Sports and Psychology Curriculum Development Processes and Reforms of Singapore, Ireland, Finland, Turkey, and Hong Kong

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Abstract

The administration faces a hurdle in curriculum building while anticipating the future needs of the pupils. The industrialized nations have the proper system for curriculum development required for students' sustainable learning. There is a lack of emphasis on curriculum development in sports and psychology. This study examines the sports and psychology curriculum development and reform processes in Turkey, Hong Kong, Singapore, Finland, and Thailand. This research is based on secondary data and makes use of document analysis. The findings indicate that countries, including Turkey, should prioritize the development of sports and psychological curricula for the optimal development and education of pupils. The study is based on a novel concept that examines the considerable knowledge gap regarding the creation and reform of sports and psychology curricula. Theoretically, this research is very significant because it has explored the sports and psychology curriculum development process and reforms. This research has addressed the practical challenges of the curriculum creation process and changes in Singapore, Ireland, Turkey, Finland, and Hong Kong, making it valuable from a practical standpoint. Future scholarly works that wish to make a substantial contribution to the body of literature are encouraged to follow the future directions advised by the research.

Keywords. Psychology curriculum, curriculum development process, curriculum reforms, sports curriculum, educational reforms

1. Introduction

The government-level design curriculum supports the educational activities in any country by the ministry of education and other stakeholders (Walsh, 2016). The curriculum development process is understandable to ensure that all the reforms are according to the requirement of the market and that nothing is against the standard of education (Ziaee Mashhadi, Emadzadeh, & Hosseini, 2019). In contemporary times, curriculum development has become a challenge because many countries are working to develop better curriculum strategies to ensure that students are learning appropriately (Alsagoff & Low, 2007). Curriculum development in every country is challenging. Similarly, the reforms in curriculum development are also important for providing the best education to the students (Pesonen, 2003). The curriculum related to sports and psychology equally matters as the curriculum of other courses and activities because sports and psychology have a wide impact on the personality of the learners (Yang & Li, 2019). Advanced countries have a strong focus on curriculum development related to sports and psychology by considering it an important factor in learning (Li, Kuang, & Liang, 2020). Curriculum designing is necessary according to the mental understanding of the students because the developed strategies do not address them. It would be useless for the ministry of education and administration to develop a curriculum for student learning (Yang & Li, 2019). Particularly, the curriculum in sports and psychology is challenging because it seeks related information from the students to develop strategies for their learning (Shi, Chong, & Li, 2019).

In Turkey, the government and education ministry are highly concerned about developing the curriculum for students learning in psychology and sports. Still, the schools and colleges' administration has collectively failed to implement the designed curriculum (Mehmet, Cynthia, & Uur, 2018). The strategies for better learning can improve the student's performance, but the appropriate strategies can only be developed when the current and real-time information is available (Asgari, Navab, & Bahramnezhad, 2019). Many researchers reported that curriculum development is critical because multiple factors are considered for design development and its work (Aksoy, 2020; Derman & Gurbuz, 2018). The curriculum development process needs to consider all the stakeholders because this process is very complicated to discuss in an alternative way (Elbay, 2020). Curriculum development for psychology would be possible when modern research on students' behaviour and their learning intensity should be monitored by the curriculum designing team to work productively (Elmas et al., 2020). The curriculum is a necessary part of sports education; thus, the government must focus on the real-time obstacles in the curriculum design to address these obstacles in the design of the curriculum (Sen, 2019). Furthermore, the countries that

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have an appropriate focus on curriculum design and working, these countries have improved the performance of students (Aksoy, 2020).

No doubt, in the existing body of literature, several studies have discussed the curriculum development process (Pabbajah et al., 2020; Sharp, Hopkin, & Lewthwaite, 2011; Wang, Chen Victor, & Neo, 2019). Yet, the existing literature has failed to provide sufficient information regarding the reforms and curriculum development process related to Singapore, Finland, Turkey, Hong Kong, and Ireland. Particularly, the studies in the literature have explored the curriculum development process in journals, and the existing research neglects the information on sports and psychology curriculum design and reforms. As the study, Ropo and Valijarvi (2010) pointed out that curriculum development is a process of making strategies for students' better and more advanced learning. Similarly, Hairon, Chua, and Neo (2018) reported that the curriculum development process could be improved when the administration of the education ministry and higher bodies of curriculum development are on the same page for policy making and implementation.

Furthermore, Hartono et al. (2022) discussed that the curriculum development process could increase students' learning intensity because it must be student-oriented. The curriculum should be designed to address the real-time problems that could be possible in the future in the educational sector (Yuen, Boulton, & Byrom, 2018). Halinen (2018) reported that the Turkish government is designing a curriculum for each class based on students' understanding and assuming the challenges in the next twenty years. Zongyi Deng, S Gopinathan, and C Lee (2013) reported that the regular monitoring of proper curriculum implementation is necessary for success strategies. Also, the other research in the literature explored different areas but neglected the area of research related to curriculum development for sports and psychology (Gray, 2020; O'Connor et al., 2020; Sen, 2019; Tang, Chong, & Yuen, 2019). However, the curriculum development process, in general is based on five steps; aims and objectives, skills & knowledge, knowledge & skill matrix, course development and evaluation techniques (see Figure 1). This process is widely used in academia for curriculum development.
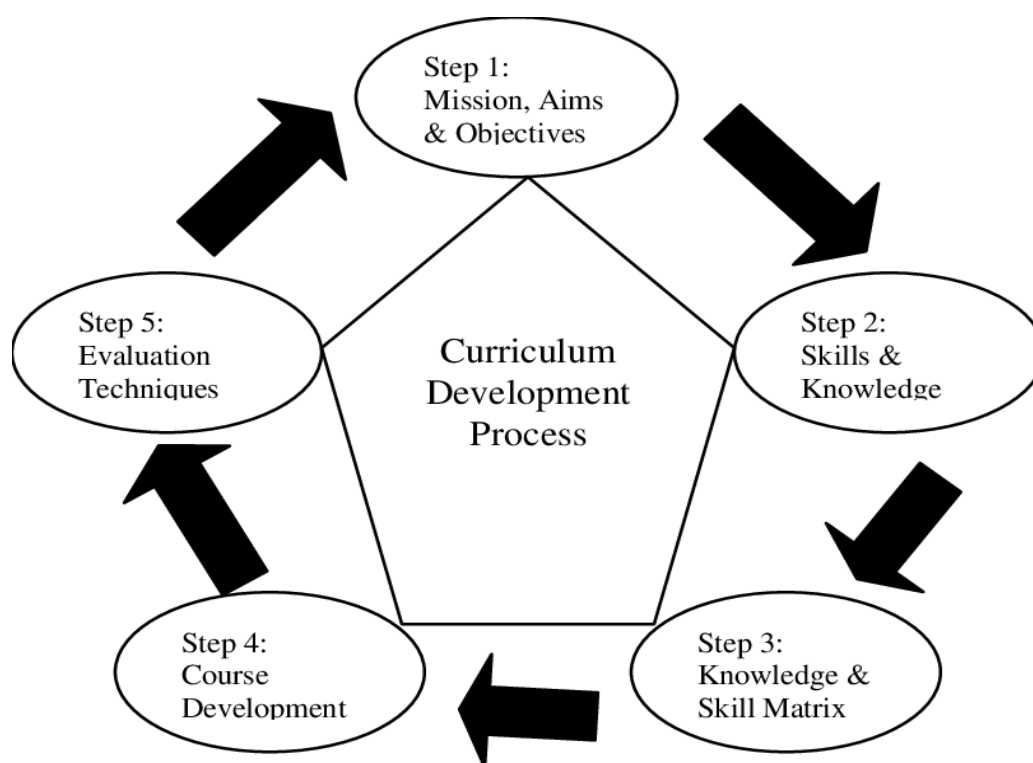

Figure 1. Curriculum Development Process
Source: An investigation into the gaps between tourism education provision and industry needs in KwaZulu-Natal

To address this remarkable gap in the literature related to curriculum development and reforms in sports and psychology, the study has rationalized the previous work for a goal. This research investigates the sports and psychology curriculum development process and reforms

in Turkey, Hong Kong, Singapore, Finland, and Thailand. The study is based on a novel idea discussing the significant gap in the knowledge related to sports and psychology curriculum development and reforms. Furthermore, theoretically, this research is important as it

has investigated the sports and psychology curriculum development process and reforms. Also, this study is worthy as it has addressed the practical problems of curriculum development and reforms in Singapore, Ireland, Turkey, Finland, and Hong Kong. The study has recommended future directions equally important for scholarly works to explore further literature for significant contribution.

2. Review of Literature

2.1. Curriculum Development Processes and Reforms in Singapore

The Ministry of Education in Singapore formed three divisions with the names "Curriculum Planning and Development Division," "Curriculum Policy Office", and "Student Development Curriculum Division", according to an analysis of the procedures used to develop the country's curricula (Hairon et al., 2018). The division in question works to create an official curriculum that will be utilized nationwide for this purpose. The main task of the Curriculum Planning and Development Division, which has a major consideration and exhaustive role in the implementation of curriculum development research, has been voiced to affect a new curriculum that empowers young people to lead meaningful lives (Gopinathan & Deng, 2006). The division is in charge of evaluating and overseeing the established curricula in addition to designing the curricula. The division's tasks even encompass research on instructional methods and evaluation styles. Consequently, along with other task titles addressed by the division, promoting curricula and instruction following curricular intent and establishing assessment modes that support the desired learning outcomes are specified (Şişman & Karsantik, 2021). It has been found that several types of research have also been conducted to improve the department's curriculum's functionality.

These include creating and managing specialized curricula, educating teachers about the scope and application of curricula, creating instructional materials and digital learning resources to help students' knowledge acquisition, assisting library resources with library services, and providing career advice and assistance to schools, other depts, ministries, and private publishers on things regarding curricula through an advisory body (Lim et al., 2020). One of the tasks the division performs is to provide linguistic assistance to the Ministry of National Education and the Umar Pulavar Tamil Language Center, a school in Singapore that teaches Tamil. The Ministry's Curriculum Policy Office, a different department, seeks to

review and develop these policies by concentrating on those that govern the national curriculum (Lee, 2014). The division in charge of putting the planned curricula into action is the Student Development Curriculum Division. In light of this, this department seeks to enhance the curriculum by improving the students' cognitive, emotive, physical, and artistic skills. The ministry of education has opted in past years and give schools more authority while reducing their authority and control over the curriculum (Wang et al., 2019). The goal is for schools to view curricula as blueprints and to modify them to suit their expectations and requirements.

Additionally, secondary schools have been requested to create appropriate college programs for their institutions. By adhering to the national curriculum within the parameters of their current situation, schools of all kinds are intended to become independent using this approach, known as the education curriculum (Alsagoff & Low, 2007). Examining the curriculum development studies and the changes carried out in Singapore using the methodology mentioned above reveals that the nation has been experiencing a substantial innovation drive, particularly after 1997. The "Thinking Schools, Learning Nation" (TSLN) campaign, which the then-prime minister started, was perhaps the most important choice that marked the start of the reform movement since it encouraged school systems to foster innovation and take charge in education systems (Zongyi Deng, Saravanan Gopinathan, & Christine Kim-Eng Lee, 2013). Following this initiative, the Ministry of National Education sought to develop a more adaptable and comprehensive educational system in 2005 as part of the Teach Less, Learn More program (TLLM). According to this trend, schools have been invited to exercise more autonomy in the creation of their curricula, including the use of national curricula and supporting documentation created using the adopted School Based schools have supported Curriculum Development (SBCD) model by providing the appropriate accommodations (Sun et al., 2016). The ministry has begun to concentrate mostly on foundational research for a curriculum that will be used in schools. This transformation has been implemented as a controlled adaptation of the curriculum provided by the ministry to schools by teachers since it is believed that a strong national education system will prevail throughout the nation (Deng et al., 2013).

2.2. Curriculum Development Processes and Reforms in Ireland

Ireland has a centralized school curriculum, and the National Council for Curriculum and Assessment advises the national ministry on curriculum creation (Walsh,

2016). The National Council for Curriculum and Assessment (NCCA), a legislative institution connected to the Ministry of Education and Skills, researches curriculum design. The council was formed in 1989. Its main responsibilities include overseeing the council's educational policies and covering all curricula, curricular materials, and instructor recommendations that schools must follow (Colwill & Gallagher, 2007). The council's body's course committees and study boards carry out the studies. The Board of Education concentrates on tasks related to related topic areas, and committees look at the curriculum, testing, and evaluation. The primary duties of the NCCA can be curriculum creation and evaluation, as well as consultation, support, and change services (Coulter et al., 2020). Although NCCA performs its curriculum development efforts in the context of its relationships with stakeholders, the ministry sets the policies for curriculum and evaluation. Both groups and schools can independently help with curriculum development and evaluation activities. On a continuum, the consultation can range from broad, all-encompassing consultation to specific, multi-stranded consultation. Commissions and personal collaboration with schools can be used to carry out the procedures of curriculum creation and evaluation (Gleeson, Klenowski, & Looney, 2020). One way to think of the interviewing process is a multi-step, complex procedure. The digital action and support rules can be used to undertake support services for planning and developing curricula, teaching, and learning. In addition to these clearly stated duties, the council is in charge of making suggestions to the ministry for the early childhood, primary, and post-primary school curricula that should be produced, the assessment practices used in schools, and the curriculum-related exams (Dempsey, Looney, & O'Shea, 2010).

The State Examination Commission, TUI (Teachers' Union of Ireland), ASTI (The Association of Secondary Teachers), INTO (Irish National Teachers' Organization), school administration bodies, parent entities, and subject associations are just a few of the institutions that the council regularly represents (Looney & Klenowski, 2008). The Ministry of Education backs the council. Due to this, the council consults with the individuals involved in these structures and bases its work decisions on consensus and shared accountability. The Irish teacher unions have a significant role in the participatory understanding adopted for the educational system and the judgment processes relating to the curricula, even though there are many stakeholder representatives on the council (McCarthy, 2016). As previously indicated, NCCA has researched curriculum planning in collaboration with schools and

networks of schools. The NCCA has been able to integrate schools and teachers in policy-making and express their viewpoints on curriculum development procedures by guaranteeing that schools have direct involvement in the process (Lynch, McCormack, & Hennessy, 2017). The Education Act has a provision that codifies the NCCA's representative structure. Since then, several reforms within the context of the education movement have resulted in updates to the curricula of various academic achievements. As a result, the 1999-introduced primary school curriculum underwent a significant overhaul, and the components of the new curriculum would be implemented between 2015 and 2018 (Usher, 2020).

"The Junior Cycle Review - Progress Report: Issues and Options for Development" was published by NCCA for lower secondary education that same year following a nationwide sample encompassing education managers, bilateral conferences with education partners, and a consultation series of steps worldwide comparisons (Dempsey, Doyle, & Looney, 2021). The junior cycle curriculum, assessments, and underachievement in terms of performance and participation were the topics covered in the evaluation and the position description in the report. In 2009, NCCA released a document titled NCCA Learning and Supporting Change in Schools: Framework for Junior Cycle 2012 that included their observations and feedback on the curriculum development procedures and educational changes. Briefly after, a 2015 edition of the report was published to advance curriculum development studies. The most healing in schooling has been witnessed with the new Junior Cycle, and in a sense, the curriculum that will be created between 2014 and 2019 has been presented. A school-based curriculum has substituted the old curriculum notion, and students are now at the heart of active education. The ministry released an amended Junior Cycle 2015 framework for curriculum reform at the post-primary level (O'Connor et al., 2020). The Framework for Junior Cycle (2015) was created with the growth of the knowledge offered in the Junior Cycle Framework and provided the fundamental changes for the first three years of post-primary education.

2.3. Curriculum Development Processes and Reforms in Finland

In Finland, localization is the guiding idea for governing the educational system (decentralization). The national curriculum is formulated by the government and parliament, both of which are elected. The country's national agency, the Finnish National Board of Education (FNBE), is in charge of putting these policies into action, while the Ministry of Education (MoEC) is in charge of developing the national reform agenda (Halinen, 2018). In

these other terms, FNBE is in charge of carrying out the administrative procedures related to the application in education to support the ministry's bureaucratic tasks. As a result, it collaborates with the MoEC to establish educational objectives, materials, and techniques for all academic opportunities. It is responsible for creating the national core curricula for upper secondary general and technical schools and pre-primary and basic instruction. In developing Finland's national curriculum, FNBE collaborates with the curriculum advisory board.

Along with many other institutions and organizations like the Association of Finnish Principals, the Teacher Union, the Association of Municipalities, and the Publishing House Association, there are numerous representatives from universities and municipalities on this board. On draughts of the core curriculum, FNBE requests input (Ropo & Valijarvi, 2010). The curriculum teams and cooperation network of municipalities and schools (regional networks), which include many education stakeholders, are receiving comments regarding evaluating the curricula at this point.

A curriculum in Finland called the National Core Curriculum is being created through a consultative approach. Due to the decentralized nature of the educational system, local governments, particularly municipalities, are granted several rights to implement educational practices, including regulating and administering curricula (Sullanmaa et al., 2019). The national core curriculum thus serves as a guide for educational institutions (municipalities), which are in charge of developing and executing local curricula and evaluating education. In other words, local curricula are developed based on the national core curricula. Municipalities and schools that fall under their purview must develop local curricula based on the national curricula. The national core curriculum, which serves as a framework rather than a road map for instructors, allows them to interpret it however they see fit, select their textbooks and other curricular materials, and create their lesson plans (Yli-Piipari, 2014). The national core curriculum covers all course learning objectives and materials. It also provides recommendations for enhancing the classroom's culture and the education's functions and structure. It outlines the general guidelines that should guide the development of local education initiatives. By using the nationally produced curriculum as a guide, teachers conduct some assessments within the constraints of their circumstances and guarantee the consistency of their local studies in curriculum development (Pesonen, 2003).

They are autonomous and in charge because they have complete control over how they will teach, what they will choose from the national curriculum, and when they will

cover each specific topic. The opinions of school officials, families, and local non-governmental groups are also considered in this process, which gives the local curriculum a dynamic and adaptable structure even though teachers play the majority role in curriculum development. The requirement for curricula to reflect 21st-century skills and capabilities has prompted curriculum revision in Finland and many other nations. Although the National Core Curriculum for Basic Education was updated in 1985, 1994, 2004, and 2014, developing new curricula, which might be seen as a reform affecting various educational levels, only got underway in 2014 (Lavonen, 2020). Documents for the national core curriculum were created through a collaborative and iterative approach between 2014 and 2016. To construct the draught curriculum, 30 working groups were established. Throughout the curriculum development process, this draught was frequently presented to stakeholders for input and was continually revised in light of the comments received (Seikkula-Leino, 2011). Anyone interested might examine the draughts and provide input by having easy access to the curricula at every step of their construction utilizing a digital system created for this purpose. In 2014, The FNBE released the first National Core Curriculum for preschool and elementary education (primary and lower secondary). Core curricula for required basic education were created with a new reform in 2016 (Soini, Pyhältö, & Pietarinen, 2021). A local curriculum was created during the subsequent two years and began to be used in August 2016.

2.4. Curriculum Development Processes and Reforms in Hong Kong

The Curriculum Development Council, an agency of the Ministry of Education, oversees the curriculum innovation process in Hong Kong. When the council's organizational structure is analyzed, it becomes clear that various committees, sub-commissions, and work teams inside these committees collaborate (Yang & Li, 2022). The connections between sub-commissions affiliated with these committees and working groups and each other are shown in Figure 2. The council is divided into four primary committees, each with a unique and interconnected set of responsibilities. These committees include Ad Hoc Committees, Functional Committees, CDC-HKEAA Committees, Committees on Key Learning Areas and Liberal Studies, and Committees. The council also consists of working teams created by ad hoc committees. The state collects guidance on curriculum creation in the neighborhood school system from the independent advisory organization called the

Curriculum Development Council (Yuen et al., 2018). The major responsibility of the council was to create teaching curricula that were suggested for use in elementary and secondary schools, for which the Curriculum Development Committee was founded in 1972 (Chong, 2020). In 1988, the group was given the name Curriculum Development Council (CDC), and it is main stated goals included improving opportunities for practising teachers to actively participate in all phases of the curriculum development process as well as being more responsive to the present and future needs of schools (Wei & Ou, 2019). The council was restructured in 1992 and evolved into the independent advisory committee we have today.
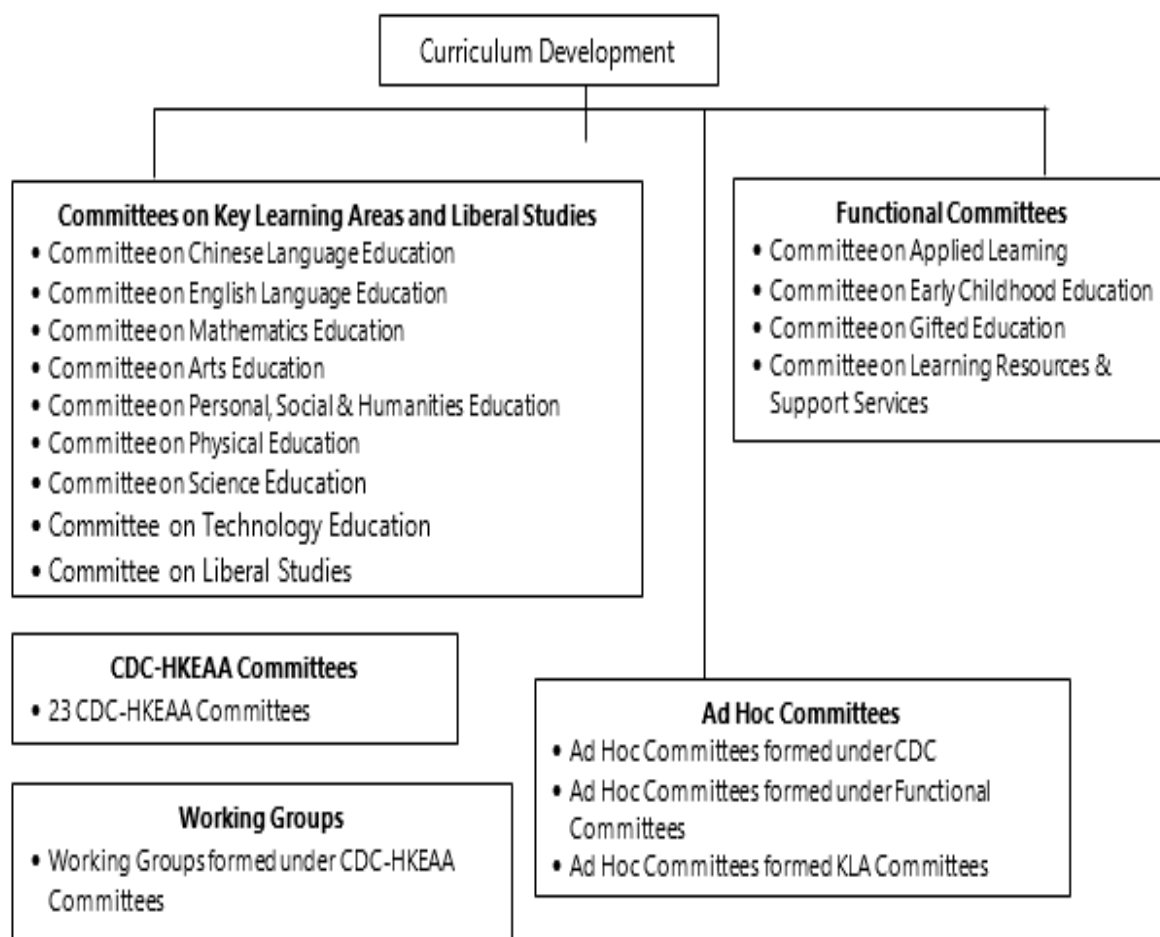

Figure 1. Structure of Hong-Kong Curriculum Development Council
Source: https://cd1.edb.hkedcity.net/cd/cdc/en/structure.html

To enhance its effectiveness and productivity and create a high-quality curriculum tailored to the demands of students and society, the council revised its roles and organizational design in 1996 (Shi et al., 2019). As a result, the council's current organizational structure officially began operation in 1999. Changes were made to the curriculum and pedagogical procedures as part of the 2001-launched Learning to Learn curriculum development reform to strengthen students' capacity for self-directed learning in tandem with their overall growth (Tang et al., 2019). The curriculum development process, which had a very centralist structure, has evolved into a more decentralized structure due to the reform activities in Hong Kong. However, teachers' responsibilities have changed dramatically, and they are now more involved in curriculum creation processes and play a more independent role in School-Based Curriculum Development (SBCD) research (Cheung, 2020). Additionally, schools can incorporate their distinctive qualities into their curricula.

In post-reform schools, numerous effective actions have been implemented throughout the years. Continuing the studies was emphasized to further the

reform mentioned above studies and build on the successes. In this regard, the Basic Education Curriculum Guide (Primary School 1-6) was updated in 2014; the Secondary Education Curriculum Guide, the Core Learning Area Curriculum Guides, and its annexes were updated in 2017, and the Kindergarten Education Curriculum Guide was updated in 2014 (Li et al., 2020). The Task Force on Review of School Curriculum (TFSC) was established as part of the guidelines update process, and it will be examined holistically in 2017. TFSC undertook a three-month public consultation between late June and mid-October 2019. It acquired crucial data, interact with many stakeholders, comprehensively discussed the issues of maximizing the execution of the school curriculum, and conducted other related work (Yang & Li, 2019). In Hong Kong today, SBCD is successfully implemented, and each school applies these curricular guides following its own needs, conditions, and expectations.

2.5. Curriculum Development Processes and Reforms in Turkey

In Turkey, the Board of Education and Discipline (BOE), which is subordinate to the Ministry of Education, is in charge of developing the curricula (Sen, 2019). When looking at this unit's background, it can be observed that it was one of the significant institutions created during the War of Independence and carried on its operations underneath the name "Telif ve Tercüme Heyeti" until 1926. The Third, "Heyet-i lmiye", which met in 1926, delegated responsibility for the board's operations to the National Education Department at that time (Elmas et al., 2020). According to the study written by John Dewey, a trailblazing educator who AtatürkAtatürk expressly summoned in 1924, primary school curricula were attempted to be enhanced through national curriculum research (Elbay, 2020). As stated in the curricula, the responsibilities of the Department of Textbooks and Instructional Materials include assisting in the development of the application modules and guides, reviewing the execution guidelines, and carrying out review processes (Asgari et al., 2019). The Electronic Educational Contents Department has reportedly been charged with carrying out the same duties for electronic curriculum (Çimen, 2022). It was mentioned that the Monitoring and Evaluation Department, another chair on the board, was in charge of overseeing and assessing how the curriculum was being implemented.

The year 2004 can be seen as a turning point in Turkey's curriculum development. Changes brought about by the switch to an 8-year primary education requirement as of 1997, Turkey's efforts to align with EU criteria in all areas, including education, the World Bank's report on Turkey's educational system, the need for change in the educational system, and Turkish students' poor performance on international exams (PISA, TIMSS, etc.) are some of the main drivers behind this modernization (Mehmet et al., 2018). Priority improvements in curricula started with elementary education curricula, and subsequently, with the ongoing systematic curriculum development process, significant modifications were made in all curricula from preschool to university (Derman & Gurbuz, 2018). The primary reason for adopting curriculum modifications as reforms are because, due to the evolving knowledge of education, efforts have been made to create active learning-based curricula that consider the constructivist approach and multiple intelligences. The curricula, which began to be introduced progressively in 2005, beginning with primary schools, were changed regularly and were used for about 10 years (Aksoy, 2020). Since the start of the 2016–2017 academic year, research on curriculum development has taken on a new dimension, and 51 curricular axes have undergone a thorough renewal (update, review, supply, and change) research. The curriculum was disseminated to the public online under the label "draught curriculum" by the ministry in this process, which may be seen as the continuation and the second pillar of the curriculum development activities carried out in 2004. Between January 13, 2017, and February 10, 2017, when the curriculum was suspended, 360 people participated in a workshop where academics and instructors collaborated in working groups to assess the ideas and proposals of individuals, institutions, and organizations from all facets of society. Following the requirements, the curricula were released on July 18, 2017, and a total of 176 curricula were updated and began to be progressively enforced.

Furthermore, the existing literature in the body of knowledge discussed different perspectives of curriculum development. These studies have elaborated curriculum development in different fields of study. The objective and conclusion of these studies are available in Table 1.

Table 1

Literature on Curriculum Development

No	Title	Objective	Conclusion
1	"A review of the curriculum development process of simulation-based educational intervention studies in Korea	This study aimed to assess the curriculum development process of simulation-based educational interventions in nursing in Korea.	These findings suggest that educators and researchers should pay more attention to the educational strategies to integrate simulation into nursing education. It could contribute to guiding educators and researchers to develop a simulation-based curriculum and improve the quality of nursing education research.
2	National curriculum guidelines for health professions 2001-2004: an analysis according to curriculum development theories	This study aimed to analyze the National Curriculum Guidelines (DCNs) published from 2001 to 2004 for fourteen careers in the area of Health.	The results showed that the DCNs maintained aspects of the traditional teaching model, and the innovative pedagogical orientations were not qualified clearly in these documents.
3	Teacher: An Important but Less Recognized Actor in School Curriculum Development in Nepal	This study explores teachers' roles and how they are acknowledged in curriculum development.	This study reveals teachers' contribution to identifying practical educational needs in the context of changing societal needs.
4	Sustainability Inclusion in Informatics Curriculum Development	This study aims to determine sustainability inclusion in informatics curriculum development.	This paper provides guidelines for IT curriculum development by incorporating sustainable elements in courses so that future IT professionals can learn and practice sustainability to develop a sustainable society.
5	Curriculum development in the higher education literature: A synthesis focusing on construction management programmes	This study aims to investigate curriculum development in higher education literature by a synthesis focusing on construction management programmes.	The findings illustrate that while curriculum development in HEIs has received increasing scrutiny and attention, there is a notable lack of connectivity among the studies conducted.
6	Curriculum development at institutional level: reflections and lessons learnt	The study's objective was to explore nurse educators' reflections regarding curriculum development in an Open and Distance Learning University in South Africa.	The findings indicated programme classification, organizational processes and compliance as the topics from reflections; lessons learnt from the curriculum development process were the educational considerations, experiential learning and collaboration.
7	The role of culture in early childhood curriculum development: A case study of curriculum innovations in Hong Kong kindergartens	This study employed an inductive qualitative approach to understanding the effects of local culture on early childhood curriculum development in two Hong Kong kindergartens.	The results indicated that local culture played an important role in early childhood curriculum development.
8	Health informatics curriculum development for teaching and learning	This research examines how the health informatics curriculum is developed at higher learning institutions to offer insight into the influencing factors.	The study reveals that the development of a comprehensive curriculum is process-oriented, which inculpates different factors of positive influence. This includes inclusiveness of major stakeholders, quality of reputable standards, rigor and relevance in the context of the academic front.
9	Investigating teachers' work with multiple knowledge resources in local curriculum development	This paper investigates how teachers handle dilemmas generated by the diversity of knowledge resources in contexts of local curriculum development.	While previous research has paid less attention to what the presence of a diversity of knowledge resources 'does' with the epistemic dimension of teachers' curriculum work, the present study shows that teachers' engagement with multiple knowledge resources created dilemmas and greater scope for action in decision-making situations.
10	Competency-based curriculum development in vocational education and training: An example of knowledge transfer from the Western world to India	This article aims to analyse how the curriculum design and teaching-learning arrangements are important at the micro-level in the curriculum development process from the comparative VET perspective.	This paper outlines the competency-based curriculum development approach in European countries. It describes the piloted competency-based curriculum design and its dimensions for the sewing vocation in the field by adapting a demand-driven approach to meet the needs of learners."

3. Methodology

This research is based on the "case study" method because this technique is appropriate for such studies. According to O'Brien et al. (2014), "case study research is a type of research in which secondary data collection methods such as document analysis is used and a process is followed to reveal the events in a realistic and holistic manner in the natural environment." Furthermore, Mohajan (2018) explained, "case study research is an approach that prioritizes researching and understanding social phenomena within the environment they are connected to, with an understanding based on theorizing." Meanwhile, some researchers demonstrated, "case study is a research approach in which the researcher examines one or a few situations that are limited in time with data collection tools that include multiple sources; and situations/situational themes are defined." Importantly, this research is lined up with existing studies that also explored and discussed the curriculum development and formation process with "case study" technique. Therefore, to achieve the goal of current study, this research is designed on "case study" method. Significantly, the study's data sources are the curriculum mechanisms of Singapore, Ireland, Finland, Hong Kong, and Turkey and the curriculum development studies carried out in these countries. The study's data were obtained from the documents on the countries' curriculum development and implementation processes. They had been accessed primarily through the official websites of the ministries responsible for education and the units where curriculum development mechanisms are carried out. Apart from this, by using different educational sites and similar studies in the literature, the countries' data were tried to be presented more comprehensively.

The current research analyses the data by the "document analysis technique". "Document analysis" is an indispensable data collection technique for research. For it, researchers spend a significant part of their research process reviewing and evaluating previous research. The most important feature of "document analysis" is the communication between the researcher and the document in the literature. According to Bhattacherjee (2012), "the more the deviation between what the document wants to tell and what the researcher understands, the more successful the communication becomes." Furthermore, Hair et al. (2007) claimed, "document analysis, which is used in most of the case study research, includes the analysis of written materials containing information about the phenomenon or facts to be investigated." Also, Mohajan (2018) demonstrated, "document analysis technique enables the analysis of documents produced in a specific period about a research problem or documents produced by more than one source and at different intervals on the subject." Thus, the "document analysis technique" is finalized for this research.

4. Discussion and Conclusion

A quality education system at the nationwide or worldwide level, the formation of a workforce enough to assure the development and growth of nations, and the backing of the preservation and advancement of social and cultural values are the goals of developing curricula. To adequately serve these purposes, curricula must be produced methodically, coordinated, and scientifically. According to this requirement, nations endeavor to carry out their curriculum creation procedures within a predetermined framework of systematic procedures. This endeavor ensures that each nation develops its unique "curriculum development mechanisms" (Walsh, 2016). International research is required to understand other nations' educational agendas and learn about the methods used to establish curricula. A "policy epidemic" in education has been labeled as a result of the interest in the new curriculum that has emerged in recent years. Numerous factors that influence reform studies are connected to the prevailing political structures, and the objectives of political players have been studied in various nations (Li et al., 2020). History has shown that several methods can be used to handle discussions over the national education policy of various nations. In several nations, various reforms have been implemented in the management, funding, curricula, and teaching techniques since the early 1990s (Rae, 2007).

The methods used to establish curricula in Singapore, Ireland, Finland, Hong Kong, and Turkey, as well as the studies conducted within these mechanisms, have been examined in this paper. Three relevant departments within the Ministry of Education are in charge of developing the curriculum in Singapore; these departments are also collectively in charge of developing the national curriculum (Wei & Ou, 2019). The curriculum created by the ministry is applied by schools using the school-based curriculum approach, depending on their existing circumstances, as a consequence of the understanding embraced by the curriculum development initiatives that gathered momentum in 1997 and subsequently (Looney & Klenowski, 2008). The National Council for Curriculum and Assessment (NCCA), a ministry-affiliated organization that is seen as a representative of numerous institutions, organizations, and stakeholders, develops curricula in Ireland. Teachers make up a significant portion of these

stakeholders, which enables teachers and schools to participate actively in the development of curricula (Sullanmaa et al., 2019). The country's curriculum updating effort picked up steam in 1999 and afterwards, and as a result, framework curricula known as "curriculum framework" that is anticipated to be used as a guide in the curricula that schools would apply are being updated as of this time (Çimen, 2022). The educational framework and processes for curriculum creation in Finland are based on localization (Gopinathan & Deng, 2006). The Finnish National Board of Education, an autonomous structure within the ministry of education, develops the curricula with the help of numerous institutions and organizations, including the Association of Finnish Principals, the Teacher Union, municipalities, and universities (McCarthy, 2016).

The curriculum components and fundamental ideas that ought to be considered in the curricula to be implemented in schools are offered locally through the National Core Curriculum created by this framework (Aslan & Aybek, 2020). Even though the nation has seen the completion of numerous groundbreaking research on curriculum development, it wasn't until 2014 and beyond that curriculum that reflects the state of education today were first developed. The Ministry of Education's Curriculum Development Council and other committees and subcommittees connected to it oversee curriculum development operations in Hong Kong (Yuen et al., 2018). The idea of curriculum creation has evolved along with the substance of curricula due to the movement that began in the nation in 2001, and a decentralized strategy has taken the place of the centralist perspective. In line with other nations, teachers have actively participated in curriculum development research to put their knowledge of the school-based curriculum into practice (Tang et al., 2019; Yang & Li, 2022). They have also had more input into creating the curricula they would modify and utilize. The BOE, established soon after the republic's declaration, is responsible for Turkey's curriculum development studies (Shi et al., 2019).

The board creates specialized commissions to produce curricula, and members of these commissions may include educators, academics, and subject-matter experts from various institutions and organizations (Sen, 2019). The curricula created by the board are common and standard curricula used across the nation, in contrast to other countries covered in the study. All curricula were gradually changed after 2004, a turning point for curriculum development studies in Turkey (Elmas et al., 2020). The second phase of the studies on curriculum development that began in 2004 has now begun thanks to the curricula

that were prepared as a draught in 2016 and have been put into use as of 2017 (Aksoy, 2020). As can be observed, all the nations covered in the study carry out their curriculum development under the auspices of their ministries of education. All nations, including Turkey, try to involve education professionals and stakeholders in formulating curricula (Derman & Gurbuz, 2018). There are also blatant variations in how things are done. As a result, in Turkey, participants in the education sector, particularly teachers, are temporarily and at specific times involved in constructing curricula. Because of this, the level of participatory awareness evident in other nations' procedures for developing curricula cannot be attained in Turkey's mechanism (Asgari et al., 2019).

There are still certain issues, notwithstanding major advancements in the curriculum development studies conducted by the Ministry of Education in 2004 and some degree of standardization (Walsh, 2016). One of these issues is that the Board of Education and Discipline's mechanisms for developing curricula do not appropriately involve stakeholders (Rae, 2007). It is a crucial requirement by all other parties involved, particularly the instructors who will apply the created curriculum. Additionally, it is important for each person, group, and organization that has expectations for the curricula and stands to gain from their outcomes to be involved in the construction of the curricula (Mehmet et al., 2018). Wei and Ou (2019) looked at the mechanisms of curriculum development in Turkey in a long-ago study. Before creating the curriculum, this study claimed that teachers, students, parents, managers, legislators, and specialists' opinions should be considered. This time will not be enough to organize 51 curricula, even though the curricula created in 2016 were presented to stakeholders' opinions for about 27 days before implementation. The feedback received was evaluated through a study carried out by a team of 360 (Colwill & Gallagher, 2007).

Consequently, it can be claimed that this execution is a crucial step in assuring stakeholder involvement in curriculum development. Still, due to the shortcomings highlighted in the implementation, it only serves as a symbolic procedure (Looney & Klenowski, 2008). The fact that no country, except Turkey, has a curriculum used in every school across the nation is another significant variation in the procedures used to develop curricula. The curricula created by the ministry were viewed in all other countries under study as suggestions that schools should use when creating their curricula (Hartono et al., 2022). This circumstance is crucial for meeting the criteria that should be included in curricula, such as those relevant to the student, considering environmental factors, being flexible,

and adapting to demands. Professionals in various subjects, even those not immediately related to education, including philosophers, sociologists, and curriculum development specialists, participate in curriculum development research in Ireland (Tang et al., 2019). Recent study findings regarding pedagogy and curricula, connections with daily/practical life, studies on inclusiveness in the context of gender relations, interculturality of curricula, and connections between secular and religious curricula have been discussed. Between 2003 and 2007, the "Teaching and Learning for the 21st Century" (TL21) curriculum sponsored innovative teaching and curriculum in Ireland (Sharp et al., 2011).

The German school's pedagogical knowledge gradually began to bear fruit following the Second World War. According to Wang et al. (2019), dividing the Finnish educational system into four segments could be useful for examining it. The first phase of equality and freedom began in the late 1800s by constructing basic education institutions. The enactment of the law requiring compulsory schooling in 1922 is the second stage. The introduction of comprehensive schools in the 1960s is the third step. The decentralization and deregulation in the 1990s were the final phases. Singapore's educational system has been modeled after that of Hong Kong and South Korea for many years. In Singapore the Curriculum Development Institute of Singapore (CDIS) was founded in 1981. The Taba-Tyler technique emerged as the leading model for curriculum creation in Turkey.

Similarly, the 2004 curriculum revision was adopted. The behavioral method was modified from a cognitive and constructivist/constructivist approach in the 2004 curricular reform (Ropo & Valijarvi, 2010). It is clear that during times of change, when debates over traditional versus progressive education are fierce, ideas that support student-centred approaches become more prominent. The importance of the student's participation in learning processes was frequently emphasized in the 2004 curriculum reform that used a constructivist approach.

Even though the National Education Directorates were permitted to conduct curriculum development operations in 1995, this scenario was also noted by the Ministry of National Education. Sadly, its continuity was impossible (Yang & Li, 2019). It is impossible to apply the same efficiency from a single curriculum in nations with greater economic and cultural variety, as in Turkey (Mehmet et al., 2018). Thus, it is envisaged that the curriculum created within its parameters, the use of which will be decided by BOE and school districts with the freedom to be allowed to be implemented by the institutions of education in Turkey, will be more productive and effective. In the Ministry of Education's organizational structure, the Board of Education and Discipline has the most authority and influence on education (Derman & Gurbuz, 2018). The ministry is tasked with formulating broad policies, creating the educational system's vision, setting positive examples for our nation by studying other countries, and reflecting policies appropriate for our system's structure (Çimen, 2022).

For this reason, it is believed that the study's suggestions will significantly aid the board in carrying out its obligations, as the board strives to keep up with modern, international best practices through the actions it has done and the research it has conducted. In the Turkish educational system, the conceptualization of curricula has also grown over time (Sen, 2019). When the concept's journey is investigated, it becomes clear that the "education program" was once understood, but that it later through evolution to become a "curriculum" in the years that followed. Regarding curriculum development, there are several occasions in Turkey that might be regarded as turning moments (Elmas et al., 2020). Collective curriculum development research was carried out until 1968, while course-based curriculum development studies were conducted in the 1980s.

5. Theoretical and Practical Implications

Theoretically and practically, the implications of this research are remarkable for the literature and implementation of real-time changes in curriculum development and reforms. In theory, the contribution of this research is based on the novel idea and findings of this research. It is important to understand that no research earlier has considered the sports and psychology curriculum design in Turkey, Hong Kong, Singapore, Ireland, and Finland. Thus, this study is significant in literature as it has addressed the most unique and unaddressed research model. Furthermore, the research explains the sports and psychology curriculum development and implementation process with recent information gathered from the existing studies in the body of knowledge and literature. Another contribution of this research is highlighting and evaluating the existing studies based on curriculum development and reforms because the studies in the literature have rarely adopted secondary data for it.

Furthermore, the study has secondary data for data analysis. This is the significance of the study because the implications of this research enrich the body of literature. Additionally, theoretically, this study has enriched the literature because a composed and comparative investigation of curriculum design and development of different countries is explored in it.

Meanwhile, the research has remarkable practical implications for improving curriculum development related to sports and psychology. The study has pointed out that the curriculum development process must be according to the requirement of the students and the schools because if it is not according to the modern standard for education, then there would be no worth of this curriculum design. Furthermore, this study demonstrated that the Turkish government should improve the curriculum design for highly motivated students to work innovatively for better development and learning. Furthermore, in light of this study, the joint effort by the school administration and the ministry of education can facilitate the students to develop the curriculum and implement it with a true spirit for advancing leering. Also, curriculum development by this study is considered critical for better learning of students in the area of sports and psychology if this development is according to the standard of advanced countries because the students should be able to have competition with the students of advanced countries. The research demonstrated that a country that regularly evaluates the curriculum of their course and better at learning for their students because continuous improvement in curriculum development and advancement is necessary.

Furthermore, the study asserted that the level of education related to sports and psychology would be improved with the single developed and implemented curriculum in both public and private sectors for learning the students. Practically, the study has addressed the problems found in practice identified by the existing studies in the body of knowledge and literature. By adopting these practical implications, the governments of Turkey, Hong Kong, Finland, Ireland, and Singapore can improve the curriculum development and reformation process according to the modern requirements of the students in sports and psychology.

6. Future Directions

Interestingly, the outcomes demonstrate that countries, including Turkey, should focus on curriculum development for sports and psychology for students' proper growth and learning. Also, the study is based on a novel idea discussing the significant gap in the body of knowledge related to sports and psychology curriculum development and reforms. The objective of this research is achieved, yet the research has some limitations that need to be addressed by future research. The study has discussed the curriculum development process and reforms in different countries but has not addressed the issues faced by the curriculum development teams during the process. Therefore, this is the limitation of this study that future studies must address by exploring the obstacles faced by curriculum development teams in the whole process. Secondly, this study explored the curriculum of sports and psychology in Turkey, Ireland, Finland, Hong Kong, and Singapore. Still, in a limited dimension, it has not recommended curriculum implementation in each country individually. Therefore, scholars in the future may focus on these issues by addressing the curriculum development of reforms of each country in separate research. Lastly, the study is based on secondary data; however, some studies in literature related to the curriculum are based on primary data. Thus, the primary data should be considered in further research to validate this study's findings.

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