate teachers in some way if you are going to offer them extra time. As a result, both time and money are important." Teachers must prioritize some things over others due to a lack of time to deal with all of their responsibilities, and this prioritization does not always favor curriculum mapping.

All of the study participants stated that time was the most significant impediment to curriculum mapping. Teaching entails a variety of responsibilities and duties, some of which are unrelated to the delivery of instruction. Teachers must prioritize certain activities over others because time is a finite resource.

- ✓ ***Buy-in from faculty***

According to research participants, teacher buy-in is another major roadblock to curriculum mapping. "Everyone has bought into the need for it," Grace does not believe. Teachers did not buy into curriculum mapping for various reasons, according to the research participants. "Some people think curriculum mapping is inconvenient. Abbas remarked. Some teachers worried right once that they'd have to do the same thing, that their options for instructional materials would be limited, and that their classes would be highly structured: Grace mentioned that some teachers were concerned from the outset that they would all have to do the same thing, that they would all have to, that they would all have to,

> Some people assume that the curriculum map binds you to the belief that "oh, the map says I only have to teach this for two weeks," but this is not true. That's the general rule. It isn't nearly as well-organized as some imagine. Individuality remains unaffected. I'm allowed to incorporate anything I want in the curriculum. Furthermore, another instructor can include what she enjoys doing in her curriculum.

We told our teachers from the start that you do so many creative things," Adamu said. That is not something we want to stop. You still have the freedom to pursue your interests." The instructors indicated that the maps would not limit their innovation and would give them greater flexibility in designing and managing their curricula; yet, some lecturers are apprehensive.

- ✓ ***Innovation-resistance***

In the interviews, resistance to change was cited as a difficulty in curriculum mapping. Some individuals may be resistant to change because they feel they have the right to instruct in the manner in which they see fit and that their method is the best and should never be altered. "Those kinds of people will be skeptical of any new endeavor," Doris warned. "It's not so much whether they want to change or not want to change as a teacher," Musa remarked. The most difficult time with curriculum mapping was for experienced teachers. Patience argued,

> "and then it swings this way, and now we're all going to do this," and "and then it swings this way, and now we're all going to do this," and "and then it swings this way, and now we're all going to do this, and then it swings this way, and now we're all If you wait long enough, the pendulum will swing back, and we'll be back to square one.

Teachers' "age-based and age-attributed attitudes to educational change" or "teachers' skepticism and antagonism toward anything new in education that will influence the way they teach" have therefore been put out as explanations for teachers' opposition to mapping curriculum (Hargreaves, 2005: 968-969).

- ✓ ***Training is insufficient and incomplete.***

Participants were given one-day training that was highly general in nature and did not take into account the particular qualities of distinct topic areas. Musa is certain that the instructors selected for the curriculum mapping session were eager to attend, and that sending those who were initially opposed to the idea would have no effect:

> So I'm not sure if you send unenthusiastic teachers to that training, but we don't have proof. Everyone who attended was overjoyed. I can think of a few folks in our town that despise cartography, and I don't think anything could have changed their thoughts. They would have dragged me down rather than the meeting dragging them up, if they had just sat in those sessions with me.

Curriculum mapping directors "must be conscious of new instructors who may require some or all training and mentorship in curriculum mapping's methodology and procedures," according to the literature (Hale & Dunlap, 2010:88). Grace suggests that the school administration continue to offer training for teachers, especially new ones, whether through seminars or mentor teachers, if curriculum mapping is seen as a long-term goal. To put it another way, teacher education should be continuous, relevant to their requirements, and subject specific.

- ✓ ***Unpredictably unpredictable encouragement and leadership***

As the effort developed, research participants brought up the issue of unpredictably encouraging and leading. Several teachers claim that whereas curriculum mapping was rigorous for two years when it first started and had far greater support from the government and school administration, there is now very little discussion of it at staff meetings. Grace claimed that she has no knowledge who does mapping and who doesn't in the Department of Social Studies. "We don't discuss curriculum mapping a lot," Halima explained.

Florence, along with a few other participants, does not feel that educators have abandoned curriculum mapping.

> They are being considerate and polite, as they are aware of the pressures placed on us by the Department's budget constraints. Because all of our classes have huge groups of students from around the Department, I feel they are less concerned about curricular mapping because they understand that we are doing our best with what we have. I believe the expectation exists, and they want it, but they are trying to maintain a compassionate but tough attitude in the current context.

A participating college administrator agreed that the problem was ongoing. "We keep pressing them to work on their curriculum maps and we urge them to defend why they're doing what they're doing in a school culture enhancement way, not in a threatening way," the administrator said. Some educators who were questioned said they understood the time and budgetary constraints faced by school administration. Grace thinks that the Provost appreciates the importance of curriculum mapping and wants teachers to keep doing it, but that due to budget cuts and other problems, "it's tougher for him to give us time." We were able to work on it earlier because we had more free time. It's not something he's afraid of. His options are restricted in certain respects. Some, but not all, of the professional development days are used." Musa

believes that personnel who worked on curriculum mapping are still working in the Curriculum Department, and that the program may be able to continue. Musa finds it tough to express the thoughts of the new curriculum person.

"Those are most likely the leaders who are still trying to convince our departments to do what they should be doing with curriculum mapping," Musa added. "The school leadership cadre," says our Provost.

- ✓ ***In the Department of Social Studies, there is a trend of curriculum mapping.***

What would happen to curricular mapping in the Social Studies Department in six years, for example, one of the questions I posed to each respondent was this. The comments varied from upbeat to cautiously upbeat to downbeat. It's worth noting that only a handful people in the study thought curriculum mapping will be obsolete in six years. "It's part of a trend," Florence explained. "Oh, this is the best practice," I mean, there are so many patterns in schooling. They'll be on to something new in five or six years." Nasiru said, expressing his opposing stance. There are other barriers, including apathy and people's unwillingness to participate, but if you ask me, I believe curriculum mapping will still be in place in nine years."

Musa said.

> Right present, the educational pendulum is swinging in the direction of testing everything. As a result, classes become more test-driven. And we learned that it doesn't work because we're so focused on the test that students aren't learning important skills or anything else. As a result, it's begun to revert. I don't believe the swing will have an impact on curricular mapping. We might be able to stay in the middle if we use curriculum mapping.

Halima was certain that the focus on curriculum mapping would be reintroduced in the near future. Even if mapping was no longer required, nine out of eleven respondents stated that they would continue to perform it. Grace's passion to mapping and her intention to continue using maps is exemplified by the following comment from her interview:

> I'm not sure if it'll last forever, but it's something I appreciate at the moment. It, I believe, benefits both my students and me as a teacher. If it goes gone after a few years, it will go away, but I believe I will continue to do it. "Oh, I can't believe I did that," I wouldn't remark afterward. "I wish I could go back in time and undo all I've done." That's not something I'd ever do.

"If we weren't compelled to use this, I'd utilize the same approach for the rest of my life because it means so much to me," Mustapha said.

If the project does not succeed at the departmental or national level, the research suggests that it may succeed in the classrooms of individual teachers. According to change experts, educational projects can be sustained for several years through the efforts of those at the 'bottom,' but change endeavors are likely to fail without continuing active support from those at the 'top' (Hall & Hord, 2010).

- ✓ ***Curriculum mapping methods that works.***

The study's participants discussed what approaches and activities are required for curriculum mapping to be a success. "Decent training from the beginning and on-going support throughout the process will certainly lead to success," Abbas advised. Mustapha discussed

> the advantages of curriculum mapping and presented findings, figures, and examples of how curriculum mapping has helped other schools. It would be beneficial to hear from other teachers and schools that have already done this. "Why are we doing this?" a number of people I know inquired. Is this going to be of any assistance?"

Grace said a few things regarding time:

> In an ideal world, we'd all have the same planning period, but we don't. We have a lunch meeting, and then you have another lunch meeting by the time you have your lunch. We only have around 16 minutes, which is little time to have a serious conversation regarding mapping curriculum. You will require achunk of time to sit down, perhaps more than two hours, and then... It would be beneficial if the person in control had an agenda, such as "here is your aim for this," or "here is what you need to work on."

In most interviews, the importance of leadership and consistency in curriculum mapping was noted. "There has to be continuity," Florence said, "or else people would forget." Even if it's a little bothersome, the leadership must maintain a steady voice." Patience also stressed the importance of administrative leadership. "It can't be departmental," she insisted. You're pitting

coworkers against each other if you don't." Some participants believe that leaders should go to great lengths to ensure that everyone is on board with curricular mapping. "I believe everyone must be on board," Adamu stated. It could be that some people are trying to do it, but others aren't actually contributing or aren't meant to help - this causes issues." Many people would prefer sit back and let others do the work. This is something Peter discussed.

> As a result, I believe that a lot of curriculum mapping is dependent on your position in the chain. If you're a doer, you'll be saddled with even more responsibilities and tasks to do on top of your current workload. And if you're not much of a doer, this will make your life so much better because the task is performed for you.

Everyone should be compelled to work on a map, Halima argues, if the institution is truly committed to curricular mapping. she explained. "If our universities don't start putting more focus on curricula mapping, we might have a huge problem," says one expert. Musa said, and the majority of the respondents agreed. "Any decision taken by educators should be for the benefit of children," Adamu says. If it is actually beneficial to students, national commitment is required. If there is a commitment, teachers should be given time to do these things." It won't last, Musa said,

> since you won't be able to complete it on your own If I'm the only one doing it, I can sketch out curricula all day. You must enlist the aid of everyone. It will perish out here if you take that time away.

To summarize, the participants in the study shared a wealth of information on curriculum mapping's beginnings and speculated on its long-term viability. The benefits of the curriculum mapping endeavor were noted, as well as the problems that stymied it.

Observational field notes produced the data from the fieldwork.

The data results from observational field notes were obtained using the curriculum maps created by the eleven participants in this research study as they planned and produced the maps they are responsible for, depending on the courses they teach. A detailed description of the observational data of the eleven participants' curricular maps was used to give evidence for answering study objectives 1–3 (Dutton, 2015). Table 1 is a tabular display of the descriptive summary of observational results, and Appendix M is a typical sample of data from observational field notes.

As a result of my role as observer and participant, I gleaned a plethora of knowledge about the eleven participants' approaches to curriculum preparation and subsequent use of the mapping process (Merriam, 2009). The eleven participants' curricular planning strategies for mapping at this Department of Social Studies were mostly adaptor (Shawer et al., 2008). Although the adaptor technique of planning is not exactly a "by the book" transmitter (Shawer et al., 2008) approach to curriculum design, it does not foster a culture of collaborative planning toward shared evaluations. Lecturer engagement in curriculum preparation is required for vertical and horizontal alignment, as well as continuity of curriculum from level to level (Kallick & Colosimo, 2009). Only six of the twenty-eight curricular preparation maps looked to be collaborative.

Another data trend discovered by this researcher's observational field notes based on the curriculum maps created by the eleven participants in this research study was a lack of connecting standards to the curriculum, instruction, and assessments (Dutton, 2015). Standards, while not part of the curriculum, help to define what all students in a given course should know, understand, and be able to do. If the summative and formative assessments are not aligned to standards, it will be extremely difficult to develop common assessments within the same subject, such as all sections of Social Studies, as evidenced by the patterns identified in observations of this case study's participants' curriculum planning.

Table 2: Observational patterns of participants' utilization of curriculum mapping

Pseudonym (Participant)	Number Course(s) Taught / Number Completely Mapped?	Unit Calendar (s)?	Standards& Assessments Aligned
Musa	1 / none	Yes	Evident
Florence	3 / only 2	2 of 3 maps	Not yet evident
Peter	3 / none	1 of 3 maps	Not yet evident
Grace	3 / none	2 of 3 maps	Not yet evident
Abbas	2 / none	1 of 2 maps	Not yet evident
Adamu	3 / none	All 3 maps	Not yet evident
Halima	2 / only 1	Both maps	Not yet evident
Nasiru	2 / none	Both maps	Not yet evident
Mustapha	3 / only 2	All 3 maps	Not yet evident
Patience	3 / none	1 of 3 maps	Not yet evident
Doris	3 / only 1	All 3 maps	Not yet evident

Data results from survey

Survey data were automatically collected in a Google Forms spreadsheet. Because of the small sample size (n = 11 for the pre-mapping survey and n = 11 for the post-mapping survey (100 percent respectively), Likert responses were condensed into three data reporting categories: agree, neutral and disagree (Joyner Melito, 2016a). Google Forms Spreadsheet was used for data processing and graphical representation of the data (Joyner Melito, 2016a). While curriculum mapping is not often a process investigated with parametric statistics, qualitative data was analyzed connected to unrelated occurrences containing key topics while quantitative data was evaluated using descriptive frequencies and percentages (Hubball & Burt, 2007; Ramia, Salameh, Btaiche & Saad, 2016). The data results from survey were used to answer research question 4.

Lecturers' responses from the survey

- ***Demographics***

Demographic information demonstrated that lecturers had been lecturing for at least 7years, with majority lecturing for more than 15years. Lecturers taught at least two NCE Social Studies courses per academic year; many lecturers taught more than two courses per year (Joyner Melito,

2016a). All lecturers had developed at least one NCE Social Studies course, and many lecturers had developed at least three NCE Social Studies courses (Joyner Melito, 2016a). However, many lecturers attended teaching seminars, conferences or workshop less than once a year (Joyner Melito, 2016a).

Table 3: Responses to teacher questionnaire (Pre-mapping)

	% Agree	% Neutral	% Disagree
1 Curriculum mapping is a worthwhile process for Colleges of Education.	90.9%	-	9.1%
2 Goals and objectives for curriculum mapping are clear to me.	54.5%	45.5%	-
3 Curriculum mapping helps eliminate gaps, redundancies, and repetitions within levels and subject areas.	45.5%	54.5%	-
4 Curriculum mapping is a valuable tool for curriculum alignment with NCCE NCE Minimum Standards.	72.8%	27.2%	-
5 Teachers in my department have favourable opinions of curriculum mapping.	100%	-	-
6 I like to be involved in the curriculum mapping process.	100%	-	-
7 I have had enough training for curriculum mapping.	45.5%	54.5%	-
8 We have a curriculum mapping software program in place.	100%	-	-
9 I use curriculum mapping software.	100%	-	-
10 Curriculum mapping helps me reflect on what I have taught and how I have taught the material.	72.7%	27.3%	-
11 Curriculum mapping is an instructional tool	90.9%	9.15%	-
12 Curriculum mapping has no effect on my teaching.	-	54.5%	45.5%
13 Curriculum mapping is a measure of administrative control.	-	54.5%	45.5%
14 I collaborate with other teachers about curriculum mapping.	100%	-	-
15 If Curriculum mapping were optional in our school, I would choose not to participate.	-	54.5%	45.5%
16 I believe that curriculum mapping will improve instructional practices.	100%	-	-
17 Curriculum mapping will eventually improve student achievement.	100%	-	-
18 I believe the curriculum mapping process will continue.	45.5%	54.5%	-
19 I believe the curriculum mapping will fade away.	9.1%	63.6%	27.3%
20 I believe that curriculum mapping and assessment are time-consuming.	81.8%	18.2%	-

Figure 10: Responses to Teacher Questionnaire (Pre-mapping)

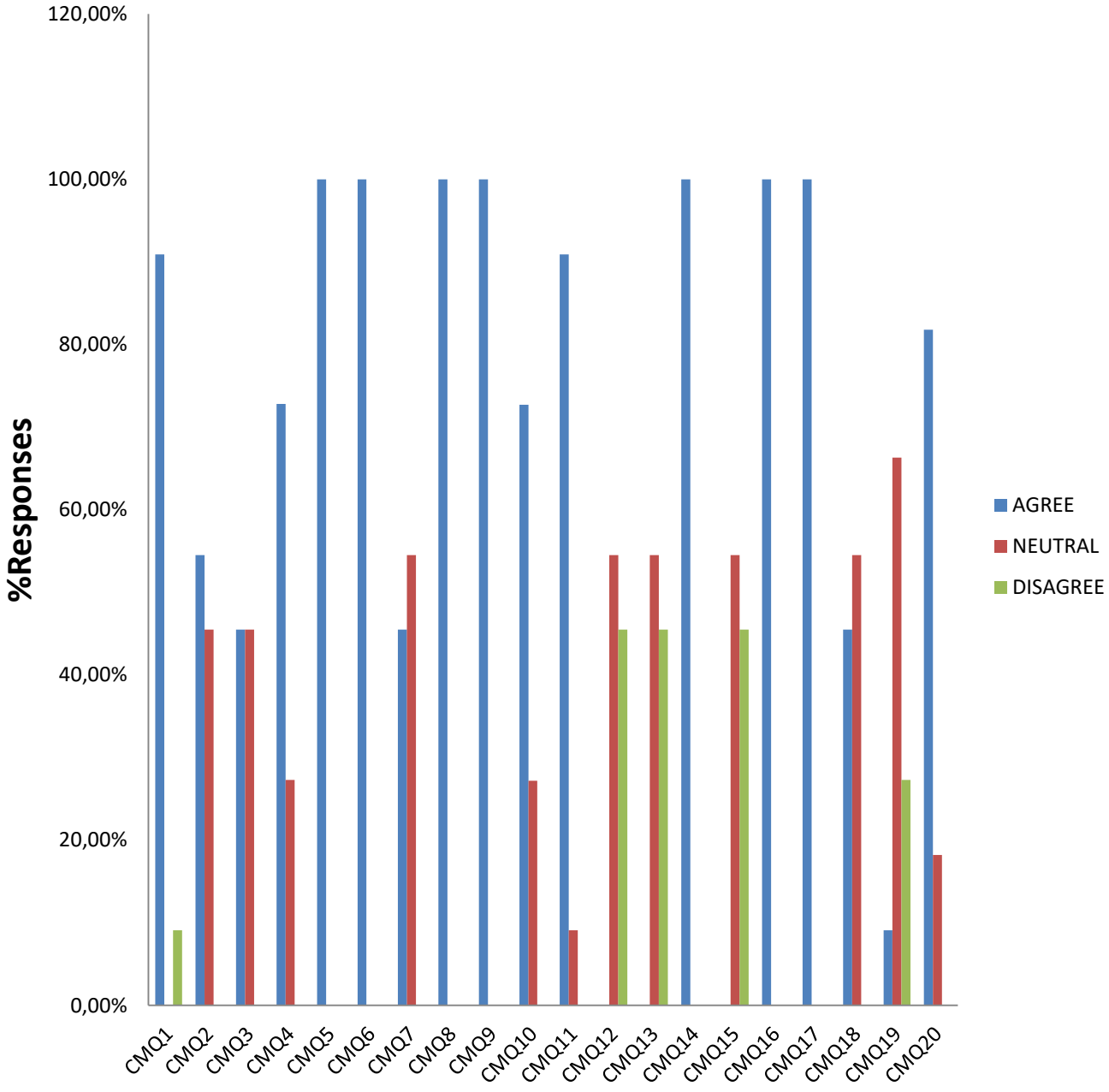
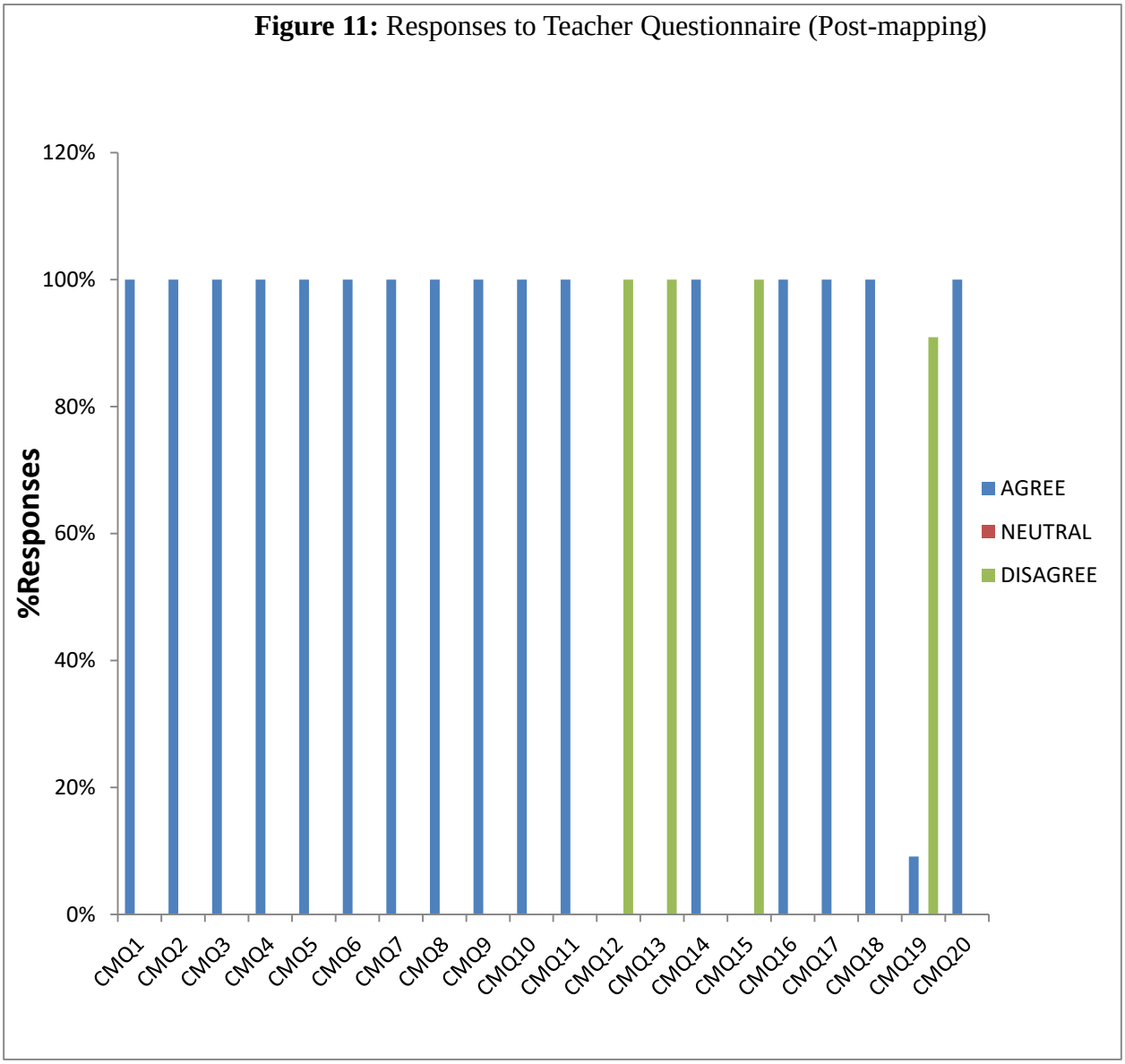


Table 4: Responses to teacher questionnaire (Post-mapping)

	% Agree	% Neutral	% Disagree
1 Curriculum mapping is a worthwhile process for Colleges of Education.	100%	-	-
2 Goals and objectives for curriculum mapping are clear to me.	100%	-	-
3 Curriculum mapping helps eliminate gaps, redundancies, and repetitions within levels and subject areas.	100%	-	-
4 Curriculum mapping is a valuable tool for curriculum alignment with NCCE NCE Minimum Standards.	100%	-	-
5 Teachers in my department have favourable opinions of curriculum mapping.	100%	-	-
6 I like to be involved in the curriculum mapping process.	100%	-	-
7 I have had enough training for curriculum mapping.	100%	-	
8 We have a curriculum mapping software program in place.	100%	-	-
9 I use curriculum mapping software.	100%	-	-
10 Curriculum mapping helps me reflect on what I have taught and how I have taught the material.	100%	-	-
11 Curriculum mapping is an instructional tool	100%	-	-
12 Curriculum mapping has no effect on my teaching.	-	-	100%
13 Curriculum mapping is a measure of administrative control.	-	-	100%
14 I collaborate with other teachers about curriculum mapping.	100%	-	-
15 If Curriculum mapping were optional in our school, I would choose not to participate.	-	-	100%
16 I believe that curriculum mapping will improve instructional practices.	100%	-	-
17 Curriculum mapping will eventually improve student achievement.	100%	-	-
18 I believe the curriculum mapping process will continue.	100%	-	-
19 I believe the curriculum mapping will fade away.	9.1%	-	90.9%
20 I believe that curriculum mapping and assessment are time-consuming.	100%	-	-

Figure 11: Responses to Teacher Questionnaire (Post-mapping)



Measures of achieving trustworthiness in the study

Ensuring rigor in any type of research is very important. The yardstick by which mixed methods research is evaluated is the word "trustworthiness." (Shilling, 2011). The same scholar argued that researchers with mixed methods research demonstrate the credibility of their results by showing (a) acceptability, (b) interchangeability, (c) reliability and (d) verifiability. Credibility objective shows correct results for researcher's, participants' and reader's reports. As a researcher, I ensured that the interactions and processes within the research's boundaries were reported in enough detail and in accordance to the respondents of the research that believe what I say about them. The key notions that bind the research were carefully explained comprehensively. The detail and background reports are sensitive, cogent and credible for scholars that create for them a vicarious presence. I used the following measures in assessing the usefulness of the research: (a) dissever origin of information, (b) group study (c) better explanation to the results of the study, (d) clarification of researcher bias and (e) reporting discrepancy data which is out of the created topics.

The next condition for showing accuracy in mixed methods study is portability. This means managing and reporting the research in such a way that it can show other backgrounds in similar situations become useful for people. This can be used in different research sites. Benefits from research were used as directives for further researches. Major way to establish transferability is adequate explanations of the background to enable readers of the work to measure the relationship among them and the research. Transferability might also be helped by triangulation of data sources. Designing a research that uses many issues enhance usefulness of the research of further sites. I followed the above recommendations to present the results of the research.

Next characteristics for rigor of mixed methods research is reliability. I ensured the principles below were used for the analysis: (a) the study plan was consistent to study queries, (b) primary patterns with methodological frameworks were openly expressed, (c) the position including role of researcher were specifically explained, (d) results demonstrated congruency throughout the root of information and (e) edited by many people. The researcher ensured results of current study fulfill conformability feature as well. Seeing the scholar as instrument of collecting and analyzing information, however, his feelings, point of view, desirability and

confidence reflected study. When the above occurs, it will not be difficult to obtain experiences and interpretations for respondents. The researcher considered revealing his own prejudices and biases, and tries to track them in the research process to mitigate the impact of researcher.

Code of ethics

Knowledge of code of ethics problems and concerns is a requirement for undertaking research to protect the integrity and rights of the respondents in the study. The following steps were taken to safeguard the interests of the participants: 1) authorization to perform research was obtained from Near East University Cyprus (Ethic Committee) and College Management, FCT College of Education Zuba, Abuja, 2) study goals were openly outlined to the respondents, 3) the participants received consent forms to continue with the research, 4) the respondents got the complete information on all the data collected, 7) the privacy and confidentiality of the participants were maintained during the entire study period and 8) the participants can decline at any point of the research process (Al Hashlamoun, 2020). I strived to uphold and respect the privacy, dignity and honesty during the entire research period.

CHAPTER IV

Research Findings

The investigation's results are arranged and included in literature that addresses the phenomenon and study's premise.

- ***Findings for Research Question 1***

Table 4's coverage map revealed that each course has at least one course with all of the criteria. The curriculum map revealed that not all courses covered multiple competencies in multiple categories, and many courses did not cover competencies in all categories; for example, the Social Studies Department's Introduction to the NERDC National Curriculum for Social Studies, Practicum for the NERDC National Curriculum, Social Studies Research Methods and Statistics, and Field trip are not covered in other courses. Apart from the themes that closely connected to Social Studies, individual courses were not expected to cover all competences. Instead, all attributes should be covered by the Minimum Standards as a whole. The predicted evolution of competency from NCE 1 to NCE 3 as students advance through the Minimum Standards is not depicted on the coverage map for Social Studies curriculum. As students went through the curriculum, they developed, not mastered, their skills, which culminated in the capstone course. As a result, the course content was inappropriate for the students' abilities.

- ***Findings for Research Question 2***

The coverage map (Table 4) revealed that there is no correlation between the student's learning objectives and the course material (Hinton, 2005). The course curriculum and the student learning outcomes are not significantly aligned. Because it is not comparable to the Minimum Standards of an equal lesson, course, or level, the Minimum Standards are not horizontally cohesive. When the learning outcomes of a 100Level class at a College of Education in Okene are compared to the learning outcomes of a 100Level class at a College of Education in Abuja, for example, they are not horizontally coherent. Vertically coherent Minimum Standards are not visible on the coverage map. In other words, one lesson, course, or level does not prepare pupils for the lessons, courses, or levels that follow. The curriculum does not correspond to the written standards. Repetition is required for learning, retrieving material from previous courses, or establishing a framework for new knowledge; however, this repetition is not necessarily duplication. When the learning objectives of the students and the course content are not aligned, there is little collaboration, communication, and collegiality among the faculty. (Hinton, 2005).

- ***Findings for Research Question 3***

The coverage map (Table 4) showed that the course curricula show obvious gaps in the scope of competencies. There were no potential redundancies because the curriculum planners were very conscious of redundancies thereby creating a big gap in the Minimum Standards. Potential gaps in coverage included competencies in all the courses. All the competencies were lacking coverage in Social Studies curricula. All the competences are under-represented in the Social Studies curricula resulting content gaps. A gap and/or redundancy analysis is a report that examines your entire curriculum for content gaps or redundancies. You might be redundancy because you teach the same idea about family life in numerous distinct course areas, for example. If one of your graduation competencies isn't well-represented in your third-year program, you might have a gap. The coverage map does not show the relationship of Social Studies curricula as they interact with each other.

- ***Findings for Research Question 4***

The participants' willingness to take part in the mapping process before and after it was completed did not significantly change (Figures 38 & 39). The main modification was a decrease in neutral reactions. All of the previously neutral reactions became receptive to joining in. It's probable that the professors who responded neutrally in the premapping survey didn't fully understand what the procedure entailed. After becoming acquainted with the mapping procedure, individuals had the knowledge necessary to decide whether they wanted to take part. Most professors were eager to take part in the mapping process of the present and future. No overt resistance was encountered; however, passive resistance can hinder evaluation attempts and result in the loss of insightful information owing to lack of involvement. Faculty may reject mapping and assessment processes, as was previously noted, for a variety of reasons, such as concerns about the time commitment, a loss of control over their courses, and discouragement due to inconsistent evaluation standards (Uchiyama & Radin, 2009; Oliver et al, 2010).

CHAPTER V

Discussion

Discussion for Research Question 1

Curriculum mapping demonstrates to educators how their subject matter is covered in other curriculum areas and how their instruction fits into the larger curriculum picture (Romkey & Bradbury, 2007). The researchers employed curriculum maps as a form of visual communication because they understood the value of curriculum mapping as a method and technique that offers a comprehensive and thorough perspective of the curriculum across all subject areas and levels of study and that it enables academic staff to address important pedagogical issues by encouraging discussion and reflection (Shilling, 2013). Academics can have a comprehensive understanding of the curriculum by using curriculum maps, which include the important elements including learning outcomes, the knowledge and skills that must be learned, teaching events, learning activities, and assessment assignments.

Hale (2008) divides learning into three stages: introductory, in which the student is introduced to the material for the first time and requires explicit guidance for application; developing, in which the student is gaining a complete understanding of the material but still requires assistance in more difficult applications; and mastery, in which the student has a complete understanding of the material and can apply it independently. A student is supposed to grow from an initial level of competency to a developing or mastery level as they progress through a curriculum, depending on the course and curriculum learning outcomes. Problems with student learning might arise when students are expected to attend a course with a higher level of ability than they actually possess (Joyner Melito, 2016b). Learners who have a higher degree of proficiency than what is expected of them, on the other hand, may get bored and disengaged with the content (Ambrose, et al, 2010). As a result, it's vital to evaluate student proficiency levels and how they change as they progress through the curriculum so that course materials can be tailored to their specific needs. Accreditation requires the competency coverage map.

Because social studies is the study of people and their environments, field trips are learning activities that students complete in groups outside of the classrooms while being supervised by the teacher. As a result, students get to experience some ideas firsthand and have the chance to learn more about their surroundings (Nzeribe, 2002). For instance, students may not fully comprehend the work of doctors and pharmacists, but by visiting hospitals, they can

gain a firsthand understanding of these professionals' responsibilities. It gives students the chance to encounter and firsthand observe the locations they travel to. It facilitates the linkage of academic subjects (Nwosu & Corbin, 1977). The coverage map is shown in Table 4.

- ***Discussion for Research Question 2***

When creating a curricula map, the content of each course is compared to the curriculum's learning outcomes to ensure that they are aligned. This data can be displayed in a grid, allowing you to see the complete curriculum in one image. It's also possible to assess the breadth of learning outcome coverage. Aligning outcomes is critical (OSDE, 2016; Murray, 2016), and it will lessen the need for future changes. Reviewing university documentation, accreditation expectations, interactions with professors, and determining measurability are all important components of identifying the goals. By concentrating on these elements early on, worry, frustrations, and feelings of solitude can be avoided later on. Discussions with professors will help to clarify the mapping process's goal and gain buy-in. This will lower resistance to the process, particularly after course reviews begin. Curriculum mapping is a quality assurance approach in which teacher educators visually depict the entire teaching and learning process (Neville-Norton & Cantwell, 2019). Alignment is when two categories agree or match, such as state standards and district curricular material (Squires, 2012). The requirements and curricula are linked if the state standards mention "number ideas" and the curricula include "number concepts." The classifications are the same. Of course, in both cases, the content integrated by number ideas must match.

The alignment of curriculum with state standards and assessment programs is one of the key advantages of curriculum mapping. According to the academic literature, curricular alignment is a strategy that ensures consistency across state standards, classroom procedures, and assessment to guide teaching and learning (English, 2000). There should be evidence of this relationship in both written and taught materials (Jacobs, 2004). Vertical alignment can be used by teachers to verify that there are no gaps, repetitions, or redundancies in the curriculum between grade levels, and that the spiraling of the curriculum is smooth and rational (Udelhofen, 2005). If students' curriculum is connected with standards and taught with standards in mind, they will be more likely to attain their learning goals (English, 2000). A student-led effort to link learning objectives and activities is curriculum mapping (Harden, 2001). In order for students to build on what they have already learned and acquire the knowledge and skills they will need to

prepare for more challenging, higher-level work, curriculum mapping strives to guarantee that instruction is correctly planned and systematically delivered across grade levels. When a curriculum is uniform across grade levels and within a subject area, it can be aligned both within and across grades. The purpose of curriculum mapping for topic-area coherence is to make sure that students in different subject areas are taught the same amount of material and with the same level of instruction, and that teachers in courses that are similar work toward the same learning standards. The abilities and behaviors that students need to succeed in any academic discipline, such as reading, writing, technology, and critical thinking, should be the main focus of curriculum mapping for interdisciplinary coherence. Academic success and alignment have been found to be substantially correlated.

Schmidt et al. (2001) found a connection between achievement and curricular alignment. Squires (2012) found similar results when investigating the relationships between instruction and curricular embedded testing. "A mismatch of what teachers teach, what they want to teach, and what they judge as having been taught is mostly responsible for the lack of excellence in American schools," he stated (Cohen, 1987:18). When instruction and assessment were aligned in sample lessons, both low- and high-aptitude students fared well on curriculum-embedded assessments. Low-aptitude students benefited more from alignment than high-altitude students, with low-altitude students gaining more when alignment was present. Across studies, large gains were seen over a control group (instruction without alignment), with effect sizes ranging from.25 to.50-or for instructionally aligned instruction and assessment, implying that a student scoring in the 50th percentile would increase to between the 84th and 98th percentile (Cohen and Stover 1981; Kozar 1984; Fahey 1986). According to this study, matching practice with test items, as well as the concepts addressed by the tests, improved student outcomes, particularly for those with low aptitude (Squires, 2012). Wishnick (1989) discovered that mastery-learning instruction as judged by criteria referenced tests (CRTs) predicted standardized test results at the end of the year. She also discovered that the alignment effect accounted for 36.72 percent of NRST performance variance, while the CRTs-measured power of instruction accounted for 40.32 percent. Gender, teacher effect, and SES (socioeconomic status) all contributed to 3% of the variance in NRST performance. This finding defies the common belief that SES, instructor, and gender all have an impact on student performance, while also reiterating the necessity of synchronizing formative and summative assessments. SES plays a substantial effect in school

performance when teaching is developed using a model of education that assumes a normal distribution of scholastic performance, according to Wishnick (Squires, 2012). When the educational paradigm believes that all students can exhibit mastery and when instruction is tied to the standardized test, pupils score well on competency tests, and SES has no effect on school performance (Squires, 2012). In competency-based criterion-referenced instruction, which aligns instruction with exam content, alignment is more successful than SES. This demonstrates the importance of linking the taught and tested courses.

In the laboratory and in schools and school districts that implement the model well (see, for example, Levine (1985) Improving Student Achievement through Mastery Learning Programs or Gentile and Lalley's (2003) Standards and Mastery), student outcomes can improve dramatically when curriculum, instruction, and lesson planning are aligned with curriculum-embedded tests (and a teach, test, re-teach, test model is in place).

As there is little connection between student learning outcomes and the course content, there is little collaboration, communication, and collegiality among the faculty. Curriculum mapping is a method for determining what is actually taught in schools. It has been touted as a technique to synchronize the written and taught curriculum since the early 1970s. As a result of recent technological improvements, curriculum mapping has become more popular as a technique for boosting communication among teachers about the content, skills, and assessments that are part of the educational process. This unique application of curriculum mapping holds a lot of promise for enhancing collaboration between general and special education teachers and benefiting all students.

A strategy for constructing a database of a school's present curriculum is called curriculum mapping (Hayes-Jacobs, 1997). Even though most schools have well-developed curriculum guides, information about how the standards outlined in those guides relate to what is really happening in the classroom is sometimes lacking. The majority of curriculum guides define what students should know and be able to do, but they don't go into great detail regarding how children learn or how teachers grade their students. When combined with typical curriculum guides, curriculum maps can provide information on material and skills taught, as well as the amount of time spent on various aspects of the curriculum. The inclusion of evaluation procedures on the maps creates a link between the expectations for how students will exhibit

their comprehension and the expectations for how they will display their understanding. The curriculum maps give you more details on what happens in each subject.

Teachers use a calendar-based system called curriculum mapping (see Table 1) to map the skills, content, and assessments used in their classes (Hayes-Jacobs, 1997). Because each teacher approaches completing the curriculum requirements in their own unique way, individual maps will reveal the differences in approaches to accomplishing curricular goals. The maps can be used for a variety of purposes, including aligning instruction to written standards, developing integrated curriculum units, establishing a baseline for the curriculum review and renewal process, identifying staff development needs, and, most importantly, communicating among teachers. One of the most important outcomes of the procedure is the use of curricular maps as a communication tool among instructors within a school.

According to Hayes-Jacobs, “curriculum mapping expands the options for long-range planning, short-term preparation, and clear communication"(1997:5). This focus on planning, preparation, and communication facilitates a better level of collaboration between general education instructors and special education specialists (Koppang, 2016). This strategy could include general and Social Studies educators on a range of levels to increase effective collaboration within a school.

Increased teacher collaboration and communication benefits students. When curricular alignment is achieved, students' educational experiences are improved (Miller, 2007). The curriculum is more logical and straightforward in terms of increasing knowledge and talents. In addition, instruction becomes increasingly linked with the state and district standards against which students will be evaluated. Finally, teachers begin to communicate and share good teaching practices as they share information about their subjects. Teachers from both general and special education collaborate to provide instruction that is specifically targeted to the requirements of their pupils (Koppang, 2016).

- ***Discussion for Research Question 3***

By identifying the disparities, overlaps, consistencies, and strengths of a suggested intervention, curriculum mapping enriches the curriculum and plan (Lam & Tsui, 2013). A knowledge or ability gap is defined as knowledge or abilities that are not taught, or are not taught in the depth required for full comprehension of material or full development of ability (Hale 2008). When two or more courses cover the same information or abilities, this is referred to as redundancy.

While some repetition is important for learning, retrieving material from previous courses, or establishing a framework for new knowledge, duplication is not always the case. When the same information is presented in the same way again, this is known as redundancy. It doesn't motivate you to study harder or develop your abilities (Hale 2008). Curriculum mapping can also be used to detect gaps and redundancies in coverage, which can then be remedied (Liu, Wrobbel & Blankson, 2010).

Curriculum mapping is the process of indexing or diagramming a curriculum in order to find and fix academic gaps, overlaps, and misalignments in order to increase the overall coherence and efficiency of a course of study (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use). According to Banta and Blaich (2010), closing the loop is the process of analyzing evaluation findings, deciding which areas need improvement, and putting those improvements into practice. This process needs to be established and maintained for consistent program development in order to be effective in mapping procedures.

Traditional content-based lesson plans don't go into as much depth about the skills and procedures that will be used in a general education classroom as maps do. If Social Studies Education teachers are aware of the skills that will be used in later classes, they can begin pre-teaching them to students before they are taught in the general education classroom. As a result of this arrangement, students will have more time and chances to perfect their skills. These children will be able to participate at a level that is more comparable to their peers when the skill is introduced in a general education classroom, and they will gain confidence in their ability to fully participate in the general classroom.

The curriculum map allows students and teachers to get more familiar with the curriculum, which is essential for an integrated approach to be successful. In the traditional curriculum, teachers are accustomed to viewing the curriculum through the prism of their own subject or content area. When implementing an integrated curriculum, teachers face new challenges. 'The problem our faculty faces is how to rethink the subject matter in a way that eliminates redundancy, creates a smooth transition between courses, and demonstrates the conceptual interrelationships the faculty hope students will develop as a result of integrated,

meaningful learning,' Edmondson (1993:1) suggests. She described how mapping may be used to guarantee that an integrated curriculum is consistent.

All of the practices and activities that take place in schools are supported by the curriculum. Contrarily, curriculum development has historically been the purview of outside experts, with teachers being excluded from the process (Carl, 2009). The official, written curriculum created by specialists and the curriculum actually taught in the classroom varies significantly, according to study and practice, because teachers choose distinct curricula and instruction depending on their expertise, experiences, and the realities of their classrooms (Cuban, 1993). English (1980:559) developed the method of curriculum mapping, which describes "what is actually being taught, how it is being taught, and the match between what is being taught and the district's testing program," in order to preserve consistency between the written and taught curriculum.

Curriculum mapping, according to English (1980:559),

> indicates what is actually being taught, how long it is being taught, and the match between what is being taught and the district's testing program to a staff, principal, or supervisor. There is no such thing as a "new" curriculum when it comes to curriculum mapping. Rather, it makes an attempt to describe the current curriculum. The results can be used by the curriculum developer to gradually bring the written and actual curriculums closer together.

Any curriculum, whether well-established or still being developed, must be regularly checked, reviewed, and assessed. A well-designed "announced" (or assumed) curriculum may not be delivered successfully (or taught). Similarly, even if a curriculum is well-designed, student learning may not be as effective (Harden, 2001; English, 1978). The differences in learning expectations (objectives/outcomes), content selection (gaps/unwanted redundancies), content integration, delivery methodology, student learning styles, timing and logistics organization, and assessment strategies may explain why the declared curriculum differs from the delivered curriculum, the learned curriculum, and the tested curriculum. To make sure that what is conveyed and provided is in agreement with what is "tested," the curriculum should be evaluated and modified on a regular basis using a successful curriculum mapping approach. After the curriculum is implemented, one of our curriculum map's most important future functions will be to compare the given and tested curricula. Examining the curriculum map,

according to various research, can identify a discrepancy between the delivered and evaluated curricula (Hege, et al, 2010; Plaza, et al, 2007). Other studies have used the curriculum map to uncover curricular elements (such as "cultural competency") that are difficult to recognize in the curriculum because the language of the learning objectives may not be explicit enough, despite the fact that the objectives' intended learning expectations address the topic (Wachtler & Troein, 2003). Curriculum mapping has also been shown to be useful for connecting content to outcomes, displaying connections between subject/disciplines within a single course as well as throughout the full curriculum, alerting both staff and students about content flow, and discovering gaps and redundancies (Kies, 2011; Komenda, et al, 2015).

Curriculum mapping, then, is an inventory of educational practices in which data is collected using a calendar-based template on content (discipline-based topics), skills (statements or key words referenced in benchmark statements), and assessments (products and/or performances providing evidence of student learning). The information is then utilized to reflect on and revise the curriculum (i.e., the "taught" curriculum). "There are virtual Grand Canyons between buildings in a district if there are gaps between instructors within buildings," Jacobs (1997) continues. Many districts use the curriculum mapping method to build their curricula, looking for gaps and overlaps between and within grade levels and academic subjects, as well as assuring alignment with required standards and assessments (Jolly, 2014). Marzano (2003) also claimed that curriculum gaps between the real and expected curriculum hampered overall student progress. Curriculum discrepancies can take several forms, including vertical alignment, horizontal alignment, curricular gaps, and/or curricular redundancy (Jacobs, 2010; McTighe & Wiggins, 2013).

- ***Discussion for Research Question 4***

The respondents (9.1%) disagreed before curriculum mapping because they saw curriculum mapping as every other curriculum innovation that came and gone and the respondents (100%) agreed that mapping of curriculum is important process for Colleges of Education in Nigeria after mapping exercise. This is due to the fact that the responders are aware of how crucial curriculum mapping is to both them and the Institution. Curriculum mapping is important because it allows instructors and administrators to focus on subject balance across courses. It assists teachers and administrators in deciding the layout of the course as well as the delivery schedule for specific lessons or concepts (Hale, 2008). During the curriculum mapping process,

teachers utilize a calendar-based approach to map the skills, content, and assessments used in their classroom (Habegger, 2007). Because each teacher approaches fulfilling the curriculum requirements in their own unique way, each map will hint to the differences in approaches to achieving curricular goals.

The respondents (45.5%) were neutral about the statement that aims and purposes for curriculum mapping are open up to them before exercise mapping because they were somewhat proficient about curriculum mapping. The respondents (100%) agreed after the mapping exercise. The respondents support initiative. This indicates that following on-site training and the mapping process, the participants had a deeper understanding of the aims and objectives. Curriculum mapping addresses what is taught (content, areas of expertise addressed, and learning outcomes), how it is taught (learning resources, learning opportunities), when it is taught (timetable, curriculum sequence), and how to determine whether the student has achieved the expected learning outcomes (assessment) (Harden, 2001). It's a useful tool for curriculum management. Curriculum mapping requires depicting the different components of the curriculum geographically in order to see the whole picture, as well as the interactions and linkages between the map's various portions. When establishing the concept of curricular mapping, English (1984:50) stated, "The actual brilliance of mapping is to offer a wide view of the taught curriculum." Curriculum mapping allows curriculum developers, instructors, students, and supervisors to see the curriculum from a different perspective (Harden, 2009). Curriculum mapping requires depicting the different components of the curriculum geographically in order to see the whole picture, as well as the interactions and linkages between the map's various portions. The curriculum map, which connects the different components of the curriculum jigsaw puzzle, supports this. This complete image is more meaningful to the instructor, student, or management than a haphazard collection of parts, which is often what they have.

45.5 percent of respondents agreed that mapping curriculum mapping assist remove gaps, redundancies, and repetitions within levels and subject areas before it was implemented, while 54.5 percent were indifferent; after curriculum mapping, 100% of respondents agreed. Because some teachers are not convinced that curriculum mapping may assist minimize gaps, redundancies, and repetitions, the majority of the respondents (54.5%) were ambivalent. After completing the mapping exercise, all of the participants (100%) agreed that curriculum mapping can assist minimize gaps, redundancies, and repeats. Because of the intense on-site training and

lengthy curriculum mapping procedure, the teachers' perceptions of the mapping exercise changed completely. Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for the purpose of improving the overall coherence of a course of study. Curriculum mapping can also be used to identify and address coverage omissions and duplications, according to Liu et al. (2010). According to Marzano (2003), curricular gaps between the actual and expected curriculum impacted overall student advancement. They can manifest themselves in a variety of ways, including vertical alignment, horizontal alignment, curricular gaps, and/or curricular redundancy (Jacobs, 2010). Furthermore, it is vital to define the new skills that will be employed and to be as explicit as possible in describing and identifying them so that other readers can understand. When mapping skills, it's critical to identify the new skill or context in which the ability will be employed. The more clearly a talent is identified, the more valuable the map for other teachers becomes. Clarity on skills will allow Social Studies education teachers to better prepare students for the skills that will be employed in the classroom, as well as assist students in correcting for skill deficiencies so that they may fully participate. Teachers were able to spot redundancy in courses, topic saturation, and construct purposeful course assessment activities thanks to curriculum mapping (Levin & Suhayda, 2018).

Furthermore, prior to curriculum mapping, 72.8 percent believed that it is a useful method for aligning curriculum with NCCE NCE Minimum Standards, while 27.2 percent were undecided. Because they had some proficiency prior to curriculum mapping, 27.2 percent of the participants were neutral. Curriculum mapping is a good method for curriculum alignment after curriculum mapping, according to all of the participants (100 percent) because before and after the mapping activity, the respondents had favorable views of curricular mapping (Jolly, 2014). Curriculum mapping, according to Neville-Norton, (2019), is a high-level tool that our department used to visualize the alignment of program and course curricula to accrediting criteria and national guidelines. Brown and Green (2014) also agreed that matching the taught and tested curricula is an effective strategy to ensure that all students receive an equal education. Curriculum mapping is a method and tool for ensuring that curriculum is aligned. A proponent of mapping, Dutton (2015), claimed that the three aspects of curriculum (content, skills, and assessment) needed to be integrated in a consistent manner. Students' academic achievement has

been shown to improve when their curriculum is aligned (Brown & Green, 2014; Polikoff, 2012; Squires, 2012).

In addition, English (2000) agreed that frontloading and backloading are two strategies of curriculum alignment. Teachers who use the frontloading approach to curriculum alignment build their curriculum first, and then produce a test to match it. Curricular alignment is best accomplished by frontloading. Students will achieve their learning goals if their curriculum is linked to standards and delivered in a way that is consistent with those standards (English, 2000). Academic success is closely related to alignment, according to study. When curriculum is planned around specified learning objectives and data is gathered and used in relation to those objectives, or standards, Mathiesen (2008:34) claims that students perform better. Curriculum mapping is an efficient way to achieve alignment between the curriculum, instruction, and assessment, according to Gross (2001). It also empowers teachers and administrators and aids them in developing an unified educational program for students. The most significant element that explained a considerable improvement in the investigated schools was curricular alignment, according to a research study done in six Ohio schools with better academic performance (Kercheval & Newbill, 2001).

In order to increase overall student performance, Shoja (2016) underlined the importance of curriculum mapping as a technique for gathering curriculum data and developing a curriculum decision-making methodology. At this Department of Social Studies, curriculum alignment was predicated on the successful implementation of curriculum mapping, which was contingent on the effective execution of a transformative change in the college culture.

In addition, all respondents acknowledged that mapping software is available and used in the college before and after the curriculum mapping activity. Each instructor starts the mapping process by writing down their material, skills, and assessments. The usage of a computer application helps the mapping process by allowing for map modifications as well as the ability to share maps throughout a school by storing them on a server or a college Web site. Although there are a number of good software solutions designed specifically for curricular mapping, it is not necessary to use software to complete the mapping process. Several schools have started the process by using a simple computer template created in a word-processing tool. Teachers can benefit from the use of technology in the mapping process even if they don't have access to curriculum mapping tools. According to a study conducted by Mathiesen (2008), teachers regard

curriculum mapping software as a useful tool that helps them design, use, and review maps more effectively. Teachers can improve their technology skills by using curriculum mapping tools. Schools should select software that is simple for instructors to understand and promotes their level of comfort with technology (Jacobs, 1997).

Furthermore, all of the participants (100%) agreed that they cooperate and communicate with one another before and after the curriculum mapping exercise, despite the fact that this never appeared in Table 4's curriculum mapping coverage even if it existed during the curriculum mapping process. The procedure's use of curricular maps as a medium for communication among teachers inside a school is one of its most significant results. Curriculum mapping "expands the alternatives for long-term planning, short-term preparation, and effective communication," claims Jacobs (1997:5). Collaboration between general education teachers and social studies educators is improved by the emphasis placed on planning, preparation, and communication. To improve effective collaboration within a school, this method might incorporate general and Social Studies instructors on a variety of levels. Curriculum mapping, which depicts the connections between all parts of a program, is critical to achieving the curriculum's objectives and outcomes. It depicts the links between the various curricular components so that all of the linkages may be seen (Harden, 2001). Curriculum mapping combines two key characteristics of any curriculum: communication and transparency. Transparency and communicability are critical when it comes to describing when, how, and what is taught, as well as how it is graded. Other aspects of the curriculum, such as content, engagement pedagogy, and assessment, unfortunately frequently overshadow both openness and communicability (Harden, 2001). In addition, curriculum mapping is a method of reflective curriculum design and proactive collaboration among professors in the field of Social Studies education (Hinton, 2005; Neville-Norton & Cantwell, 2019).

Shilling (2013) believes that the mapping process allows teachers to share information on instructional techniques based on real-world data in the classroom. These data, in combination with assessment data, can be used to "make informed judgments about how to improve student learning" (Shilling, 2013). Some study has shown teachers' perspectives of curriculum mapping as beneficial to instructional methods, school improvement, and ensuring alignment between state standards and school curricula (Huffman, 2002; Lucas, 2005). In multiple studies, teachers' participation in the curriculum mapping process has been connected to higher student

achievement. Shanks (2002) analyzed standardized test scores of second through sixth grade pupils in a rural primary school in Tennessee before and after curriculum mapping adoption. Children scored higher in each of the examined subject areas when curriculum mapping was adopted, according to the findings (reading, language, mathematics, social studies, and science). Fairris (2008) assessed the influence of various degrees of curriculum mapping adoption on standardized test scores of sixth and eighth grade students in Mathematics and Literacy during the second year of curriculum mapping deployment in 40 Arkansas school districts. Curriculum mapping was found to result in greater student accomplishment in both subject areas, according to the findings. The process of gaining faculty buy-in for program-wide curriculum mapping began with the development of small committees and program-level faculty training (Neville-Norton & Cantwell, 2019). Faculty collaboration and coordination improved as a result of continual education and assistance in our case. Faculty willingness to use curriculum mapping to alter their classes grew over time. Every semester, faculty is expected to review their courses and update course materials and maps (Neville-Norton & Cantwell, 2019). Faculty were able to see the benefits of curriculum mapping at the end of the mapping process, which included improved student learning experiences, increased student satisfaction, and students attaining program end goals (Neville-Norton & Cantwell, 2019).

In addition, 45.5% of the respondents agreed that curriculum mapping will continue before curriculum mapping and 54.5% neutral while 100% agreed after mapping exercise. The neutrality of the respondents (54.5%) was due to a lack of expertise in curricula mapping. The respondents (100%) shift of the perception of the participants was as a result of the on-site training and the mapping curriculum approach. "Curriculum mapping is not a spectator sport," Hale (2008:15) agreed. It necessitates constant preparation and active participation on the part of teachers. Moreover, on-going support must be given by administrators who have a complete awareness of and insight into the difficulty of the mapping process. There is no such thing as a "completed" curriculum map. They're a work in progress that aims to increase student learning and material quality across the board. Teachers should constantly analyze and change the content and structure of their lessons as long as they have new students, classes, or school years to ensure that students are getting the most out of their education and those teachers are using the most successful tactics in their lessons. According to Benner et al. (2010), for curriculum mapping to be effective, administrative protocols to generate faculty buy-in and course collaboration must be

in place. Faculty buy-in, according to Rahimi, Borunjeni, Esfahani, and Liaghatdar (2010), encourages meaningful discourse and decision-making. It's vital to remember that financial and psychological buy-in are both necessary for such a labor-intensive and time-consuming procedure. Budgetary resources are supposed to be dedicated to reassignment of teaching load, overload pay, and internal and external continuing education at the Social Studies Department (Neville-Norton & Cantwell, 2019). Our administration's obvious assistance also aided buy-in. Continuing education opportunities, short workshops, and peer mentoring were among the tactics employed to increase faculty buy-in (Neville-Norton & Cantwell, 2019).

Never use curriculum maps as a means of grading or punishment. Maps are designed to provide verifiable evidence of what is planned and what has happened in a school, district, or higher education program. Encourage educators to reread, review, and amend curricular maps collaboratively, as well as set aside time to study the results of student assessments and instructional methods, is at the heart of mapping. Curriculum mapping must adopt this mentality in order for curriculum and instruction approaches to consistently improve student learning expectations and experiences. Administrators, as always, play a critical supporting role in a second-order transformation that encourages educators to acquire or widen their understanding of what it means to design curriculum and make decisions. According to Hale and Dunlap (2010:16),

> "Whether a member is sharing information or providing thoughts and opinions on the current status or future direction of an initiative, a transformational leader encourages individual members of the group to participate in collaborative learning experiences and ongoing application, and allows each member of the group to have an equal voice," says the author.

This incentive plays a big role in curriculum mapping. Transformational leadership includes teaching, coaching, mentoring, facilitating, inspiring, influencing, and bringing about effective change. It's critical to recognize that curriculum mapping isn't a one-time project or best practice that fades away after a few years (Connel & Pritts, 2022). Its goal is to get ingrained in the educational system's infrastructure. Curriculum mapping isn't an add-on to our to-do list; it's the to-do list! While this accurately describes the intent of mapping, educators and administrators will need time, energy, and frustration to embrace and naturally begin to apply the connectivity of curriculum mapping to all aspects of learning and teaching (from personal experience, it can

take up to a few years to reach subconscious thoughts generating conscious actions). Student learning improvement is widely employed as a success criterion. This issue is addressed by curriculum mapping, but it goes much farther. It gets to the heart of our profession: caring about a student's journey from kindergarten to high school or upper school graduation, enrollment in a higher-education learning environment, employment, and being a fulfilled and contributing adult who can inspire the next generation.

Although, as previously indicated, curriculum learning outcomes were prepared for the mapping process; faculty agreed that these outcomes were too wide to be used for assessing the mapped curriculum. As a result, some social studies core competencies and electives were employed as assessment learning objectives. By comparing scores to benchmarks, the percentage of students who achieved proficiency in a particular learning objective was computed. Table 4 summarizes the competencies evaluated, the data collected for evaluation, the benchmark for each competency, and the assessment data.

Students did not fulfill the competency requirements for Social Studies, according to assessment data (Table 4). Because of the low coverage map, this has an impact on student achievement in Social Studies (Table 4). For all of the courses, students did not fulfill the requisite criteria (Table 4). Almost all of the courses, in particular, reflect this. Introduction to the NERDC National Curriculum for Social Studies, National Curriculum Practicum for Basic 7–9, Social Studies Research Methods and Statistics, and Field Trip. Students can answer clear, specific questions about Social Studies principles, but they struggle with open-ended questions that demand them to apply many concepts at the same time (Beate, 2021).

Most interviewees expressed great enthusiasm for the advantages of curriculum mapping and its applicability to their teaching strategies. According to a recent study, instructors saw curriculum mapping as a helpful tool for curriculum planning and alignment, a way for teachers to collaborate, and a way to enhance student learning and accomplishment (Shoja, 2016). This study found that using curriculum mapping as a planning tool can help close gaps and ineffective repetitions in the curriculum, establish short- and long-term instructional goals, make sure that teachers don't give particular topics more importance than other crucial material, and enhance curriculum alignment with state standards. Teachers must be actively involved in the professional conversation about the standards, curriculum, student outcomes, and instructional practices throughout the curriculum mapping process. The NCCE Basic Standards and Goals are

made clearer to instructors through the use of these activities and procedures, which also enhance teamwork and professional communication between educators. Teachers can utilize curriculum mapping to analyze NCCE assessment results and make the necessary curricular and instruction revisions. Because of this, curriculum that is coordinated and aligned can support students' learning in a consistent and reliable way while also boosting their academic accomplishment (Shilling, 2013). Participation in curricular mapping increases the likelihood of enhanced teacher trust, which has a favorable impact on student achievement.

Also, according to the current study, teachers see curriculum mapping as a "safety net" that enables them to explain to interested parties what they teach, when they teach it, why they teach it, and what exercises and evaluations they employ to achieve their curricula and instructional goals. New instructors might use curriculum mapping to determine the sequence and speed at which they should cover courses in order to adhere to departmental and school requirements. It's important to note that the study's teachers also identified several problems with curricular mapping. One of them was limiting the curriculum to the NCCE Minimum Standards and material that will be tested at the end of the semester, concentrating only on measurable goals, and finding it challenging to reach an agreement when creating consensus maps because of the teachers' various teaching philosophies (Shilling, 2013). For this reason, rather than focusing on its drawbacks, curricular mapping's advantages and qualities were highlighted by study participants.

According to the findings, the teaching staff at the schools welcomed curriculum mapping to varied degrees (Shilling, 2013). The seasoned educators were identified as a group lacking enthusiasm for the suggested endeavor. This data supports Hargreaves' (2005) claim that older professors are less eager to embrace change than younger colleagues. In conclusion, the Department of Social Studies staff members whose opinions were sought for this study firmly endorse the idea of curricular mapping, but they have not yet carried it through to the point where it will be enduring over time because of ongoing difficulties.

Figure 25 depicts faculty responses to statements about the mapping process in the post-mapping survey (Joyner Melito, 2016a). After the mapping exercise, faculty members agreed that they had a better understanding of how their course(s) fit into the NCE 1 – NCE 3 Social Studies curricula (Joyner Melito, 2016a). The majority of faculty members were shocked by at least some of the mapping exercise's findings (Joyner Melito, 2016a). Furthermore, the majority

of Lecturers had ideas about how to address the concerns raised by the mapping/assessment process and how to use these to improve their courses or the curriculum in general (Joyner Melito, 2016a). Faculty members also agreed that fixing the curriculum's current flaws will result in a higher-quality education for Social Studies NCE graduates (Joyner Melito, 2016a). Curriculum mapping frequently reveals previously unknown gaps, redundancies, and misalignments with curriculum learning outcomes (Joyner Melito, 2016a), therefore it was not surprising that faculty would discover anything new throughout the curriculum mapping/assessment process.

The Department of Social Studies Lecturers' overall positive response to the mapping and assessment exercises was very encouraging (Joyner Melito, 2016a). The attempts to assess the curriculum are still ongoing, and retaining this level of cooperation from the Lecturers will undoubtedly help these efforts succeed. Outside of this procedure, it is envisaged that Lecturers will share information on course material and successful teaching strategies (Joyner Melito, 2016a). Open communication among lecturers not only aids in the flow of knowledge and insights, but it also fosters a sense of collegiality. Professors in the Department of Social Studies Education work on research on a regular basis; perhaps these evaluation activities will motivate them to collaborate on teaching as well (Joyner Melito, 2016a).

Implementation challenges with curriculum mapping

There are 4 types of respondents' perceptions of curriculum mapping implementation issues. The first kind of difficulty is concerns regarding teacher buy-in. Most participants claimed that not all teachers understood the importance of curriculum mapping because school leaders failed to adequately explain its relevance and benefits, and teachers feared that they would all have to do the same thing, leaving no room for individuality or creativity in curriculum and instruction from the start.

The lack of involvement of the teaching staff in the decision-making processes surrounding the adoption and implementation of curricular mapping may have contributed to low teacher buy-in. We were only told we'd do it, one of the volunteers griped. No one questioned whether that was appropriate or not. There was no discussion about whether or not we ought to take part in the curriculum mapping. There was not universal agreement among teachers regarding the significance of the program, as evidenced by comments like "why reinvent the

wheel," "they are always giving us more to do, more to do," and "we already have scope and sequencing."

Resistance to change was another issue that surfaced during curricular mapping implementation. "It's not so much that some teachers don't like mapping," one responder stated, "it's more about whether you want to change or not want to change as a teacher." Experienced teachers were identified as a group that did not show enthusiasm for the intended effort, as evidenced in the following statement. If you wait long enough, the pendulum will swing back, and we'll be right back where we started.

Training in mapping was the next stumbling block. The statistics show that mapping training was a one-time activity that focused more on the technical aspects of the mapping process than the particulars of various problem areas. "Every subject is so diverse," one respondent explained, "that you almost need someone in your subject area who has done it well to assist you." To fulfill the needs of both existing and newly hired faculty, the panelists suggested that ongoing mapping training be provided.

Inconsistency in support and leadership ranked fourth on the difficulty scale. The majority of participants said that at the beginning of curriculum mapping, there was a lot of support from both the NCCE and the college administration, and that it was intense for two years, but subsequently there didn't seem to be much debate about it in the college or the NCCE. One participant commented, "This year we just had one mention of it." Last year, it came up on several occasions. We had the most the year prior, when it initially started."

There was no sign that the administrators were keeping tabs on the initiative's development. "I haven't entered anything in the computer in over a year since no one requires it," one respondent admitted. "Not only am I not updating my map, no one else is either," the speaker said. The interviewees stated that although the college's provost continued to support the initiative, severe financial limitations limited his alternatives. Most participants said that the idea of curriculum mapping would change or disappear if the present Provost were to resign.

Potential approaches of accomplishment

Curriculum mapping can become a successful and long-term activity, according to study participants, if appropriate techniques are employed. Excellent guidance from the start and ongoing aid throughout the process, according to one person, would undoubtedly result in success. In addition to the technical aspects of the process, mapping training should cover the

theory and philosophy that support it as well as any potential advantages for students and teachers. In order to train and coach newly hired instructors as well as support current teachers, it was advised that the training be more subject-specific and ongoing.

The success of curriculum mapping was attributed in almost every interview to leadership and consistency. One participant said, "Consistency is needed; else, people will forget about it." "Even if it's a little unpleasant, the leadership must always be heard." The importance of administrative leadership during the transition was highlighted by respondents (Shilling, 2013). The response from one respondent was, "It can't be departmental." If you don't, you'll be setting coworkers against one another.

Because any project adds to teachers' workloads by adding non-teaching responsibilities and paperwork, curriculum mapping implementation cannot take place unless adequate resources are provided. One of the attendees stated, "Any decision that educators make should be made for kids." Teachers should be given time to do these tasks if they have made a commitment. According to the respondents, teachers should be given a significant amount of uninterrupted time on a regular basis to sit down and work on their maps, either evaluating or altering them.

CHAPTER VI

Conclusion and Recommendations

- ***Conclusion***

In many ways, the results of this study are similar to those of earlier studies, but they also reveal a number of novel findings that are important for understanding curricular mapping but are rarely discussed in previous studies. According to the study's findings, teachers in the study's school cited a number of advantages of the mapping process, including curriculum alignment with state standards, increased state standards awareness, and increased collegiality and professional dialogue about curriculum and instruction. Unfortunately, the implementation of curriculum mapping was hampered by a lack of continuous administrative support and leadership, time and resource limitations, a lack of teacher buy-in, and resistance to change. The long-term feasibility of curriculum mapping has been questioned as a result of its incomplete implementation.

Curriculum mapping's potential benefits, as well as its long-term viability, are influenced by a number of factors. Throughout the planning and implementation phases, one such component is long-term and consistent leadership. Leaders must understand what it takes to start and maintain a curriculum mapping initiative. Participants in the study concurred that strong school district leadership is essential for the implementation and ongoing effectiveness of curriculum mapping, and they emphasized the importance of the principal's involvement in the procedure.

To make sure that the school curriculum meets the academic demands of the kids, continuous map evaluation is crucial. Enough resources should be regularly allocated, with time being the most crucial one. The assistance new employees require to participate in curriculum mapping should be provided.

The study's conclusions state that in order to increase teacher buy-in, curriculum mapping leaders should give teachers adequate information about the initiative's goals, benefits, and mapping process. They should also help them feel like they are a part of the initiative by helping them take ownership of it (Shilling, 2013).

- ***Recommendations According to Findings***

The following suggestions are offered to remedy the coverage gaps and eliminate potential redundancies:

- For proper map coverage, the Department's other existing courses should incorporate the NERDC National Curriculum.
- Other courses in the Social Studies Department should include Social Studies Research Techniques and Statistics.
- Field trips have to be made a mandatory component of other Social Studies Department courses.
- Other assessments are also required in order to identify the importance of critical thinking in each course.
- Mapping curriculum needs adequate resources for institutionalization and implementation (Shilling, 2013). The administration of the college should provide funding for the teachers to attend workshops, seminars, and field excursions to advance their professional development in curriculum mapping..
- The Social Studies Department should review and completely implement curriculum mapping.
- The teachers should design out their curriculum by semester.
- Educational leaders should develop a vision of the process and increase teachers' understanding of the purpose and advantages of curriculum mapping before launching a program.
- Change won't happen until most employees recognize its significance. The bulk of the teaching staff's involvement is crucial for the initiative's success; it shouldn't be left up to the whims of a select few.
- Curriculum mapping leaders should make sure they have created non-punitive monitoring mechanisms that will enable them to stay focused on the initiative, respond to implementers' questions and concerns promptly, offer assistance if necessary, and celebrate even modest successes to highlight the initiative's significance and promote its success and sustainability.

Recommendations for Future Research

The Social Studies department of a college of education conducted this study. Examining the effects of curriculum mapping in a College of Education with lesser performance would be fascinating because the College of Education under examination is a high-performing institution. A comparison of the curriculum mapping procedures at high- and low-performing colleges of education would make the research more thorough. To determine whether the findings about teachers' perceptions of and experiences with curriculum mapping at that level can be obtained in a similar fashion, this study can be repeated using secondary school teachers as the primary informants.

Future research can widen the scope of this study by selecting a small sample of Nigerian educational institutions and carrying out a mixed-methods investigation to identify the distinctive qualities of each institution that might be helpful to a fruitful curriculum mapping endeavor. The college that has successfully adopted curriculum mapping should be purposefully chosen for another area of research, and the components that helped the effort achieve its goals should be identified. More research is required to clarify the appropriate leadership style for successful curriculum mapping implementation and maintenance. This type of study needs to be done at a university that has effectively used curricular mapping.

Given the diversity of constructs, guiding principles, and procedures found in the legacy of the change literature, it would be wise to do a study on curriculum mapping using a different theoretical framework than the one used for this investigation. Future projects may build on the ideas of the Concerns-Based Adoption Model (CBAM) to examine either the stages of concerns of the people participating in curriculum mapping or the levels of utilization of curriculum mapping in the college and Nigeria to evaluate the chances of curriculum mapping success. Another subject for research with the CBAM is the level of teachers' concerns regarding curricular mapping as it relates to their participation in the program.

The atmosphere and culture of the college can have an impact on how quickly curriculum mapping is adopted. This can be investigated using the diffusion of innovations hypothesis. In conclusion, there are still plenty of chances to look into curriculum mapping in more detail. With the implementation of curriculum mapping in college settings, the importance of "empirically-derived knowledge" about curriculum mapping will increase.

Ethics Statement

This research was carried out in accordance with the recommendations of the scientific research ethics committee of the Near East University Cyprus, Mersin 10 Turkey. It was also approved by the College Management of FCT College of Education Zuba, Abuja, NIGERIA to use the site environment for the study. The participants were not recruited under pressure and they are permitted to withdraw at anytime during the research and such name will be deleted from the datasets of the research without any penalty.

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APPENDICES

Appendix A: NEU Scientific Research Ethics Committee Approval Letter

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

03.01.2020

Dear Monday Uijiakhien Okojıe

Your application titled **"Use of curriculum mapping as a tool to match student learning outcomes and course curricula"** with the application number YDÜ/EB/2019/417 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnc Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix B: Approval to use Dr. Tamara Roman Shilling's PhD Thesis Questionnaire

From: Brown, Pam <pamela.u.brown@okstate.edu>
Sent: Tuesday, November 19, 2019 11:43 AM
To: IRB <irb@okstate.edu>; Shilling, Tamara <romant@okstate.edu>
Subject: Re: REQUEST TO USE DR. TAMARA ROMAN SHILLING'S PhD THESIS QUESTIONNAIRE

I give my permission for you to use Dr. Shilling's questionnaire as described.

—Pamela Brown
Pamela U. Brown Ed.D.
Professor Emerita, Curriculum Studies
Oklahoma State University

From: IRB <irb@okstate.edu>
Sent: Monday, November 18, 2019 7:56:10 AM
To: Shilling, Tamara <romant@okstate.edu>
Cc: Brown, Pam <pamela.u.brown@okstate.edu>
Subject: FW: REQUEST TO USE DR. TAMARA ROMAN SHILLING'S PhD THESIS QUESTIONNAIRE

Tamara & Pamela,
Our office received this request. Can you please respond? Thanks so much!
IRB #: ED-10-74

_____

Whitney McAllister
Oklahoma State University
Institutional Review Board
Office of University Research Compliance
223 Scott Hall, Stillwater, OK 74078
Website: https://irb.okstate.edu/
Ph: 405-744-3377 | Fax: 405-744-4335| irb@okstate.edu

From: Yahoo! <okojiemon@yahoo.com>
Sent: Saturday, November 16, 2019 6:23 AM
To: IRB <irb@okstate.edu>
Subject: REQUEST TO USE DR. TAMARA ROMAN SHILLING'S PhD THESIS QUESTIONNAIRE

Hello Dr.

My request to use DR. TAMARA ROMAN SHILLING'S Ph.D. THESIS questionnaire is attached to this mail for you to peruse for consideration.
I appreciate your positive response in anticipation.
I look forward to hearing from you.
Best regards

Okojie, M .U.

Appendix C: Invitatonal Letter to School Administrators

Title of Thesis: Using Curriculum Mappng as a Tool to Match Student Learnng Outcomes and Social Studies Curricula.

Researcher: Okojie, Monday Ujiakhien, Doctoral Candidate, Near East University Cyprus,Mersn 10 Turkey.

Dear Provost/ Deputy Provost/ Chief Librarian (real names were used n actual letter).

My name is Okojie, Monday Uijiakhien. I am a doctoral candidate n the program of Educational Programs and Instructon at Near East University cyprus, Mersin 10 Turkey. I am writing to request your help with the research that is of great interest and importance to me.

For my dissertation, I have chosen to conduct a study focusinf on using curriculum mapping as a tool to match student learning outcomes and Social Studies curricula. More specifically, want to explore teachers' and administrators' experences wth curriculum mapping and the meanng of these experiences to them in order to develop a more comprehensve understanding of the phenomenon of currculum mappng. I know that your College is involed in currculum mapping and your College can be an ideal site for research.

I would like to invite you to participate in an nterview that will last 45-60 minutes at the place of your choice to share your personal experiences and your College's experiences with currculum mapping. İ hope for your cooperaton in this research study.

If you have any questions about the research or your rights as a research volunteer, you can contact Assoc. Prof. Dr. Direnc Kanol, Rapporteur of the Scientific Research Ethics Commttee, Neae East University Cyprus, Mensin 10 Turkey.

Thank you for consdering my request.

Sincerely,

Okojie, Monday Uijiakhien

PhD Candidate,

Educational Programs and Instruction,

Faculty of Education, Near East University Cyprus, Mersin 10 Turkey.

Tel: +2348069312670

Appendix D: Invitatonal Letter to Participate in a Survey

Dear Teacher:

I am a doctoral candidate in the program of Educational Programs and Instruction at Near East University Cyprus, Mersin 10 Turkey. Currently, I am working on my dissertation that ams to explore teachers' and College administrators' experiences with curriculum mapping. I am asking you to fill out a web-based survey set up through Google Form. The survey consists of only 20 items and demographics and should take less than 10 minutes to complete.

Your participation is voluntary. You can discontinue the survey at any time without reprisal or penalty. You may also skip questions that you do not wish to answer. The researchers wll keep your responses confidentially. All responses wll be stored in a password protected electronic format. To allow for recruietment to the second stage of research, the survey responses will be linked emal address through a survey Google Form's emal invitation collector tool. The responses will remain identifiable during the interviewee recruitment process. Research records from the survey will be stored securely and only researchers and individuals responsble for research oversight will have access to the records. Any written results from the survey will discuss group findings and will identify you.

İf you have any questions about this research, please contact me at okojiemon@yahoo.com. İf you have questions about your rights as a research volunteer, you may contact Assoc. Prof. Dr. Direnc Kanol, Rapporteur of the Scientific Research Ethics Committee, Near East University Cyprus, Mersn 10 Turkey.

Consent: I have read and fully understand the consent form. I understand that my partcpation is voluntary. By accessng and completng the survey, I am indicationg that I freely and voluntarily agree to participate in this research and also acknowledge that I am at least 18 years of age. İ understand that this survey forms the first part of the research project and my consent only applies to the survey.

Sincerely,

Okojie, Monday Uijiakhien

PhD Candidate,

Educational Programs and Instruction,

Faculty of Education, Near East University Cyprus, Mersin 10 Turkey.

Tel: +2348069312670

Appendix E: Invitatonal Letter to Participate in Teacher Interviews

Dear Teacher:

İ am a doctoral candidate in the program of Educational Program and Instruction at Near East University Cyprus, Mersin 10 Turkey and I am working on the dissertaton to explore teachers' and administrators' experiences wth curriculum mapping and the meaning of these experiences to them in order to develop a more comprehensive understanding of the phenomenon of curriculum mapping.

İ would like to invite you to participate in two individual semi-structureed interview that will last 45 – 60 minutes at the place of your choice to share your personal experiences with curriculum mapping. İ am also asking for your permission to observe your classroom during your lecture periods. Scheduling for these observations will be arranged by you, so as not to disrupt any classroom routines. Classroom observations will be focused on your teaching practices and not on students. Your name will be removed from any transcripts or notes made and a pseudonym will be assigned to ensure your confidentiality.

I appreciate your consideration in this study and hope that I may have the privilege of working wth you. İf you are willing to in the interviews and allow me to obderve your classroom please contact me at +2348069312670.

If you have any questions about the research or your rights as a participabt in the study, please feel free to contact my Supervisor Assoc. Prof. Dr. Mert Bastas from Near East University Cyprus, Mersin 10 Turkey at +905428506088/mert.bastas@neu.org.tr. İf you have questions about your rights as a research volunteer, you may contact Assoc. Prof. Dr. Direnc Kanol, Rapporteur of the Scientific Research Ethics Commttee, Near East University Cyprus, Mersin 10 Turkey.

Sincerely,

Okojie, Monday Uijiakhien

PhD Candidate,

Educational Programs and Instruction,

Faculty of Education, Near East University Cyprus, Mersin 10 Turkey.

Tel: +2348069312670

Appendix F: Teacher Questionnaire

Title of Project: Use of Curriculum Mapping as a Tool to Match Student Learning Outcomes and Social Studies Curricula

Read each statement carefully and choose only one that best describes you

Demographics:

Gender: Male [ ] Female [ ]

Years of teaching experience: 6 – 10 [ ] 11 – 15 [ ] 16 – 20 [ ] 21 – 25 [ ] Over 25 [ ].

How long have you been teaching in this College? ----------

What is your level of proficiency with curriculum mapping?

a) Somewhat proficient [ ].
b) Reasonably proficient [ ]
c) Expert [ ]

	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. Curriculum mapping is a worthwhile process for Colleges of Education.					
2. Goals and objectives for curriculum mapping are clear to me.					
3. Curriculum mapping helps eliminate gaps, redundancies, and repetitions within levels and subject areas.					
4. Curriculum mapping is a valuable tool for curriculum alignment with NCCE NCE Minimum Standards.					
5. Teachers in my department have favourable opinions of curriculum mapping.					
6. I like to be involved in the curriculum mapping process.					
7. I have had enough training for curriculum mapping.					
8. We have a curriculum mapping software program in place					
9. I use curriculum mapping software.					
10. Curriculum mapping helps me reflect on what I have taught and how I have taught the material.					

11. Curriculum mapping is an instructional tool					
12. Curriculum mapping has no effect on my teaching.					
13. Curriculum mapping is a measure of administrative control.					
14. I collaborate with other teachers about curriculum mapping.					
15. If Curriculum mapping were optional in our school, I would choose not to participate.					
16. I believe that curriculum mapping will improve instructional practices.					
17. Curriculum mapping will eventually improve student achievement.					
18. I believe the curriculum mapping process will continue.					
19. I believe the curriculum mapping will fade away.					
20. I believe that curriculum mapping and assessment are time-consuming.					

Appendix G: Teacher Interview Protocol 1

Interview questions will be similar to the following:

1. Please tell me about yourself and your teaching experience**.**
2. What school projects and initiatives have you participated in?
3. Could you tell me about the implementation of curriculum mapping in your school?
    - How did your school become involved in curriculum mapping?
    - Who began the curriculum mapping initiative?
    - What kind of training did the teachers get? How would you describe the training you received throughout the curriculum mapping process?
    - How is this initiative similar or different from other initiatives in your district?
4. How would you describe curriculum mapping?
    - Who participates in the curriculum mapping process?
    - Whose responsibility is mapping in your building?
    - What resources are available to support teachers?
    - Please describe the main activities connected with curriculum mapping?
    - Could you describe the key components of the curriculum mapping process?
    - Who benefits from curriculum mapping?
5. Could you tell me about your personal experience with curriculum mapping?
    - What were your initial thoughts when you found out about curriculum mapping?
    - At what point did you make a definite decision to participate in curriculum mapping?
    - How do you feel about curriculum mapping now?
    - What types of interactions do you typically have with your colleagues regarding curriculum mapping?
6. What does participation in curriculum mapping mean to you?
7. What did you find out about yourself during the curriculum mapping process?
8. How do you use maps in your every day teaching?
9. Is there anything else that you would like to share about curriculum mapping?

Appendix H: Teacher Interview Protocol 2

Interview questions will be similar to the following:

1. How have you been since our last meeting?
2. Could you elaborate more on your experiences with curriculum mapping?
3. Please tell me a little more about the responsibilities you had to assume in connection with curriculum mapping.
4. How often do you revisit your maps?
5. Is there any impact of curriculum mapping on your instructional practices?
6. How does curriculum mapping help you meet your students' needs?
7. Have your views of school curriculum changed since you started curriculum mapping?
8. Are there any changes in your interaction with colleagues since you started mapping?
9. How has participation in curriculum mapping influenced your teaching philosophy?
10. What are the strengths of the curriculum mapping process?
11. What are the weaknesses of curriculum mapping?
12. What advice would you give teachers and school administrators who have just started implementing curriculum mapping?
13. What will curriculum mapping be like five years from now?

Appendix I: Administrator Interview Protocol

Interview questions will be similar to the following:

1. How long have you been in education?
2. How long have you been a Provost/Deputy Provost/Chief Librarian in this school?
3. How has your school become involved in the curriculum mapping process?
4. How is curriculum mapping similar or different from other initiatives in your school?
5. Who leads the curriculum mapping process?
6. What professional development and training have your teachers been provided in terms of curriculum mapping?
7. What other mechanisms are in place to support teachers participating in curriculum mapping?
8. From your observations, to what extent are teachers involved in the curriculum mapping process in your school?
9. What are the obstacles/constraints of mapping in your school?
10. How do you use maps as part of your everyday work as a school administrator?
11. How beneficial is curriculum mapping for teachers and students in your school?
12. What do you think of the future of mapping in your school?
13. Would you like to share any other information concerning curriculum mapping?

Appendix J: Content and description of NCE Social Studies from the 2012 Minimum Standards

SOS 111 Foundations of Social Studies (2 Credits) Compulsory

This course is intended to expose students to the philosophy and basic characteristics of Social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of Social Studies

- The definition and scope of Social Studies
- The philosophical background of Social Studies
- a) In relation to the National Policy on Education
  b) In relation to theory of Inter-relationships in learning
- The concept of integration in Social Studies
- The relationship between Social Studies, the Social Sciences and other subjects
- Aims and objectives of Social Studies
- The relationship between Social Studies and Population, family Life, Drug and AIDS Education.

SOS 112 Man and His Social Environment (2 Credits) Compulsory

This idea of man as a social being and why he lives as group is the focus of this course. fAt the end of the course, students are expected to:

- Explain the basic concepts of man in the social environment
- Definition and types of man's social environment
- Why man lives in groups
- Family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship systems in Africa
- Factors that promote living together: love, customs, morality, folkways, mores and laws.
- Women education Family welfare
- Gender roles

SOS 113 Man and His Physical Environment (1 Credits) Elective

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

a. Apply the knowledge obtained in carrying out their daily activities

b. Develop the right attitudes towards issue of environmental control and management

- The concept of physical environment: Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans). The influence of physical environment on man's activities and vice-versa

SOS 121 Introduction to the NERDC National Curriculum For Social Studies (2 Credits) Compulsory

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At the end of the course students should demonstrate their ability to develop a scheme of work and lesson plan based on the NERDC curriculum guide.

- An overview of NERDC Social Studies National Curriculum for Basic 7 – 9. Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan; locating social studies syllabuses; preparation of lesson plans in Social Studies; distinction among teaching methods, techniques and strategies; an overview of Social Studies teaching methods; an overview of instructional resources in Social Studies ; evaluation strategies in Social Studies, Micro-teaching (meaning and approaches).

Note: The focus of this course should be on NERDC National Curriculum for Social Studies for Basic 7 - 9. Students should develop scheme of work and lesson plan using NERDC curriculum as guide.

SOS 122 Nigeria as a Nation (1 Credit) Elective

The students are taken through the evolution of the Nigerian National and to appraise the cultural Diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept of nation
- Nigeria as a geo-political entity
- Ethnic groups in Nigeria (number, characteristics and location)
- Population of Nigeria: size and distribution
- Integration: Concept and forms
- Efforts at national integration (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways etc).
- Problems of national integration

SOS 123 The Origin and Nature of Man (1 Credit) Elective

This course of designed to exposed students to the origin and nature of man. At the end of the course they are expected to appreciate the uniqueness inter – dependence and university of man.

- The various explanations of the origin of man namely; religious, mythical and scientific.
- The beginning of man from Apes to homo-sapiens
- Harmonizing Forces (tool making, Language, Social Organization and Management of Man's Prolonged Childhood).
- The uniqueness of man
- The interdependence of man
- Race and Racism
- Humanity Universality

SOS 124 Man and His Economic Activities (2 Credits) Elective

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able know the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Man's basic economic problems; Scarcity and choice
- Factors of production
- Man's reactions to supply and demand of goods and services
- Production systems: primary, secondary and tertiary
- Sources of government revenue in Nigeria
- Economic problems: Inflation, unemployment, poverty and poverty alleviation programmes

SOS 125 Man and His Government (2 Credits) Compulsory

This course intends to expose the learners to the rudiments of governance in human society. At the end of the course, the learners should be able to comprehend the relevance of government in the society and the need to participate.

- The concepts and role of government in society
- Power and Authority
- Traditional forms of government: family, clan, village, town empire etc
- Modern forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the press
- Tiers of government in Nigeria - Local, State and Federal emphasizing their structure and functions.

SOS 211 Nigerian Political Life (2 Credits) Compulsory

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution. At the end of the course students are expected to demonstrate their awareness of the rule of law and how it relates to political issues.

- Nigerian Political Life
- The concepts of nation, state and country
- Nationalist movements and political parties before independence
- Independence, the Republics and the political parties
- Military Rule in Nigeria
- Political Issues (Population size, power sharing/shift, revenue allocation, resource control etc).
- Constitutions (meaning, purposes and types)
- Constitutional developments in Nigeria since 1914
- General provision of the current Nigerian constitution (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provision.

SOS 212 Practicum for National Curriculum For Basic 7 – 9 (2 credits) Compulsory

This course aims at exposing students to Practical application of NERDC National Curriculum for Social Studies. At the end of the course students should be able to demonstrate methods and techniques necessary for the effective teaching and learning of social studies for basic 7 – 9. Social Studies.
- Methods and techniques necessary for the effective teaching of Social Studies for Basic 7 - 9. Dramatic representation, discussion, creative activities, simulation, problem solving, questioning, technique, concept mapping etc.
Emphasis should be more on practical than theory.

Note: The mode of assessment for this course should be practical application of NERDC curriculum for Social Studies Basic 7 - 9 to develop:

- Scheme of Work (In group)
- Lesson plan (Individual)
- Micro-Teaching (Presentation of two topics)

SOS 213 Social Studies Research Methods and Statistics (2 Credits) Compulsory

This course aims and at exposing students to principles of research and statistical methods for effective research work in social studies.
A. Research
- Concept and content of research:
Types of research
Choice of research topic
Purposes/objectives of research
- Review of relevant literature
- Research methodology (Research Design):
Stating research problem
Choice of population
Sample and sampling techniques
Hypothesising
Data collection techniques:
Observation, interview, questionnaire etc.
Organisation and presentation of data and statistical representation.
B. - Appendices
- Bibliography and
References
Statistic: Meaning, Types and Uses
- Descriptive statistics:
Measures of central tendency
Measures of variability
- Inferential statistics:
Parametric and non-parametric

SOS 214 Field Trip (2 Credits) Compulsory

- The course will afford the students the opportunity to visit both far and near environment in terms of educative interest in Social Studies. Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc. Students will be able to write a study-report on undertaking field exercise. And by so doing develop in learners skills of data collection, e.g. interceding, documentation and reporting.

SOS 221 Issues and Problems of National Development and Modernization (2 Credits) Compulsory

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise and problems of National Development.

- Nature and concepts of national development
- Meaning, nature and relationship between modernization and national development
- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).
- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Factors and processes of modernization
- Aspects of modernization (population, urbanization, education, science and technology, socio-cultural political and economic).

SOS 222 Citizenship Education (2 Credits) Compulsory

The course introduces students to some concepts of citizenship education. By the end of the course, students will demonstrate positive qualities of good citizenship.

- The concept of socialization
- Types of socialization (Primary, secondary, adult)
- Agents of socialization (Family, peer group, school, mass media, church, mosque, etc)
- Processes of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of socialization
- The role of Social Studies in the socialization and production of good citizens
- The concepts of citizen and citizenship education
- Types of citizenship (single and dual)
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Qualities and duties of a good citizen
- Fundamental Human Rights
- Lawful denial of fundamental human rights
- Violation and protection of Human Rights
- Ways in which human rights are violated
- Ways of protecting Human Rights

SOS 223 Social Services in Nigeria and Social Change in Nigeria (1 credit) Elective

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions, National AIDS/STD Control Programmes in Nigeria (NASCP).
- Housing Policy
- Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.
- Attitude to public utilities
- Population pressure on social services in Nigeria
- The concept of change
- Theories of change
- Types of change
- Factors and processes of change
- Changes in Nigeria before and after 1960 in demographic, economic, socio-cultural and political system.
- Change and its effects on the individual and the family in Nigeria

SOS 224 Law Related Education (1 Credit) Elective

- The course seeks to describe the element of laws, rules, regulations ordinances, edicts, decrees, norms and moves as it affect the modern society.
- This course also looks at the sources of the Nigeria law for the purpose of making the learner have an insight into who is responsible for promulgating and executing the laws of the society.
- This is done by introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.
    - the process of law making in Nigeria
    - litigations, criminal and civil cases
    - Administration of justice; the function of the police, courts and law and prisons services.
- The course will equally take a critical look at the role of the judiciary in the implementation of the law e.g. (The hierarchy of courts, personal and independence.
- A detail study of “You and the Law”.

SOS 225 Transport and Communication (1 Credit) Elective

The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication.

- The differences between transportation and communication
- Traditional and modern means of Transportation: Advantages and problems
- Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
- The role of transportation and communication on national development
- The mass media-what is mass media, their role in national development. Problems etc.
- Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

SOS 321 Population and Family Life Education (2 Credits) Compulsory

The course focuses attention on population and family life education. At the end of the course, students should be able to demonstrate positive attitudes towards family life.

- The concept of population and family life
- The family life education
- The objective of population education and family life education
- Gender issues and family life education
- Family size and welfare
- The roles of members of the family
- The responsibility of parenthood
- Population data i.e. census and vital registration
- Population distribution in Nigeria and Africa
- The relationship between Social Studies and Population, Family Life and Aids Education.
- National Population Policy (NPP)
- Population dynamics: growth, decline and structure and their socio-economic implication.
- Methods of teaching Population/Family life Education

SOS 322 Nigeria External Relations (2 Credits) Compulsory

The course focuses on the principles of International relations and Nigeria's foreign policy. At the end of the course, students should be able to appraise the role of Nigeria in the international community.

- The concept of Internal Relation
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Man in International Community
- World Tension: Causes and solutions (games, conferences and membership etc)
- Nigeria in the Common Wealth
- Nigeria in OPEC
- Nigeria in the UNO (contribution) benefit and problems)
- Nigeria in Africa Union

SOS 323 Social Institutions (1 Credit) Elective

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to proffer possible solutions to the problems affecting social institutions in Nigeria.

- The concept of social institution
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion in Nigeria
- Religion and Morality
- Religion and Politics
- Conflict and tolerance in Nigeria

SOS 324 Globalization (1 Credit) Elective

This course aims at exposing students to the concepts of globalization in relation to the impact it has on the Nigerian nation. At the end of the course, students are expected to develop awareness and appreciation of the changes globalization has be on the Nigerian society.

- The concept of Globalization
- Historical antecedents (colonialism, Imperialism, Europeanization, Westernization, Americanization, etc).
- Who is globalizing, and what is being globalized?
- Who is globalizing, and what cannot be globalized?
- Impact of globalization on the South (i.e. Developing and Underdeveloped countries, including Nigeria).
- What can Nigeria globalize? How? (i.e. Nigeria and the globalization process).

Appendix K: Student Learning Outcomes for Social Studies (SLOs)

SLO Codes	Student Learning Outcomes
SLO 1	Demonstrate awareness and appreciation of the nature of Social Studies
SLO 2	Explain the basic concepts of man in the social environment
SLO 3	Apply the knowledge obtained in carrying out their daily activities and develop the right attitudes towards issue of environmental control and management
SLO 4	Develop scheme of work and lesson plan using NERDC curriculum as guide
SLO 5	Appreciate and demonstrate the need for national unity and integration in Nigeria
SOS 6	Appreciate the uniqueness inter-dependence and Universality of man
SOS 7	Able to know the dynamics of economic activities and demonstrate how they can contribute their quota to a stable economy
SLO 8	Comprehend the relevance of government in the society and the need to participate.
SLO 9	Demonstrate their awareness of the rule of law and how it relates to political issues.
SLO 10	Demonstrate methods and techniques necessary for the effective teaching and learning of Social Studies for Basic 7- 9 Social Studies
SLO 11	Exposing students to principles of research and statistical methods for effective research work in Social Studies
SLO 12	Write a study-report on undertaking field exercise and develop learner's skills for data collection
SLO 13	Appraise and address problems of National Development
SLO 14	Demonstrate positive qualities of good Citizenship
SOS 15	Appraise the structure, functions & problems of providing social services in Nigeria
SOS 16	Have and insight into who is responsible for promulgating and executing the laws of the society
SOS 17	Appraise the problems and prospects of transport and communication
SLO 18	Demonstrate positive attitudes towards family life.
SLO 19	Appraise the role of Nigeria in the international community
SOS 20	Proffer possible solutions to the problems affecting social institutions in Nigeria
SOS 21	Develop awareness and appreciation of the changes globalization has be on the Nigeria society.

Source: NCCE (2012, p 122 – 129) (www.ncce.edu.ng)

Appendix L: Course Titles, Social Studies (SOS) Core Competency Category and electives

Course Codes	Course titles
SOS 111	Foundation of Social Studies
SOS 112	Man and His Social Environment
SOS 113	Man and His Physical Environment
SOS 121	Introduction to the NERDC National Curriculum for Social Studies
SOS 122	Nigeria as a Nation
SOS 123	The Origin and Nature of Man
SOS 124	Man and His Economic Activities
SOS 125	Man and His Government
SOS 211	Nigerian Political Life
SOS 212	Practicum for National Curriculum for Basic 7 – 9
SOS 213	Social Studies Research Method and Statistics
SOS 214	Field Trip
SOS 221	Issues and Problems of National Development and Modernization
SOS 222	Citizenship Education
SOS 223	Social Services in Nigeria and Social Change in Nigeria
SOS 224	Law Related Education
SOS 225	Transport and Communication
SOS 321	Population and Family Life Education
SOS 322	Nigeria External Relations
SOS 323	Social Institutions
SOS 324	Globalization

Source: NCCE (2012, p 122 - 129) (www.ncce.edu.ng)

Appendix M: NCE Social Studies minimum standards basic coverage map and gap/redundancy analysis

NCE Social Studies Course Codes																								
Student Learning Outcomes (SLO)	Shortened competency	SOS 111	SOS 112	SOS 113	SOS 121	SOS 122	SOS 123	SOS 124	SOS 125	SOS 211	SOS 212	SOS 213	SOS 214	SOS 221	SOS 222	SOS 223	SOS 224	SOS 225	SOS 321	SOS 322	SOS 323	SOS 324	% coverage showing Gap/redundancy analysis
Demonstrate awareness and appreciation of nature of Social Studies	Definition & scope of Social Studies.	X																					**5%**
	Philosophical background of Social Studies (SOS) in relation to the National Policy on Education.	X																					**5%**
	Philosophical background of SOS in relation to theory of Inter-relationships in learning.	X																					**5%**
	Concept of integration in Social Studies	X				X																	**5%**
	Relationship between Social Studies, the Social Sciences and other subjects	X																					**5%**
	Aims & objectives Social Studies	X																					**5%**
	Relationship between SOS & Population, Family Life, Drug and AIDS Education	X				X			X	X				X		X			X				33%
Explain the basic concepts of man in the social environment	Definition & types of man's social environment	X	X												X	X					X		24%
	Why man lives in groups		X			X									X								**14%**
	Family-types, structure, functions & changing roles	X	X						X						X				X				24%
	Forms& problems of marriage: customary, religious & ordinance		X																X		X		**14%**
	Safe age for marriage, family formation, child bearing & rearing practices	X	X						X							X			X				24%
	Primary & Secondary groups – definition, characteristics & functions		X			X									X								**14%**
	Kinship system in Africa		X																				**5%**
	Factors that promote living together: Love, Customs, Morality, Folkways, Mores																						

	& Laws.		X														X				X		**14%**
	Women Education & Family Welfare	X	X																X				**14%**
	Gender roles		X																X				**10%**
Apply the knowledge and develop the right attitudes towards issue of environmental control and management	The concept of physical environment: Minerals and rocks			X																			**5%**
	The concept of physical environment: Relief features			X																			**5%**
	The concept of physical environment: Soils			X																			**5%**
	The concept of physical environment: Atmosphere			X																			**5%**
	The concept of physical environment: Weather and climate			X																			**5%**
	The concept of physical environment: Vegetation			X																			**5%**
	The concept of physical environment: Water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans).			X																			**5%**
	The influence of physical environment on man's activities and vise - versa.			X																			**5%**
Develop scheme of work and lesson plan using NERDC	An overview of NERDC Social Studies National Curriculum for Basic 7 - 9.				X																		**5%**
	Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan				X																		**5%**
	Locating Social Studies syllabuses				X																		**5%**
	Preparation of lesson plans in Social Studies				X																		**5%**
	Distinction among teaching methods, techniques and strategies				X						X									X	X		**19%**
	An overview of Social Studies teaching methods				X						X										X		**14%**
	An overview of																						

curriculum as guide	instructional resources in Social Studies				X						X									X			**14%**
	Evaluation strategies in Social Studies				X																		**5%**
	Micro-teaching (Meaning & Approaches)				X															X			**10%**
Appreciate and demonstrate the need for national unity and integration in Nigeria	The concept of nation					X				X													**10%**
	Nigeria as a geo-political entity					X																	**5%**
	Ethnic groups in Nigeria (number, characteristics and location)		X			X								X									**14%**
	Population of Nigeria: Size and distribution	X				X				X				X		X				X			29%
	Integration: Concept and forms	X				X																	**10%**
	Efforts at national integration (national symbols, new capital city, constitutions, National Youth Service Corps (NYSC),Unity Schools, Federal Highways etc)	X				X				X													**14%**
	Problems of national integration.	X				X																	**10%**
Appreciate the uniqueness inter-dependence and universality of man	The various explanations of the origin of man namely: religious, mythical and scientific.						X																**5%**
	The beginning of man from Apes to homo-sapiens						X																**5%**
	Harmonizing forces (tool making, Language, Social Organization and management of Man's Prolonged Childhood).						X																**5%**
	The uniqueness of man						X																**5%**
	The interdependence of man						X																**5%**
	Race and Racism						X																**5%**
	Humanity universality						X																**5%**
	Man's basic economic problems, Scarcity and																						

Know the dynamics of economic activities and demonstrate how they can contribute their quota to a stable economy	choices							X															**5%**
	Factors of production							X															**5%**
	Man's reactions to supply and demand of goods and services.							X															**5%**
	Production systems: primary, secondary and tertiary							X															**5%**
	Sources of government revenue in Nigeria							X		X													**10%**
	Economic problems: inflation, unemployment, poverty and poverty alleviation programmes.							X															**5%**
Comprehend the relevance of government in the society and the need to participate.	Concepts & role of government in society								X	X													**10%**
	Power & Authority								X														**5%**
	Traditional forms government: Family, Clan, Village, Town, Empire etc	X							X														**10%**
	Modern form of government: Democracy, Autocracy Monarchy, & the Military.								X	X													**10%**
	Organs of government: Executive, Legislative, Judiciary and Press								X	X													**10%**
	Tiers of government in Nigeria: Local. State and Federal emphasizing their structure functions.								X	X													**10%**
Demonstrate their awareness of the rule of law and how it	Nigerian Political Life									X													**5%**
	The Concepts of Nation, State and Country					X				X													**10%**
	Nationalist movements and political parties before independence									X													**5%**
	Independence, the Republics and the political parties									X													**5%**
	Military rule in Nigeria								X	X													**10%**
	Political Issues (Population Size, Power sharing/shift, Revenue allocation,																						

relates to political issues.	Resource control etc)							X		X												**10%**
	Constitutions (meaning, purpose and types)					X				X												**10%**
	Constitutional developments in Nigeria since 1914					X				X												**10%**
	General provision of the current Nigeria constitution (Fundamental objectives & directive principles of state policy, citizenship, Fundamental Human Rights, Aims of government, FCT and General supplementary provision).					X			X	X					X		X					24%
Demonstrate methods & techniques necessary for the effective teaching and learning of SOS for Basic 7 – 9.	Dramatic representation				X						X								X			**14%**
	Discussion				X						X								X			**14%**
	Creative activities				X						X								X			**14%**
	Simulation				X						X								X			**14%**
	Problem solving				X						X								X			**14%**
	Questioning technique				X						X								X			**14%**
	Concept mapping etc.				X						X								X			**14%**
Students should be able to carry out effective research	Concept and content of research: Types of research											X						X	X			**14%**
	Concept and content of research: Choice of research topic											X										**5%**
	Concept and content of research: Purpose /objectives of research.											X										**5%**
	Review of relevant literature											X										**5%**
	Research methodology (Research Design): Stating research problem											X										**5%**
	Research methodology (Research Design): Choice of population											X										**5%**
	Research methodology (Research Design): Sampling and sampling techniques											X										**5%**

work in Social Studies	Research methodology (Research Design): Hypothesizing											X										**5%**
	Data collection techniques: Observation, interview, document, questionnaire etc											X										**5%**
	Data collection techniques: Organization and presentation of data and statistical representation											X										**5%**
	Appendices											X										**5%**
	Bibliography and References											X										**5%**
	Statistic (s): Meaning , types and uses of statistics											X										**5%**
	Descriptive statistics: Measure of central tendency.											X										**5%**
	Descriptive statistics: Measure of variability.											X										**5%**
	Inferential statistics: Parametric											X										**5%**
	Inferential statistics: Non-parametric.											X										**5%**
Write a study-report on undertaking field exercise and develop in learners skills of data collection	Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc.												X									**5%**
Appraise and address problems of National	National & concepts of national development.													X				X				**10%**
	Meaning, nature and relationship between modernization & national development.													X								**5%**
	Dimensions of national development (economic development, political development, social development, legal development, educational																					

Development.	development, technology & health development etc)													X								**5%**
	Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc)													X								**5%**
	Factors and processes of modernization													X								**5%**
	Aspects of modernization (Population, urbanization, education, science & technology, socio-cultural, political & economic).													X		X			X			29%
	Concept of socialization														X							**5%**
	Types of socialization (Primary, secondary, adult)														X							**5%**
	Agents of socialization (Family, peer group, school, mass media, church, mosque etc.)	X	X						X						X	X			X			29%
	Processes of socialization														X							**5%**
	Political socialization & mass mobilization (MAMSER, NOA, etc														X							**5%**
	Problems of socialization														X							**5%**
	The role of SOS in the socialization & production of good citizens														X							**5%**
	The concepts of citizen & citizenship education									X					X							**10%**
	Types of citizenship (single & dual)									X					X							**10%**
	Citizenship acquisition in Nigeria (By birth, by registration & by national naturalization)									X					X							**10%**
	Renunciation and denial of citizenship									X					X							**10%**
Demonstrate positive qualities of good citizenship	Qualities and duties of a good citizen									X					X							**10%**
	Fundamental Human Rights									X					X							**10%**
	Lawful denial of fundamental human rights									X					X							**10%**

	Violation & protection of Human Rights									X					X							**10%**
	Ways in which Human Rights are violated									X					X							**10%**
	Ways of protecting Human Rights									X					X							**10%**
Appraise the structure, functions and problems of providing social services in Nigeria	Social administration and social policies defined		X													X					X	**14%**
	Educational institutions: Structures and functions in Nigeria															X					X	**10%**
	Health institutions: Structure and functions, National AIDS/STI Control Programmes in Nigeria (NASCP)	X														X			X		X	**19%**
	Housing Policy															X						**5%**
	Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.															X	X	X				**14%**
	Attitude to public utilities															X						**5%**
	Population pressure on social services in Nigeria.	X				X								X		X						**19%**
	The concept of change															X						**5%**
	Theories of change															X						**5%**
	Types of change															X						**5%**
	Factors and processes of change															X						**5%**
	Changes in Nigeria before and after 1960 in demographic, economic. Socio-cultural and political system.															X						**5%**
	Change and its effects on the individual and the family in Nigeria.		X												X	X			X			**19%**
Having an insight into who is responsible for promulgating	Introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.		X														X					**10%**

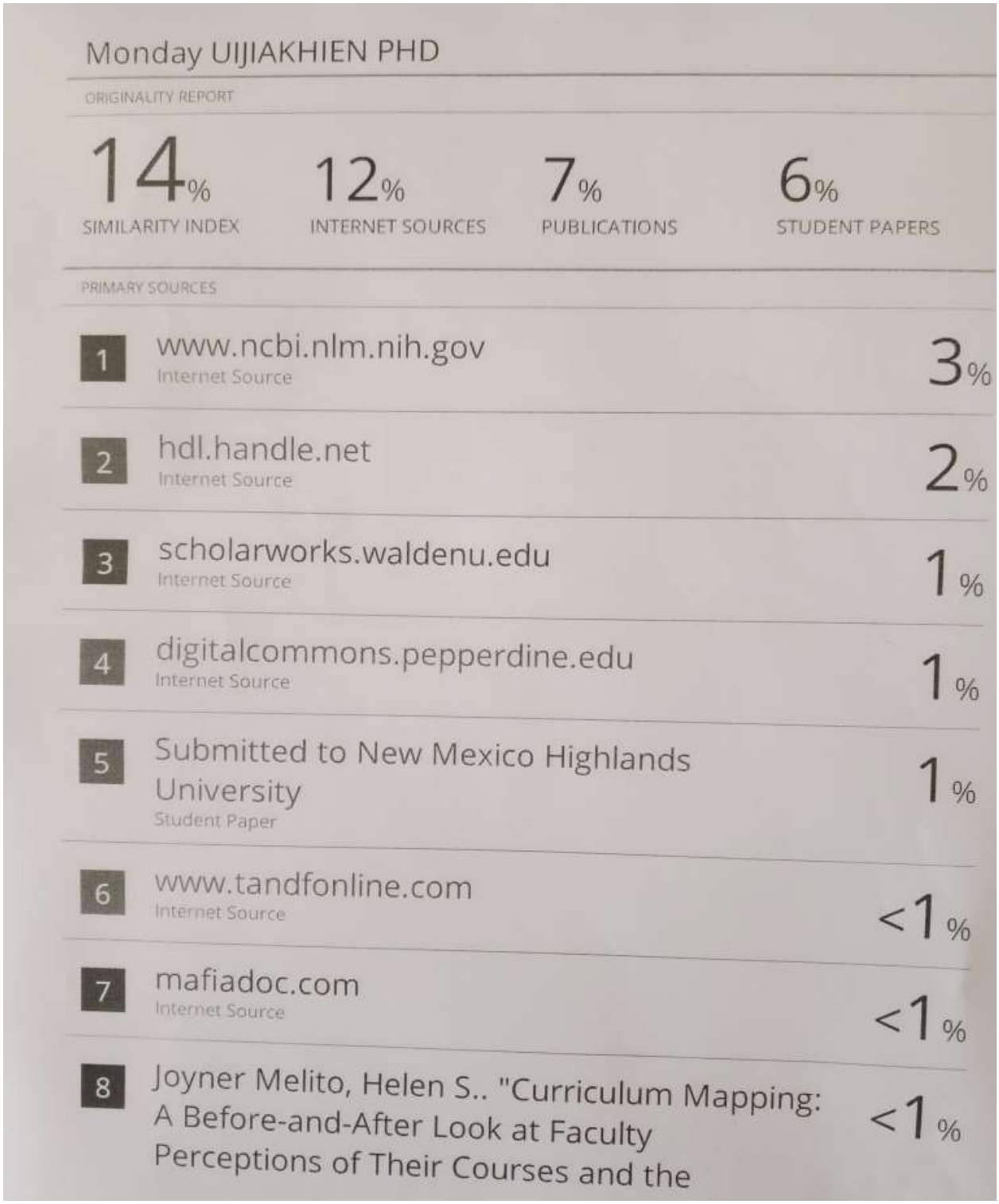
and executing the laws of the society.	The process of law making in Nigeria																X					**5%**
	Litigations, criminal and civil cases																X					**5%**
	Administration of justice: The function of the police, courts and law and prisons services.															X	X					**10%**
	Critical look at the role of the Judiciary in the implementation of the law e.g. the hierarchy of courts, personal and independence.									X							X					**10%**
	A detail study of "You and the Law".																X					**5%**
Appraise the problems and prospects of transport and communication	The differences between transportation and communication															X		X				**10%**
	Traditional and modern means of transportation: Advantages and problems.																	X				**5%**
	Traditional and modern means of communication: Advantages and problems. Email, fax, telex, radio and internet. Practical application should be demonstrated to students.																	X				**5%**
	The role of transportation and communication on national development.													X		X		X				**14%**
	The mass media: What is mass media, their role in national development, Problems etc.?													X		X		X				**14%**
	Students should develop case studies materials on any mass media of their choice (It should form part of CA).				X							X						X	X			**19%**
Demonstrate Positive attitudes	The concept of population					X								X		X			X			**19%**
	The concept of family life		X												X				X			**14%**
	The family life education		X												X				X			**14%**
	The objective of population					X								X		X			X			**19%**

towards family life	education																					
	The objective of family life education		X												X				X				**14%**
	Gender issues and family life education.		X												X				X				**14%**
	Family size and welfare		X												X				X				**14%**
	The roles of members of the family		X												X				X				**14%**
	The responsibility of parenthood																		X				**5%**
	Population data (Census & Vital registration)					X								X		X			X				**19%**
	Population distribution in Nigeria and Africa													X		X			X				**14%**
	The relationship between SOS and Population. Family Life and AIDS Education	X	X			X								X		X			X				29%
	National Population Policy (NPP)					X								X		X			X				**19%**
	Population dynamics: Growth, decline and structure; and their socio-economic implication					X								X		X			X				**19%**
	Methods of teaching Population/Family Life Education		X		X	X					X			X	X	X		X	X				43%
Appraise the role of Nigeria in the International Community	The concept of International Relations																			X			**5%**
	Nigerian Foreign Policies (Principles & Policies)																			X			**5%**
	Nigeria & ECOWAS (Formation, functioning & problems)																			X			**5%**
	Man in International Community																			X			**5%**
	Word Tension: Causes and solutions (Games, conferences & membership etc)																			X			**5%**
	Nigeria in the Commonwealth																			X			**5%**
	Nigeria in OPEC																			X			**5%**
	Nigeria in the UNO (Contributions, benefits & problems)																			X			**5%**

	Nigeria in Africa Union (AU)																			X			**5%**
Proffer possible solutions to the problems affecting social institutions in Nigeria	The concept of social institution		X													X					X		**14%**
	Structure and functions of different social institutions such as legal, political, economic, religious, educational, health institutions etc, in Nigeria.		X													X					X		**14%**
	Problems of social institutions in Nigeria.		X													X					X		**14%**
	Religion in society		X																		X		**10%**
	Religion in Nigeria		X																		X		**10%**
	Religion and morality		X																		X		**10%**
	Religion and politics		X																		X		**10%**
	Conflict and tolerance in Nigeria.																				X		**5%**
Develop awareness and appreciation of the changes globalization has be on the Nigerian society.	The concept of globalization																					X	**5%**
	Historical antecedents (Colonialism, Imperialism, Europeanization, Westernization, Americanization etc.)																					X	**5%**
	Who is globalizing, and what is being globalized?																					X	**5%**
	Who is globalizing, and what cannot be globalized?																					X	**5%**
	Impact of globalization on the South (i.e. developing and underdeveloped countries, including Nigeria.																					X	**5%**
	What can Nigeria globalize? How? (i.e. Nigeria and the globalization process).																					X	**5%**

Course codes in cells with green backgrounds are required courses and yellow background denote elective courses in Social Studies Department. There are 21 total NCE Social Studies courses. Cells highlighted red in % indicates possible gaps in competency coverage. There are no possible redundancies in competency coverage.

Appendix N: Turniton Similarity Report



Monday UIJIAKHIEN PHD

ORIGINALITY REPORT

14%	12%	7%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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2	hdl.handle.net Internet Source	2%
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Appendix O: Curriculum Vitae

Personal Details

Monday Uijiakhien OKOJIE (PhD Student-20177684)
Department of Educational Programs and Instruction
Institute of Educational Sciences
Faculty of Education
Near East University Cyprus, Mersin 10 Turkey.
Tel:+2348069312670. Email: okojiemon@yahoo.com

Professional Summary

Dedicated primary, secondary and tertiary education teacher with over 30 years of experience in devising individualized curricula within state standards. Researches latest educational theories, discusses teaching methods with respected educators and develops curriculum to accomplished stated goals. Prepared 750+ students for both internal and external certifications with a 93% pass rate. A committed and professional monitoring and evaluation officer who has the experience, skills and qualifications to support monitoring and evaluation across a variety of processes for different development organizations. Has extensive knowledge of data collection and analysis techniques to identify the potential impacts and outcomes from different strategies. Highly effective consultant and trainer with over 5 years of experience specialization in education consulting, quality management, entrepreneurship and employee training. Offering an array of skills in staff development, mentoring, coaching, sustaining professional relationships, verbal and written communication, logical problem solving, effective training delivery techniques and cost reduction. Proven ability to seamlessly handle multiple assignments in dynamic environments.

Education:

PhD Educational Programs and Instruction **In-view**
Faculty of Education, Near East University, Yakin Dogu Bulvari,
Lefkosa – KKTC, Cyprus. Mersin 10 Turkey (Self Sponsorship).

M. Ed Curriculum and Instruction **June, 2014**
Ahmadu Bello University Zaria, Nigeria (Tetfund Scholarship, Nigeria).

M. Ed Social Studies Education **October, 2011**
University of Abuja, Nigeria (Self Sponsorship).

Masters in International Affairs & Diplomacy **July, 2000**
Ahmadu Bello University Zaria, Nigeria (Self Sponsorship).

B. Ed Social Studies Education **June, 1997**
Ahmadu Bello University Zaria, Nigeria (Self Sponsorship).

NCE Mathematics/Geography **December, 1988**
Federal College of Education Okene, Kogi State, NIGERIA.

Further professional training:

- June 6 – July 1, 2016**: Development Evaluation Course -** International Program for Development Evaluation Training (IPDET), Carleton University, Ottawa, Canada (World Bank Scholarship).
- Sept.13 - 18, 2015: **European Program for Development Evaluation Training (EPDET) -** Czech Evaluation Society & Development Worldwide, Prague, Czech Republic (Self sponsorship).
- July, 2014 – Dec, 2014: **International Certificate Course on Sexually Transmitted Infections (STI) and HIV/AIDS (Online Course) -** Public Health Foundation of India (Self sponsorship).
- Aug, 2014 – Oct, 2014: **International Certificate Course on Monitoring and Evaluation of Health Programs (CCME) (Online Course) -** Public Health Foundation of India (Self sponsorship).
- July 21 – 25, 2014: **National Development Strategy & Policy Processes Course –** MS - Training Centre, Arusha, Tanzania (Tetfund Scholarship).
- 24 March - 18 April; 2014: **Project and Programme Management and Administration -** Management Development Foundation, Ede, The Netherlands (*Netherlands Fellowship Programmes (NFP)*).
- 04 - 22 Nov; 2013: **Advanced Health Research Methods Course for Program Leaders/Managers and Researchers in Africa -** Clinical Epidemiology Unit, School of Medicine, University of Nairobi, Kenya (Self sponsorship).

- 06 - 10 May; 2013: **Plan and Budget Management -** Centre for Management Development (CMD), Lagos, Nigeria (Partial Scholarship from CMD).
- 11 – 22 March; 2013: **Research Methods in Public Health -** National Institute for Medical Research Mwanza, Tanzania (Self sponsorship).
- 03 – 14 Dec; 2012: **Monitoring & Evaluation and Learning -** Management Development Foundation, Ede, The Netherlands (*Netherlands Fellowship Programmes (NFP)*).
- 01 – 05 Oct; 2012: **i) Performance Measurement and Use: Practical and Theory in Evaluation; and ii) Result-Based M & E Systems -** European Evaluation Society, Helsinki, Finland (Scholarship from EES).
- 09 – 13 Sept; 2012: **SPSS and EPINFO Training in Social and Health Research -** Health Reform Foundation of Nigeria, Abuja, Nigeria (Self sponsorship).
- 27 – 31 Aug; 2012: **Project Management Best Practice Course** - Nigerian Institute of Management (Chartered), Abuja, Nigeria (Self sponsorship).
- 04 – 08 June, 2012: **HIV Counseling and Testing Training -** Institute of Human Virology Training Centre, Asokoro, Abuja, Nigeria (Scholarship from FCTA, Abuja, Nigeria).
- 20 – 24 Feb; 2012: **Monitoring & Evaluation and Learning -** Management Development Foundation, Accra, Ghana (Self sponsorship).

Language skills

Fluent in English

Major research fields:

- Using curriculum mapping as a tool to match student learning outcomes and Social Studies curricula (In-view).
- Perception of University Students and Parents in Edo State on Factors Influencing Women Trafficking: Implication for Curriculum Review (2014).
- Influence of Teachers' and Students' Assessment of Service Compact on Service Delivery in Secondary Schools in Abuja (2011).
- Peace-Keeping and Collective Security under United Nations System and ECOMOG (A Case Study of Somalia and Liberia) (2000).
- Causes and Effect of Modern Prostitution in Kano State, Nigeria (A Case Study of Sabon – Gari) (1997).

List of publications:

Co-Author Textbook(S)

- ✓ Okojie, M. U. (2012). Education for job creation. Abuja: Tonem Publicity & Publication Ltd.
- ✓ Okojie, M. U. (2008). Amana Social Studies for junior secondary schools (UBE Edition). Bk 2.
- ✓ Okojie, M. U. (2008). Amana Social Studies for junior secondary schools (UBE Edition) Bk 3.

Chapter publication(s)

- ➢ Okojie, M. U. (2006). Management of secret cult and cultism in college of education: The way out. In C. M. Yaroson, E. J. Effea, I. Aliyu, P. B. Tanko & A. Y. Abdulkareen (eds.). *Corruption and teachers education in Nigeria*. (pp 231-240). Zaria: Esonaj Enterprise.
- ➢ Okojie, M. U. (2007). Primary Social Studies education as a catalyst for national development. In l. A. A. Adeniji, S. A. Adeyemo & D .R. Adeniyi (eds.). *Peace, security and national development* (pp. 68-75). Ibadan: NAPSRELGS.
- ➢ Okojie, M. U. (2007). The theory and implications of sustainable development for rural Nigeria. In H. O. Agwuama, H. Adamu, M. A. Dasuma, P. D. Bala & A. O. Edegbo (eds.). *Contemporary issues and the challenges of sustainable development in the millennium: The Nigerian experience* (pp.123-131). Lagos: SASSCOEA.
- ➢ Okojie, M. U. (2007). Corruption and teacher education in Nigeria: The way forward. In B. G. Uworgu (eds.). *Optimization of service delivery in the education sector: Issues and strategies* (pp. 142-152). Nsukka: University Trust Publishers.
- ➢ Okojie, M. U. (2007). The place of teaching in improving teacher quality in the 21st century. In A.B.C. Orji & A.M. Maisamari (eds.). *Book of proceeding*, Faculty of Education, University of Abuja.
- ➢ Okojie, M. U. (2008). Social Studies education for the attainment of millennium development goals (MDGs). In B. G. Nworgu (ed.). *Educational reforms and the attainment of the millennium development goals (MDGs): The Nigerian experience*. (pp.346-352). Nsukka: University Trust Publishers.
- ➢ Okojie, M. U. (2008). Exploring the assets of ICT for effective teaching and learning Social Studies in Nigerian secondary schools. In C. N. Nwaboku (ed.). *Shifting paradigms in the teaching function in an ICT.* (pp.109-115). Lagos: NAEMT.
- ➢ Okojie, M. U. (2008). Promoting gender equality and women empowerment through girl-child education. In J. S. Babatolu (ed.). *Perspectives on contemporary socio-political and environmental issues in Nigeria*. Ondo: Olu Publishers.

- Okojie, M. U. (2008). Globalization and necessity for restructuring Social Studies curriculum in Nigeria. In B. G. Nworgu. (ed.) *Education in the information age: Global challenges and enhancement strategies*. Nsukka: University Trust Publishers.
- Okojie, M. U. (2010). Quality assurance in the Nigerian university systehallenges and way forward. In N.S. Talla; M. H. Mohammed; S. A. E. Apara; & E.O. Ogungbe (eds.). *Education for sustainable development in Nigeria.* Faculty of Education and Arts, IBB University, Lapai, Niger State.
- Okojie, M. U. (2010). Causes, effects and prevention of HIV/AIDS. In J. S. Babatolu & I. Gbade (eds.). *Trends in African development*. Ondo: Olu Publishers.
- Okojie, M. U. (2010). Human right education as an instrument of peace, unity and stability in Nigeria. In J. S. Babatolu & I. Gbade (eds.). *Trends in African development*. Ondo: Olu Publishers.
- Okojie, M.U. (2012). Information and Communication Technology for job creation. In S.A. Aiyede, M.U.Okojie & J.A. Akande (eds.). *Education for job creation.* (pp. 152 – 161). Abuja: Tonem publicity & publications ltd.
- Okojie, M.U. (2013). Man and his physical environment. In O.A. Jimoh & H.H, Babajo (eds.). *Basics in Social Studies education.* (pp. 95 – 121). Abuja: Joson-Sam Modern Printers.
- Okojie, M.U. (2014). Population/Family Life Education. In M. T. Usman, H.H, Babajo & A. Philip-Ogoh (eds.). *Basics in Social Studies education*. (pp.1 – 52). Abuja: Joson-Sam Modern Printers.
- Okojie, M.U. (2014). Electoral process in Nigeria. In A. Musa & T. Etta (Eds.). *Citizenship education for tertiary institutions* (pp. 160 – 192). Abuja: Joson-Sam Modern Printers.
- Okojie, M.U. (2015). Teacher education and the state of insecurity in Nigeria: Problems and prospects. In J.A. Abdullahi, I.S. Muhammad, U.I. Ahmad & Y. Salmanu (eds). *Conflict management* (pp. 175 – 189). Zaria: Faith Printers International.
- Okojie, M.U. (2014). Contemporary issues in national development. In T.T. Zakariah, A.M. Tijjani & J.A. Ray (eds). *Public health strategies to reduce the risk of human immunodeficency virus (HIV) transmission* (pp, 386 – 397). Kaduna: Jaji Media Concepts.

Journal publication(s)

- Okojie, M. U. (2005). The importance of Social Studies to a Nigerian child. *NASHER Journal.* 3(2), 138-145.
- Okojie, M. U. (2006). The role of arts and social science in socio-economic & political transformation of Nigeria. *Badala Journal of Arts & Social Science*. 1(2), 172-180.
- Okojie, M. U. (2006). Repositioning Social Studies education in Nigeria. *Multi Disciplinary Journal of Research Development.* 7(6), 111-120.

- Okojie, M. U. (2006). Poverty alleviation through functional secondary school curriculum. *ZAJES*. 8(1), 111-119
- Okojie, M. U. (2006). Perspectives in primary Social Studies education in the 21st century, *NASHER Journal*. 4(4), 243-249.
- Okojie, M. U. (2006). Functional Social Studies education and nation building Nigeria. *Journal of Curriculum and Instruction*. 14(1), 24-29.
- Okojie, M. U. (2006). The effectiveness of modern technology on the teaching of Social Studies in Nigeria. *Journal of Educational Studies And Research*. 3(1), 141-148.
- Okojie, M. U. (2006). Empowering women for national development. *Academic Journal of Research and Development.* 1 (1), 26-268.
- Okojie, M. U. (2006). Religion: Source of conflict or resource for peace? *Journal of Religions, Languages and General Studies.* 5(1), 327-334.
- Okojie, M. U. (2007). The role of community resources in effective teaching of primary Social Studies. *Journal of Sa'adatu Rimi College of Education Kano, Nigeria.* 1(1), 106 -114.
- Okojie, M. U. (2007). Social Studies education and national development in the 21st century. *Multi Discipline Journal of Research Development*. 8 (5), 78-85.
- Okojie, M. U. (2007). Information technology and effective teaching and learning: Focus on Social Studies. *Journal of educational research and development*. 2(1), 7-14.
- Okojie, M. U. (2008). The place of Social Studies in cultural environment. *Social Studies Education Journal.* 1(2), 50-64.
- Okojie, M. U. (2008). Social Studies education: A panacea for correcting corruption in Nigeria. *Journal of Educational Research and Development*. 3 (3), 44 – 49.
- Okojie, M. U. (2008). Refocusing Social Studies education for national development. *Knowledge Review: A Multidisciplinary Journal*. 16(1), 113 -119.
- Okojie, M. U. (2009). Analysis of values, attitudes and ethics in Social Studies classes and clarifications of central issues. *FCT Education Secretariat Journal of Curriculum Studies and Instruction.* 2(1), 123 – 132.
- Okojie, M. U. (2009). Enhancing the teaching and learning of Social Studies in secondary schools through ICT. *Nigerian Journal of Teacher Education and Teaching*. 7 (3), 33 – 42.
- Okojie, M. U. (2009). Adult education: A viable instrument for poverty alleviation in Nigeria. *JORELGS*. 2 (1), 97 – 102.
- Okojie, M. U. (2009). Universal Basic Education as a curricula instrument for producing effective citizens in Nigerian schools. *Journal of Curriculum Studies.* 16(4), 246 – 254.
- Okojie, M. U. (2009). Towards functional and qualitative Social Studies education in the 21st century. *Journal of Educational Research and Development*. 4 (2), 144 – 149.

- Okojie, M. U. (2009). Impact of Niger Delta crisis on Nigerian economy. *Nigerian Journal of Research and Production.* 15 (2), 107 – 117.
- Okojie, M. U. (2009). Teacher education: Challenges for the 21st century. *Multidisciplinary Journal of Research Development*. 13 (1), 93 – 100.
- Okojie, M. U. (2009). Re – designing Social Studies for a new Nigeria. *The Nigerian Academic Forum*. 17 (2), 22 – 28.
- Okojie, M. U. (2009). Dimensions of monitoring & evaluation strategies for the Universal Basic Education (UBE) programme in Nigeria. *Journal of Childhood and Primary Education*. 6 (2), 189 – 199.
- Okojie, M. U. (2009). Utilization of e-learning in tertiary institutions in Nigeria: Challenges and way forward. *NASHER Journal.* 7 (3), 94 – 99.
- Okojie, M. U. (2009). Poverty alleviation through Social Studies education in Nigeria. Educational focus. *Journal of the Institute of Education, Faculty of Education, University of Ado-Ekiti, Nigeria.* 2(1), 80 – 91.
- Okojie, M. U. (2010). Social Studies education as a tool for self-reliance in Nigeria. *Nigerian Journal of Curriculum and Instruction*. 16(1), 44 – 51.
- Okojie, M. U. (2010). Democratic governance and attainment of the millennium development goals (MDGs) in Nigeria. *International Journal of Sociology and Anthropology,* 2(1), 75-81.
- Okojie, M. U. (2010). Dialogue as a necessary tool for the sustenance of democracy in Nigeria. *Journal of Religions, Education, Languages and General Studies*. 3(1), 126 – 133.
- Okojie, M. U. (2010). The state of Social Studies education in Nigeria. *Journal of Qualitative Education.* 6(3), 121 – 129.
- Okojie, M. U. (2010). National Policy on Education (Special Education) and implementation. *Journal of Childhood and Primary Education*. 7 (2), 309 – 317.
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- Okojie, M. U. (2010). Social Studies education and national integration. *FCT Educational Journal of Curriculum Studies and Instruction*. 3(1), 107 – 116.
- Okojie, M. U. (2010). Women and peace building in Nigeria. *Nigerian Journal of Languages, Arts, Education and Social Sciences*. 2(1), 52 – 61.
- Okojie, M. U. (2012). Resettlement and integration prospects in Abuja indigens. *International Journal of Research, Innovation and Sustainable Development*. 2(1), 47 – 52.
- Okojie, M. U. (2014). Peace Education and the challenges of insecurity in Nigeria. *ASO Journal of Education Studies.* 2(3), 60 – 64

- Okojie, M. U. (2014). Value Education and the challenges of insecurity in Nigeria. *ASO Journal of Education Studies.* 2(4), 1 – 7.
- Okojie, M. U. (2014). Development, underdevelopment and infant mortality. *Journal of Knowledge Review.* 31(3), 23 – 30.
- Okojie, M. U. (2014). Strategies for controlling human trafficking in Nigeria. *Multidisciplinary Journal of Academic Excellence*. 12(1), 12 – 20.
- Okojie, M. U. (2017). Quality assurance in teacher education in Nigeria: Issues and the way forward. *Journal of Counseling and Applied Psychology (JOCAP).* 4(1), 203 – 209.
- Okojie, M. U. (2018). Renewal of traditional festivals for the promotion of tourism in Nigeria. *Journal of Counseling and Applied Psychology (JOCAP).* 4(2), 120 – 125.
- Okojie, M. U. (2017). Integrating information and communication technology (ICT) into the curriculum of secondary schools in Nigeria. *Journal of Counseling and Applied Psychology (JOCAP).* 4(2), 51 – 57.
- Okojie, M. U. (2017). Overcoming recession in Nigeria through information and communication technology (ICT). *A Journal of Science Education, FCT College of Education Zuba, Abuja, Nigeria.* 4 (1), 69 – 75.
- Okojie, M. U. (2020). Challenges and Benefits of Rural Planning for the Development of Rural Tourism in Gashaka Local Government Area (LGA),Taraba State, Nigeria. *Solid State Technology,* 63(1), 872 – 885.
- Okojie, M. U. (2020). Effective leadership and sustenance of democracy in Nigeria. *Nigerian Journal of Trends in Languages*, *Arts & Social Science Education,* 1 (2), 122 – 128.
- Okojie, M. U. (2022). Using curriculum mapping as a tool to match student learning outcomes and Social Studies curricula. *Frontiers in Psychology-education Psychology.*

Conferences:

- ❖ Okojie, M. U. (2021). An examination of the challenges and improvements for virtual teaching during the time of corona virus pandemic. A paper presented at 41st Annual Conference of Philosophers of Education Association of Nigeria (PEAN), University of Nigeria Nsukka, Enugu State, NIGERIA. 26th – 29th October.
- ❖ Okojie, M. U. (2021). A discourse on peacebuilding education for children during ethnic conflict. A paper presented at 41st Annual Conference of Philosophers of Education Association of Nigeria (PEAN), University of Nigeria Nsukka, Enugu State, NIGERIA. 26th – 29th October.
- ❖ Okojie, M. U. (2020). Use of curriculum mapping as a tool to match student learning outcomes and course curricula. A paper presented at 12th World Conference on Educational Science, Ayvansaray University Istanbul, Turkey. 6 – 8 February.

- Okojie, M. U. (2019). Content analysis of curriculum mapping as a tool for examining the alignment of subject learning outcomes and course curricula. A paper presented at International Conference on Interdisciplinary Education Reflections, Near East University Cyprus. 29 – 30 March.
- Okojie, M. U. (2019). Single parenthood and adolescent sexual outcomes. A paper presented at International Conference on Interdisciplinary Education Reflections, Near East University Cyprus. 29 – 30 March.
- Okojie, M. U. (2019). Content analysis of education faculty integrity. A paper presented at Globets 2nd International Conference on Education, Technology and Science, Merit Park Hotel Kyrenia, Cyprus. 11 – 14 April.
- Okojie, M. U. (2019). Election violence and democratic consolidation in Nigeria: What and what not? A paper presented at 35th Annual National Conference of Social Studies Association of Nigeria (SOSAN) on the Theme: "Social Studies and Consolidation of Democracy in Nigeria" at Adeyemi College of Education, Ondo State, Nigeria. 26 – 29 August.
- Okojie, M. U. (2018). Relevance of ethics in professional education for teachers. A Paper Presented at 2018 Annual Conference of Institute of Education University of Nigeria, Nsukka on the Theme: "Teaching Ethics for Sustainable Education", 22 – 25 August.
- Okojie, M. U. (2018). Public primary schools attendance, retention, completion and transition: Home grown school feeding programme (HGSFP) analysis in Ebonyi State. A paper presented at 2018 UNICEF/UNN Conference on the Theme: "Addressing child poverty: Child-Friendly and equity-focused development programmes and policies in Nigeria" at University of Nigeria, Nsukka, Nigeria. 28 – 30 August.

Employment history (Current):

05/2004 to Current **Chief Lecturer, Social Studies Education**
FCT College of Education Zuba, Abuja, Nigeria.

- Guiding students in using technology to support research.
- Performing data collection, analysis and interpretation to support project monitoring and evaluation.
- Inculcating positive values to the students by consistently modeling them in their daily classroom interactions.
- Establishing and maintaining effective working relationships with students' parents and other staff.
- Fostering students' commitment to lifelong learning by connecting course materials to broader themes, important moments in history, and current events.
- Developing each course lesson plan, coursework then assigns and evaluates projects, and exams for all courses.

- Assigning and criticizing papers using APA and other referencing guidelines to increase students' awareness of field standard.

01/2006 to Current **Monitoring & Evaluation Officer**
FCT College of Education Zuba, Abuja, Nigeria.

- Monitors and evaluates assigned programs and projects using standard tools and procedures.
- Performs data collection, data analysis and data interpretation to support project evaluation.
- Ensures all objectives and goal of the program and projects are met.
- Prepares monthly reports on assigned projects and programs to assist evaluation procedures.
- Fund raising and resource mobilization.
- Trains and inducts local partners to implement programs in line with program objectives.

02/2016 to Current **Consultant,**
Sustainable Management Consult Nigeria Limited, Abuja, NIGERIA

- Monitoring and evaluating assigned programs, and projects using standard tools and procedures.
- Performing data collection, analysis and interpretation to support project monitoring and evaluation.
- Ensuring all objectives and goal of the program and projects are met.
- Preparing monthly reports on assigned projects and programs to assist in monitoring and evaluation procedures.
- Fundraising and resource mobilization.
- Training and inducting local partners to implement programs in line with program objectives.
- Developing educational and health programs for schools and development organizations.

Employment history (Previous):

02/1989 to 06/1991 **Teacher**

Rainbow School, Hotoro Quarters, Kano State, Nigeria.

- Built and maintained positive and trusting relationships with the children under my care.
- Gathered, organized and displayed photographs at various learning spaces inviting children to revisit and reflect on their learning encounters.

- Used the knowledge of child development and children's interest in planning relevant and meaningful learning experiences.
- Ensured that children's physical needs are met as well as imparting knowledge and skills to them in the classroom.
- Created fun and successful transitions for children by using interactive songs and games, role-playing class rules repeatedly, and providing visual cues in the physical environment.
- Inculcated positive values to the children by consistently modeling them in their daily classroom interactions.
- Motivated children to read on their own, and in turn, acquire the knowledge needed to make sense of their world.

08/1991 to 05/2003 **Teacher**
Kano Capital School, Yan Dutse Road,
P. O Box 1058, Kano State, Nigeria.

- Assessed, recorded and reported on the work of students/pupils.
- Got involved in teacher meetings related to school planning and raising student/pupils achievement levels.
- Put together consistent and clear classroom expectations for pupils/students to follow.
- Highlighted any concerns about pupils'/students' performance and progress.
- Organized out of school extracurricular activities for students.
- Established and maintained effective working relationships with pupils/students parents and other staff.

Membership of Professional Bodies

- European Evaluation Society, Czech Republic
- International Development Evaluation Association, USA
- International Research and Development Institute, Nigeria.
- Social Studies and Civic Educator's Association of Nigeria.
- Teacher Registration Council of Nigeria (TRCN)
- Curriculum Organization of Nigeria (CON).

General Contributions to Community Development

- Pastor, Living Faith Church, Suleja, Abuja, Nigeria……2010 to Date
- Chairman, Colleges of Education Academic Staff Union (COEASU), FCT College of Education Zuba Chapter, Abuja, Nigeria…2014 to 2018.
- Secretary, Colleges of Education Academic Staff Union (COEASU),

FCT College of Education Zuba Chapter, Abuja, Nigeria… 2011 to 2013.

- Chairman, Governing Council, Kingdom Heritage Model School,
  Living Faith Church, Kaduna Road, Suleja, Niger State, Nigeria….2014 to 2016.

Interests

Research & Development, M&E, Teaching, Educational Programs, Curriculum Development, Curriculum Mapping, Development of Competences at all levels of Education, Counseling, Capacity Building, Travelling, Volunteerism, Sports and Meeting people.

Academic Award

2006 Best Social Studies Lecturer in Social Studies Department, FCT College of Education Zuba, Abuja, Nigeria.

Referees

1 Ray C. Rist, PhD.
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Signature **07/04/2023**
Date