



**BEYOND GENDER FAIRNESS IN CURRICULUM
DEVELOPMENT AND IMPLEMENTATION IN THE
NIGERIA SYSTEM OF EDUCATION: THE
IMPERATIVES OF GENDER RESPONSIVENESS TO A
BALANCE CURRICULUM FOR ACHIEVING
FUNCTIONAL LITERACY.**

***Binta Lawan Bagiwa; **Abdullahi Adamu Babangida**

**Education Foundations Department FCT College of Education, Zuba-Abuja*

***Education Psychology Department FCT College of Education, Zuba-Abuja*

ABSTRACT

This paper is focused on highlighting Gender Responsiveness to a Balanced Curriculum of Study for Functional Literacy to be Achieved. Tailoring this perspectives, the conceptual framework of gender is highlighted alongside with its ensured characteristics, roles and behavioural pattern. Similarly, conceptual framework of curriculum, balanced curriculum, curriculum provisions and implementation is focused on too. Moreso, the paper streamlined information in establishing the relevance of gender responsiveness to balanced curriculum of study in such a way as moulding the personality of individuals towards enriching their learning domains with ideas, knowledge, skills and experience in such a way that they can be useful to themselves, society and nation. That is by way of discharging their sociological and societal responsibilities streamlining a given socialization practice and functions. In a similar gesture, the paper portrayed information on how balanced curriculum fends for the learning needs of individual in order to build their competencies (cognitive, affective and psychomotor domains) tailored to promoting and enhancing potentials for creativity and productivity as stimulus for achieving sustainable development task, visionary and missionary statements such as Millennium Declarative, vision 2020 among many others. Furthering this course of development the paper focused on tailored information that streamline gender's training for leadership gestures and functions. Through the development of pro-social altruistic attitude, acquiring principles of moral virtues and ethics (honesty, justice, fairness, generosity etc) which are viral in

building a decent society and nation such that promotes human dignity and humanity in the global context.

KEYWORDS: *Gender Responsiveness, Balanced Curriculum Provisions and Implementation, Functional Literacy, Socializational Practices and Functions, Cognitive, Affective and Psychomotor Competence and Literacy .*

INTRODUCTION:

Gender is conceived to be a construct of identity and culture specific having streamlined all the activities that pervade around woman and man role models which stipulates and incline on what they can do and as permissive in functions stereotyped sexuality in a social approved manner and words. Babanguda, Bisallah and Saleh (2019), in a similar gesture, relates that gender is focused on a defined set of characteristics, roles and behaviors patterns such, that distinguish women from men socially and culturally and relations of power between them as constructs of identity, (Abubakar, 2020).

Thus, these ensured characteristics roles, behavior patterns and power relations are dynamic, she further contend that they vary over time and between different cultural groups because of the constant shifting and variation of cultural and subjective meanings of gender. Therefore, gender responsiveness for achieving functional literacy is a relic of an identity on personality construct such that accounts for individual sexuality (gender) functions through their abilities, capabilities and capacities much more inclined to their physiology. Hence, differences that exist in, skills acquisitions knowledge, values, orientations, beliefs and specializations that exist and cuts across genders due to different perspectives of cognitive, affective and psychomotor domain competencies streamlined to gender and sexualities. Hence gender responsiveness attuned to curriculum provisions functionality.

CONCEPTUAL FRAMEWORK AND OVERVIEW ON THE DEVELOPMENT OF CURRICULUM

According to Marzan (2000) relates that curriculum is the totality of experience that pupils receive through, the manifold activities that go on in the school in the classroom, library, laboratory, workshop and play ground and in the numerous contacts/ between the teachers and pupils it is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standard to conform to

a prescribed pattern. It is characterized by variety and flexibility and above all it is tailored to conform to the needs of the students at different age levels. In other words, curriculum does not mean only the academic experience that a child receives at school. It goes beyond the scope to include the whole life of the school becomes the curriculum which can tough the life of the students at all points and help in the evolution of a balanced personality.

Marzano (2000) further maintained that curriculum is an embodiment of totality of all that is related to the life and needs of the pupils of different age levels. Thus it includes what they should learn and also the way they should learn it. Hence it embodies a total experience result from interaction between and among many people as many influences affect its quality and many material conditions affect its functioning.

In a similar gesture, National Association of State Boards of Education (2002) highlights that curriculum is a relics and a focus of the following; The list of contents taught to the students, a set of subjects, is the syllable followed in a school or a college, being the programme of school or college activities, a curriculum is a set of study materials and a curriculum too includes both curriculum contents and extra-curricular activities organized in a school or college. In this perspectives, curriculum therefore incorporate all those experiences a learner receives in a school or in a college. Thus curriculum can be seen in a narrow way (list of contents) and in a broad way (all the experiences received by a learner).

Hence, Rudy and Henry in Lewin and Shoe Maker (1998) as well as National Association of State Boards of Education (2002) portray that curriculum in this broadest sense, includes the complete school environment involving all the courses and activities that ensures all aspects of personality development liken to this apt description of being a tool in the hands of the artist (teacher) to mould his materials (pupils) according to his ideals (objective) in his studio (school). Furthering the course of this development Torp and Sage (2002) remarks that curriculum is conceived as an epitome of the rounded whole of the knowledge and experience of the human race. As such curriculum includes all those activities which are utilizes by the school to attain the aims of education. That the curriculum is all that parents and teachers. As the curriculum is made up of everything that surrounds the learner in all his working hours, thus it is described as the environment in motion. To this end curriculum is focused on

to be all the learning which is planned or guided by the school, whether it is carried on in a groups or individually, inside or outside the school. In the context of curriculum development this connotes the aspect of combining both human and materials resources under the roof of school administration as well as combining methods of teaching for achieving the purpose of education or educational goals.

CURRICULUM IMPLEMENTATION

Thus, according to Abubakar (2020) related on curriculum implementation as operationalization of well-articulated and well-intended ideas packed as theory. To implement is to put to action packed ideas or theories into reality. Mpa in Abubakar (2020) viewed curriculum implementation as the execution of the implementation as the task of translating the curriculum document into the operating curriculum by the combining effort of the students teachers and others and as well others concerned. Likewise, Okebukola cited in Abubakar (2202) further notes that the process of curriculum implementation is the translation of the objectives of the curriculum from paper into practice. Okebukola (2004) in Abubakar (2021) further notes that the process of curriculum implementation begins when the teacher is handed the curriculum and ends when learners have been exposed to the learning experiences prescribed in the document. Thus in this gesture of Abubakar, the intermediate steps in curriculum implementation include teaching through verbal and nonverbal exposition, practical work in laboratories, workshops and in the field, student-student interactions and then evaluation and feedback.

Hence, it was viewed in another gesture to be the translation of theory into practice or proposal into action. Thereby making curriculum implementation to be a strategy of which the motivation activities of translating a complex curriculum conception in the form of a design or plan into new patterns of practical action usable and realizable in a teaching learning milieu. Hence too, it connotes putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Thus, Abubakar (2020) poists that curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners and school administrators. Parents as well as

interaction with physical facilities, instructional materials, psychological and social environment.

THE IMPERATIVES OF GENDER RESPONSIVENESS TO TEACHING AND LEARNING IN ACHIEVING FUNCTIONAL LITERACY

Teaching as the name implies encompasses all the activities involved in imparting knowledge to the learner which, invariably can bring a change in the learner in all ramifications. Learning in the other hand involves the development of attitudes, interest, habits, preferences, social adjustments, acquisition of drives and rewards, development of skills, acquisition of knowledge, role selection, identification, language developments, values, beliefs and formation of cognitive structure, (Odey and Igwe, 2020). Having further maintained that effective teaching/learning therefore refers to that which stimulates and inspires the learner into desired instructional or lesson objectives, maintaining positive attitudes and using the knowledge and skills gained in solving problems in new situations, (Odey and Igwe, 2020).

The imperatives of genders responsiveness to the context of teaching and learning is a relics of balanced curriculum provisions. A balanced curriculum reflects facets of standard course of studying. It is such a curriculum, provisions that reflects on the philosophy and beliefs of educating the whole child towards making the child to identify his/her abilities, skills acquisition and enabling the child to take active role in the process of engendering such that borders on their performance in various fields of human endaeavour hence, a balanced curriculum is an embodiment of liberal arts, education, an integrated curriculum, an enriched curriculum as well as standard course of study which is planned in such a way as the components of best knowledge of theory, research and practice about how children develop and learn through the individualized instruction and interest in a group in relation to achieving programme goals. The balanced curriculum is such that fends for all children as no children that are left behind in the quest for skills acquisition and knowledge in the mainstream school, socialization practices and functions that ensured genders success in school and in life owing to the perfection of a balanced curriculum of study that provides all categories of students to demonstrate their knowledge and skills in school and in life expectancies. Hence, a functional literacy in

balanced curriculum that fends for the development of individuals in society and nation, (Babangida, Bisallah and Saleh, 3020).

The balanced curriculum is stimulus to genders responsiveness to the context of teaching and learning which ensured sustained and promotes brain growth and development through an enriched environment that made them to be active participants rather than passive observers. The enriched environment is pervasive to include a steady source of positive emotional support having provides a nutritious diet with enough protein, vitamins, minerals and calories stimulates all the senses, has an atmosphere free from undue pressure and stress but ,suffused with a degree of pleasurable intensity, presents a series of novel challenges that are neither too easy nor too difficult for the child at his or her stage of development. It is such that allows for social interaction for a significant percentage of activities, promotes the development of a broad range of skills and interests that are mental,, physical, aesthetic, social and emotional, the inter play of the child with the balanced curriculum provisions and its environment provides stimulations and simulations for the realization of educational goals and or goals of a given curriculum provisions such that impacts on human development. Thereby promoting and enhancing the spirit of creativity and productivity as a focal point of the Nigerian philosophy on educational goals attainments spelt as thus:-

- a) Respect for the worth dignity of the individual.
- b) Faith in man's ability to make national delusions
- c) Moral and spiritual principles in interpersonal relation and human relations.
- d) Shared responsibility for common goals of the society.
- e) Promotion of the physical emotional and psychological development of all children and
- f) Acquisition of competencies necessary for self-reliance. Babarigida, Mustapha and Aweh (2020).

In the light of this foregoing, genders responsiveness attuned to balanced curriculum provisions can ensure the process of engendering individuals for capacity building such that revolves round increasing developing skills and competencies at an individual level thus, this refers to the process of changing attitudes and behaviours, imparting knowledge and developing skills while maximizing the benefit of participation, knowledge exchange and ownership.

Thus, capacity building in an institutions enables or determines one in main stream school socialization practices and functions to maximize his potentials for skills acquisition and development in promoting creativity and productivity such that impacts positively for the development of an individual society and nation alike. Hence, gender responsiveness to functional literacy attuned to capacity building is sexuality and gender functions in a stereotyped systemic level that can emphasize and impact more on the overall policy framework in which individuals and organizations operate and interact with the external environmental tasks through educational goals attainments that can result into gainful employment. Hence the laudable missionary and visionary statements underlying school Foundations or establishments objective s attainments, Babangida, Bisallah and Saleh, 2020).

Gender responsiveness for achieving functional literacy through a balanced curriculum that is all inclusive of subjects and disciplines in genders stereotyped sexualities and gender functions is such that is fundamental for their cognitive abilities and capacity for organizing and sequencing ideas theorizing about outcomes and consequences, which is problem solving and promotes creative thinking originality, elaboration, flexibility. Thus this typically illustrates' the role of a balanced curriculum for students or learners to achieve success in school and life after school. Hence, it promotes brain growth and development through afore said enriched environmental stimulus that learners interact with having enabled them to obtain information from sensory cortex, making meaning of the information through back integrative cortex, creating new ideas from these meanings through front integrative context and acting on those ideas through the motor cortex. Hence it is adduced that human learning is a process or procedural ways that involve four pillars as gathering, analyzing creating and acting such that can warrant application of skills in a variety of settings that can enhance and promote human endeavour particularly tailored to transformation of rural agrarian economy to achieve buoyance which guarantees sustainable agricultural developments in food production an environmental protection from degradation, (Yakubu, 2012).

Gender responsiveness for functional literacy through the provisions of a balanced curriculum context is tailored for schools to meet the learning needs of all children interms of their intellectual, social, emotional and physical needs as well. As children learn differently hence individual needs to be identified.

Such individual needs are provided in instructions that meets those needs. Through a balanced curriculum that provides the opportunities children need to learn to how to adopt to changes and developed according to their own strengths and improved weaknesses.

Thereby enabling the learners to develop in them the spirit of inquiry, creativity and productivity through achieved positive self-concept, self-esteem and self-actualization which invariably leads to educational goals attainments in the perspectives of improving quality of life to all sexualities citizenry through valued form of education that aimed at changing people's feelings emotions, beliefs orientations and social interactions as well as embided in a balanced curriculum provisions that recognizes the learning needs of individuals in responsive to their sexuality's and genders functionality roles typifying their mainstream sociological, socializational practices and functions. Hence gender equity implies the context of achieving equal status for boys and girls in the school socialization practices with regards to enrolment, placement and the need to achieve visavis their different inherent potentialities tailoring their academic website, achievement performance and intellectual stimulation. In other words, gender equity tries to reduce the size, degree, amount, imbalance and circumstances resulting from social inequality with regards to females right and access to educational opportunities and performance in workforce which makes them to be self-reliance, productive and creative. Such that transforms the lives of individual's society and nation alike, (Athanasius, Anthony and Chinedu, 2020).

The imperatives of gender responsiveness to a balanced curriculum provisions is ensured in the acquisition of altruistic behaviors climaxing the development of social attitude. Altruistic behaviours is a gesture of being prosocial such that inculcates virtues of hospitality and generosity in considering the needs and welfare of others for goodness that is by way of promoting humanity per excellence. Besides, genders responsiveness to a balanced curriculum provisions is sinequanon in achieving personal and moral development as personality attributes such that serve as principles and models of life morality as portrayed by Da'wah institute of Nigeria (DIN) (2013) is conformance to a recognized code, doctrines or system of rules about what is right and wrong and behaving accordingly. It is the principles concerning the distinction between right and wrong or good and bad behaviour as it is affected by the observation

of these principles. More so, morality is a code of conduct that an individual, group or society holds as authoritative in distinguishing right from wrong. Thus acquiring the virtues of morality enables the genders to form habits with respect to right conduct such that exemplifies a status of honesty, justice, modesty, courage and distinction between right and wrong, forgiveness, generosity, humility, gratitude, prudence, gentleness, kindness, modesty, responsibility, optimizing, shyness and trust. Acquisition of these virtues and values are path ways in raising human elevation dignity and salvation from slavery and promoting worth dignity of labour as well as raising standard of living. Such that, typifies measures for poverty eradication, curtailing insecurity challenges perspectives, that cuts across all category of genders responsive maladaptive and maldjusted behaviours ranging from 419 attitudes, raping, arson lootings, killings as perpetuated by the bandits and terrorist as well as Kidnappings besieging even our institutions of learning. Invariably, acquiring these sets of principles and values are stimulus for achieving the development of sustainable goals such that promotes quality of life, through provision of socio-economic infrastructures (roads, health facilities, education, sanitary facilities, water supply, electricity, markets, industries, schools as well as sustainable agriculture provident of self and gainful employments such aforementioned virtues are stimulus to reducing or eliminating environmental and natural degradation resulting from climate change, loss of soil fertility due to incessant brush burning desertencrament that in caused by felling of trees and bush burning, environmental pollution and rural/urban drift as well as provision for sustainable good governance suceptible to achieving goals of development, (Abdullahi, Zakar, 2002, Babangida, Nneka, Anabe and David, 2019).

CONCLUSION

Gender responsiveness for achieving functional literacy through a balanced curriculum provisions is a milestone development which highlights the perspectives tailored to make curriculum provisions served the learning needs of individual sexualities or genders as stereotyped to achievements of functional literacy focused on the developments of individual, society and nation.

RECOMMENDATIONS

- There should be provision of media and technological equipments in teaching and learning environments which are stimulus to development and implementation of a balanced curriculum to fend for individual learning needs.
- The teaching and learning environment should be made secured from all forms of insecurities for conducive teaching and learning atmosphere.
- There should be provisions in the balanced curriculum for games and recreational facilities so as, to make teaching and learning environments simulated and stimulated for educational task delivery.
- Co-curricular activities should reinvigorate main curriculum activities for practical skills acquisition by gender sexualities in order to achieve proper mainstream school socialization practice and functions

REFERENCES

- Abubakar, G.M. (2020). Teacher Education beyond Gender Fairness In Curriculum Development and implementation in the Nigeria Education system. *Interdisciplinary journal of Gender and women Development Studies* Vol. 3 No 1.
- Babangida ,A. A, Bisallah B.A & Sale H (2019) the role and perspective of genders in transformed leadership at basic education level .A text of paper presented at the 3rd international conference held at kolping society Umusalria, Abih state
- Babangida, A. A., Mustapha A. S., Aweh, O.P & Tolormleke, C.A. (2020). Quality Assurance and Control In early childhood Education towards Achieving Philosophy and, Goals of Special Needs Education in Nigeria: The Imperatives of Teachers preparation *Journal of contemporary Education Research* Vol. 19 No 8. African Scholars Publication and Research international.
- Babangida, A.A., Bisallah B.A & Sale (2020). The Role and Perspective of Genders in transformed leadership at Basic Education Level. *Interdisciplinary journal of Gender and Women Development Studies* vol. No. 1.

Da'wah Institute of Nigeria DIN (2013) A course on the steps to building better morals and character. Islamic education trust, mimna, nniger state, Nigeria.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

<http://www.nasbe.org> - The National Association of State Boards of Education
Lewin, L, & shoemaker, B.J. (1998). Great Performances: Creating Classroom-Based Assessment Tasks. Alexandria, Virginia: The Association for Supervision and Curriculum Development. <http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Marzano, R.J. (2000). Transforming Classroom Grading. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

National Association of State Boards of Education. A More Perfect Union: an Education System that Embraces All Children. (2002). Alexandria, VA: NASBE. <http://www.nasbe.org> - The National Association of State Boards of Education

National Association of State Boards of Education. From Sanctions to Solutions: Meeting the Needs of Low-Performing Schools (2002). Alexandria, VA: NASBE. <http://www.nasbe.org> - The National Association of State Boards of Education

National Association of State Boards of Education. The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools. (2003). Alexandria, VA: NASBE.

North Carolina Department of Public Instruction (1999). Classroom Assessment: Linking Instruction and Assessment. Raleigh, North Carolina: Public Schools of North Carolina. [http://149.168.35.203/publications catalog/](http://149.168.35.203/publications_catalog/) - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2002). Character Education: Informational Handbook and Guide for Support and Implementation of the Student Citizen Act of 2001. Raleigh, North Carolina: Public Schools of North Carolina.

Ossai J.N (2020). Place of a career Women in Transformative leadership and Enterpreneursip: Gender Perspective. *Interdisciplinary Journal of Gender and Women Development Studies* Vol. 3 No. 2.

- Stiggins, R.J. (1997). *Student-Centered Classroom Assessment*, 2nd Ed. Columbus, OH: Merrill.
- Tamimu Z.T (2012) corruption in Nigeria tertiary institutional implications for quality academic and social sciences book of arts and social sciences (zubass) volume 1 number 1
- Torp, L., & Sage, S. (2002). *Problems As Possibilities: Problem- Based Learning For K-16 Education*, 2nd Ed. Alexandria, Virginia: The Association for Supervision and Curriculum
- Yakubu A (2012) Eradication and food security in Nigeria: the way out in the contemporary issues of arts and social sciences book of arts and social sciences (ZUBASS) Vol. 1 No: 1