

REFORMING THE CURRICULUM FOR NOMADIC TEACHER EDUCATION NIGERIA: TYLER'S AND HILDA APPROACH

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ABSTRACT

This paper focuses on the reviewing and reforming the current curriculum for nomadic teacher's education using Tyler's and Hilda curriculum design models. The paper identified gaps of entrepreneurship education in the current curriculum for the nomadic teachers' education, which makes them fell-short of expanding the business horizon of the nomadic people beyond cattle rearing. The paper therefore, suggested the needs for review, the aspects to be focus while reviewing, and the expected outcome (implication).

Keywords: Nomadic, Curriculum, Teacher Education, Reforming, Tyler and Hilda Models

INTRODUCTION

The growing in the population of nomadic pastoralists which was estimated as 40 million as at 2013 with projection for the possibility of this number to rise by half come 2020 calls for dedicated efforts from each government of the world including Nigerian government to socially integrated this sect of people into society and align their socio-economic activities with the national development strategy. Thus, the need to educate this set of industrious people arises partly as a response to the demand of Education for All (EFA) and in-tune with strategy to make each person in Nigeria counts in the National developmental plan (Pollard, Tignor & Rober, 2015).

The inward looking into nomadic life showed that despite the fact that livestock production is the central economy and empowerment of pastoralists, their activities are plagued with many problems ranged from diminishing availability of land space for grazing, stock movement, deterioration of existing rangelands with low biomass yields, scarcities of water and poor carrying capacities, endemic diseases and parasites, physical isolation, environmental constraints, harsh ecological situation and skewed agricultural development and abysmally low literacy rates. These challenges are limiting participation of nomadic people in the national developmental scene.

The efforts by Nigeria government to provides nomadic education as a right response to address the plights of nomadic people in Nigeria has led to the various educational strategies and polices targeting nomadic peoples. However, previous educational plans aimed at educating the nomads were frustrated and failed due to exclusion factors, such as, irrelevant school curriculum, physical barriers and non-considering teachers' aspect(Kenneth, 2007). Anzar and Darnell (2009) argued that the initial nomadic education programme failed as results of lack of consideration for the unique lifestyle of nomad people, irrelevancy of curriculum, omission of teachers factors as well as neglecting the nomad representation in most levels of the planning. The opened errors were attributed to the haphazard design and hurried implementation.

Thus, it could be argued that efforts to ameliorate the deficiencies in the initial nomadic education programmes lead to the initialization of National Commission on Nomadic Education (NCNE), which evolved with distinct operational strategies to mobilize and sensitize the nomadic groups to embrace, participate, encourage and support the Nomadic Education Programme (NEP). The roles of NCNE also spanned to the

provision of adequate and relevant teaching materials for the nomadic primary schools as well as the design and development of instructional materials in line with the nomadic curriculum and learning needs of the nomadic children (Muhammad, 2016).

The epitome of the NCNE' strategies is the provision of qualified teachers through specialized teachers training programme to ensure that relevant teachers are provided, recruited and retained in nomadic schools. This strategy provides that teachers be identified from nomadic background, trained and re-trained for retention in the nomadic primary schools. Some colleges of education in Nigeria have been involved actively in the training of pre-services and in-services nomadic teachers. Muhammad (2016) argued that the pre-service and in-service courses for the Nomadic Education Programs, which were being organized by some Colleges of Education, was expected in the long run, to enhance teacher-quality and quantity. This called for the various government efforts to be geared toward reforming the curriculum for the nomadic education. One of the observed holes in the earlier nomadic educational curriculum was lacked of entrepreneurship activities, the curriculum seems to be specific about training all nomads to leave their life as nomadic pastoralists, whereas, the recent population growth with global declined in the numbers of animals had shown that part of nomads people have to switch to other trade. Thus, the need has now arisen to selectively arrive at curriculum for nomadic teacher's education that will make the teachers effectively impact on the nomadic people in terms of meeting their lifestyles and integrating them to rest of societies. This paper therefore, informed the need to reform the curriculum of nomadic teacher's education in Nigeria by adopting appropriate curriculum design models.

Concept of Curriculum Development

Curriculum development is the organized preparation of whatever is going to be taught in schools at a given time in any given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. However, Ogunniyi and Hewson (2008) expressed curriculum development as a process of improving the curriculum.

In some countries, curriculum development is not done centrally. While in most nations, it is centralized and handled by the body charged with the responsibility of developing the curriculum by the central government (Kowino, Agak&Kochung, 2013). It is the planning of learning opportunities intended to bring about changes in the pupil's behaviours and assessment of the extent to which these changes have taken place (Mbae, 2017). On the other hand, Zira (2013) defined curriculum development as a collective and intentional process or activity directed at beneficial curriculum changes. This definition captures curriculum innovation, which is an important aspect of the curriculum development process. It also pointed at the dynamism of the curriculum. However, it should also be borne in mind that curriculum development also involves production of new programme of study especially when there is a total absence of curriculum to address issues that have emerged and current problems (Zira, 2013). Despite the different perspectives on curriculum development there is a consensus about the fact that curriculum development is a dynamic, systematic and an unending process and it involves several stages some of which are universally adopted by curriculum developers in different parts of the world and others are more particular to national contexts (Tahir, Muhammad & Mohammed, 2008).

Curriculum Development Process

This refers to all those processes and activates systematically undertaken by either an individual or an institution to come up with an educational programme. There are a number of processes involved in curriculum development exercise. Various approaches have been used in developing curricula. Commonly used approaches consist of analysis such as need analysis and task analysis; also, there is an aspect of design which specified the objectives of design, there is also selection which implies choosing appropriate learning and teaching methods as well as appropriate assessment method; the next is formation which focuses on the formation of teams such as curriculum implementation committee as well as curriculum evaluation committee; and last is review aspect that concerns with overall assessment of operating curriculum, in most cases, curriculum assessment are usually conducted by curriculum review committee.

Curriculum Implementation

Implementation is the act of putting the prescribed curriculum into practice in the school. It is the ultimate objective of curriculum development process because only after this has been done will learners have the opportunity to experience the curriculum and benefit from it. Needless to say teachers are the implementers of curriculum and this is usually facilitated by Education Officers, Quality Assurance and Standards Officers (Q.A.S.O) and the school system steered by the principals, head teachers, assistant head-teachers, principals, fellow teachers, and teachers' advisory centre among others. Several essential steps need to be taken to ensure effective implementation of the developed curriculum (Van-der-Walt, 2003).

However, implementation of curriculum is complex and does not proceed in a linear fashion and the people involved can even have conflicting ideas about how to go about it. Because of this, there

is need to put this and other issues into consideration. Successful implementation of the curriculum therefore, requires a lot of planning and effort so that proper mechanisms are put in place. These include distribution of new syllabuses to all schools; physical facilities such as classrooms, laboratories and workshops are erected, in-servicing and orienting teachers; provision of curriculum support materials and continuous supervision and monitoring in schools.

Sanou(2003) identified nine sub processes in curriculum implementation as persuading people, keeping the public informed, educating the teachers, educating teacher educators, providing necessary facilities and equipment as well as supply of curriculum materials, actual presentation of the new curriculum, institution of appropriate student assessment procedures and continuous support to the teachers. When a new curriculum has been developed, it is essential that the people who will be affected by it whichever way or have some stakes in it are informed so as to understand its relative merit over the previous one. This is to ensure their support for the new curriculum and contributions are enlisted. Such people include the teachers, educational officers from the Ministry of Education headquarters to field officers, parents, religious leaders, politicians, professional bodies and the general public. This will enhance the success of the entire process and forestall any resistance, sabotage or indifference to it.

Curriculum Monitoring and Evaluation Implementation of the curriculum needs to be monitored closely to ensure it is being used in the schools faithfully by the teachers as planned. The monitoring should focus on the objectives, content, methods of instruction and assessment procedures. Evaluation of the curriculum should be carried out after complete implementation. It is the process of assessing the extent to which curriculum objectives have been achieved or are being achieved. Evaluation

is the fourth question that Tyler raised in his rationale, "how can we determine whether these purposes are being attained? (Tjerandsen&Chall, 2008).

Both formative and summative types of evaluation are carried out. Formative evaluation is an ongoing process and should be part of the curriculum development process. It provides the curriculum developers with data which can be used to review fine-tune or refine the curriculum as the curriculum development process proceeds. Summative evaluation is usually undertaken at the end of the implementation cycle to establish or otherwise of the completed curriculum project (Shaaban, 2013). Data should be gathered and the feedback obtained should be used to improve and revise the curriculum. The findings of the monitoring and evaluation team may reveal that some aspects require revision or complete overhaul (Shaaban, 2013). The findings will therefore be useful for other processes of curriculum development such as needs assessment policy formulation, development and design of new syllabuses. For example, there may be new educational gaps that need to be addressed or there may be need for new policy formulation because of an issue that has arisen such as the post-election violence that affected many parts of Kenya in early 2008. As a result, a peace education component may be incorporated into the school curriculum to address such an issue.

Models for the Reform of Nomadic Teachers' Education in Nigeria

Curriculum development is the process of setting up and establishing specific guidelines of instruction for the curriculum. Thus, to develop a working curriculum, it requires models. A model is a simplified representation of reality which is often depicted in diagrammatic form, with purpose to provide a structure for examining the elements that go to make up curriculum planning, and how these elements interrelate.

Generally, models are used to explain the curriculum instructional types and the decision making designed to provide a basis for decisions regarding the selection, structuring and sequencing of the educational experiences. The models considered fit for reforming the nomadic teachers education include the *Ralph Tyler's Model* and *Hilda Taba's Linear Model* these two models have been consistently used for design, review or upgrading of various educational curriculum in almost all regions of the world.

Ralph Tyler's Model/Rationale

The Tyler Model, developed by Ralph Tyler in the 1940's, is the quintessential prototype of curriculum development in the scientific approach. One could almost dare to say that every certified teacher in America and maybe beyond has developed or upgrade their curriculum either directly or indirectly using this model or one of the many variations (Karmen, 2016).

Tyler did not intend for his contribution to curriculum to be a lockstep model for development. Originally, he wrote down his ideas in a book *Basic Principles of Curriculum and Instruction* for his students to give them an idea about principles to look for when making or amending curriculum. The brilliance of Tyler's model is that, it was one of the first models and it was and still is a highly simple model consisting of four steps.

Step one is determining the objectives of the school or class. In other words, what the school expected from students to be successful? Each subject has natural objectives that are indicators of mastery. All objectives need to be consistent with the philosophy of the school and this is often neglected in curriculum development. At second stage, the school has to develop the learning experiences that will help the students to achieve first step.

Step three concerns with organizing the experiences. Should the teacher demonstrate first or should the students learn by writing immediately? Either way could work and preference is determined by the philosophy of the teacher and the needs of the students. The point is that the teacher needs to determine a logical order of experiences for the students (Karmen, 2016).

Lastly, step four is evaluation of the objectives. Now, the teacher assesses the students' ability to write an essay. There are many ways to do this. For example, the teacher could have the students write an essay without assistance. If they can do this, it is evidence that the students have achieved the objective of the lesson.

Hilda Taba's Linear Model

Hilda Taba believed that teachers who teach or implement the curriculum should participate in developing it. Her advocacy was commonly called the "grassroots approach" where teachers could have a major input.

She presented seven major steps:

1. **Diagnosis of needs:** The teacher (curriculum designer) starts the process by identifying the needs of the students for whom the curriculum is to be planned.
2. **Formulation of learning objectives.** After the teacher has identified the needs that require attention, he or she specifies objectives to be accomplished.
3. **Selection of learning content:** The objectives selected or created suggest the subject matter or content of the curriculum. Not only should objectives and content match but also the validity and significance of the content chosen needs to be determined.
4. **Organization of learning content:** A teacher cannot just select content, but must organize it in some type of sequence, taking into consideration the maturity of the learners, their academic achievement, and their interests.

5. ***Selection of learning experiences:*** Content must be presented to pupils and pupils must engage the content. At this point, the teacher selects instructional methods that will involve students with the content.
6. ***Organization of learning activities:*** Just as content must be sequenced and organized, so must the learning activities. Often, the sequence of the learning activities is determined by the content. But the teacher needs to keep in mind the particular students whom he or she will be teaching (Costa & Richard, 2012).
7. ***Evaluation and means of evaluation:*** The curriculum planner must determine just what objectives have been accomplished. Evaluation procedures need to be considered by the students and teachers.

Adaptability of Tyler and Hilda Taba's models for reforming Nigerian Nomadic Teachers Education

Reforming the current nomadic teacher's education is attainable when adapting the Tyler model, which simplifies all the curriculum process into four and makes it easier to: detect the lapses in the current curriculum, adjudge the curriculum effectiveness and offer options for improvement. The simplicity of Tyler models can as well allow fixing the uniqueness of nomadic lifestyle into curriculum and specified how nomadic teachers will fit into nomadic society as a reformer not ordinary teachers. The unique lifestyle of nomadic people demands teachers that will commit him/herself into their society and sees things from their perspective before attempting to fix it. Teachers can never be a reformer if not trained in that direction from on set. Thus, the reviewed of the curriculum is expected to identify aspect of nomadic living styles that nomadic teachers need to be involved to improve the participation of nomadic pastoralists in education in way that will not cast out doubt and suspicious among nomadic regarding formal education. The simplification through

Tyler's model will enhance focus of new nomadic teachers' curriculum toward peculiarity of lifestyles of nomadic people. Also, the integration Hilda Taba's model will ensure that no stone is left unturned, the Hilda's model spelt out the expected outcome in each stages of the curriculum design. This gives room for stage by stage evaluation prompting the immediate correction where necessary. The Tyler's and Hilda's models will complementarily offer a nomadic teacher, the framework to reform the host community.

Implications of Nomadic Teachers Curriculum Reforms

Reforming the nomadic teachers' curriculum using appropriate models for redesigning is a step in direction of making the teachers to serves the purpose of integrators and reformers as being spelt in the goals of nomadic education thus:

- Integrating the nomads into the national life and providing them with relevant and functional basic education and
- Providing the nomads with requisite knowledge and survival skills so as to enable them improve upon their preoccupation

The new curriculum must have identified the needs of nomadic people in line with their daily activities and thus trained the nomadic teachers to be able to address these needs when situation arise. Explicit curriculum could be cumbersome. However, the preciseness offered by Tyler and Hilda models gives room for teacher's discretion power in every situation demanding decisive action.

CONCLUSION

The age of production of rigid classroom teachers is over, the low achievement rate of various efforts to integrate nomadic pastoralist into national developmental through nomadic education could not be attributed to anything than failing teachers training. Various planning of the nomadic teachers

training curriculum only identified what needed to be taught to the nomadic but failed to determine what needed to be learnt from nomadic lifestyles, thereby, there is needs for reforming curriculum for nomadic teacher education using appropriate approach. This paper has demonstrated that both Tyler's and Hilda models pave ways for modification and integration needed to bring all the nomadic on-board of national development.

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