

## Assessment of Caregiver Awareness and Contribution to Curriculum Development in Kwara State

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### Abstract

*Caregivers are crucial in education, shaping young learners' experiences, yet often excluded from curriculum development, limiting its relevance and effectiveness. This study investigates caregivers' awareness and contributions to curriculum development in Kwara State. A descriptive survey design was employed focusing on all preschools across the 16 local government areas of Kwara State. The target population comprised all preschool caregivers, and a multistage sampling was used to select 132 caregivers. Systematic sampling to identify four local governments, simple random sampling to select respondents from these areas and a purposive sample for caregivers above 5 years in service. Data were collected using a self-structured questionnaire titled "Assessment of Caregiver Awareness and Contribution to Curriculum Development (ACACCD)." Expert review ensured validity, and reliability was confirmed via Cronbach's Alpha, yielding an index of 0.84. Results revealed that 75.8% of caregivers demonstrated a moderate level of awareness regarding their role in curriculum development, 18.9% had a high level, and 5.3% exhibited low awareness. In contrast, 82.6% of caregivers showed low participation in curriculum development, 17.4% exhibited moderate participation, and none demonstrated high participation. The t-test analysis indicated no significant differences in awareness or contributions based on gender, school ownership, or school location ( $p > 0.05$ ). The study concludes that despite caregivers' awareness level, their participation remains minimal, highlighting a significant gap in their involvement. Recommendations include enhancing caregiver awareness through training programs, creating inclusive participation, and ensuring equal opportunities. The study emphasises the importance of engaging caregivers in curriculum development.*

**Keywords:** Awareness, Caregiver, Contribution, Curriculum Development process, Curriculum Development

### Introduction

Who is to review Nigeria's curriculum? Who is the one reviewing the curriculum in Nigeria? What contributions can caregivers make to curriculum development, particularly in

creating an environment that supports the learning process as the end user of the same curriculum? As education systems strive to meet learners' diverse needs, caregivers' involvement in curriculum development becomes increasingly important. Caregivers, the first educators a child encounters, possess unique insights into the child's development, learning needs, and familial context.

The concept of curriculum encompasses the structured framework and content that guides learners' educational experiences within formal and informal settings. It serves as both a roadmap and a tool for achieving specific learning outcomes. Osamudiamen et al. (2021) emphasize that curriculum is not limited to content but also includes the processes of teaching and learning. Moreover, the curriculum integrates goals, learning experiences, materials, and assessments to facilitate knowledge acquisition and skill development (Ornstein & Hunkins, 2021). As education systems evolve, contemporary discussions increasingly highlight the role of culturally responsive and inclusive curricula in addressing diverse learner needs.

Curriculum development is a dynamic and iterative process that involves designing, implementing, and evaluating educational programs to meet the needs of learners and society. According to Ogunleye and Alabi (2021), effective curriculum development requires a clear alignment between educational objectives, learning experiences, and assessment strategies. Additionally, Riza (2023) related that Tyler's model underscores the importance of considering learners' needs, societal expectations, and subject matter expertise in creating relevant and impactful curricula.

Curriculum development is a structured process comprising several interrelated stages. The first stage needs assessment, involves identifying the educational requirements of learners and the societal context. According to Ogunleye and Alabi (2021), this step ensures that the curriculum addresses real-world challenges and equips students with relevant skills. Following this, setting goals and objectives is critical, as it provides a clear direction for the curriculum. Riza (2023) emphasizes that well-defined objectives ensure alignment between instructional content, teaching methods, and assessment practices, ultimately enhancing learning outcomes.

Once the objectives are established, the process moves to designing the curriculum, which entails selecting content, organizing learning experiences, and integrating appropriate resources. Ogunleye and Alabi (2021) highlight that this stage must balance theoretical knowledge with practical application. The next phase, implementation, focuses on delivering the curriculum in classrooms, requiring teacher training and resource allocation to ensure fidelity. Finally, evaluation assesses the curriculum's effectiveness in achieving its goals, providing feedback for

continuous improvement (Riza, 2023). This cyclical process ensures that the curriculum remains responsive to evolving educational needs.

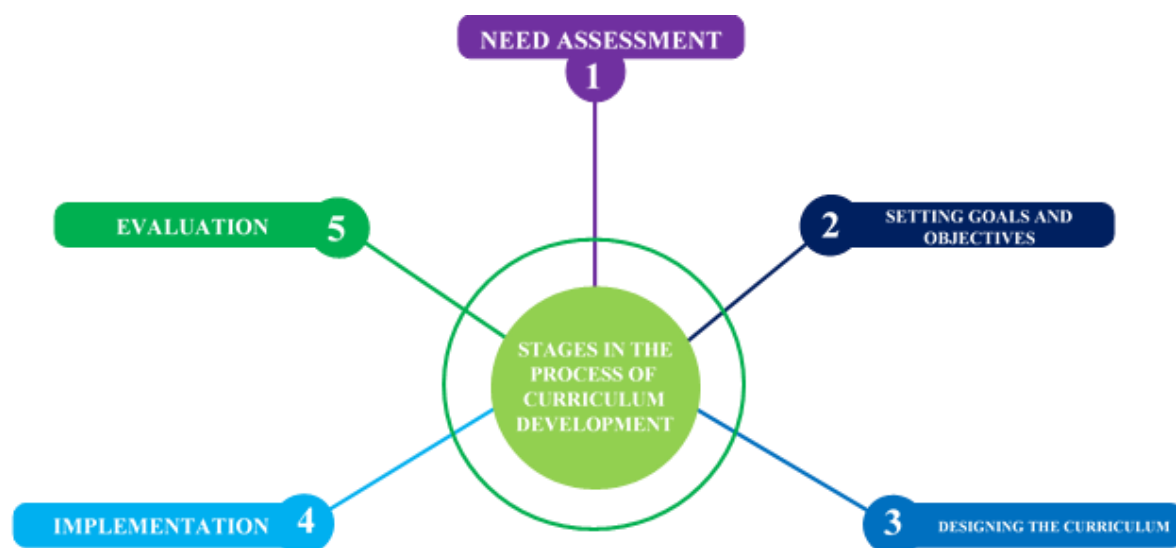
Curriculum development is a collaborative endeavour that involves various stakeholders who contribute their expertise and perspectives. Ogunleye and Alabi (2021) highlight the critical role of subject matter experts, who ensure that the content is accurate, relevant, and aligned with disciplinary standards. Furthermore, educators and teachers play a significant role, as they bring practical classroom insights and ensure that the curriculum applies to diverse learning environments (Kelly, 2019). Effective curriculum development also involves input from administrators, policymakers, and community members to ensure alignment with educational goals and societal needs.

Teacher awareness and involvement in curriculum development vary significantly based on gender, school type (public or private), and geographical location (rural or urban). Akinola and Olatunji (2017) indicated that female caregivers are often more actively involved in school-related activities, including curriculum discussions, due to societal expectations and traditional caregiving roles. In contrast, male caregivers, though sometimes less involved, tend to participate more in strategic decision-making aspects of education when given opportunities (Hornby & Blackwell, 2018).

Furthermore, caregivers in private schools generally exhibit higher levels of curriculum awareness and involvement compared to their counterparts in public schools, largely due to better communication systems, higher accountability, and parental engagement policies in private institutions (Ajayi & Afolabi 2020)). Similarly, urban caregivers are more informed and participatory in curriculum matters than rural caregivers, where factors such as lower literacy levels, limited access to information, and socio-economic disparities pose barriers to active involvement (Ngwaru, 2019).

Teachers, as the primary implementers of the curriculum, are uniquely positioned to be major contributors to its development. Their firsthand experience in the classroom enables them to understand learners' needs and adapt the curriculum to diverse educational contexts. Ogunleye and Alabi (2021) assert that teachers' active involvement in curriculum development enhances its practicality and relevance, ensuring it aligns with instructional realities. Furthermore, Osamudiamen et al. (2021) emphasize that empowering teachers in curriculum design not only fosters ownership but also bridges the gap between theoretical frameworks and classroom

practices. Thus, involving teachers as central contributors ensures that the curriculum is both effective and learner-centered.



**Figure 1:** *Stages in the Process of Curriculum Development*

**Source:** Researchers' Developed, (2025)

The chart in Figure 1 above illustrates the five key stages in curriculum development: Need Assessment, Setting Goals and Objectives, Designing the Curriculum, Implementation, and Evaluation. Involving teachers at each stage is crucial, as they possess firsthand knowledge of students' needs, classroom dynamics, and effective teaching strategies. During Need Assessment, teachers can provide insights into students' academic and developmental needs. In Setting Goals and Objectives, they can help align objectives with realistic learning outcomes. In the Design stage, teachers' input ensures that the curriculum is practical and adaptable to classroom realities. During Implementation, teachers act as facilitators, translating curriculum plans into actionable classroom activities. Finally, in the Evaluation stage, teachers can offer valuable feedback on curriculum effectiveness, highlighting areas for improvement. Engaging teachers throughout these stages fosters ownership, relevance, and successful execution of the curriculum.

The active involvement of caregivers in curriculum development is vital for creating educational programmes that are not only academically robust but also culturally and contextually relevant. Tep (2024) on Teacher educators as curriculum developers: A case study of teacher education colleges in Cambodia revealed that teacher educators were highly aware of their roles as curriculum developers, offering specific activities for syllabus development and revision, schemes of work and lesson plans, teaching practice, and assessment. As the primary influencers

of a child's early learning experiences, caregivers possess a deep understanding of their children's needs and can provide invaluable perspectives that enrich curriculum design.

### **Statement of the Problem**

When a businessman wants to review his market, he conducts surveys to gain insights from consumers. Similarly, when a building requires renovation, the occupants are often the best sources to identify areas needing attention. With the pivotal role of curriculum in shaping young minds and preparing them for better adulthood, it has been observed that caregivers, who are essential stakeholders in children's education, are often excluded from the curriculum development process. Caregivers, including parents and guardians, interact closely with children and have valuable insights into their needs, challenges, and learning experiences. Their exclusion creates a gap between curriculum design and its practical application, potentially limiting the effectiveness of educational outcomes. This research seeks to assess caregivers' awareness of curriculum development processes and their contributions to Kwara State.

### **Purpose of the Study**

The objective of this study is to:

- i. Assess the degree to which caregivers are informed about their responsibilities in the curriculum development process in Kwara State.
- ii. Explore the extent to which caregivers are saddled with responsibilities in curriculum involvement at Kwara State.
- iii. Determine whether gender influences caregivers' awareness of the curriculum in Kwara State.
- iv. Examine whether caregivers' awareness of the curriculum differs between public and private schools in Kwara State.
- v. Investigate whether the geographical location of schools (urban or rural) affects caregivers' contributions to the curriculum in Kwara State

### **Research Questions**

The following questions were raised to guide the study:

1. What is the level of awareness among caregivers regarding their role in curriculum development in Kwara State?
2. To what extent do caregivers contribute to the development of the curriculum in Kwara State?

### **Research Hypotheses**

The following research hypotheses were formulated to guide the study:

**H<sub>01</sub>:** There is no significant difference in caregivers' awareness of curriculum in Kwara State based on gender.

**H<sub>02</sub>:** There is no significant difference in caregivers' awareness of the curriculum in Kwara State based on school ownership.

**H<sub>03</sub>:** There is no significant difference in caregivers' contribution to the curriculum in Kwara State based on school location.

### **Methodology**

The study employed a descriptive survey research design to assess caregivers' awareness of curriculum development processes and their contributions to Kwara State, Nigeria. The research covered all preschools in Kwara State in the 16 local governments while the target population of the study comprises all preschool teachers in Kwara State, Nigeria. Multistage sampling was used to select respondents. In the first stage, systematic sampling was used to select the 4th of the list of local governments in Kwara State depicting; Ekiti, Ilorin West, Moro and Pategi Local governments. In the second stage, a purposive sample was used to select caregivers who have spent 5 years or above in taking care of kids. While third stage was simple random sampling was used to select 132 caregivers using the research advisor table.

The instrument for data collection is a self-structured questionnaire titled: “**Assessment of Caregiver Awareness and Contribution to Curriculum Development Questionnaire (ACACCD)**” was administered to elicit information from the respondents. The first section of the questionnaire contained demographic information of the respondents on gender, school ownership and location while the other sections consisted of 10 items that were classified into two segments: items on awareness and items on contribution to the curriculum development process. The questionnaire adopted a 5-point Likert scale, while the response formats used depended on the items in each section. The content validity of the instrument was done by two experts in the early childhood education programme and educational test and measurement. Also, the Cronbach Alpha reliability of the instrument yielded an index of 0.84 which was adjudged to be highly reliable. The content validity of the instrument was done by two experts in teachers' education programmes and educational test and measurement while the Cronbach Alpha reliability of the instrument yielded an index of 0.84 which was judged to be highly reliable. The data collected was analyzed using frequency count, percentage, mean and standard deviation to provide answers to the research questions while the three research hypotheses were tested with the use of a t-test at a 0.05 level of significance.

## Results

**Research question 1:** What is the level of awareness among caregivers regarding their role in curriculum development in Kwara State?

To answer this research question, the data gathered from the respondents on the items on awareness of caregivers regarding their role in curriculum development in Kwara State were analyzed using descriptive statistics. The result of the analysis is presented in Table 1.

**Table 1: Summary of descriptive statistics of the level of caregivers' awareness of their role in curriculum development in Kwara state.**

S/N	Items	Mean	SD	Remark
1.	Caregivers have a role in shaping the school curriculum.	3.16	0.86	High
2.	Curriculum development impacts my child's education.	3.04	0.95	High
3.	I know the objectives of the curriculum.	3.08	1.02	High
4.	I can participate in curriculum discussions at any level.	3.34	1.04	High
5.	I am informed about curriculum-related meetings or workshops.	3.27	1.17	High
6.	Caregivers are important in curriculum planning.	3.20	1.14	High
7.	I am aware of policies supporting caregiver involvement in the curriculum.	3.19	1.01	High
8.	I know how to give feedback on curriculum matters.	3.40	0.97	High
9.	The curriculum relates to my child's learning outcomes.	3.27	0.96	High
10.	Caregivers have channels to influence curriculum decisions.	3.47	0.90	High

Key: *Low = Mean < 2.50*

*High = Mean > 2.50*

This result in Table 1 shows that most of the respondents portrayed a high level on all the items relating to awareness of their role in curriculum development in Kwara State since the mean response for each of the items is greater than 2.50, which reveals that respondents' level of awareness of their role in curriculum development is high. Further to this, the total responses of the respondents, which were in continuous data, were summed up and converted to categorical data, thereby having a total minimum point of 10 and maximum points of 50. Hence, the range is 40 points. This was categorized into three levels. The points between 10 to 23 indicate a Low level of awareness, 24 to 36 indicate a Moderate level of awareness, and 37 to 50 indicate a high level of awareness. Therefore, the summary of the result on the level of awareness of caregivers' role in curriculum development among respondents in Kwara State is presented in the table below.

**Table 2: Summary of the level of awareness of caregivers' role in curriculum development in Kwara state.**

Level	Frequency	Percentage	Valid Percent
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Low	7	5.3	5.3
Moderate	100	75.8	75.8
High	25	18.9	18.9
Total	132	100.0	100.0

Table 2 revealed that most of the caregivers, 7 (5.3) had a low awareness of their role in curriculum development, 100 (75.8) had a moderate level of awareness of their role in curriculum development, while 25 (18.9) had a high level of awareness of their role in curriculum development in Kwara state. This revealed that the majority of 100 (75.8) caregivers had moderate awareness of their role in curriculum development in Kwara state.

**Research question 2:** To what extent do caregivers contribute to the development of the curriculum in Kwara State?

To answer this research question, data was collected from the respondents on the items related to the level of the caregivers in contributing to the development of curriculum in Kwara state. The result of the analysis is presented in Table 3.

**Table 3: Summary of the descriptive statistics on the extent to of caregivers contribute to the development of curriculum in Kwara state.**

S/N	Items	Mean	SD	Remark
1.	I attend curriculum-related meetings or workshops.	1.89	0.98	Low
2.	I give feedback on curriculum content to teachers or administrators.	1.94	0.94	Low
3.	I offer my expertise or resources for curriculum implementation.	1.82	0.94	Low
4.	I work with other caregivers on curriculum issues.	1.92	0.91	Low
5.	I suggest improvements to the school curriculum.	1.72	0.93	Low
6.	I discuss how the curriculum meets community needs.	1.82	0.94	Low
7.	I advocate for curriculum changes to benefit young children.	1.84	0.94	Low
8.	I check how the curriculum is implemented in school.	1.95	0.94	Low
9.	I join surveys or research to improve the curriculum.	1.78	0.93	Low
10.	I support activities that enhance the school curriculum.	1.89	0.91	Low

Key: *Low = Mean < 2.50*

*High = Mean > 2.50*

This result in Table 3 shows that most of the respondents portrayed a low level on all the items relating to contribution to curriculum development in Kwara State since the mean response for each of the items is lesser than 2.50, which reveals that respondents' level of participating in the curriculum development is low. Further to this, the total responses of the respondents, which were



in continuous data, were summed up and converted to categorical data, thereby having a total minimum point of 10 and maximum points of 50. Hence, the range is 40 points. This was categorized into three levels. The points between 10 to 23 indicate a Low level of participation, 24 to 36 indicate a Moderate level of participation, and 37 to 50 indicate a High level of participation in curriculum development in Kwara state. Therefore, the summary of the result on the level of participation of caregivers' role in curriculum development among respondents in Kwara State is presented in the table below.

**Table 4: Summary of the level of caregivers 'participation in curriculum development in Kwara state.**

Level	Frequency	Percentage	Valid Percent
Low	109	82.6	82.6
Moderate	23	17.4	17.4
High	0	0	0
Total	132	100	100.0

Table 4 revealed that most of the caregivers, 109 (82.6) had low participation in curriculum development, 23 (17.4) had a moderate level of participation in curriculum development, and 0 (0) had a high level of participation in curriculum development in Kwara state. This revealed that the majority of 109 (82.6) caregivers had moderate participation in curriculum development in Kwara state.

**Research hypothesis 1:** There is No significant difference in caregivers' awareness of the curriculum in Kwara State based on gender.

To test this research hypothesis, the responses to all the items were summed together and the data collected were subjected to t-test analysis. The result of the analysis is presented in the table below.

**Table 5: Summary of t-test statistics on caregivers' awareness of curriculum development based on gender.**

Gender	N	Mean	SD	df	t-value	Sig	Remarks
Male	39	32.2308	4.48660	130	-0.29	0.79	Not Significant
Female	93	32.5054	5.12162				

$P \leq 0.05 = \text{Reject the null hypothesis.}$   $P > 0.05 = \text{Fail to reject the null hypothesis.}$

The result of the analysis shown in the table above revealed that a t-value of -0.29 is not significant at 0.05 alpha level ( $p > 0.05$ ). Hence, the null hypothesis which states that there is no significant difference in the caregivers' awareness of the curriculum in Kwara State based on gender is

retained. This means that the awareness of curriculum among caregivers in Kwara state does not depend on gender.

**Research hypothesis 2:** There is no significant difference in caregivers' awareness of the curriculum in Kwara State based on school ownership.

To test this research hypothesis, the responses to all the items were summed together and the data collected were subjected to t-test analysis. The result of the analysis is presented in the table below.

**Table 6: Summary of t-test statistics on caregivers' awareness of curriculum development based on school ownership.**

School Ownership	N	Mean	SD	df	t-value	Sig	Remarks
Public	47	33.40	5.08	130	1.71	0.76	Not Significant
Private	85	31.88	4.79	0.52			

$P \leq 0.05 = \text{Reject the null hypothesis.}$   $P > 0.05 = \text{Fail to reject the null hypothesis.}$

The result of the analysis shown in the table above revealed that a t-value of 1.71 is not significant at 0.05 alpha level ( $p > 0.05$ ). Hence, the null hypothesis which states that there is no significant difference in caregivers' awareness of the curriculum in Kwara State based on school type is retained. This means that the awareness of curriculum among caregivers in Kwara state does not depend on either public or private school ownership.

**Research hypothesis 3:** There is no significant difference in caregivers' contribution to the curriculum in Kwara State based on school location.

To test this research hypothesis, the responses to all the items were summed together and the data collected were subjected to t-test analysis. The result of the analysis is presented in the table below.

**Table 6: Summary of t-test statistics on caregivers' contribution to curriculum development based on school location.**

School Location	N	Mean	SD	df	t-value	Sig	Remarks
Urban	39	34.49	4.95	0.79	3.23	0.69	Not Significant
Rural	93	31.56	4.68	0.49			

$P \leq 0.05 = \text{Reject the null hypothesis.}$   $P > 0.05 = \text{Fail to reject the null hypothesis.}$

The result of the analysis shown in the table above revealed that a t-value of 3.23 is not significant at 0.05 alpha level ( $p > 0.05$ ). Hence, the null hypothesis which states that there is no significant difference in caregivers' contribution to the curriculum in Kwara State based on school location is retained. This means that the contribution to the curriculum development of caregivers in Kwara state does not depend on whether their school is in the rural or urban centre of Kwara state.

## Discussion of Findings

The findings indicated that the majority of caregivers in Kwara State have a moderate level of awareness regarding their role in curriculum development. Specifically, caregivers demonstrated a moderate level of awareness, while a smaller percentage exhibited a high level of awareness, and showed a low level of awareness. The findings align with those of Ajayi and Afolabi (2020), who conducted a similar study on caregivers' participation in curriculum planning and development in southwestern Nigeria. Their study revealed that most caregivers had moderate awareness and participation levels in curriculum-related activities, with limited engagement in decision-making processes. The caregivers' awareness of their role in curriculum development is not surprising to be high or moderate level as they have a sense of the needs of the children and are close to them more importantly, they are the final users of the curriculum which must be revealed in their presence to contribute to the development of the young child.

The findings revealed that the majority of caregivers in Kwara State demonstrated a low level of participation in curriculum development, while they exhibited a moderate level of participation, and none showed a high level of participation. This indicates a significant gap in the active involvement of caregivers in the curriculum development process. These findings align with the study conducted by Ogunleye and Alabi (2021), who investigated caregivers' involvement in curriculum development in selected states in Nigeria. Their study reported that most caregivers had minimal participation in curriculum planning and decision-making processes, often limited to implementation stages rather than the planning and design phases. This is mainly attributed to this low level of participation due to factors such as limited access to training opportunities, and inadequate policy frameworks that explicitly involve caregivers in curriculum design.

The analysis of caregivers' awareness of curriculum development in Kwara State, based on gender, reveals that there is no significant difference between male and female caregivers. These findings align with the results of several studies by Osamudiamen et al. (2021) on the awareness of educational policies among caregivers in Nigeria reported no significant difference in the awareness levels between male and female caregivers, reinforcing the current study's findings. Hence, the research suggests that other factors, such as caregiver school ownership where they work or school location in determining caregivers' awareness and participation rather than gender alone.

The analysis of caregivers' awareness of curriculum development in Kwara State, based on school ownership (public vs. private), reveals that there is no significant difference between caregivers associated with public schools and those associated with private schools. As a result, the null hypothesis, which states that there is no significant difference in caregivers' awareness of the curriculum based on school ownership, is retained. These findings are consistent with studies by Owoye and Yara (2011) on the relationship between school type and teachers' awareness of educational policies in Nigeria found no significant differences in awareness between teachers in public and private schools.

The analysis of caregivers' contribution to curriculum development in Kwara State, based on school location (urban vs. rural), reveals that there is no significant difference between caregivers associated with urban schools and those associated with rural schools. These results support the findings of previous studies by Akinola and Olatunji (2017) on the involvement of parents in educational activities in urban and rural schools in Nigeria found no significant differences in the extent of parental involvement across different school locations. Similarly, the current study indicates that caregivers' contributions to curriculum development are not significantly influenced by the geographical location of the school.

## **Conclusion**

The findings revealed that while caregivers in Kwara State have a moderate level of awareness regarding curriculum development, their participation remains notably low. Gender, school ownership, and school location do not significantly influence caregivers' awareness or contribution to the curriculum. These results highlight the need for greater caregiver involvement and improved access to training and policy frameworks to enhance their role in curriculum development.

## **Recommendations**

1. The Kwara State Ministry of Education should implement training programs to boost caregivers' awareness of their roles in curriculum development.
2. The Nigerian government should create frameworks to actively involve caregivers in curriculum planning and decision-making.
3. Educational policymakers should ensure equal opportunities for both male and female caregivers to participate in curriculum-related activities.

4. Policymakers should ensure equal access to curriculum development information and involvement for both public and private school caregivers.
5. Education authorities should provide support for caregivers in urban and rural areas to ensure equal opportunities for contributing to curriculum development.

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