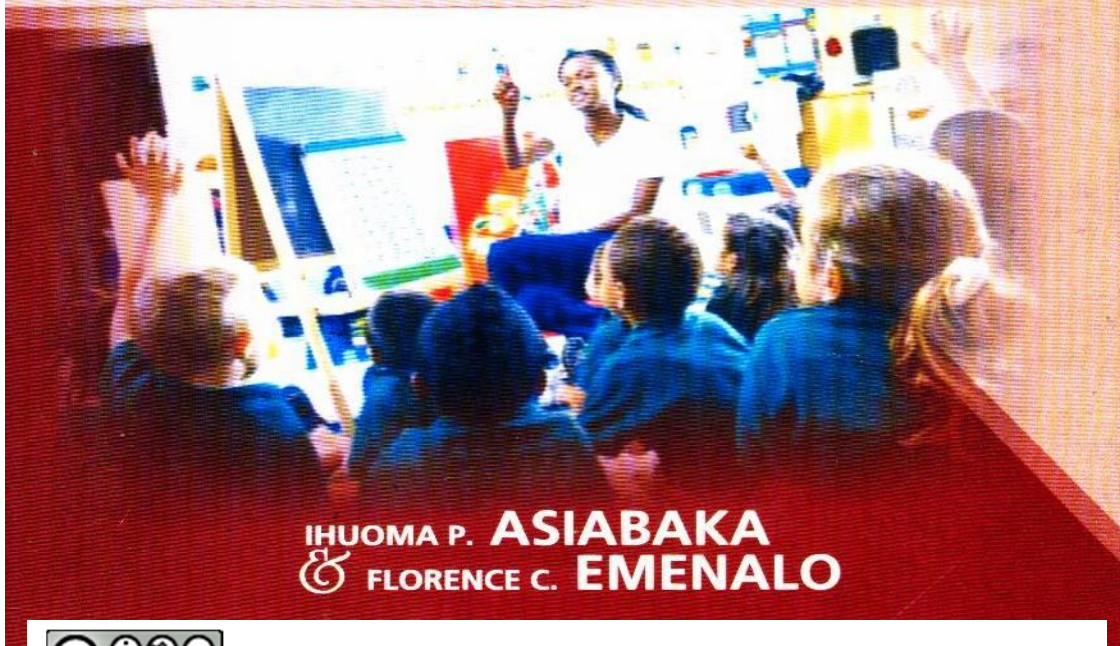# MANAGEMENT OF TEACHING AS A PROFESSION

IHUOMA P. **ASIABAKA**
& FLORENCE C. **EMENALO**

MANAGEMENT OF TEACHING AS A PROFESSION

IHUOMA P. ASIABAKA Ph.D
& FLORENCE C. EMENALO Ph.D

DEDICATION

This book is dedicated to all Professional Teachers and Intending Teachers.

FOREWARD

The book titled "Management of Teaching as a Profession" authored by Dr. (Mrs.) Ihuoma P. Asiabaka and Dr. (Mrs.) Florence C. Emenalo is yet another incisive book which rigorously examined the contextual and contentious issues in the management of Teachers and their Profession. It is axiomatic that the quality of the Teacher determines the quality of the educational system and by implication, the quality of the products of the system. For so long, scholars have argued the professionalism of teaching vis-a-vis other notable occupations. The argument ostensibly has its nexus on the acceptable parameters of a profession. The location of Teachers within the bureaucratic organization further drew issues concerning the disparate expectations of Teachers as Professionals. Further, the continued invasion of teaching by non certified individuals who by orientation have taught for several years in educational institutions and are resistant to the directive of the Teachers Registration Council of Nigeria requiring all teachers in the various tiers of the educational system to obtain professional teaching qualifications.

The thematic presentation of the twenty two chapters of the book are also encompassing of the relevant discourses. Of particular note are issues on the need and challenges of professionalization of teaching; issues bordering on teacher quality, conditions of service, code of ethics, the legal aspects

etc were vigorously analyzed and copiously presented with relevant examples of the Nigeria Educational System.

The book has no doubt provided the necessary value addition to the study of professionalism of teaching despite the plethora of works on the subject. The issues/chapters were treated with reasonable depth and dexterity, symptomatic of thorough bred scholarship.

In sum therefore, the book is valuable in terms of content and context. The contemporary issues regarding the challenges towards making teaching a strong and viable profession where "all comers" can no longer automatically access the classroom without first acquiring requisite teaching certifications and relevant professional standards for Nigerian Teachers. I therefore, willingly recommend the book, "Management of Teaching as a Profession" as a must read for all teachers and students of tertiary institutions in Nigeria and beyond. It is also referenced for the use of teacher management agencies of Nigerian Government, proprietors of private schools, other relevant stakeholders; the political class, corporate organizations and indeed administrators of teacher production agencies desirous of achieving quality assurance and good governance of the Nigeria Educational System.

Prof. Cletus Ngozi Uwazurike Ph.D.,
F.NISM, F.NARD, F.CIA, Mnae, KSM, JP

PREFACE

This book is the outcome of years of professional experience of the authors as teachers in the Faculty of Education, Evan Enwerem University, Owerri, administrators in the University, Ministry of Education and Secondary Education Management Board, Imo State. Having observed the general apathy, controversies and seemingly low societal recognition of the teaching profession, the authors deemed it expedient to properly reposition this noble profession for better appreciation and practice through this book.

The twenty two chapters of this book addressed all the salient matters on teaching as a profession which should be of great concern to every stakeholder. It is an exposition of various enduring and sustainable qualities, principles, practices, challenges and management of the teaching profession in Nigeria. In doing so, the authors have different categories of readers in mind. Primarily, the target readers are student-teachers in Teacher Education Institutions such as Colleges of Education, Faculties and Institutes of Education of Universities, National Teachers Institute (NTI) and Polytechnics offering education courses. This will adequately avail them the needed intellectual capacity to properly appreciate, practice, project and protect their chosen career with undiluted compliance to its tenets and high sense of integrity and diligence.

The book equally focuses on the serving teachers, heads of primary and secondary schools as well as school managers who directly or indirectly render services to the education sector. This book will retool them and also draw their attention to the challenges facing the teaching profession for their continuous

efforts in addressing them and further improving the state of the teaching profession. Similarly, teacher organizations, such as Nigeria Union of Teachers (NUT), Academic Staff Union of Universities (ASUU), Colleges of Education Academic Staff Union of Nigeria (COEASU), All Nigerian Conference of Principals (ANCOPS), Nigerian Academy of Education (NAE) etc., will find this book valuable as reference material for the professional development of their members. It is our hope that this book will achieve its primary objective of enabling student-teachers and serving teachers realize the objectives of teaching profession.

We are especially grateful to the Dean, Faculty of Education, Prof. C.N. Uwazurike, the former Deans HRH Eze Prof. Chuka Okonkwo, Prof. C.B. Iwuchukwu, the present and former Heads of the Department of Education Foundations and Administration of Evan Enwerem University, for the opportunity given to us to teach "Teaching as a Profession". In the same vein, our sincere gratitude go to Prof. (Emeritus) O.C. Nwana, Prof T.A. Ume, Prof I.L. Anukam and Prof. E. Obasi whose wealth of intellectual wisdom and fatherly guidance have enhanced our professional growth. We are equally grateful to our students who challenged us with persistent request for a book on Teaching as a Profession. Most importantly, we are wholeheartedly indebted to our cherished husbands Prof. C.C. Asiabaka and Prof. S.I. Emenalo and our children for their encouragement and support.

Dr. (Mrs.) Ihuoma P. Asiabaka and
Dr (Mrs.) Florence C. Emenalo,

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PROFESSIONAL TEACHING

Teaching is the action of a person who teaches, the profession of a teacher, something taught, doctrine or instruction. It is an act of causing a positive change of behavior in an individual. It is a way of inculcating cultural values, norms and heritage in the learners to ensure their continuity and improvement. It is an attempt to help someone acquire or change some skills, attitudes, knowledge or ideals.

Teaching in schools is a formal and organized action aimed at providing opportunities for positive change in students. It is the complex act of assisting learners acquire knowledge, skills, attitudes for healthy living by recreating and redesigning the teaching/learning environment, and application of well articulated content delivery methods. In the past, teaching involved flow of information from the teacher to the learner. However, research findings have revealed that for teaching to be effective, it has to be a dynamic interaction among the teacher, the learner, and the environment of learning.

The Teacher

The teacher is therefore the human catalyst who intentionally influences this interaction by structuring and restructuring the environment of the learner in such a way

that the latter will acquire desired knowledge, skills and attitudes and meaningfully contribute to the development of humanity at an appropriate time. According to FRN (2002: 11) the teacher is a person who had undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitudes, and skills to the learner.

Crary and Petrone (1971) described the teacher as an artist, a scientist, a technologist, a manager, a motivator, a discipline expert. As an artist, the teacher dramatizes, and brings into the classroom creativity which facilitates learning. He introduces new elements, restructures the environment of learning by providing the learner with appropriate challenging intellectual activities so that the learner develops success syndrome and becomes more interested in the teaching/learning situation. Also essential is the art of communication. The teacher's ability to communicate effectively goes a long way in removing barriers to learning. A very important aspect of communication, is listening. The teacher is a good listener and should listen more attentively to the not so bright members of the class.

As a scientist, the teacher helps the learner to discover his environment. The learner gradually develops interest, skills, the spirit of enquiry, and other positive attributes, with which he explores his environment and also engages in actions that protect or improve it. He learns new ways of solving problems. As a technologist, the teacher develops various techniques that will facilitate the teaching/learning situation. He is expected to have a good understanding of

the necessary classroom tools and therefore knows the techniques for the manipulation of the materials for teaching so that the learner applies same to the tasks of everyday living.

As a manager, the teacher is a planner, an organizer, a coordinator and a controller. The classroom has several individuals with varied backgrounds, furniture, materials for teaching/learning and therefore needs managerial skills. The teacher manages the learning environment so that the learner develops social maturity and emotional stability. As a motivator, the teacher is a leader and works with people that is, the learners, their parents, members of the community, and colleagues. The teacher ensures in these individuals a high degree of self-confidence and a sense of responsibility to and for their environment. The teacher should therefore possess good interpersonal skills that will enable him work harmoniously with others. The teacher should be cheerful, good natured, and patient. Furthermore, the teacher should be friendly, compassionate, interested in the learner and fair in the discharge of his duties.

As a discipline expert, the teacher should exhibit good knowledge of what to teach and how to teach it. This involves a mastery of the necessary teaching methodologies. If this is lacking, the learner will loose confidence in the teacher. The teacher is also a learner, who learns from the students, their parents and members of the community and above all the colleagues. Finally, the teacher is an educated person, proficient in the subject for which certification is granted in the specific teaching field and capable of working

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with children in ways that will enhance their opportunities for learning.

A teacher is seen as one who knows and makes those who do not know to know. A teacher is a person who is professionally trained in the skills of imparting acquired knowledge to others to bring about desired change in the learner. Furthermore, a professional teacher is a teacher who has the registrable professional qualification, which enables him/her to be appointed to teach at any appropriate level of recognized educational establishment in Nigeria and who is of a sound mind and is mentally alert (FRN, 1990). Teacher is used as a synonym for Tutor, Lecturer, Professor, and Rector. These are the professionals whose functions in the society are of crucial importance. They are highly trained, efficient but scarce personnel who are needed in large numbers (Okeke 2004). It therefore implies that the term teacher embraces all who discover or order, transmit, disseminate, appraise or administer in any teaching /learning process. Right from time, teaching bagged the accolade of 'noble profession', 'a life-time career', a vocation for the most able output of the school system. Hence, a teacher is deemed to be endowed with unquestionable service attachment and commitment and above all an epitome of discipline and modesty.

Qualities of a Teacher

A good teacher is not necessarily one, who speaks flowering or high sounding English in dishing out information to the learners, but one who possesses certain

attributes or qualities which encourage/establish positive learning environment as well as facilitate learning.

It is expected that a prospective teacher should possess:

- High professional and academic ability and qualification.
- Interest in and aptitude for teaching
- Prior professional education and training.
- Sound professional attitude
- Good grasp of the subject matter
- Balance of mental health and emotional stability.
- Good quality voice and speech
- Good physical appearance.

This implies that not all those who passed through the educational system are qualified and competent to teach in the Nigerian Schools. It is so because teaching is a profession that is highly selective, the best, quality products of the educational system are deemed suitable to teach. Nevertheless, the varied qualities of a teacher are encapsulated into three fundamental qualities namely: Scholarship (b) Professional training (c) knowledge of the student.

Scholarship

It is basic that every teacher must have a thorough, adequate and current knowledge of the subject matter. He/she must be a master of his subject to enable him have intellectual control of the learners' mind. This requires mental alertness and intellectual soundness to think, because

unless a teacher is a positive thinker, he cannot train others to reason or think positively (Emenalo, 2003).

Professional training

A teacher must have internalized the theories, principles and pedagogy of the subject matter. He must have a good method of delivering his lessons for learning to take place. Those delivery methods such as research, experimentation, debates, dramatization, discussion, interviews and teaching skills, which were acquired during training, must be put into practical use. There is no doubt that the changing conditions of the society demand that those who educate the children must be professionally trained and continually up-date their knowledge, skills and method. In this era of scientific, technological, Information and Communication Technology, and globalization, it behooves every teacher to be attuned to current developments in the field of education, to be professionally alive and relevant.

Knowledge of the Students

Teachers are employed to teach the learners, so good knowledge of the learners by the teachers can not be over stressed. A teacher should always make efforts to understand and appreciate the students' capabilities, problems, prospects, individual idiosyncrasies in order to adopt an appropriate method and relationship that will suit the students' individual differences or peculiarities for learning to occur. It is important to take cognizance of the

fact that most parents are pitiably deficient in the knowledge and ability to train their children properly.

Parents have delegated the teachers to carry out some of their parental responsibilities as "In-Loco-parentis" in the training of their children and that both the parents and teachers are stakeholders in the development of their children. Teachers should have thorough knowledge of the students and attend to their problems. The teacher must be fair and firm, empathic and kind, friendly to both learners and their parents/guardians, caring, patient, very understanding, and tolerant. Furthermore, a good teacher ought to function as a provider, resource person, career programmer, an evaluator, a councilor and above all an "In-Loco-parentis" (in the place of parents), and that "a non-teacher cheats, a poor teacher tells, a mediocre teacher informs, a good teacher teaches and an excellent teacher inspires" (Emenalo, 2006:8).

Modes of Teaching

Lecture –It is a method of verbal content delivery by the teacher that emphasizes flow of information primarily from the teacher to the learner with practically no interruption on the part of the learner. The activities of the teacher dominate the teaching/learning process and the learner assumes a passive position. Lecture method is common in institutions of higher education. It is however discouraged in pre-primary, primary and secondary levels of the educational system because of the short attention span of pupils and students.

Discussion – This mode of teaching allows a high degree of interaction between the teacher and the learner. Both are actively involved in the teaching/learning process and contribute meaningfully throughout the period of the lesson. It is characterized by free and open exchange of ideas related to the subject content.

Recitation/Drill- This method of teaching involves rot learning that emphasized absorption of information with little or no understanding of the subject matter. For example, a child taught the alphabets A-Z, memorizes the letters but when asked to identify a particular letter failed to do so. This method of teaching/learning is common in the pre-primary and primary levels where learners are made to memorize subject contents and reproduce then verbatim. It denies the learner the opportunity of participation in the teaching/ learning process. The recitation may be individual or group.

Laboratory Work – It is purely hands on practical experience that facilitates understanding the theoretical basis of the subject matter. It is usually carried out in the laboratory where relevant laboratory facilities have been provided or improvised. The teacher serves as a guide while the learners are given the opportunity to perform the laboratory work.

Projects – Projects may be individual or group depending on the nature of work to done. It involves identification of a task and ensuring through structured activities that the task is completed within specified time frame. It has the singular advantage of providing opportunity of developing in individuals/groups, problem solving skills. The learners may be expected to design a project or carry out an investigation aimed at identifying solutions to a problem.

Demonstration – Simpson and Anderson (1981), stated that demonstrations help the teacher to show methods or techniques, display objects or specimen, demonstrate phenomena, verify facts and principles, show applications, solve problems, and identify problems for further investigation. Class demonstration could be carried out by the teacher or a member of the class while others observe. Materials for the demonstration should be simple and well positioned in such a way that all members of the group will easily see them. Instructional aids such as television, pictures, video tapes and overhead transparencies and power point presentations among others are essential for effective demonstration.

Field Trip –This exposes the learner to real life experiences outside the immediate school environmentt. It enables the learner to interact with practitioners and share in their wealth of knowledge. A major advantage of field trip is that it causes learners to develop strong feelings about their experiences during the trip. Participatory Learning – The teacher serves as a facilitator by first teaching a concept or practice to a group of learners. On mastery of the subject matter, the learners become facilitators to other individuals who in turn master the concept or practice.

Role Playing – Lapp, Bender, Ellenwood and John (1975) stated that role playing is an inquiry process that provides opportunity for the learner to be involved in decision making concerning other people. They further explained that it is a technique that allows the student to become involved in the examination of his own values and in negotiation and compromise.

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Group/Committee Work – A group of two or more individuals may be requested to carry out a task of common interest. A group leader is either appointed or elected from within the group to direct the activities of the group. The group may be formal or informal. The objective of the group should be well spelt out and all efforts of the group should be directed towards achievement of the group objectives.

Assignment –The teacher may after content delivery give either take home assignment or ensure that additional work related to the subject matter is carried out by the students in the class to determine the extent the learner understood the material thought. It is also used to reinforce teaching/learning and to encourage the learner to do additional reading. The teacher gives time frame for completing and submitting the assignment and ensures that all members of the class carry out the assignment.

Inquiry –This method is commonly adopted in the teaching/learning of science contents. Carin and Sund (1975) emphasized that scientific inquiry involves; to identify problems, hypothesize about them, and carry out investigations related to them through, observing, classifying, hypothesizing and predicting, describing, inferring or making conclusion from data, asking insightful questions about nature, formulating problems, designing investigations including experiments, carrying out experiments, constructing from data, principles, laws and theories. Scientific inquiry is a continues activity that enables the learner to be actively involved in the discovery process of learning.

Computer Assisted Instruction (CAI) – The use of computers in the teaching/learning process is generally advocated because of the inherent advantage associated with it. It provides the learners with a wide range of individual and group opportunities to master subject contents with or without the assistance of the teacher. It emphasizes practice and immediate feedback.

Mastery Learning – The conventional learning environment assumes that all learners possess equal ability to learn subject contents. Consequently, in lesson delivery equal time is given to all members of the group in most instances to master content materials they are exposed to. Mastery learning has revealed that subject contents can be mastered by the learners when they are not subjected to time constraint. Simpson and Anderson (1981) operationally defined mastery as completing a pre-specified percentage, say 90 percent of the evaluation items presented at the end of a unit or lesson. They emphasized that evaluation of various plans, materials and techniques for individualizing instruction reveals that students take varying length of time to complete a task or learn certain material. Since the objective of the teaching/learning process is to ensure positive change in beviour of the learner through acquisition of knowledge, skills and attitudes, the mastery learning method should form an integral part of content delivery by the teacher.

Educational Games and Play – Generally people enjoy games and play whether in the classroom or outside the classroom. They provide opportunity for fun and relaxation. In the classroom it is a means of getting and holding the

attention of the learners while teaching is actually going on. It provides opportunity for competition and for students to play various roles. It facilitates development of intellectual skills.

Reports –It is a teaching method not commonly used by teachers probably because of the magnitude of time that may be used in report presentation by students as individuals or as a group. However, it is used in teaching large content materials to individuals and groups. This teaching strategy enables the teacher to serve as a guide while the learners carry out the major part of the work. Reports could be written or oral. Simpson and Anderson (1981), emphasized that in reporting, students should be given a set of guidelines such as the number of references, approximate length, and basic organization.

Development of Creativity –Teaching/learning process should emphasize creativity at all levels of the educational system. It is the key to the transformation of the educational system. Carin and Sund (1975), emphasized that creativity is all productive endeavours unique to an individual. They listed creative abilities as:

Fluency –Proposes many similar ideas for a problem.

- Flexibility- Produces many different classes of ideas for a problem.
- Originality- Gives uniquely different responses from other people.

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- Elaboration- States many details related to the creative response indicating how it may be constructed, implemented, etc.
- Sensitivity- Generates many problems in response to a situation. Furthermore, they stated that creative individuals vary in motivational, intellectual, and personality traits. Individuals with creative potential can be most easily recognized by the following characteristics:

- **Curiosity**- This probably is one of the easiest signs by which a teacher can discover creative individuals.
- Resourcefulness.
- Desire to discover.
- Preference for difficult tasks.
- Enjoyment in solving problems.
- Drive and dedication to work.
- Flexible thinking.
- Responsiveness to questions and habit of giving
- More answers to questions than do most students.
- Ability to synthesize and see new implications.
- Pronounced spirit of inquiry.
- Breadth of reading background.
- Ability to form abstractions analyze, and synthesize information.

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The Teacher and Universal Basic Education

The 21st century promises to be a period of an upsurge of scientific and technological break through. So far series of efforts have been made and are still being made by the developed and the developing countries singly and collectively to brace up with the challenges of the century so as to have a better world. Education is the instrument through which any meaningful, relevant, lasting and impacting change could be made in any given society for economic, social and political advancement. This explains why different World Education Summits and Conferences have been going on to fashion out how education could be better used to address these 21st century universal problems and challenges. Among them are the World Conference on Education for All (EFA) held at Jomitien, Thailand in 1990, which aimed at providing basic education for all by the year 2015, Durban Statement of Commitments (1998) and the OAU/AU Decade of Education in Africa (1997-2006), which required African States to broaden access to Quality Basic Education as a spring board for the sustainable socio-economic development of the continent in general, the 46 session of the International Conference on Education (ICE) held at Geneva in 2001 with the theme "Education for All to Live Together, Problems and Prospects". This theme was informed by the assumption that the 20th century education did not serve the purpose of learning to live together for a better world. In view of this, the Director General of UNESCO enjoined the participants of the International Conference on Education to guarantee the quality of

education for all to ensure a better, functional and fruitful life of people in the 21st century. To this, the conference resolved to do among other things, through adaptation of curricula education in order to reflect "economic and social changes set in motion particularly by globalization, migration, cultural diversity and ethical dimensions of scientific and technological progress". Also the 1991 New Delhi declaration required stringent and concerted efforts by the E-9 countries (nine countries of the world with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time. Nigeria being a signatory to these Declarations on Education and in response to and in conformity with the declarations devised a strategy to actualize the agreed Educational goals. The strategy adopted by the Federal Republic of Nigeria, to grapple with the challenges of the 21st century is "the Universal Basic Education (UBE) Programme. The programme has taken-off with huge sums of money being expended in the provision of classrooms, offices, desks, books, chalk, boards, computers, lunch for children, employment of teachers etc. Also the UBE structure and Act have been put in place. Among all these variables, the teacher is the key player in the actualization of the Universal Basic Education. He uses his professional knowledge and skills to act on these other educational inputs to process the learners to get the desired change. The facilities in the schools will ever remain in a state of inertia if the teacher does not activate them. In cognizance of the position and roles of the teacher in the successful implementation of the UBE programme; there is an urgent need to review and

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transform teacher education programmes, to prepare and produce viable, relevant, competent and current teachers for the UBE programme in order to meet up with the demands of the 21st century.

The UBE programme was launched in 1999 by His Excellency, the President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo in response to the international declaration. The Universal Basic Education is Universal, 'free' and 'compulsory'. The terms imply that adequate and appropriate types of opportunities to basic education will be provided to every Nigerian child of school-going-age and that parents have an obligation to ensure that their children or wards in their care avail themselves of such opportunities. Also, appropriate sanctions will be meted out on persons, societies or institutions that prevent children, adolescents and youths from benefiting from the UBE. According to the Federal Ministry of Education Implementation Guidelines for UBE (2000), UBE is not defined in terms of years of schooling nor limited to formal schooling, rather, it is broadly seen as a close articulation of the formal, the non-formal and informal approaches to and mechanism for awakening an all-round development of the human potential. This will help to lay the foundation for life-long learning through the inculcation of appropriate learning for self-awareness, citizenship and life skills. The Universal aspect of UBE entails:

- Inclusiveness which demands that all persons in all manners and conditions of physical, spatial and psychological existence will benefit from the programme.

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- Special attention to special groups with special needs
- Encouragement of the provision of facilities for early childhood care and socialization

UBE Vision Statement

The goal statement of UBE is that at the end of nine years of continuous education every child that passes through the system will acquire appropriate levels of literacy, numeracy, communicative, manipulative and life skills and be employable. The child will be useful to himself or herself and to the society at large by presenting relevant ethical, moral and civic values. The scope covers:

- Programmes and initiatives for early childhood care education and development
- Six-year primary education
- Three-year junior secondary school

Objectives of UBE

1. Ensuring undisturbed access to nine years of formal basic education

2. Provision of free compulsory Universal Basic Education for every Nigerian child of school going age.

3. Reducing drastically the incidence of school drop-out from the formal system through improved, relevant, quality and efficient teachers to attend to the needs of any disgruntled child and proffer solutions

4. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values

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needed for laying a solid foundation for life-long-learning.

It is explicit from these objectives that UBE Programme is a comprehensive and holistic education programme through which the government of Nigeria wishes to establish quantitative, qualitative and functional education for her citizenry.

UBE Acts

On 26th May, 2004, the National Assembly passed the UBE Act of compulsory, Free Universal Basic Education Act. In the same vein, Imo State House of Assembly in 2005, passed the Imo State Universal Basic Education Law No. 6 in accordance with the directive that each state should pass the equivalent of the National Assembly UBE Law. These legislative actions are to give legal backings to the full implementation of the UBE Programme. Some of the highlights of the UBE Acts are:

1. Universal-free and compulsory nine years Basic Education
2. UBE to be implemented by State Universal Basic Education Board (SUBEBs) and Local Government Education Areas (LGEAs).
3. Federal Government intervention to ensure uniform, equitable and qualitative provision of Basic Education through out the country.
4. Sanctions for parents and guardians who keep their children and wards away from school.
5. Obligation on government to provide adequate basic education opportunities for all school-age children.

Outlaw of fees in public primary and junior secondary schools and attendant punishment for contravention of the provision.

Provision of free tuition, books, instructional materials, classrooms, furniture and lunch.

Jurisdiction of magistrate court or any other court of competent jurisdiction to hear or determine cases under this and give sanctions.

It is pertinent that the UBE Acts be well taken note of by all and sundry for compliance to ensure successful implementation of the UBE programme.

The Indispensable Role of the Teacher

The teacher with the professional knowledge, skills and influence in schools is the hand that will rock the cradle of the UBE Programme to a successful conclusion. He provides the students with the knowledge, skills and understanding needed to play a constructive part within the society and become more confident and responsible.

It is the teacher who provides students with equal support for the learning of universal values as a basis of understanding, the respect for cultural, ethnic and religious differences thereby reducing the effects of prejudice, inequality and racism.

Similarly, teachers, according to Emenalo, (2003), open doors to a better world through the provision of literacy, numeracy, communicative and manipulative skills to students. For in this present dispensation people without the ability to read, understand printed materials and communicate effectively, are social misfits who are cut-off from the world. This underscores the saying that "if you can write your name,

thank your teacher". It should not be deemed as an over statement to opine that the concepts, principles, aims and objectives of National Policy on Education (NPE), Education for All (EFA) and UBE are meant to establish a better world through education. These policy statements can only be actualized at the institutional level where teachers are the operators and manipulators. This was realized by Borishade, (2001) in his ministerial address at a two-day sensitization workshop for teachers when he stressed the need for production and supply of more teachers for the UBE, salary improvement, promotion and recognition of teachers and constant and vigorous efforts by the government to ensure that teachers are continually empowered to be agents of learning and change in the UBE programme.

Adding their voices to the importance of teachers in the effective implementation of UBE, the Directors General of UNESCO, ILO, the Administrators of UNDP, and the Executive of UNICEF, during the World Teachers' Day on 5th October 2000, made and presented the following common and collective statement to the world about teachers:

We appeal to the world community, the governments, parliamentarians, parents, community leaders, the media, private sector ..... to review their commitment of support to teachers. They further called on governments to ensure the full implementation of the Dakar Framework of Action of April, 2000 to enhance the status, morale and professionalism of teachers. Because teachers are and will remain in this new century the core of the education system of a better world.

Teachers should ensure a healthy and conducive learning environment for both qualitative and quantititative education for the learners. In spite of the militating factors in schools, the

teachers need to use their professional knowledge and skills to improve on school quality by establishing child-friendly and happy learning environment, improvising certain teaching and learning materials and identifying early enough individual learner's problems or signs of possible drop-out of students from school. This will make for effective learning and retention of learners in school as well as reduction in school-drop-outs.

To play the role of change agents is another role of teachers. Any desired and enduring attitudinal, economic and political change and development in the society is usually channeled through the education process where the teachers are the actors. Teachers raise the foundations of generations to come, and foundation is the most important aspect of building. They have tremendous impact on children and can easily condition and mould them to act in certain ways. For example, the young ones are taught the ideals of democracy, their rights and responsibilities and be ready to defend them. Through citizenship education, teachers provide students with the knowledge, skills and understanding needed to play a constructive part within the society and become more confident and responsible anywhere any time.

Teachers play the role of surrogate parents to pupils/students. Guided by the principle of 'In-Loco-Parentis' it is the role of teachers to control and train children under their care in the schools. This they do by establishing a climate of confidence and encouraging them to express their concerns and protect themselves and the society in which they live. It is believed that with good student-teacher relationship, teaching and learning will be enhanced inhibiting factors not withstanding.

CHAPTER

2

TEACHER EDUCATION IN NIGERIA

Teacher education is the complex process of professional education given to intending teachers to equip them with the skills, knowledge, and competence to assist individuals receive quality education experience that will enable them become independent lifelong learners which they need to maintain their well-being throughout life. According to Houston and Howsam (1972) teacher education is the vehicle for preparing those who wish to practice in the teaching profession, as in all professions, this preparation involves on one hand, the acquisition of knowledge and the ability to apply it, and on the other, development of the needed repertoire of critical behaviors and skills. Cara and Patron (1971) emphasized that the purposes of teacher education are to develop in the intending teacher, an ongoing concern for the process of education, develop the ability and drive for inquiry and open up the path for new ideas to develop in relation to today's world. According to the FRN (2004:31) the goals of teacher education shall be to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;

- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- Enhance teachers' commitment to the teaching profession.

Brief History

Teacher education in Nigeria has a long history, which dates back to 1859, when the Church Missionary Society set up the first teacher-training college at Abeokuta known as "The Training Institution". Similar training institutions followed after. The Baptist Training College in 1897, the Wesleyan Methodist Missionary Society set up in 1905 an institution for the training of teachers and catechists; the Presbyterian Church of Scotland in 1892 established the Hope Waddle Training Institute to train young primary school leavers, teachers and preachers, in 1909, the Northern Government set up the Nasarawa School (Fafunwa, 1991). The establishment of the Yaba Higher College in 1932 paved the way for a three-year teacher training programme. While the establishment of University College Ibadan in 1948 provided opportunity for graduate programme in teacher education in Nigeria. The University of Nigeria, Nsukka in 1961 launched a three-year Bachelor of Arts and Science

combined honors degree in Education, that is, B.A./B.Sc. (Education). University of Ibadan did same in 1963, Ahmadu Bello University in 1964, University of Lagos in 1965, and University of life in 1967 (Fafunwa: 1991)

Training Programmes

Several institutions of higher learning offering courses in education emphasize integrated form of education. This form of education is imperative because with the complexity of functional education, higher order skills, technical knowledge, high level of maturity and versatility are required to produce teachers who possess high level cognitive understanding of the educational process. Courses offered by faculties and colleges of education could be categorized as general . education, subject matter specialization and professional education. The general education courses include among others, history of education, educational psychology, sociology of education, economics of education, philosophy of education, introductory courses in guidance and counseling, measurement and evaluation, teaching as a profession, classroom organization and management. The subject matter specialization is dependent on the area of interest of the intending teachers. These include courses in pure and applied sciences, humanities, business, arts, languages, and social sciences. The professional education courses include among others, educational technology, curriculum and instruction, guidance and counselling, educational management and planning, early childhood and primary

education, vocational education, adult and non-formal education, special and health education.

In addition to the above, all students majoring in education irrespective of discipline area are required to do teaching practice and carry out a research project, take some general courses such as the use of English, Citizenship Education and in the recent past general introductory courses in ICT. It is important to note that the above list is not exhaustive and that there are variations in institutional programmes.

According to Federal Republic of Nigeria (2004), the following institutions of higher learning, among others, offer courses in education; Colleges of Education, Faculties of Education, Institutes of Education, Schools of Education in Polytechnics, National Institute for Nigerian Languages (NINLAN), National Mathematical Centre. Recognized institutions outside the country also offer courses in education.

Nigeria Certificate in Education (NCE)

The Nigeria Certificate in Education (NCE) programme aims at producing high level teaching personnel of intermediate manpower grade. The colleges are involved in teaching, research, and community development. The duration of the programme is generally three years and leads to the award of the Nigeria Certificate in Education (NCE). Institutional variations not withstanding, the courses are grouped into compulsory, major options and electives.

The minimum requirements for admission are usually as specified by the institution, however, candidates seeking

admission into the various programmes should possess Senior Secondary Certificate or General Certificate in Education with a minimum of four credit passes in relevant subjects in not more than two sittings. Other qualifications include; Teachers Grade 11 Certificate, Higher School Certificate, General Certificate of Education or Advanced Level in the relevant subject areas.

Table 1: Summary of ownership of institutions in Nigeria awarding NCE

S/N	OWNERSHIP	NUMBER
1	Federal Colleges of Education	20
2	State Colleges of Education	42
3	Private Colleges of Education	11
4	Others	2
	TOTAL	75

Source: FRN, 2008

Higher National Diploma (HND)

Schools of Education in Polytechnics are designed primarily to produce high quality middle level teachers that possess technical knowledge and skills and are capable of imparting same for the production of technicians, technologists and other skilled personnel. It is a two tier programmed of studies made up of the National Diploma (ND) and the Higher National Diploma (HND) with one

year period of industrial training serving as one of the pre-requisites for entry into the HND programmes.

Table 2: *Summary of ownership of Polytechnics in Nigeria*

S/N	Ownership	Number
1	Federal	20
2	State	31
3	Private	9
	Total	61

Source: FRN, 2008

Mandatory Continuing Professional Development (MCPD)

Mandatory Continuing Professional Development (MCPD) provides constant in-service training for serving teachers. It is designed to sharpen the skills of teachers which in turn will enhance better performance in their duty and thus higher quality education. According to TRCN (2008) it is a collection of meetings, intellectual and practical activities organized by TRCN.

Table 3: Categories of the MCPD and approved credit units

Progamme	Primary (credit units)	Secondary (credit units)	Tertiary (credit units)
TRCN capacity building workshops & roundtables	28	28	20
Annual conference of registered teachers	20	20	28
Approved stakeholders' seminars & workshops	20	20	20
Minimum credit to be earned within three years	68	68	68

Source: FRN (2008)

Undergraduate Programmes

A normal full-time undergraduate training programme takes a minimum of four years while the part-time programme takes a minimum of five years. Admission into the full-time programme varies at institutional levels. However, candidates should obtain the required scores in the relevant subjects in the Joint Admissions and Matriculation Examination and also possess at least five

credit passes in the relevant O'level subjects in not more than two sittings. Requirements for admission into the part-time programmes vary at institutional levels too, but most institutions require, at least, five O' level credit passes in not more than two sittings. Various institutions have provisions for direct entry admissions provided the candidates complete the necessary forms and also meet the approved requirements for admission.

Postgraduate Programmes

Postgraduate programmes take the form of postgraduate diploma and certificate courses in education, which take a minimum of nine months. Masters degree takes a minimum of a year and six months.

Doctor of Philosophy in education takes a minimum of three years. The postgraduate programmes are available through the institutional full-time or part-time programmes. The part-time programmes naturally, last for longer periods but essentially depend on the rate at which each individual pursues his programme of study and the willingness of the faculty members to work at the student's pace.

At the postgraduate level, the curriculum exposes students to in-depth knowledge of their specific area of interest such as educational management, philosophy of education, educational technology, curriculum and instruction, measurement and evaluation, science education, early childhood education and education psychology among others.

Included in the curriculum are educational policy, school community relations, school organization and

management, financing of education, seminars and individual research work in the form of thesis or dissertation. Admission requirements vary at institutional levels, especially for diploma and certificate courses. However, a good honours degree generally qualifies an individual for admission into the master's programme. Furthermore, master's degree with acceptable cumulative grade point average qualifies an individual for admission into a doctoral programme.

Table 4: Summary of ownership of Universities in Nigeria

S/N	OWNERSHIP	NUMBER
1	FEDERAL	27
2	STATE	34
3	PRIVATE	34
	TOTAL	95

Source: FRN, 2008

The Postgraduate Diploma in Education (PGDE)

In 2003, the National Council for Education fixed 2006 as the deadline for all categories of serving teachers to obtain professional teaching qualification. The Postgraduate Diploma in Education (PGDE) offered in Faculties of Education in Universities is primarily designed to enable serving graduate teachers who do not possess teaching qualification to do so. It is usually a one year programme with emphasis on both theory and practice of education. The minimum qualification for

admission into the PGDE programme is a bachelor's degree obtained from a recognized institution.

In 2004, the National Universities Commission, the National Board for Technical Education, and the National Commission for Colleges of Education directed Vice-Chancellors, Rectors, and Provosts respectively, to ensure that their teachers irrespective of Faculties, Schools, or Colleges comply with the necessary professionalization guidelines emanating from the Teachers Registration Council of Nigeria. According to FRN (2008) the National Universities Commission has not considered the Postgraduate Diploma in Education as part of its statutory concerns; consequently, the PGDE has not come under the necessary national standardization over the years. As a result of the above, the TRCN technical consultants, Deans and Directors of Faculties and Institutes of Education drew the attention of the TRCN to the need for it to develop a National Minimum Standard for the Postgraduate Diploma in Education.

Table 5: Turn-out of Graduates in Education

Level	2001	2002	2003	2004	2005
Graduates	8246	6469	6951	5369	4447
Masters	1459	2368	1915	1892	645
Ph.D	163	184	173	175	63
Postgraduate Diploma	652	1337	987	927	510

Source: FRN, 2006

Professional Diploma in Education (PDE)

The Teachers Registration Council of Nigeria (TRCN) in collaboration with the Institute of Education, Ahmadu Bello University, Zaria, developed a new teacher education programme known as Professional Diploma in Education (PDE). Unlike the PGDE, the PDE is offered full time, part-time, sandwich and long distance. It is for teachers at the different levels of the educational system and the minimum requirement for admission is OND or HND. It is a one year diploma programme offered by Federal College of Education, Kano; Federal College of Education, Zaria; African Thinkers Community of Inquiry College of Education, Enugu; Kaduna State College of Education, Gidan Waya; Niger State College of Education, Minna etc. (FGN, 2007)

Teacher Education for Special People

According to the FRN (2004:47) Special Education is a formal educational training given to people (Children and adults) with special needs. This group of people may be classified into three categories:

The Disabled- People with impairments (physical, sensory), and because of this impairment/disability cannot cope with regular school/class organization and methods without formal special educational training. In this category, we have people who are:

- visually impaired (blind and the partially sighted):
- hearing impaired (deaf and the partially hearing);

- physically and health impaired (deformed limbs, asthmatic);
- mentally retarded (educable, trainable, bedridden); emotionally disturbed (hyperactive, hypoactive/the socially maladjusted/behaviour disorder)
- speech impaired (stammarers, stutterers);
- learning disabled (have psychological/ neurological educational phobia or challenges);
- multiple handicap.

The Disadvantaged: The children of nomadic astorals, migrant fisher folks, migrant farmers, hunters, etc, who, due to their lifestyles and means of livelihood, are unable to have access to the conventional educational provision and therefore require special education to cater for their particular/peculiar needs and circumstances.

The Gifted and Talented: People (children and adults) who have/possess very high intelligent quotient and are naturally endowed with special traits (in arts, creativity, music, leadership, intellectual precocity, etc) therefore find themselves insufficiently, challenged by the regular school/college/university programmes.

The Aims/Objectives of Special Education are to:

- Give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding;

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- Provide adequate education for all people with special needs in order that they may fully contribute their own quota to the development of the nation;
- Provide opportunities for exceptionally gifted and talented children to develop their talents, natural endowments/traits at their own pace in the interest of the nation's economic and technological development.
- Design a diversified and appropriate curriculum for all the beneficiaries.The Federal Ministry of Education has responsibility for co-ordinating Special Education activities in Nigeria in collaboration with relevant Ministries and non-governmental organizations and international agencies (UNICEF, UNESCO, UNDP, WHO, etc)
- **The Federal and State Ministries of Education shall, in collaboration with appropriate bodies, provide special programmes for gifted and talented people e.g:**
- Early age identification and nurture.
- Early age admission into primary, secondary and tertiary institutions;
- Early completion of educational programmes at the three educational levels.
- The education of children with special needs shall be free at all levels

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All necessary facilities that would ensure easy access to education shall be provided for example :

- Inclusive education or integration of special classes and units into ordinary/public schools under the UBE scheme.
- Regular census and monitoring of people with special needs to ensure adequate educational planning and welfare programme.
- Special education equipment and materials e.g
- Perkins brailler, white/mobility cane/brailled text books, abacus, braille, talking watch.
- Audiometers, speech trainers, hearing aids, ear mould machines etc.
- Educational/psychological toys, for the educational mentally retarded.
- Calipers, prostheses crutches, wheel chairs, artificial limbs, etc. for physically handicapped.
- Standard library, audio-visual equipment, internet facilities, etc for the gifted and talented children.
- Special education training e.g
- Brailler reading and writing;
- Mobility training; use of regular typewriter; for the visually impaired.
- Total communication technique-speech, sign-language, the 3 Rs, etc for the hearing impaired.
- Daily living activities or skills for the mentally retarded.

- Special training and re-training of the personnel to develop capacity building and to keep abreast of latest teaching technique, for the various categories of disabilities, the gifted and talented.
- The teacher/pupil ratio in special schools shall be 1:10
- Federal, State and Local Governments shall fund these programmes within their areas of jurisdiction.
- Architectural designs of school buildings shall be barrier free i.e., they shall take into account in special needs of the handicapped e.g., ramps instead of steps; wider doors for wheel chaired, lower toilets etc. Schools shall be required to arrange regular sensory, medical and psychological screening assessment to identify any incidence of handicap.

From the foregoing, the training of teachers for special people both adults and children should be given priority attention to ensure that they have opportunity for development of their full potentials for national development. Considering the sensitive nature of their training, and the importance attached to it, a conscious effort should be made to create awareness at all levels for the education and adequate training of teachers for special people. A considerable number of special people have no access to education because of limited or practically no knowledge of what to do or where to get relevant information on what to do. Furthermore, young people seem not to be interested in working with this group of people.

Consequently, there is limited supply of trained special education teachers.

Attention should be given to such specialized areas as early childhood special education, emotional disturbance, learning disorders, mental retardation, multiple handicapped, severely profoundly handicapped and specialized vocational education among others. Community resources especially health care services be should harnessed. Art, music and drama promote the social and emotional development of all individuals it should therefore be incorporated into the training of teachers for special people. Intending teachers should be exposed to areas such as dynamics of family interactions, attitude of parents and siblings towards the special children and community reactions to adults with handicaps. Multidisciplinary research works in special education should be encouraged to address the educational needs of the special people. All forms of facilities for training of the teachers are currently in short supply because of poor funding of the programme. The intending teacher should be introduced to the use of alternative instructional media for special learners. Teaching practice for intending special education teachers require adequate planning and implementation. The period of internship is very important in the training of all teachers. The intending special education teacher must be placed in schools or centres where they will be well positioned to integrate theory and practice.

Distance Learning Programme

Undergraduate, postgraduate diploma programmes and certificate courses in education could be offered by institutions through the distance learning programmes. According to Jegede (2002: 19);

The term, "Distance Learning" variously known as "Correspondence study", "Home study", "Off-campus study", "Independent study", "Distance study", "Telematic study", is the provision of education by mode, other than the conventional face-to-face method, whose goals are similar to, and just as noble and practical, as those of on-campus full-time, face-to-face.

Individuals wishing to acquire knowledge in education are normally exposed to instructions through a variety of media. These include, among others, prints, virtual, web-based, digitalized library facilities. The nature of this programme makes it possible for several individuals to be admitted into programmes in education independent of time, space, and location, unlike in conventional face-to-face learning situations, where limited human and material resources may result in admitting only the number of applicants the available resources can cater for.

Tertiary institutions mount correspondence courses for teachers during the normal school sessions to enable them upgrade their knowledge and skills. These correspondence courses are usually mounted at designated centres determined by the institutions. The choice of a centre is dependent on a number of factors especially accessibility to as many potential students as possible. Teaching staff may be the faculty members of the institution or qualified

individuals recruited from within the location of the centre. Many teachers have benefited from this programme especially those who possess the intellectual ability to develop independently. Such individuals can cope with their regular work schedule and intensive studies.

Certification

Certification is the official authority granted to an intending teacher after formal academic and professional training in a recognized teacher training institution. Kinney (1964) explained that certification which aims at ensuring quality in education is the process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools. He stated that its purpose is to establish and maintain standards for the preparation and employment of persons who teach or render certain services in the schools. Certification does not guarantee employment as a teacher but rather guarantees that a candidate is qualified to teach and therefore could be employed as a teacher. It is an established fact that no education system rises above the quality of its teachers. The development of Nigeria is therefore dependent on the quality of teacher education programmes in general and universities in particular.

In-service Training

This is the form of personal development teachers receive at various times in the course of their career and which provides opportunity for life-long learning. This type of training has the singular advantage of equipping the

teachers with new knowledge without interfering with the teachers' normal school programme. Teachers who benefit from this training are committed to their intellectual development. The personal interest of the teachers will naturally determine the nature of in-service programme they will engage in. The following among others are some of the in-service training opportunities available to teachers:

Conference

This is usually a gathering of individuals with common interest for the purpose of sharing knowledge that would contribute to local, national and international development. The interest is generally articulated in the form of a conference theme which is subdivided into sub-themes. Teachers exploit the opportunities provided by conferences at local, national and international levels for further growth and development. Conferences expose teachers to new knowledge, skills, attitudes which they use in imparting knowledge to the learners. Teachers' Conferences may be annual or as the need arises. The successful organization of any conference is dependent on the ability of the planners to efficiently mobilize available resources.

Workshop/Seminar

A workshop/seminar is a forum for addressing and identifying solutions to critical organizational problems. Distinguished scholars and experts serve as facilitators at workshops/seminars. They provide needed guidance for the participants. Unending educational problems can be

reasonably solved through workshops and seminars. Workshops may last for few days or months depending on the nature or magnitude of the problems to be solved. The workshop facilitator may come from within or outside the organization. For example, educational administrators may organize workshops for the purpose of proffering solutions to the problem of examination practices at all levels of the educational system. School principals may serve as facilitators or educational consultants may be invited to assist in solving such problems.

Teachers' Meetings

Teachers meetings provide opportunities for teachers to discuss their common problems and learn from each other. The meetings may be for teachers in a particular school or locality. When the need arises, teachers may send delegates to represent them and report back to them major decisions taken at the meetings. The meetings may be scheduled once a month or may take the form of annual general meetings. The venue and time for the meetings are usually communicated to the teachers in time to ensure full attendance. Issues affecting teachers and teaching are discussed at such meetings and they provide fora for circulation of all forms of information to teachers.

Supervision

Supervision of instruction is an indispensable form of training of teachers. The instructional leaders (that is, the principal, the vice-principals and the heads of departments) are faced with the task of ensuring that teaching and

learning take place as already planned in the school programme. Supervision of instruction therefore becomes imperative for effective teaching/learning. Nwaogu (1980:1) defined instructional supervision as "the process or activity whereby an individual, by means of advising and stimulating interest in teachers and pupils, helps to improve teaching and learning situations in educational institutions". The role of the instructional leaders is not that of a fault finder but rather a catalyst in the teaching/learning process. The supervisor is primarily a teacher who is well equipped with the necessary knowledge, skills and attitudes to positively influence the behaviour of the fellow teachers and the learners.

Professional Organizations

These are very important organizations in the life of a teacher. Each Teacher must belong to at least a professional organization and also participate actively in the activities of the organization. The teacher should belong to the local, state and national professional organization that is considered relevant to his/her discipline. A professional organization facilitates the development of a teacher by serving as a means of professional growth. Members determine the leadership of the professional organizations. Membership dues and or levies may be mandatory for individuals to retain their membership of such organizations. These organizations make it possible for professionals in similar or same areas to know each other and also share experiences.

Reading

The development of a reading culture marks the beginning of life-long learning for a teacher. It is imperative that a teacher devotes time to reading. Numerous printed materials in education are available in many libraries. The internet has provided greater opportunities for accessing educational materials at reasonable cost. A teacher may source for information from internet without much effort. A teacher must develop a high level of interest to benefit from reading. Printed or electronic materials may be a teacher's fastest means of intellectual development.

Vacation Courses

Tertiary institutions provide certificate, diploma or even degree programmes through long vacation programmes. Teachers benefit from these programmes especially with the Federal Government policy that all serving teachers must possess teaching qualification(s). Teachers register in these programmes to enable them develop intellectually without disrupting their normal school work. The duration of the long vacation programme varies from institution to institution and is also dependent on the course a teacher registered for. However the degree programme takes not less than five years. Several teachers have upgraded their status through the long vacation programme, although the programme is usually criticized for producing low quality teachers.

Radio/TV Programmes

A good number of media houses include educational programmes in their broadcast. Experts in different disciplines assist in packaging educational issues that are of interest to the general public. Teachers and indeed the general public benefit from these programmes. The radio/TV programmes provide learning opportunities for millions of people at a time. The determination of the topics learners will be exposed to is the prerogative of the organizers. Consequently, the teacher's specific needs may not be addressed.

Exchange Programmes

Educational administrators have thought it wise to involve teachers in exchange programmes either within or outside the country. The exchange programme involves teachers moving to completely new teaching environment. The teachers share their knowledge and experiences with the teachers and learners and also learn from the new environment. This programme has proved to be very enriching for teachers.

Application of New Teaching Procedures

Each school is headed by a principal, who is normally assisted by vice-principals and heads of departments. These individuals collectively provide instructional leadership in the school. The nature of their responsibilities, position them to ensure that the teachers are constantly applying innovative methods in the classrooms. For this to be actualized, the instructional leaders should carry out routine

demonstration of new methods of teaching for the teachers in their various discipline areas. The teachers should participate in these demonstrations because of the opportunity it provides for growth and career development. This method of teacher development is cost effective and at the same time allows for a high degree of harmony in the adoption of acceptable teaching methods.

Research

This is a scientific method of finding solutions to problems. It is also the most effective means of gathering facts and information. In the educational system, scientific investigations are carried out mostly in the institutions of higher education for the purpose of providing solutions to the numerous educational problems. As stated earlier, the teacher is a scientist. By virtue of this fact, the teacher should be very familiar with the procedure for scientific enquiry. The educational system has always been faced with multidimensional problems that require attention. The teacher learns and also contributes to knowledge through systematic application of scientific procedures in finding solutions to educational problems.

Mentoring

The poor work attitude of some teachers to a reasonable degree is responsible for the fallen standards of education in the country. Some teachers habitually go to school late, some are truants and many have no regard for the Teachers' Code of Conduct. The older teachers can help in addressing these problems through mentoring. According to Robbins (2000)

mentoring refers to a relationship that exits, between a junior and a senior member of staff primarily to support the personal development and career advancement of the junior person. Furthermore, Kram (1985) emphasized that the mentor is a coach, and therefore facilitates the development of the skills of the junior person. As a counselor, the mentor provides support to bolster the self-confidence of the junior and as a sponsor, the mentor actively intervenes on behalf of the junior staff. This method of staff development is usually overlooked. Consequently, the young teachers enter and grow in the profession without mentoring. In adopting mentoring as a form of staff development, attention should be paid to who does the mentoring of a particular younger staff. Since the inculcation of right values and skills are paramount in the mentoring relationship, mentors should be individuals with proven record of integrity and professional competence.

Community Relations and Traveling.

Teachers teach in schools located in various communities. The participation of teachers in community activities provides wealth of knowledge for them. A community is typically made up of individuals with varied backgrounds. Some may be professionals in different areas of study. Full participation of the teacher in community activities makes it possible for the teacher to benefit from the wealth of knowledge and experience of these professionals. Traveling is another very important means of self development. Such travels should be targeted with emphasis on educational places to enable the teacher make maximum use of the opportunity provided by the travel.

CHAPTER

3

REGISTRATION AND LICENSING
OF TEACHERS

License is official authority to teach granted by the TRCN to a serving or an intending teacher after satisfaction of all stipulated conditions to practice as a professional teacher. Generally, a license is valid for a specified period of time and is based on professional preparation. Members of the profession, determine standards for licensing in special areas of knowledge.

In the past, teaching in Nigeria was an all comers affair. Individuals unwillingly took up teaching because they were unable to secure gainful employment in other works of life. This obviously affected the quality of teaching and learning outcomes. There were, no official minimum qualification for teaching. The long and short term consequences of this on national development necessitated the establishment of the Teachers Registration Council of Nigeria by Act 31 of 1993. The Council is charged with the general duty of:

a. Determining who are teachers for the purpose of this Act;

b. Determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit;

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c.   Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time the lists of those persons;

d.   Regulating and controlling the teaching profession (in this Act referred to as "the Profession") in all its aspects and ramifications;

e.   Classifying from time to time members of the teaching profession according to their level of training and qualifications;

f.   Performing through the Council established under this Act the functions conferred on it by this Act.

The Membership of the Council is as follows:

a.   Chairman

b.   Representative each of the Committee of:-
   (i)   Deans of Education and Directors of Education in Nigerian Universities
   (ii)   Provosts of Colleges of Education
   (iii)   Rectors of Polytechnics

c.   One person to represent each of the following bodies:
   (i)   The National Universities Commission
   (ii)   The National Commission for Colleges of Education
   (iii)   The National Board for Technical Education
   (iv)   The National Teachers Institute

d.   Representative of the Federal Ministry of Education

e.   Six (6) persons to represent the State Ministries of Education to be elected in rotation among the states of

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the Federation to be appointed by the Federal Ministry of Education every two years.

g.   Five (5) persons to represent Nigeria Academy of Education.

h.   The Registrar.

Registration of Teachers

According to FRN (2002) a person shall be entitled to be registered as a member of the profession if:-

(a)   He passes a qualifying examination accepted by Council and completes the practical teaching prescribed by the Council under this Act, or

(b)   Not being a Nigerian, he holds a qualification granted out-side Nigeria which for the time being is recognized by the Council and he is by Law entitled to practice the profession in the country in which the qualification was granted, provided that the other country accords Nigerian professional teachers the same reciprocal treatment and that he satisfies the Council that he has had sufficient practical experience as a teacher.

An applicant for registration shall in addition to evidence of qualification satisfy the Council that:-

(i)   He is of good character

(ii)   He has attained the age of twenty-one years and,

(iii)   He has not been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

A person is deemed to practice as a registered teacher if:-

(a)   He engages himself in teaching or holds himself out to the public as a teacher or;

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(b)   He renders any other service which may by regulations made by the Council with approval of the Secretary be designated as service constituting teaching.

Table 5: Categorization of Teachers

Category	Qualification
A	Ph.D in Education Ph.D plus Education or equivalent
B	Masters in Education Masters plus Education or equivalent
C	First Degree in Education First Degree plus Education or equivalent
D	NCE or its equivalent. Teachers Grade I and Teachers Grade II

Source: FRN: 2002

The inclusion of Teachers Grade I and II is temporary. It is expected that very soon such categories of teachers should upgrade their qualifications through the Colleges of Education or the NTI Distance Learning Programmes. This is in view of the fact that minimum teaching qualification approved by the National Policy on Education is the Nigeria Certificate in Education (NCE).

Table 6: Registered teachers by zone and qualifications (primary)

S/N	ZONE	NCE	B.Ed	M.Ed	Ph.D	Total
1	Minna	33948	3517	153	9	37627
2	Jos	22292	2495	75	1	24863
3	Yola	14791	907	14	0	15712
4	Maiduguri	13532	1313	12	1	14858
5	Kaduna	23700	2024	48	3	25775
6	Sokoto	10919	1136	11	0	12066
7	Owerri	15364	4654	103	2	20123
8	Enugu	19779	4895	131	7	24812
9	Uyo	22060	2947	68	0	25075
10	Benin	23721	2275	40	0	26036
11	Akure	33821	1971	40	1	35833
12	Lagos	45124	4335	232	4	49695
	Total	279,051	32,469	927	28	312,475

Source: FRN 2008

Table7: Registered teachers by zone and qualification (secondary)

S/N	Zone	NCE	B.Ed	M.Ed	Ph.D	Total
1	Minna	12158	9624	3545	25	25352
2	Jos	8526	6749	2487	8	17770
3	Yola	5978	4733	1743	11	12465
4	Maiduguri	5144	4073	1500	2	10719
5	Kaduna	8340	6603	2433	3	17379
6	Sokoto	3493	2765	1018	50	7326
7	Owerri	6392	5060	1865	21	13338
8	Enugu	9184	7271	2679	33	19167
9	Uyo	8203	6494	2392	27	17116
10	Benin	8785	6955	2561	10	18311

Registration and Licensing of Teachers

11	Akure	9707	7685	2832	16	20240
12	Lagos	12518	9910	3652	25	26105
	Total	**98,428**	**77,922**	**28,707**	**231**	**205288**

Source: FRN 2008

Table 8: Registered Teachers by zone and gender (Tertiary)

S/N	Zone	Male	Female	Total
1	Minna	4616	5902	10518
2	Jos	3924	3069	6993
3	Yola	2808	2026	4834
4	Maiduguri	2354	1751	4105
5	Kaduna	4787	2732	7519
6	Sokoto	2356	1457	3813
7	Owerri	1198	4137	5335
8	Enugu	2486	5078	7564
9	Uyo	2727	3867	6594
10	Benin	2586	4620	7206
11	Akure	3243	5117	8360
12	Lagos	3717	8500	12217
	Total	**36802**	**48256**	**85058**

Source: FRN 2008

Views on Teacher Education in Nigeria.

The teacher education programme over the years, has been meeting up with the goals and expectations for which it was instituted but in the present dispensation of things it leaves much to be desired. Studies carried out by some scholars as well as peoples observations and experiences have noted some pitfalls in the teacher education

programme, which manifest in the teachers and their products.

For instance, a classroom research carried out by Aaron (2003) pointed out some deficiencies in teachers knowledge and skills in the area of language. It was found out that teachers need more skills in teaching initial literacy, numeracy and basic scientific concepts in the children's mother tongue and more ability to manage children's learning needs during the transition to English as the medium of instruction as well as additional training in the use of instructional materials.

Also, a preliminary action research carried out in 9 cluster of 5 selected primary schools at Enugu by Ani (2004) confirmed other studies across the country which indicated low level of competence in literacy and related skills among primary school teachers and pupils at grades 4 – 6 levels due to difficulty in transisting from the local language to English as a means of communication across the primary school curricula.

Further in his report, Aaron exposed inadequate supply of teachers by the teacher producing institutions. For example, he stated that in 2000/2001 Kaduna State needed 1347 teachers for primary school but what the college of education in the state could produce was 290 primary education studies specialists.

Even the World Bank survey (2003) showed serious gaps between the demand and supply of teachers at the secondary school level which could be as a result of non-realization of the teachers output ratio and other factors.

Teacher Education for the UBE

Teacher education will continue to be the key to educational development, for without an adequate trained cadre of teachers, Nigeria cannot hope to expand her educational facilities. Considering the facts that:

- Teachers are the viable instruments through which any educational policies or programmes are implemented, and to do this they need to be properly tooled and not half-baked and non-serious, for no educational system can rise above the level of its teachers.

- Teaching must be dynamic and innovative to meet up with the challenges of modern time created by the scientific and technological development as well as globalization.

- Teaching is not an all-comers' affair but a specialized job or profession which requires expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study.

- UBE programme is a comprehensive and holistic educational strategy adopted to provide current, relevant and functional basic education to the Nigerian citizenry for the socio-econo-political growth of our nation.

- Teacher education is required to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, there is an urgent need for teacher education programme for the preparation of UBE Teachers to be adequately reformed and repositioned.

In view of these, the ideal teacher education for Nigerian's UBE Programme for the 21st Century has to address the following:

- First of all, the entry requirements for teacher education need to be raised to minimize the influx of drop-outs and unwilling candidates into the programme. This will ensure that only those that are genuinely interested in teaching will be admitted and not those whose results are not good enough to give them places in other professions who then take teacher education as a last resort. Though this measure might cause shortage of teacher supply, with time it will ease-off and the right type of teachers will be produced.

- It is pertinent that teacher education curricular in all relevant teacher education institutions be broadened to accommodate new areas of knowledge like computer education, information technology, Family life, HIV/AIDS, enterpreneural skills, primary education studies, adult and non-formal education, special education and early child care development education. This will empower the teachers to ensure that the various scopes of UBE Programme are properly implemented.

- An ideal teacher education needs to have adequate and qualified teachers to mould the future teachers. A situation where non-professional teachers are engaged in teaching student-teachers is not acceptable. Because one can hardly give out what he does not have.

- The need arises that teacher producing institutions have to design and create a programme/or department that will take care of serving teachers' professional growth

and needs. Refresher courses, workshops, seminars or in-service training have to be packaged by the teacher education institutions for the serving teachers. This will continually keep serving teachers abreast of modern strategies and current innovations and ideas in educational service.

Moreover, since it is the duty of colleges of education as specialized institutions to discover new frontiers in pedagogy and pass on same to the practicing teachers, a department of human resource development should be created to take care of teachers' professional needs, growth and gaps instead of allowing adhoc contractor-consultants to be organizing workshops and seminars for serving teachers. Other institutions or bodies like National Teachers Institute (NTI) National Board for Technical Education (NBTE) Teachers Association need to develop a more systematic career-improvement oriented and hand-on-skills programmes for all categories of teachers.

Moreover, the teaching-learning environment in teacher education institutions is expected to be conducive, rich and educative so as to make teaching and learning less stressful and effective. This is to say that proper and adequate provisions of facilities and instructional materials have to be made. For example adequate lecture rooms and hall, libraries, laboratories, well equipped computer centers with information and communication technology (ICT) and Internet, staff offices etc have to be made available.

Similarly, adequate number of teachers has to be provided to reduce over-sized classes for teachers for effective teaching to take place. Efforts should be made to

instill discipline in student-teachers by introducing the teachers professional code of conduct in the course of their training. This will go a long way in moulding their characters positively to become professional teachers.

After all, certification is in character and learning, which is discipline, so a would be teacher has to be disciplined to be able to organize himself to mould character and discipline his students. If this is done, the ethical dimension of the UBE would have been addressed.

Again teacher education programme in this new era ought to take cognizance of the need to expand, diversify and gender balance teacher production. Cases abound of shortage of teachers in subjects like Mathematics, Technical, Vocational, Languages, Primary Education Studies, Computer Science, Introductory Technology, Fine Arts, Home Economics, Special Education etc.

Also gender disparity in teacher education has been observed. For instance Northern States witness low percentage of female enrolment in teacher education in spite of the existence of all-female Federal College of Education (Technical) located at Gusau, Zamfara State while the Southern States experience high female enrolment and low male enrolment into teacher education.

Deliberate effort should be made to improve gender participation in teacher education as a strategy towards achieving gender gap reduction in literacy rate. In addition if teacher educators comprise male and female in the right proportion, teaching will no longer be male or female dominated profession.

Furthermore, since national Policy on Education (NPE) encourages the use of mother tongue at the pre-primary and the first three years of primary education, teacher education programme should give additional attention to the production of teachers of Nigerian languages.

However, it is import`ant to note that some colleges of education have developed mother tongue education through the production of teachers in indigenous languages to ease-off the problem of communication in teaching.

The colleges and the indigenous languages are:

Federal College of Education Yola	–	Fufulder
College of Education Afaha Nsit	–	Ibibio
College of Education, Ankpa	–	Igala
College of Education, Ekiadalo	–	Edo, Esan, Owan
College of Education, Gashua	–	Kanuru
College of Education, Maiduguru	–	Kanuru
College of Education, Idarri	–	Isan, Isoko, Itsekiri and Urohobo

This is a positive development for UBE programme because one of the findings by Aaron (2003) in his classroom research was that teachers especially those in pre-primary and junior primary schools require more skills in teaching initial literacy, numeracy and basic scientific concepts in children's mother tongue.

Above all, to address the issues for an ideal teacher education programme for the preparation of UBE teachers will require huge sums of money. Already, billions of naira has been invested in the procurement and provision of facilities for the UBE

programme but one doubts if adequate money has been allocated for the preparation and supply of UBE teachers. Of course, it is not contestable that for the implementation of any educational policy or programme like UBE, teacher factor is indispensable and should be given a prime position and attention. A special UBE Fund needs to be mapped out for teacher education institutions for adequate preparation and supply of the required number and quality of teachers for the actualization of the UBE programme.

From the foregoing, efforts should be made by the Federal Government of Nigeria and Donor Agencies like World Bank to treat as a matter of urgency and necessity teacher variable in the actual implementation of the UBE programme.

CHAPTER
4

CLINICAL/MICRO-TEACHING AND TEACHING PRACTICE

These two issues should have been treated under chapter 2 as part of the teacher education programme, however because of the declining attention paid to them in spite of their importance in the production of competent professional teachers, they are discussed here under a separate chapter. As has already been stated, the missionaries trained the first set of teachers and employed them as teachers/catechists. These individuals had no formal training in specialized professional areas. Teaching has since evolved and its true professionalization has become a matter that requires urgent attention considering the significant role of teachers in national development. Teacher education is subdivided into two component parts, namely; courses in subject matter specialization and the professional courses which are further divided into theory & practice. The practical courses emphasize acquisition of appropriate teaching skills that will prepare and equip the intending teachers for employment as teachers.

The professional programmes include B.Ed, B.Sc. Ed, PGDE, NCE, HND in education, M.Ed, P.hD. A primary requirement for certification of NCE, HND, PGDE and

bachelors degree is clinical and teaching practice aspects of their professional education. The training of teachers without adequate practical preparation puts them in a complex disadvantageous situation. If the practical skills are not acquired at the appropriate stage in the training of the intending teachers a vacuum that may not be automatically filled is created. The short and long term effects will be immeasurable and also unimaginable. How possible, is it, for a medical student to perform a surgery without observing a surgeon operate on a patient and without practicing same for a period of time. The same is applicable to an intending teacher, who teaches without experiencing the clinical and teaching practice aspects of teacher education.

Clinical/Microteaching

The clinical aspect of teacher education is sometimes regarded as teaching practice but in actual sense, it comes before teaching practice. It is designed to prepare the intending teacher for actual teaching practice or internship. It is the aspect of teacher preparation that provides opportunity for the intending teachers or student teachers or pupil teachers or pre-service teachers to observe, participate and evaluate their first attempts at experiencing teaching. Usually in the clinical session, about five to ten students are taught in five to ten minutes under the supervision of an experienced teacher. The session is video-taped, and played back with the aim of assisting the intending teacher practice and acquire specific teaching skills.

It provides first hand opportunity for integration of theory and practice. It must be properly planned to enable the student teacher derive maximum benefit from the experience. Ehiametalor (1990) referred to clinical aspects of teac~ education as the tutorial based training required in classroom laboratory in the micro- teaching and instructional technology sessions. While the conventional teaching skills such as set induction, stimulus variation, non-verbal communication use of examples and illustrations, planned repetition and questioning should be emphasized a fundamental requirement is that the intending teacher should acquire critical and analytical thinking skills that involve active learning, group cohesiveness, use of modern instructional aids/devices and organization of instruction.

Microteaching is indispensable in the teacher education programme because with the accelerated process of change, expansion of knowledge in many areas, constant expansion of school curriculum, complexity of information and communication technology, the intending teacher should be equipped with higher order skills, technical knowledge and a reasonable level of maturity which can only be acquired through observation and active participation in the clinical aspects of the teacher education programme. Teacher education institutions have no moral justification to send student teachers to schools to practice teaching when they have not had opportunity to learn how to teach. Other professions such as medicine, law and engineering will not ever imagine doing so because of the obvious professional damage that will result from such action. It is only in the teaching profession that such

professional omission could possibly be allowed and the consequence is that teaching continues to be looked down upon by the general public, the teachers and the learners.

Teaching Practice

Teaching Practice is the period in the teacher education programme, when intending teachers put into practice the theoretical and technical knowledge gained in real classroom situations. It is usually a supervised exposure to classroom teaching to demonstrate the degree of proficiency of an intending teacher in applying some of the basic theories of instruction. Teaching practice should commence immediately after clinical/microteaching so that the intending teacher will put into practice the knowledge gained. Teaching practice should last for a period of six to twelve weeks depending on institutional requirement. In some colleges of education it takes place in the second semester of the second year for a period of twelve weeks. In the universities there are institutional variations, but however, in general, it takes place in the second semester of the second and third years. It is usually a three unit course. According to Amadi (2000:13) teaching practice serves the following purposes:

- It provides student teachers with extensive and intensive practical knowledge relevant to teaching.
- It helps them acquire competencies, confidence and expertise required for teaching.
- It increases the skills of student teachers in managing classes. That is, it helps them develop teacher-student

interaction patterns, which will facilitate teaching and learning.

- Teaching practice exposes students to actual classroom teaching. It helps them understand the games students play and enables them practicalize the theories they have learned so that they can really understand the underlying reasons behind what they do as teachers.
- It helps students develop sensitivity to the needs of the learners and helps them become well equipped for the multi-faceted demands of teaching
- It enables student teachers develop skills in working with children and other staff as well as develop knowledge , attitude and values that will make them effective teachers
- It helps them develop skills in the effective utilization of teaching resources. Teaching practice enables student teachers make use of resources of the college, school and the community to improve the education of the children.
- It helps to coordinate and monitor the activities of the college supervisors, and the cooperating teachers as they induct the student teachers into the teaching profession
- It provides a supportive environment in which student teachers can test themselves as teachers and establish whether teaching can really be their profession.

Administration of teaching practice

The administration of teaching practice is usually, a complex exercise because of the possible problem of securing placement for the intending teachers. A teaching practice co-ordinator is usually appointed or in some cases a

teaching practice committee is set up to coordinate the various aspects of the exercise. The administration of teaching practice starts with accurate information on the actual number of eligible students according to their disciplines, budget preparation and travel arrangements for securing placement for the student teachers. This involves identification of the individuals that will participate in the placement exercise, obtaining travel authorization, securing funds for the travels. It is also necessary to make adequate arrangements for stationary materials, including purchase, maintenance and if need be replacement of reprographic facilities.

Timely visits to schools and conferences with principals facilitate placement of the student teachers in schools. In areas where there are concentration of tertiary institutions offering courses in education, the principals usually accept the intending teachers on first come first serve bases since there is a limit to the number of students each school can accommodate. Depending on the location of the school, the intending teachers may have to reside within or around the school to ease transportation difficulties.

Supervisees are assigned to the supervisors. The length of time the teaching practice will last, the commencement date and the end of the teaching practice are administrative details that must be communicated to the school authorities, the supervisors and supervisees. Naturally, before reporting at their respective schools, the supervisors should have a pre-teaching practice conference with the student teachers assigned to them. They should interact with the supervisees, re-emphasize the importance

of the exercise and what is expected of them during the period. The supervisors should also answer their questions. This conference serves the primary purpose of establishing a rapour between the supervisor and the supervisees.

On arrival at the school, the intending teachers should report to the principal who is obviously aware of their placement in the school. Each intending teacher is assigned to a subject teacher who will serve as the school supervisor during the period of the teaching practice. Furthermore, it should be expected that the school authorities will organize brief orientation for the student teachers to familiarize them with their new environment. This will serve as opportunity for the members of both teaching and nonteaching staff to know the student teachers. According to Okoh (1990:33),

> In the methods class, the intending teachers are normally expected to have been taught: the necessity of making lesson notes, the main parts of the lesson, that is, the beginning –aims, objectives, main points, introduction; the middle- development of theme, parts to be played by the teacher and the children, use of material and equipment and the end – summary, consolidation and evaluation of what has been taught.

All school activities of the student teacher must be carried out under the supervision and guidance of the subject teacher especially assignment of subject topics to be taught and lesson preparation. The subject teacher should introduce the student teacher to the class members and also provide guidance on the use of available teaching aids and

how to improvise when necessary. It is advisable to assign supervisees to older and much more experienced teachers. In actual lesson delivery, the student teacher should pay more attention to the use of instructional materials. This will ensure active learning, that is, participation involving activity and practice. It enhances the acquisition of simple factual skills, higher intellectual and social skills.

On arrival at the school, the college/faculty supervisor should report to the principal, before meeting with the school supervisor. Actual teaching practice supervision, should aim at building confidence in the student teacher in classroom management. The supervisor should pay attention to the intending teacher's application of appropriate teaching skills and make relevant notes that will guide the post supervision conference. The supervisor should be present from the beginning of the lesson to the end to assess all aspects of the teaching/learning process.

A post supervision conference should immediately take place to bring to the attention of the supervisees, observed areas of strength and weaknesses. The school supervisor should be aware of the observations of the college/faculty supervisor since both share in the professional development of the intending teacher. The college/faculty supervisor should ideally visit the student teacher at least three times within the period of the teaching practice. In real practice, some supervisors visit the student teachers once or two times. This is very unhealthy for the professional development of the student teachers. Institutional variations notwithstanding, a format is usually used in assessing the student's performance

CHAPTER

5

THE PHILOSOPHICAL CONTEXT OF TEACHER EDUCATION

Philosophy provides in dept knowledge of the nature of man. It gives insight into the forces that propel man to act in certain ways. It attempts to answer fundamental questions concerning the motivating force behind man's political, economic, social, cultural and religious activities. In specific terms, it guides individual behaviours and collective actions. For example, in normal life, each individual has a philosophy, that is to say, pre-determined principles and motives. According to Ocho (1997) Philosophy deals with fundamental questions about life, knowledge, and value and it aims at improved understanding of concepts, ideas, positions and problems. Iwuchukwu (2003:56) defined Philosophy of education as both an activity and process of philosophical inquiry that involves consistent logical reasoning and far-reaching reflection on the aims and ends of education, with the intention to producing refined theoretical solution to problems that arise in the practice of education.

It is generally believed that education is the key to national development. The teacher occupies a pivotal position in the educational process. Consequently, the teacher is in possession of the key to national development.

The question is how equipped is the teacher to carry out the task of imparting knowledge in a world that has been reduced to a global village through science and technology. The vision and mission of teacher education in Nigeria is summarized in the Philosophy and goals of Education as contained in the National Policy on Education. According to FRN (2004) the overall Philosophy of Nigeria is to:

Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice;

Promote inter-African solidarity and world peace through understanding

The five main National Goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on education, are the building of :-

- A free and democratic society;
- A just and egalitarian society;
- A united, strong and self-reliant nation;
- A great and dynamic economy;
- A land full of bright opportunities for all citizens

Nigeria's Philosophy of Education, is based on the fact that :-

- Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education;

- Education fosters the worth and development of the individual, for each individual's sake, and for the general development of the society.
- Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability;
- There is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education.

Nigeria's Philosophy of Education therefore is based on:

- The development of the individual into a sound and effective citizen
- The full integration of the individual into the community; and
- The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

For the Philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

The National Educational goals, which derive from the philosophy, are therefore:

- The inculcation of national consciousness and national unity;
- The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- The training of the mind in the understanding of the world around; and
- The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The Goals of Tertiary Education shall be to:-
- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity; and
- Promote national and international understanding and interaction.

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Tertiary Educational Institutions shall pursue these goals through:

- Teaching;
- Research and development;
- Virile staff development programmes;
- Generation and dissemination of knowledge;
- A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc;
- Access to training funds such as those provided by the Industrial Training Fund (ITF);
- Students Industrial Work Experience Scheme (SIWES);
- Maintenance of minimum educational standards through appropriate agencies;
- Inter-institutional co-operation;
- Dedicated services to the community through extra-mural and extension services.

All teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. To supplement government funding, universities and other tertiary institutions are encouraged to explore other sources of funding such as endowments, consultancy services and commercial ventures. Furthermore, the (FRN) stipulated that:

a) The internal organization and administration of each institutions shall be its own responsibility;

b   The traditional areas of academic freedom for the institutions are to:

- select their students, except where the law prescribes otherwise;

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- appoint their staff;
- teach, select areas of research; and
- determine the content of courses.
- Government shall continue to respect this freedom as long as these areas are in consonance with national goals.

(a) Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development.

(b) The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).

The Goals of Teacher Education shall be to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- Enhance teacher's commitment to the teaching profession.

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties.

Goal 1: Production of Motivated Teachers

Goal 1 emphasized the production of highly motivated, conscientious and efficient classroom teachers for all levels of the educational system. According to Stoner, Freeman and Gilbert (1996) motivation is a human psychological characteristic that contributes to a person's degree of commitment. Studies have revealed that financial reward (money) alone does not provide and sustain the required high level of commitment for teachers but rather such other factors as ability, work environment, human and material resources. Motivation is a management function that deals with ensuring that individuals in an organization collectively articulate ways and means of actualizing pre-determined goals and objectives. Tertiary institutions in the business of producing teachers have a responsibility of preparing a new breed of teachers who will serve as change agents for all levels of the educational system. A highly motivated teacher will be conscientious and efficient in the business of imparting knowledge and this is largely dependent on the nature of training the teacher received while in the tertiary institution

A considerable number of young people opt for the teacher education programme as a last resort. After graduation, products of teacher education programmes seek for employment in other works of life such as the banking sector, civil service, industry and business. Those that take

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up teaching as a career seem to be the least motivated. Highly motivated young people are not interested in teaching and those in the profession leave at the slightest opportunity. It should be expected that the best brains should remain in the profession to take up the task of nation building through intellectual development of the learners. This problem is a challenge the teacher education programme should address to ensure that human and material resources invested in the teacher education programme in Nigeria are not wasted. In addition to the theoretical and practical contents of the teacher education programme, intensive re-orientation of the intending teachers should be an integral part of the programme. The serving teachers have not helped in this regard because even with improved conditions of service, they still conduct themselves as the poorest of workers. At a time in the history of Nigeria, teachers were highly motivated individuals. In the communities, young ones looked up to them and they were consulted on important issues. Their views influenced major decisions at all levels of national life. The reverse is the case in recent times in spite of the fact that teachers now occupy the enviable position of permanent secretaries in different ministries.

Goal 2: Spirit of Enquiry and Creativity in Teachers

A very important aspect of the teacher education programme which appears to be taken for granted is the aspect of the goal of the teacher education programme that emphasized the spirit of enquiry and creativity in teachers. Creativity is the bedrock of all professions. It is the ability to

do things in new ways that ensure better results. Creativity leads to innovation. The misconception associated with creativity is that it is only exceptionally intelligent people that are creative. According to Robbin (2000) a study of lifetime creativity of 461 men and women showed that less than one percent were exceptionally creative, ten percent were highly creative and about sixty percent were some what creative. From the foregoing, people generally have creative potentials that when applied to specific relevant situations, produce innovative products, processes or services. The teacher education programme should foster creativity in the student teacher, failing which the intending teacher will not acquire the necessary attributes for creativity. It should produce teachers that can generate new ideas, develop such ideas by trying different approaches to problem solving in the teaching/learning environment. They should be independent in their thinking, question existing practices and show interests in results than reward.

Amabile (1997) emphasized three-component model of creativity made up of expertise, creative thinking skills and intrinsic task motivation. According to him expertise deals with knowledge, ability, proficiencies and similar expertise while creative skills deal with intelligence, independence, self confidence, risk taking and internal locus of control, tolerance for ambiguity and perseverance in the face of frustration. Task motivation has to do with desire to work on something because it is interesting, involving, exciting, satisfying and personally challenging.

The teacher education programme has to be tailored to integrate new technologies, ensure that creative talent of

the intending teacher is put into practical use through cooperation, freedom to explore the environment and ability to arrange and re-arrange existing practices to produce new results. These can be actualized through conscious and deliberate restructuring of the existing teacher education programme. Robbins further opined that factors that impede creativity are; expected evaluation- focusing on how your work is going to be evaluated; surveillance that is, being watched while you are working; external motivators such as tangible reward; competition that focus on win or loss situations with peers, and constrained choice that is being given limits on how you can do your work.

Goal 3: Teachers' Commitment to National Goals

Goal 3 aims at helping teachers to fit into social life of the community and the society at large and enhance their commitment to national goals. The internal environment of teaching/learning is in constant interaction with the external environment. A dynamic relationship exists between the internal and external environment. The internal environment receives input from the external environment, processes it and empties same into the external environment. Each educational institution exists to serve the needs of the people within and around it. The teachers are therefore important members of both the internal and external environment. The teachers are well positioned to serve the needs of the pupils/students and the communities where the educational institutions are located. They are therefore catalysts in the environment and stimulate development of the human intellect for national and international development.

In this regard, the teacher education programmes should equip the student teachers with skills that will make it possible for them to harness flow of information between the institution and its environment. If the teachers are unaware of the problems, needs and aspirations of their immediate environment, they cannot contribute meaningfully to national development. The intending teachers should possess human relations skills to be able to serve as agents of change in their environment. The teachers should be caring, show a high degree of love, be understanding and friendly, must be good listeners, exhibit maturity and possess good communication skills.

Goal 4: Intellectual and Professional Training

The teacher education programme should provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations. The quality of teachers and their continuing education and training will determine the quality of the products of the educational system. It is necessary to review the teacher education curriculum with the aim of strengthening core competencies that will address the issue of poverty reduction, wealth creation and national prosperity. Furthermore, in the teacher education programme, ICT policy and plan development process should be given priority attention.

Goal 5: Commitment to the Teaching Profession.

Teaching is a very complex and demanding task. The complexity of teaching is very obvious because the teacher is dealing with the human persons with emotions and values

that cannot be easily and systematically determined. It is usually said that all individuals look alike but no two individuals are alike. Consequently, the teacher is expected to manage the classroom in such a manner that will ensure individual attention to all members of the class. Teaching is therefore not a task for just anybody. However, in Nigeria, teaching is now the job meant for those who have no other job to do. This explains why the profession has continued to suffer unimaginable setbacks at all levels.

The teacher education programme should attract and admit individuals who have the intellectual capability to take up the assiduous, sophisticated and extraordinary challenge of teaching. It is only such people that can work round the clock on daily basis for the development of the pupils/students. The teacher education programmes should develop and put into action strategies that will ensure regular supply of individuals who have the interest and inherent desire to work long hours in the business of developing new ideas and integrating same in knowledge delivery. Teachers' commitment to the teaching profession can only be assured, if it seizes to be an all comers affair and the right type of individuals are admitted into the teacher education programmes.

CHAPTER
6

VALUES IN TEACHER EDUCATION

At a time in the evolution of this country, the family was ideally made up of the father, the mother and the children. The duties of the members of the family were well defined. The parents had enough quality time for the children. The collection of these families made up the communities. The individuals spent most of their lives in these communities. Consequently, they knew each other and the accepted standard of behavior. The teacher knew virtually all the pupils/students, their parents and where they resided. Any deviation from the community norms was immediately identified and corrected. The parents naturally were the first to teach the children accepted mode of behavior and ensured compliance to avoid unnecessary embarrassment from the children.

Gradually, the family became more complicated as a result of broken homes, absence of both or either parents because of work schedule, geographical mobility, information and communication technology. The community automatically changed, science and technology reduced the world to a global village, both the families and communities that used to be homogenious units became heteregenious. New, different and complicated standards of behaviours emerged. In social systems such as politics, business, religion, judiciary, civil and public service,

indiscipline, acquisition of wealth by all means, corruption, violence, crime, lack of respect for law and order, greed and avarice, cheating and exploitation, substance abuse, poor work attitude, fraud, bunkering, and stealing, commercialization of religion among others manifested. At the international level, youth unrest and agitation, cold war, economic meltdown resulting in mass youth unemployment, civil wars, global poverty, natural disasters, and human trafficking manifested. A more complicated problem is the issue of inconsistency exhibited by individuals occupying leadership positions at all levels of the social, political and economic systems. There has always been a contradiction between what they advocate and what they do.

The young ones internalized these problems and are therefore faced the dilemma of such ethical issues as right and wrong, honesty and dishonesty, acquisition of knowledge and certificate, discipline and indiscipline, friendship and enemity, holiness and sinfulness, justice and injustice, beauty and ugliness. In the mist of these unlimited choices, confusion, uncertainty and with little attention paid to them, the young ones at the family and community levels, the national and international levels, the educational system continues to experience examination malpractice, certificate forgery, cultism, armed robbery, cheating, failure of teachers to teach and guide the students, sell of lecture materials, indecent dressing, students refusing to attend lectures, sorting, bribery, prostitution, autocratic leadership, demonstration, riot, lack of commitment on the part of both teachers and pupils/students, disobedience, etc also manifested.

The educational system is looked upon as a solution provider to societal problems. This explains why instructional objectives have to take into consideration the three domains of cognitive, affective and psychomotor. Special attention is normally paid to the affective or emotional component of the learning for positive attitudinal change in the learner. This in effect results in good behaviour, acceptance, compliance and sustenance of cherished societal values by the learners, if properly and adequately done.

However, it has been observed that there is a loss of values and value system at individual level and in the society as a whole. Hence the public outcry against the valueless society in which man lives. Regrettably, the teacher who is a key player in the education process and who is seen as a character moulder and a transmitter of positive societal values to the learner, most times seems not to exhibit the expected model behaviour required of the profession. Taking cognizance of the fact that the teacher is highly needed to bring about value re-orientation of the learner, to bring about a repositioned value-society, the issue of value in teacher education calls for urgent attention. For, it requires a teacher who has positive values and who has regard for teaching profession and its intents to produce students, for the promotion and sustenance of the desired and cherished societal values.

The Concept of Value

Values have to do with social and cultural morality, and morality concerns what is right or wrong in human actions or conducts. It implies, following right and

acceptable standards of behaviour, an ability to know and do what is right and to know and avoid what is wrong at any given time or circumstance. Scholars have noted that values are those principles, qualities, objects that a person perceives as having intrinsic worth. They become important determinants of actions, shaping, influencing and directing the line of action of an individual in a given society (Mbakwem, 1997). Human beings unconsciously behave in ways that move them towards what they value or away from anything counter to that value. When they possess or do what they value, they are contented, if deprived of what they value, they feel frustrated or dissatisfied.

As noted by Amadi, (2003) in Asiabaka (2008), values are cherished and acceptable standards of behaviour. They are seen as worth-while activities engaged in by an individual in other to have a sense of accomplishment. Values are intrinsically desirable and cherished attributes and fundamental beliefs that guide the way a person or a group of people function. This implies that values influence significantly an individual's major life decisions, such as choice of career, inter-personal relationships, degree and nature of religious affiliation, attitude to work, sense of judgement etc. Values individuals have are derived from the societal values, hence every society has its own unique set of values which distinguishes it from another society. Values are embodied in the beliefs, attitudes, arts, institutions, science and technology etc. all these make up the culture of a people using language as a vehicle for its transmission.

Classification of Values

Different kinds of values exist such as political, economic, social, moral, intellectual, aesthetic, cultural, material values etc. Nigeria has divergent cultures, but there are common values which cut across cultural backgrounds. Examples are hard work, honesty, humility, diligence, love, industry, contentment, respect for elders and constituted authorities, regard for others, self control, sanctity of life etc. (Nnadozie, 2010).

This is in line with the view of Robinsons (1998) that some values are universal, such as hard work and achievement, which are considered to be good while laziness and failure are abhorred and bad. He noted that other values like peace, honesty, cooperation, equity and democracy which are social values have emerged over time and are continuously re-enforced because they are desirable.

In his own classifications, Mkpa (1993) grouped desirable Nigerian values into; spiritual, moral, personal, family, and social etc.

Spiritual Values- These are values that deal with relationship with God. Belief or faith in God's power and His laws.

Moral Values- Good life which embodies behavioural attributes of honesty, truthfulness, patience, tolerance, decent sex relationship, self control, good sense of judgement etc.

Personal values- Focus on the quality of life an individual aspires to have for himself and for societal improvement. These include the spirit to achieve fame, recognition, endurance, good manners, honour, excellence, hard work etc.

Family Values- These are the concern of a family to have family integration, loyalty, discipline, respect for elders, commitment to the ideals of the family etc.

Social Values- These are values that focus on the patterns of societal acceptable behaviours which regulate interpersonal relationships. They manifest in self service to the community, being one's brothers' keeper, respect for law and constituted authority, care and friendliness, generosity, hospitality, cooperation, team spirit etc. these values make for harmonious co-existence in the society.

Richey (1968), also perceived values from different perspectives, these are:

- Intellectual Values, which deal with scholarship, truth, knowledge, opportunities for self expression, high standard of morals and ethics, clear and logical thinking.

- Physical and personal values, which consist of health and vitality, attractiveness, pleasing personality, and successful marriage and family life.

- Occupational values, these include service to mankind, intellectual stimulation, prestige, contacts with others, favourable working conditions, a reasonable degree of financial security, industriousness, self-sufficiency, opportunity for advancement, creativeness and opportunity for combining occupation harmoniously with family life.

- Adjustment Values. Deal with sense of personal worth, respect for human personality, tolerance, self respect, independence, friendship, sense of humour,

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happiness, cooperativeness, and opportunities for choice and self direction.

- Social Values. These cover social approval, stability, honesty, generosity, loyalty, kindness, fairness, justice and impartiality.
- Aesthetic Values, such as beauty, appreciation of cultural influence and environmental protection.
- Recreational Values. Cover areas like ample time to devote to recreational activities, freedom to participate in a wild variety of activities and stimulation to develop interest.

Values as classified are systematically intertwined to influence and shape to a greater extent the personality of an individual. The perceptions, thoughts and actions of an individual are coloured and moulded by these values. These values are transmitted from one generation to another, through the family, the community and the educational system.

Unfortunately, over the years, the Nigerian society paid much attention to material values at the expense of the other universally accepted ones which have plunged the national life into decadence. Hence, Nnadozie (2010) observed that there is loss of social, economic, moral, cultural, religious, political, educational and psychological values in the society. He further posited that purposeful, meaningful and concrete actions which seek to erase these negative tendencies and traits in individual and corporate lives need to be carried out. This is expedient because these negative attributes in the society, act as clogs in the wheel of progress in the nations attempt to realize its full potential.

Values Education.

The concept of values education is differently used and is surrounded by much controversy. It can be seen as, all aspects of the process by which teachers or adults transmit values to peoples, or an activity that can take place in any organization during which people are helped by older and more experienced people in a position of authority to make explicit those values. This means that values education can take place at home as well as in schools. Values education can be generally defined as a process that gives young people an initiation into values, giving knowledge of the rules needed to function in the mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so, (Powney, Cullen, Schlapp, Johnstone, and Munn, 1995). Similarly, Ekemode, Oduolowu, and Oyelade, (2004) emphasized that values education is the teaching/learning process through which a child acquires acceptable social values while under the guidance of the school. In other words, it is an explicit attempt to teach values and valuing.

However, values education is an umbrella concept that includes moral education and citizenship education. It addresses areas like character, moral development, religious education, spiritual education, personal, social and cultural development. Values Education could be explicit or implicit.

- Explicit Values Education – this is associated with those different pedagogies, methods, or programmes that teachers and educators use in order to create

learning experiences for students when it comes to value issues.

- Implicit Values Education – Covers those aspects of the educational experiences resulting in value influence or learning which can be related to the concept of hidden curriculum (Powney et al, 1995).

Two approaches to values education have been provided in Wikipedia. They are:

- Inculcating a set of values which often come from societal or religious rules or cultural ethics.
- Inculcating values through Socratic dialogue, where people are gradually brought to their own realization at what is good for themselves and their community.

The Teacher and Values

New generation teachers should be challenged by the general notion of their not being committed to the values and ethics of their profession. As noted by Mbakwem quoting Awonyi (1979), older teachers today talk with nostalgia about the good old days when their profession was highly respected in their various communities because of the way they conducted themselves. They were dedicated, and devoted to duty and were an embodiment of discipline, They were honest, fair and loved the children they taught. They were consulted on crucial community matters and they actually took the lead in community development projects as well as social re-engineering. In view of these comments by the older teachers, what can the contemporary teachers proudly say about the way and manner they carry out their duties in order to make the desired positive impacts in the

society, as well as projecting the image of the teaching profession?

However, the facts still remain that teachers are known to be the pillars of any nation, role models in shaping the minds of the young and youth, they are the real masons who lay the foundations of a nation. They make and unmake a nation. Hence, they have to be competent and committed to their task of nation building by developing values in the future citizens. It has been noted that value orientation has to begin from home, be buttressed by the community and entrenched positively by the school. The king pin in the schooling process is the teacher. It is believed that if the teachers are committed to the values and profess them, their students will imbibe the same set of values. If values have to be nurtured in children, it would be crucial that their teachers function as role models, (Maheshwari, n.d.).

Affective learning which is a very important component of learning should not be left to only social studies teachers, who teach moral or religious studies and civics. It is note worthy that in every action, decision or interaction with students, teachers are teaching values. Values are part of the learned and the implicit curriculum, so teachers should take the lead in the recovery programme of values by identifying the more fundamental ones they hold and teach them. But the inculcation of values education should not be a mere acquisition of factual cognitive knowledge, but to the ability of the learner to exhibit and practicalize the values. Therefore, the application of the acquired values should form the basis for value education

and the teacher should re-examine their own values to enable them be agents of value clarification and inculcation.

The teacher should not loose sight of values implicit in the contents of science and humanities curricular of primary and secondary schools while teaching. For example, in the sciences, values like cooperative learning, rationalism, curiosity, reflective thinking empiricism, confidence, problem solving, imaginative skills, tolerance, perseverance, mastery, openness etc need to be focused on.

Similarly, in the humanities, the teachers have to inculcate values such as honesty, service to God through humanity, care of the less privileged, sense of responsibility, unity, inner peace, contentment, tolerance etc. (Asiabaka 2008). This implies that no one single subject can impact all values, hence selected subjects in sciences and humanities need to be compulsorily taught.

Teacher Education and Values

The definition of education, by Ehusani (2008), as, the development and dissemination of the core values and best practices that give meaning to a society, further stresses the role of education in value orientation. Also, re-iterating the indispensable roles teachers play in the education process and the need for proper teacher education, Seltzer (2008) opined that education can only be efficacious if it is handled by teachers who are relevantly trained and educated. Only the right crop of teachers can help in the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society, and pupils acquisition of appropriate skills, abilities and competencies.

According to Raths, Harmin and Simon (1966) those who would help children develop values would be advised to:

- Encourage children to make choices and make them freely.
- Help them discover and examine available alternatives when faced with choices.
- Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
- Encourage children to consider what it is that they prize and cherish.
- Give them opportunities to make public affirmations of their choices.
- Encourage them to act, behave, live, in accordance with their choices.
- Help them to examine repeated behaviours or patterns in their life.

They further advocated the following ways for helping children develop values:

Setting an example either directly, by the way adults behave, or indirectly by pointing to good models in the past or present, such as Washington's honesty or the patience of Ulysses's wife.

- Persuading and convincing by presenting arguments and reasons for that set of values and by pointing to the fallacies and pitfalls of other set of values.
- Limiting choices by giving children choices only among values "we" accept such as asking children to choose between helping wash the dishes or helping wash the

floor, or by giving children choices between a value we accept and no one is likely to accept, such as asking children to choose between telling the truth and never speaking to any one again.

- Inspiring by dramatic and emotional pleas for certain values, often, accompanied by models of behaviour associated with the value.
- Rules and regulations intended to contain and mold behaviour until they are unthinkingly accepted as "right" as through the use of rewards and punishments to reinforce certain behaviour.
- Cultural or religious dogma presented as unquestionable wisdom or principle, such as saying that something should be believed because "our people have always done it this way.
- Appeals to conscience, appeals to the still, small voice that we assume is within the heart of every one, with the arousing of feelings of guilt, if one's conscience does not suggest the "right" way, such as telling a child that he should know better or that he shamed the parents.

The society cherishes positive values and teachers are held in high esteem for the inculcation of the right type of values into the young ones. It becomes expedient to make values education an integral part of the curriculum of teacher education. This will help the teachers in internalizing values that should be developed in children through the school process. The challenge of teacher education, therefore, is to prepare teachers who can take care of the holistic education of children, and this will require value oriented teacher

education. It is obvious that adequate provision for value education is made in the various school curricular, hence the curricular of all levels of the education tend to point out that Nigerians desire the inculcation of social norms such as cooperation and team spirit, good habits, character and moral training and development of sound attitudes, (Bolarin 2004).

This is evidenced in the national education goals which are derived from the following National Philosophy: The inculcation of national consciousness and national unity. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. The training of the mind in the understanding of the world around, the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (FRN, 2004).

In view of these, the quality of instruction at every level of education has to aim at inculcating such values. The teacher has a vital role to play, hence teacher education programme has to empower the teacher trainee with skills that will enable him teach value education. Subscribing to this view, UNESCO Report on Education for the 21st Century, emphasized the need for the re-orientation of pre-service and in-service teacher education to enable teachers acquire intellectual and emotional qualities to be developed in the children.

It has to be realized that teaching profession is not merely to teach one's subject matter but for the teacher to teach both the subject and himself, this is called self

instrument concept of the professional teacher, hence teacher education needs to focus primarily on personality development rather than on mere acquisition of facts of a particular subject or certificate. The personal development entails the enhancement of personhood, the nurturance of those intangibles of personality which make one profession more preferable to another, it develops the social and psychological competencies in individuals that make them matured, self confident and successful in any life-long situation.

It is the enhancement of character and intellectual growth that enables graduating students to make use of the training and make full contributions to national effort (Okeke, 2007). It therefore implies that the re-programming of the teachers and teacher education require significant re-tooling of the training schemes and curricular with emphasis on critical personality changes in the teaching profession. One of the ways to do this as opined by Okeke (2007), is a renewed curriculum in the training of teachers to instill in the teachers the proper values and ethics of the profession, taking cognizance of the present ethical and moral decay in which teachers are wallowing.

CHAPTER

7

RESOURCES FOR QUALITY TEACHER EDUCATION

The future of any nation is dependent on the quality of education it provides for its citizens with inspired, satisfied and dedicated teachers. In the same vein, the teacher is the key player in the implementation of any educational policy or programme, hence the success or failure of the implementation of educational policies revolves around teacher factor especially the quality and quantity. It then follows that the quality of teachers determine the quality of instruction and achievement of teaching and learning objectives.

Resources

Resources are things that can be used to help achieve an aim. It can also be seen as something an organization or a person has or desired to have to increase productivity or wealth. According to Akubue (2003) resources in general term, include anything in the environment that can be utilized to facilitate the achievement of an institutional goal, which could be a piece of information, material, and activities of men.

Type of Resources

Traditionally, resources are commonly referred to as men, money and material or manpower, physical equipment

and funds. Recent thinking has included information as a resource. Resultantly, four major resources, normally human resources, material resources, financial resources and information have emerged. Contextually, time and effective supervision are also seen as resources for quality teacher education.

Human Resources

In education, and teacher education in particular, human resources refer to students, who are the raw materials, the teachers who use their knowledge, and skills to process the students, the non-tutorial staff who render ancillary services, administrators and members of the community. The human resource or manpower has to be in the right quantity and quality and properly managed to ensure effectiveness and efficiency in the educational system. It is the human resource that will act on the other resources to produce positive result.

It therefore follows that for quality teacher education to be realized, the right type of candidates who have the capacity, interest and good JAMB Scores to read education as a course should be admitted. This will prevent the low standard of entrants into teacher education which affects its standard.

In the same vein, with the right type of qualified teachers in the required number to educate the right type of students, quality teacher education is assured. This applies to other personnel in teacher education institutions. Since no education system can rise above the quality of its teachers, the quality of teachers and administrators employed in

teacher education institutions is very crucial for quality to be assured.

Also, attention must be given to teachers' morale and professional growth for quality teacher education. Opportunities for teacher educators to improve themselves and have job satisfaction are highly needed for quality teacher education. There is no doubt that the extent to which teachers are current and able to integrate technology and other emerging concepts and pedagogy in the field of education curriculum and instruction, will determine the quality of teaching and learning.

Physical Resources

These are material things such as building, items of equipment, staff and hardware, infrastructural facilities, laboratory spaces, and equipment, library facilities and office accommodation (Abubue 2003). Physical resources are also referred to as school plant which relates to the entire scope of physical infrastructural facilities provided in the school for the purpose of educating the learner. Fadipe (1998) in Emenalo (2007) called it the non-consumable materials in the school for the promotion of teaching and learning activities. Other examples of school plant or physical resources include the school site, machinery, vehicles, books, computers, electrical and water infrastructure, fields, landscape, farms and gardens, trees, roads, toilet facilities, packing lot, special facilities for physically challenged, security, transportation etc.

Scholars such as (Emenalo, 2007, Salisu and Olusanya 2007, and Asiabaka 2008) have identified a direct link or

relationship between the quality of school facilities provided and the quality of products of the school. The quality of education that learner receive has direct relevance to the availability of facilities or lack of them and the overall atmosphere in which learning takes place.

Uses of School Facilities

According to Asiabaka, (2008) these facilities play vital roles in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. *They are used:*

1. To illustrate concepts
2. To provide opportunity for first hand experience.
3. For experimentation and demonstration.
4. For scientific investigation and discovery.
5. To provide diversity of thoughts.
6. For observation and enquiry.
7. For the development of scientific attitudes and skills
8. To protect the individual and also provide comfort etc.

In the light of these, one is not in doubt that quality teacher education will be a mirage without physical resources. UNESCO (2001) stressed the importance of environment for quality teacher education when it stated that there is the need to create an enabling environment that will lead to the production of teachers who will inspire students, arouse the intellectual potentials in them and develop their knowledge for creativity and modern skill acquisition. Learning environment without adequate, proper and modern facilities ceases to be an enabling environment. This is because learning occurs as a result of series of

interaction between the learner and his learning environment which consists of physical facilities. Learning environment needs to be made more attractive to students and more conducive for teaching and learning. The learning environment in most schools especially public schools should be a source of concern to all because of the deplorable state of the facilities. How would quality teacher education be achieved when infrastructures are crumbling, no aesthetics, students lack seats and enough lecture halls, no comfortable staff offices and furniture etc.

As Okeke (2006) explained, quality of education is largely dependent on the scale of equipment and facilities, their proper utilization and maintenance. It therefore follows that adequate provision of physical resources, their proper utilization, management and maintenance are indispensable for quality teacher education. In this scientific and technological age, ICT centres need to be established in teacher education institutions for both the teachers and students to be computer literate for e-learning, virtual library, e-conferencing etc.

It has to be stressed that these facilities when provided, installed and being used should be properly taken care of. This is important because of the observed general poor maintenance culture in the society. However, the usual comments on accreditation concerning the state of existing facilities in terms of quality and quantity are that:

> there is need for modern facilities and equipment for the current and projected enrolment period... equipment need to be replaced because of old age while others need to undergo regular routine

preventive maintenance to enhance their availability and reliability, (Salisu and Olusanya 2007:365). This calls for adequate provision proper utilization, maintenance and updating of facilities in Teacher Education institutions.

Financial Resources

Adequate provision and proper management of financial resources are required for a successful implementation of educational policy and programmes, and for quality control and assurance in teacher education. For instance, funds are needed for staff salaries, construction, renovation and rehabilitation of class rooms, furniture, toilets, boreholes, libraries, laboratory, computer centres, text books,.......equipment and staff professional growth and development.

No teacher education institution can function well and give quality education without funds. The issue of inadequate funding of education generally and teacher education in particular has become problematic, and most of the strike actions in the country have financial provocations. It therefore becomes mandatory for every stakeholder to ensure that adequate funds are made available on time for effective teaching and learning to take place and for quality teacher education.

However, the dearth of funds for teacher education programmes is not unconnected with the general poor financing of education by government. Over the years, a number of study groups and committee (Ogundeko Commission 1978, Fafunwa Study Group on funding of Education 1984, World Bank Report of 1987 and Longe

Commission of (1990), on review of Higher Education in Nigeria set up at one time or the other to examine the problem of financing and management of higher education virtually reported, that the cause of apparent collapse of higher education is inadequate educational financing (Ezenwa, 2009). He further buttressed his point with a comparative statistical data on educational financing which has been adjudged poor as shown by the observation made by Achimugo (2000), that:

Our country is lagging behind some relatively poorer African countries in financing education. Nigeria commits only 1.4% of its GNP to education compared to Ghana's 3.4%, Gabon's 7%, Cote d'Ivoire's 6.9%, Kenya's 7%, Tunisia's 6.3%, Libya's 10.1%. These investments are reflected on their literacy rate compared to Ghana's 61%, Cote d'Ivoire's 54% and Libya's 64%.

This indicates that the non payment of salaries, poor conditions of service, poor working environment, over populated class size and poor teacher training which culminate in poor quality teacher education are all linked to poor funding of education. In view of the fact that teacher education is capital intensive especially in this ICT driven period, enough fund is needed for quality teacher education to be assured. To improve the educational funding; (1) Nigerian Government should strive to meet the UNESCO 26% target minimum expenditure on education, (2) wealthy individuals and non-governmental organizations should help in financing education, (3) lion share in the whole national education budget should be allocated to teacher education to enable them produce quality teachers, (4)

efforts should be made by the teacher education institutions to explore other sources of fund raising to avoid overdependence on national budgetary allocation, (5) all authorities involved in the financial management of funds in education should avoid corruption and ensure that funds are sourced, allocated and judiciously used to realize educational objectives with high standards.

Information

It is said that knowledge is power, and knowledge is derived from information in the form of data that are further processed. Adequate, current and timely information influences and guides rational decisions and proper actions in any given organization, and the lack of it breeds irrational decisions and negative actions with their attendant problems.

In this age of scientific, technological information and communication and globalized world, where data or information or inventions, discoveries etc are generated minute by minute, teacher education can require current information to meet up with the challenges of the contemporary and dynamic world.

There is information explosion from research reports, routine reports, internet services, special survey reports from various agencies in education and from education commissions, international conferences etc, and these have to be sourced, monitored and utilized for quality teacher education (Edomobi 2008). The teacher educators and administrators have to be aware of these sources and make effective use of them in the teaching/learning process for

effective and efficient administration of the institutions for quality teacher education.

Internal Factors

According to Ijaiya (2008:247) other factors within the faculties of education and the universities that may contribute to poor quality teacher education and its inability to bring about change and innovation are:

- Over-centralization of admission process which in most cases deprive departments from selecting the good candidates for their departments.
- Too much emphasis on publications and promotion at the expense of real teaching.
- Incessant strike action.
- The practical training aspect on campus is almost non-existent and teaching practice lack focus and vigour.
- Role conflict especially role overload.
- Administrators' meeting clash with lectures.
- Poor contact between the faculties of education and other stakeholders, such as Federal Ministry of Education, Nigerian Education Research and Development Commission (NERDC), Universal Basic Education Commission (UBEC), State Ministries of Education and other employers of labour, especially in the aspects of publications, textbooks, workshops and areas of manpower needs.

- Also time or contact hours with students for lectures, and effective supervision are equally resources for quality teacher education.

There is no gain saying the fact that if these resources are made available and properly utilized in the teacher education institutions, quality teacher education will be assured.

Quality Education

Quality is something every one considers good and desirable, a standard of something when compared with other things and expectations. It entails measuring up, conformity to a predetermined specifications or fitness for purpose (Edward 2001 in Emenalo, 2007). UNICEF (2006) defined the following five dimensions or principles of quality in basic education:

1. Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities.
2. Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities.
3. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
4. Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms

and schools, and skillful assessment to facilitate learning and reduce disparities.

5. Outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society.

Similarly, Oluwoleawokoya (1981) in Emenalo (2007) defined quality education as that education which is relevant and adapted to the needs of the community in a complex and integrated world of living in a technological age where standards of things are set. Asiabaka (2009:419) stated that

Education is a social service and the quality of this social service could be determined from economic, philosophical and social perspectives. From the philosophical dimension, quality education will be viewed in terms of production of the ideal man, that is, a man of honour and good character. From the economic angle, quality education will be viewed from the angle of return on investment in education. This involves efficient use of resources and production of highly skilled manpower that will constitute a nation's labour force. From a sociological point of view, educational quality will be assessed based on the extent education transmits the right social values.

Regardless of the different definitions or meanings of quality education, it has to be noted that the thrust of quality education is to meet the needs of daily life, the hopes of tomorrow, and preparation for an unknown future.

Quality Teacher Education

It is in realization of the vital and indispensable roles of the teacher in the development of human capital that teacher education has been charged with a lot of responsibilities. Its primary function is to prepare competent teachers who are knowledgeable, creative, self motivated and adaptable to changes that occur in the field of education and the society at large.

Nwangwu & Aguba (2009) stressed that the production of human resources can only be effective through a systematic and reliable educational programme and process with high quality. They added that the centre of this quality assurance is teacher education that prepares teachers for onerous task of developing human potentials. Every nation needs good and adequate number of teachers to realize its educational objectives.

However, the general opinion is that most teachers are half baked, unqualified or under trained, most of them lack the skills and knowledge base needed in a dynamic society. This therefore calls for the need to improve the quality of teacher education in other to improve the quantity and quality, skills and attitudes of teachers world wide.

Taking cognizance of the fact that if teachers are ignorant or have obsolete knowledge and skills in their disciplines, and impart wrong information, they are not only useless but also dangerous. Teachers are the main determinant of quality in education, if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social, the whole nation is doomed. (Ike 2006).

It therefore follows that if teacher institutions produce highly motivated, conscientious and efficient teachers for all levels of the educational system, the realization of the educational goals will be facilitated. The issue of quality in teacher education is therefore, a fundamental issue that needs to be addressed.

Quality teacher education therefore, is the education programme which prepares teachers for effective performance of their duties, and be both academically and professionally sound and competent. It also makes both the serving teachers and potential teachers to be; knowledgeable in theory and in practice for successful teaching and learning, responsive to the changes in the society and new emerging educational goals, able to gain access to knowledge and information through the means of ICT. It facilitates the teachers' capacity to use ICT in instructional delivery, to adopt new pedagogy which is interactive, discovery, insightful, purposeful etc, in the teaching and learning process rather than the outdated old method of teaching which lays much emphasis on rote learning. Furthermore, quality teacher education is referred to, as teacher education programmes that are able to produce teachers that can develop full potentials of their students, serve as role models for students, transform education, and through it, the society inspires self confidence and creativity in students, be self motivated and committed to teaching (Nwangwu, and Aguba, 2009). Asiabaka and Odionye (2010), opined that the problem of the educational system starts at the pre-primary, primary, continues at the junior and senior secondary levels, the tertiary level and manifests

in the poor quality graduates that make up the national work force. The teacher education programmes at the university level produces the teachers of the teachers and therefore plays a pivotal role in national development.

It has been observed over the years that the poor quality of the products of the teacher education institutions in Nigeria is major source of problem for the educational system in general. Several factors are responsible for the problem. They include among others, poor funding, lack of commitment on the part of all stakeholders, and admission of candidates who are not interested in teaching.

UNESCO (2001) aptly captured the plight of Teacher Education in Nigeria when it stated that:

- The attention given to teacher education and their continuing professional development has in many cases lagged behind than given to other parts of education system ... though the importance of the teacher is emphasized in many international reports... although there is wide recognition that teacher education, training and professional development need to be integrated in ways that operationalise life long learning for teachers, the resources allocated to it are usually inadequate and opportunities too few.

As a clientele service institution that produces the workforce that influences and moulds the future of our young ones and the nation at large, teacher education needs adequate and appropriate resources for the production of quality finished product which takes long gestation period.

CHAPTER
8

TEACHER AND INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Globalization, scientific and technological breakthrough have reduced the world to a global village where adequate, enough, appropriate and current information is highly needed for countries or individuals to brace up with the trends and challenges of the new world. Moreover, there is information explosion, that every now and then ideas, knowledge, innovation etc are conceived, created and churned out for adoption and utilization by people and nations. This implies that information is readily available for people to access and utilize since knowledge is power and wealth. In the educational system, a teacher is traditionally seen as a repository of knowledge and information and whose primary role is to convey and transmit knowledge, information, skills and norms to the young ones or the learners. Bello (2008) stated that in the past the teacher was seen as the only source of knowledge, skill, ideas and values to be impacted to the learners. The teacher was the only "Encyclopedia Britannica" to consult on any information. Now, there is the development and application of technology to teaching and learning hence there is a shift in that notion.

In view of the fact that the teacher is seen as a repository and a transmitter of knowledge, information and

Teacher and Information and Communication Technology (ICT)
skills in the teaching and learning process, he is expected to
be aware, knowledgeable enough and current with the trend
of events, new developments, innovations etc in and around
the world. His access to information will make him
continually relevant and equipped to guide, motivate and
impact positively on the learners because one cannot give
out what he does not have. Therefore, the modern easy and
convenient process or avenue of accessing the needed
current information or knowledge and new trends of events
in the field of education and other fields, is information and
communication technology (ICT).

Information and Communication Technology (ICT)

It is deemed pertinent to first explain the following
related concepts of ICT, as opined by Heinz & Koontz (2005):
Data- Data can be described as facts, observations or
information not yet organized but isolated and relating to
the subject of the study. They are raw facts that may not be
comprehensible and very useful until they are processed.

Information- Information is derived from data processed to
be meaningful and understandable to the receiver. It is data
that have been put into a meaningful and useful context and
communicated to recipient who uses it to make decisions
(Asiabaka, 2008).

Information Technology (IT)- The concept of Information
Technology is defined as computers and other forms of
technologies that both store and generate information that
can be widely transmitted by electronic means (Igbafe 2002).

While Oxford Dictionary of computing sees IT as any form of technology in the form of equipment or technique used by people to handle information. Vernon (2001), stated that ICT is a comprehensive term of all those technologies both hard and software designed and directed to the capture, storage, processing, transmission and presentation of information. Computers are at the hub of the ICT revolution because they are fast and economical in processing information. The computers with proper programming, process data toward logical conclusions, classify them and make them readily available for use. ICT is a concept that has been globally acknowledged and appreciated. It has made the world to assume a village status.

Information and Communication Technologies cover areas such as:

- Internet service provision
- Telecommunications equipment and services
- Media and broadcasting.
- Libraries and documentation centers
- Commercial Information providers

Network based services etc (Oshiiote and Njoku, 2002).

The modern ICT encompasses the broad field of data/information processing, transmission and communication by means of computers and telecommunication techniques.

The increasing rate of ICT adoption in education is generating huge amount of information and knowledge in areas such as technology applications, costs, learning materials, training and organizational change, all of which people want access to. The knowledge Information

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Management System (MIS) that has made access to Information easier is portals. They are sites on the internet that serve as search engines to assist the users in finding the required information from the sources. There are three types of portals available as stated by Bello (2008). These are:

Networking Portals- These provide various individuals with a central point from where to access various educational tools and facilities online and offline.

Organizational Portals- These are constructed by a specific organization to deliver educational materials. They contain search facilities-link to other relevant organizations or institutions as well as subscription services project, publications and information about organization itself.

Resource-based Portals- These provide access to various educational resources on-line. The main feature of these types is that they provide subscription services. Thus, requiring people to pay before being able to access resources.

Information Indigestion and Intelligence Services

The development of ICT has resulted in better and faster data processing which breads information indigestion and overload. Data originators and processors keep on turning out materials and information at an almost frightening rate that users, at times, complain of being buried under printouts, reports, projections, and for costs or that they do not have time to read or cannot understand or which do not satisfy their need (Aku-ezuilo and Agu 2007:71). This problem of information indigestion and over load can be taken care of by the establishment of Intelligence

Services and the development of a new profession of intelligence experts who know what information users need, how to digest and interpret such information for use as well as making the information understandable and useful. Such experts/units in some organizations go by the names – administrative services or management analysts and services.

The Use and Application of ICT in Education Sector

The use and application of ICT computers and other modern ultra inventions in the fields of science, engineering, agriculture, medicine, education etc can not be possible or appreciated without computer literacy and ICT compliance. Life of a modern man revolves around computer education, without which research and acquisition of knowledge becomes a difficult task. The greatest and perhaps the most challenging but at the same time the most tempting life-opportunity window to success for Nigerian nation and her brighter future is that presented by Information and Communication Technologies and Globalization (Ughamadu, 2008). In the same way the successful management of education systems today requires effective use of ICT tools for providing smooth operations to enhance policy making, teaching and learning, research and monitoring and evaluation through data information. In a study conducted by Asiabaka (2009), the findings showed that very few of the principals could adapt IT to local needs and could generate database for administrative purposes to a very large extent.

Teacher and Information and Communication Technology (ICT)

The low skills base has resulted in the failure of principals to adopt the use of ICT in the management of schools. Funding of ICT is yet to receive adequate attention in spite of inhibiting factors to ICTs such as; irregular and epileptic power supply, absence of or non implementation of ICT Policy, few trained or skilled ICT personnel, poor knowledge of and resistance to ICT at all levels of different sectors,

Financial constraints in many African countries and in Nigeria in particular, concrete efforts are being made to ensure the adoption and utilization of information and communication technologies.

Serious and practical efforts and initiatives have been made and are still being made to develop ICTs in the education sector in less advanced countries. This has been championed by donor or international organizations in the forms of development of infrastructure, policy, internet connectivity, information management, capacity building and networking.

Ajayi (2002) subscribed to the views that information has become a major factor in socio-economic development of every nation, and that ICT plays a major role in education, teaching, learning and research in general and poverty alleviation by generating new jobs and investment opportunities. In view of this, Ajayi (2002) stated that the Federal Executive Council of Nigeria approved the implementation of the Draft IT Policy in 2002 thereby setting the enabling environment for education sector initiatives and investment to drive the Information and Communication Industry.