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Table Of Contents

A Research on Identifying Organizational Culture Orientations of Vocational High Schools <i>Sabit MENTEŞE, Tarkan GÜLMEZ</i>	1
A Study Of The Role Of Ict In The Doctoral Research Processes An Ethnographic Approach <i>Yang RUIQIAN, Yiu Chi, LAI</i>	11
Administrative Factors As Correlates Of Antenatal Care Service Utilisation Among Pregnant Women in Ekiti State, Nigeria <i>ALADE, T. T.</i>	26
An Evaluation of the Burnout Level of Middle School Teachers (Teachers of the Central Middle School of Tunceli) Sabit MENTEŞE, Murat GÖKALP	41
An Investigation Of Czech Adult'S Motivation To Pursue Education From The Perspective Of The Self-Determination Theory <i>Jitka VACULIKOVÁ</i>	49
Analysis Of Student Professions Graduated From Computer Engineering Through Social Networks Using Data Mining Techniques <i>Esin ZAIMOĞLU, Nilüfer YURTAY, Yüksel YURTAY</i>	58
Analysis Of The Status Of Ict In The Management Of Personnel Services In Colleges Of Education, In South East Nigeria <i>Mormah Felicia OFUMA, Okwo FRED</i>	66
Application Of Machine Learning Technology To Make Original Works Of Art And To Aid Art Teaching <i>Saeyeon JANG</i>	72
Application Of Technology To Make Original Compositions In The Field Of Music Education <i>Sehee KIM</i>	78
Artificial Intelligence and Robots In Education <i>Seunghyun LEE</i>	87
Assessing The Quality Of Supervision Experiences In The Different Research Stages At Postgraduate Level <i>Tooba SALEEM, Nasir MAHMOOD</i>	92
Beliefs On Accounting And Mathematics Marketing Department Sample <i>İbrahim DURMUŞ, Celal MUTLU</i>	95
Complexity Theory In Political Systems And International Relations <i>Jae Joong LEE</i>	99

Criticism Questioning Strategy For Critical Thinking

Rusmawati Ghazalia, Maithreyi Subramaniam, Sabzali Musa Kahn, Rainal Hidayat Wardi, Syed Muhammad Ahmad Sherazie, Zamrudin Abdullah.

**Current Reforms Of Kazakhstan's Educational System Teaching Literature
On The Basis Of New Content Of Education 118**

Bayan KERİMBEKOVA

**Design And Execute An Iraqi Academic Monitoring System For Iraqi
Higher Education Ministry 121**

Ahmed Qassim HADI, Amer S. ELAMEER, Shaimaa Hameed SHAKER

**Effect of Principals' Instructional Leadership Behavior on Teachers
Professional Development at Secondary Schools 132**

Tariq Mahmood KHAN, Yahya DON, HinaNoureen

**Effects Of A Computer-Programmed Instructional Strategy On Basic Science Students'
Learning Outcome In Two Instructional Settings In Ondo State, Nigeria 142**

Ademiotan Moriyike LALEYE

**Establishment An Iraqi E-University System Using Object Oriented
Analysis And Design Based On The Uml 150**

Rana H. SALOOM, Amer S. ELAMEER, Ali S. JALAL

**Evidence-Based Courses Of Study To Improve Post-School Outcomes For
Students With Autism 161**

Carol Feldman SPARBER

Examining Computational Thinking Through Logic Tasks 172

Katalin HARANGUS

Experience Of Kazakhstan Modernization In Turkic World 179

Knyaz MIRZOYEV

**Explaining Destination Choices Based Upon Recreational Opportunities
Through Intrinsic and Extrinsic Travel Motivations 184**

Ali Selman ÖZDEMİR, Şener BÜYÜKÖZTÜRK, Suat KARAKÜÇÜK

**Factors Affecting Students' Academic Demoralization Among Senior
High School Students 186**

Mary Grace I. Cruz

**From Social Network to Research Network A Novel Approach for
Integrating Teaching and Research through Technology 191**

Ramazan ACUN

**Gamifying The Classroom With Mobile Devices To Enhance Students' Of
Public Junior Secondary School Academic Participation In Rivers State 199 Chinyere CATHERINE**

Graduate Candidates' 21st Century Skills And Challenge For The Faculty
And The University In Online Learning Era 207

*Hadiyanto, Noperdiman, Syamsurizal, Muhaimin
Yuliusman, Supian Ramli, Urip Sulistiyo*

Influencing Students Decision-Making Process Of Higher Education
Institution The Digital Marketing Experience 217

Andriani KUSUMAWATI

Investigating The Influences Of E-Learning Compatibility And Technology Expectancy To Acceptance Of E-Learning In One Of Hong Kong Universities <i>Hon Keung YAU, Ning Yi LUK</i>	227
Logical Computer Based Learning: Versatile E Learning <i>Bih Ni LEE, Nurul Asikin HASSAN</i>	238
Mathematical Resilience And Accounting Test Anxiety Of Students Office Management Department Sample <i>Hüseyin SOYDAŞ</i>	249
Mathematical Resilience And Test Anxiety Of Students: Accounting and Task Department Sample <i>Sinan AYDIN</i>	257
Mobile Learning Technologies and its Outcomes <i>Ronke OGUNMAKIN</i>	265
Moving Educational Preparation Programs To Authentic Settings Lesson Learned From The Field <i>Brad MAGUTH, Alfred W. DAVISO</i>	282
On The Math Anxiety Of Vocational School Students Accounting And Task Department Sample <i>Sinan AYDIN</i>	290
On The Students' Trait And Mathematics-Accounting Anxiety Level: Office Management Department Sample <i>Hüseyin SOYDAŞ</i>	296
On The Vocational School Students' Math And Trait Anxiety: Accounting And Task Department Sample <i>Davut YILDIRIM, Nuri Arslan ÖZTÜRK</i>	302
On The Vocational School Students' Test Anxiety Business Department Sample <i>İsmail KILIÇASLAN, Şafak Sönmez SOYDAŞ</i>	308
Paradigm Shift In Teacher Training Education Programs and Its Consequences On Human Capital Development In Nigeria <i>Ukpene, ANTHONY</i>	315
Resilience And Test Anxiety For Accounting And Mathematics: Niğde Social Science Vocational School Sample <i>Davut YILDIRIM, Nuri Arslan ÖZTÜRK</i>	323
Roles Of The Teacher In The Development Of Innovative Thinking In Government	

Ahmed Hussein ALSAGHIR

331

Serious Leisure Inventory and Measurement Validity And Reliability
Analysis

351

*Beyza Merve AKGÜL, Ali Selman ÖZDEMİR, Esin Esra ERTURAN ÖĞÜT, Suat
KARAKÜÇÜK*

Stress Management Groups In The Management Of Organizational Communication And Conflict Problems As A New Concept <i>Okan ŞENELDİR</i>	353
Students' Beliefs About Mathematics Accounting And Task Department Sample <i>Sinan AYDIN</i>	360
Students' Beliefs On Accounting And Mathematics Office Management Department Sample <i>Hüseyin SOYDAŞ</i>	364
Teachers Parents and Studentsa Opinions About School Based Assessment In The Subject Of Music A Case Study <i>Jakelina LEE Soo Mei LEE, Fung Ying LOO</i>	368
Test Anxiety Of Vocational School Students Marketing Department Sample <i>Celal MUTLU, İbrahim DURMUŞ</i>	373
Testing The Construct Validity Of Proactive And Preventive Coping <i>Jitka VACULIKOVÁ, Soňa VÁVROVÁ</i>	380
The Effect of Using Social Networks on Intellectual Extremism of University Students and Social Endanger <i>Abouelenein, Yousri Attia MOHAMED</i>	387
The Effects Of Manager's Perfectionist Personality And Empowerment Skills On Work-Life Balance In Employee-Friendly Organizations <i>Okan ŞENELDİR</i>	407
The Effects Of Webopac Self Training Tool With Guided Exploration On Information Literacy Skills Among First Year Degree Students <i>Mohd Nasir ISMAIL, Nurfaezah MAMAT, Adnan JAMALUDIN</i>	414
The Influence Of Blockchain Technology On Business Education <i>So/ LEE</i>	430
The Leadership Styles and Supervisory Competence of Master Teachers in Selected Schools in the National Capital Region as Base Reference for Competency Upgrading <i>Cipriano M. Bisco Jr , Elvira B. Bagacina, Marilou M. Bisco, Romulous P. Guino</i>	436
The Negative Effects Of Favoritism, Cronyism And Nepotism On Organizational Commitment And Organizational Justice <i>Okan ŞENELDİR</i>	441
The Practice Of Outdoor Activities For The Teaching And Learning Of	

Science In Pre-Secondary And Pre-Tertiary School Settings In Nigeria <i>Duyilemi, Augustinah NIRETI, Oloruntegbe, Kunle OKE, Fakolujo, Abayomi BABATUNDE</i>	448
The Qualities Criteria of Constructive Play and the Teacher's Role Juhee PARK	457
The Relationship Between Irrational Beliefs And Locus of Control of The University Students (Sample of Kyrgyzstan) <i>Murat GÖKALP, Sabit MENTESE, Gülsara CAKŞILIKOVA, Volkan DURAN</i>	464
The Role Of Artificial Intelligence In Narrative Medicine Sarah Se-Jung OH	477
The Role Of Data Mining And Machine Learning In Biotechnology <i>Eunmin LEE</i>	484
The Role Of Machine Learning In The Field Of Physical Science <i>Junwoo PARK</i>	489
The Role of the Family in fostering Children's Rights and Early Education in Anambra State of Nigeria <i>Ego. C UZOEZIE, Ezenwanne DOROTHY NKEM</i>	496
The Status Of Education In The Value Hierarchy From The Perspective Of Youth With Intercultural Family Background <i>Lenka VENTEROVÁ</i>	504
The Use Of Deep Learning In The Gamification Of Teaching And Learning <i>Yongwook KWON</i>	512
The Usefulness Of Artificial Intelligence To Solve Underwater Egress Technology Challenges <i>Yunsoo JUNG</i>	517
The Utility Of Child Psychological Concepts To Motivate Learners <i>Jimin LEE</i>	522
The Utility Of Deep Learning To Aid In The Curriculum Of Design Projects <i>Seunghyun YOO</i>	527
The Utility Of Gamification To Engage And Motivate Learners <i>Uijun LEE</i>	532
The Utility Of Machine Technology To Solve Mechanical Engineering Problems <i>James Sun Hyung Choi</i>	538
The Utilization Of Digital Distributed Ledgers In Economics Theory <i>Yong JAE</i>	545
The Utilization Of Game Theory Concepts To Improve Cooperation And	

Competition In Education <i>Jaehyeon PARK</i>	551
The Value System As A One Of The Determinants Of The Educational Process The Case Of Pupils From Roma Families <i>Iva STAŇKOVÁ</i>	555
Towards better E-Administration of Tertiary Institutions for quality Teacher Education <i>Felicia .O. MORMAH</i>	561
Trait And Mathematics Anxiety Of University Students Business Department Sample <i>Şafak Sönmez SOYDAŞ, İsmail KILIÇASLAN</i>	568
Trait And Mathematics Anxiety Of Vocational School Students: Marketing Department Sample <i>İbrahim DURMUŞ, Celal MUTLU</i>	574
Understanding What Affects Students With Disabilities Achievement Of Postsecondary Education Goals <i>Lauren MAZZAGATTI, Alfred DAVISO, Carol Feldman SPARBER, Robert BAER</i>	580
Unemployment, Vocational Guidance and Entrepreneurship Education As Correlates Of Graduates' Post-Vocational Training For Self-Reliance In Delta State, Nigeria <i>E.U. Tibi, P. Tibi</i>	586
Use Of Machine Learning To Increase Creativity Of Students <i>Patrick Ji HAN OH</i>	592
Using Technology To Enhance High Leverage Practices In Special Education <i>Alfred W. Daviso, Sarah CSONGEI, Melissa GARDENER, Stephen DENNEY</i>	597
Vocational School Students' Beliefs About Accounting And Mathematics: Accounting And Task Department Sample <i>Nuri Arslan ÖZTÜRK, Davut YILDIRIM</i>	603
Vocational Students' Beliefs On Accounting And Mathematics:Business Department Sample <i>Şafak Sönmez SOYDAŞ, İsmail KILIÇASLAN</i>	607
Students' Perceptions And Attitudes To Blended Learning For Prep Classes: A Case Study Of Sakarya University <i>Ulvican YAZAR, Nail ABALI</i>	611

Paradigm Shift In Teacher Training Education Programs and Its Consequences On Human Capital Development In Nigeria

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Abstract

Teacher training education programs in Nigeria have been undergoing structural reforms following societal pressures and policy preferences among stakeholders in education. Teacher training programs had been structured to pass potential teachers through Teachers' Training Colleges (TTC), Advanced Teachers' Colleges which later metamorphosed into Colleges of Education, and then Universities. This study was motivated by declining pedagogy among teachers following the collapse of Teacher Training Colleges and the institutional neglect of Colleges of Education with its attendant reduction in value chain production in the education sector. A questionnaire, "teacher quality evaluation questionnaire", was used to generate data from 380 respondents saddled with teaching at different levels but only 350 were returned (150 from universities, 80 from colleges of education, 60 each from secondary and primary schools respectively) which were used in the analyses. The results showed that pedagogical skills among teachers had declined with the collapse of the TTC. Most respondents are of the opinion that some university graduates do not see teaching as a viable profession while the colleges of education are not endowed to meet the human capital needs of the country. The paper among others, recommended that a rejuvenated TTC program should be reintroduced and made component of the Senior School Certificate program to equip learners with teaching skills prior to entry into colleges or university. Also, special incentives and monetary allowances should be given to trainees on teacher education, while colleges of education should be rejigged to attain appreciable level of training students for enhanced human capital development in the country.

Key words: *Paradigm shift, teacher training institutions, human capital development.*

Introduction The socio-economic development of any nation depends on how much of its resources are deployed into the functional education of its citizens and the extent it is acquired by the latter. Functional education is that which strives at discovering the potentials in people and then designing teaching and learning experiences that would develop such potentials into skills and aptitudes that would enhance the quality of life and nation building. Hence education is the bedrock for socio-economic and technological development in societies.

Education and teaching are the flip sides of the same coin, with the quality of education depending largely on the quality of its teaching workforce. It is therefore expected that for education to play the fundamental role of social change the educational system should have within its rank and file, an aggregate of teachers with sound intellectual and professional capacities to teach learners. Unfortunately teacher education has not been able to realize this goal in Nigeria because the quality and quantity of teachers produced over the years have fallen short of national expectations and needs (Orakpo, 2018).

Teacher education in Nigeria was modeled to equip teacher-trainees with relevant pedagogy and aptitudes necessary for effective teaching and learning. In pre-independence Nigeria, teacher – trainees were schooled in specialized institutions, the Teachers Training Colleges. Precisely, teacher training education in the country started with the establishment of St. Andrew Teachers' College, Oyo, in 1896, followed by Baptist Training College Ogbomosho (1897), St. Paul's Training College Awka (1904), Oron Training Institute (1905), Wesleyan Training Institute (1928), and St. Charles Training College, Onitsha (1929). Similarly there were Teachers Training Colleges in Kastina and Toro (Adesulu, Orakpo, Youdeowei and Uwandu (2016). Graduates from these teachers' colleges were conferred with Teachers Grade II certificate.

The Grade II teachers were described as professionals with very deep knowledge of their subject matter, possessed impressive teaching skills, good work ethics, efficiency and commitment to the teaching profession. They prepared their lesson notes, related pupils progress to parents and abhorred every form of examination fraud and immorality with students (Adesulu, *et al.*, 2016). Graduates from teachers colleges formed a good base for producing teachers at higher levels of Nigeria Certificate of Education (NCE) and Degree.

Paradigm shift by way of structural reforms in education that ultimately gave birth to Colleges of Education dates back to the recommendations of the Ashby commission in 1859. The National Policy on Education in 2004 later prescribed that the NCE would be the lowest teaching qualification to teach in Nigerian primary schools and junior

secondary schools. Following the shift in conceptual framework for education, funding for teachers' colleges by respective state governments were tacitly withdrawn, thereby pushing them into oblivion.

Successive governments in Nigeria have failed to give education a lift. Orakpo (2018) had documented that you can damage any sector of a country and it would still pull itself up, but the damage to education is the greatest harm that can be brought upon any nation. She concluded that Nigerian political and military elites have failed a whole generation.

Comparatively, the education sector has failed to receive the needed financial boost to develop the human capital that would uplift the nation from poverty and underdevelopment. Rather, it had been perennially underfunded by successive governments both at the federal and state levels. In 2018, the national budget allocated N102.907bn (about 7% of the budget) to education. Previous years budgets had followed similarly trends of low capital investment in the education sector viz: 2015 (9.5%), 2014 (10.6%), 2013 (8.70%) and 2012 (10.00%) as reported by Ige (2016), who equally lamented that education is further bedeviled by late release of funds to institutions. In the words of Utomi (2018), these allocations barefacedly fell short of the United Nations budgetary recommendation on education of 20 percent and above.

Consequently, teacher education in every state of the country is grossly enmeshed in pervasive decay of sorts. While most of the teachers exhibit contagious level of illiteracy, not being able to read the UBE books sent to them in Sokoto State, others in Edo State have notable discrepancies in their service records as filled in by them (Orakpo, 2018). The decay in teacher education reports lack of learning accommodation (classroom) and functional laboratories, decline in gross enrollment at all levels and production of teachers whose quality and quantity fall short of national expectations as well as failure of pre service teachers to successfully translate science concepts into vernacular, the common language of instruction in most public primary schools (Soyibo, 1992).

There is scarcity of competent teachers. UNESCO classifies Nigeria as one of 29 countries facing severe shortage of teachers (UNESCO Institute of statistics 2012) and will need to recruit an additional 375,479 primary teaching by 2015 in addition to the existing 300,000 so by extrapolation to 2018, Nigeria primary schools might be needing up to 1,300,000 teachers.

The structural reforms in the education sector has left teachers in very pitiable conditions. Fundamentally, most of the colleges of education have their curriculum not in primary education but on secondary education (Orakpo, 2016), with exceptions being in Early Childhood Care Education and Primary Education Development respectively. Consequently, most of the NCE teachers cannot cope in primary schools because the curriculum is not tailored towards the primary schools. She further asserted that NCE holders can only teach in secondary schools. As opposed to this, the status of teachers in the training colleges was sound as they were equipped with the capacity to deliver quality education to their learners in primary schools (Adesulu, *et al.*, 2016).

Further consequences of paradigm shift in education is that the self-esteem of the Nigerian teacher today is low and he falls short of all indices for enhanced self-worth; he works in classrooms crowded with pupils, without decent office/classroom accommodation and furnishings, lacking in portable water, electricity and conveniences. In addition to the catalogue of woes for the Nigerian teacher, his take-home pay cannot really sustain his wage bills for medicals, utilities, children's school fees, dependent siblings and aged parents. In the middle of these challenges, he is expected to perform optimally and churn out the country's great leaders and technocrats. Adewulu, *et al.*, (2016), noted that Nigerian teachers work in an environment that is least friendly and hazardous, coupled with poor welfare packages including meager and irregular salaries.

Today there is high graduate unemployment in the country because graduate employees have inadequate technical knowledge, deficient proficiency in English and lack of critical thinking coupled with high technological drive of most organizations in response to tougher competition in the competitive labour markets (Orakpo, 2018).

Professor Olu Adesulu *et al.*, (2016), regretted that "the day we abrogated Grade II teachers colleges in Nigeria was the time we killed teacher education and subsequently education in Nigeria."

Problems of the study:

The quality of graduate teachers churned out by educational institutions in Nigeria for possible recruitment by potential employers have recently fallen short of expected levels of competence in terms of pedagogy skills and ability to effectively teach prescribed categories of learners without compromising standards. Consequently, most graduate teachers find it difficult to meet the benchmarks set by employers.

Aims and objectives:

Specifically, the paper seeks to :-

- Generate information on the causes of decline in the acquisition of competent teaching skills by most graduate teachers.
- Elucidate on the disposition of government towards sustainable education culture in Nigeria.
- Suggest measures to boost the self-worth of the Nigerian teachers.

Population and sampling

The study population consists of all Nigerian teachers spread across Universities (U), Colleges of Education (C), Secondary schools (S) and Primary schools (P). The sample consists of a total of 380 respondents , randomly selected from 4 universities (2 each from Northern and Southern Nigeria), 4 colleges of education, 6 secondary schools and 6 primary schools all from southern Nigeria.

Instrumentation for the study

The research instrument was a 13-item questionnaire designed on a five-point rating scale, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD), to generate information on the consequences of paradigm shift on teacher quality in Nigeria. It was face validated by a research colleague and pilot-tested twice on the respondents. A reliability co-efficient of 0.85 was established.

Administration of research instrument

The questionnaire was deployed to the respondents and retrieved with the help of a teacher in each institution used in the study. Data were analyzed using summations and percentages.

Results and Discussion

From Table I, there were diverse opinions to the belief that Grade II teachers deployed diverse teaching methodologies during lesson presentation. While teachers in the universities (66.67%), disagreed with this position, teachers from colleges of education (75.00%), secondary schools (75.00%) and primary schools (66.67%) affirm that teachers from training colleges deploy diverse teaching methodologies during lesson presentation in primary schools for better teaching and learning. Substantial number of respondents in all categories agreed that teachers from teacher colleges were more resourceful and creative with respect to their jobs (Table I[ii]). Furthermore, teacher-trainees from universities acquire and exhibit lesser drills on pedagogy during employment service. Paradigm shift has facilitated inadequacy in infrastructure and facilities in colleges of education (Table I [iv]) as emphasis was placed on university degrees. Colleges of education were poorly funded and existing facilities suffered from lack of maintenance. In addition, interest of admission seekers into colleges waned and the craving for university education increased. Today, colleges of education face low students enrolment nationwide (Table I, [iv]).

From Table II, university teachers were divided on the opinion that most teacher-trainees in universities prefer job opportunities outside the classroom as represented by 53.34 percent who disagreed as opposed to 46.67 percent who affirmed their agreement (Table II, [i]). All the respondents agree that cut-off marks for admission into colleges of education and education disciplines were lower than those of humanities and technology based courses in both polytechnics and universities (Table II, [ii]). Furthermore there was general agreement that teachers have low professional motivation (Table II,[iii]), coupled with low self-esteem (Table II, [iv]). **Table I: Paradigm shift on teacher’s quality**

S/N		SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL	
							A %	D%

i	Grade II teachers deploteaching methodologies C during lesson in primary school S	U diverse C P	10(6.67)	40(26.67)	5 (8.33)	70(46.67)	30(20.0)	33.33	66.67
			20(25.00)	40(50.00)		10(12.50)	10(12.50)	75.00	25.00
			25(41.67)	20(33.33)		10(16.67)	-(-)	75.00	16.67
			30(50.00)	10(16.67)		10(16.67)	10(16.67)	66.67	33.33
ii	Teachers from teachers U colleges are more resourceful C and creative S	P	50(33.33)	40(26.67)	5(3.33)	30(20)	25 (16.67)	60.00	36.67
			40(50.00)	15(18.75)		15 (18.75)	10 (12.50)	68.75	31.25
			35(58.34)	15(25.0)		5 (8.33)	5 (8.33)	83.33	16.66
			40(66.67)	20(33.33)		- (-)	-(-)	100.00	-
iii	Teacher-trainees from U universities have lesser drills C On pedagogy S	P	60 (40.00)	30 (20.00)	10 (6.67)	30 (20.00)	20 (13.33)	60.00	33.33
			50 (62.5)	20 (25.00)	-	10 (12.50)	-	87.5	12.50
			30 (50.00)	15 (25.00)	-	15 (25.00)	-	75.00	25.00
			45 (75.00)	10(16.67)	-	5 (8.33)		91.67	8.33
iv	Colleges of Education in Nigeria face decay in facilities and infrastructure	U C S P	80 (53.33)	20 (13.33)	10 (6.67)	25 (16.67)	15 (10.00)	66.66	26.67
			70 (87.5)	10 (12.5)	-			100.00	-
			25 (41.67)	18 (30)	-	10 (16.67)	7 (11.67)	71.67	28.34
			22 (36.67)	16 (26.67)	-	10 (16.67)	12 (20.00)	63.33	36.67
V	College of Education face low Students' enrolment in Nigeria	U C S P	90 (60.00)	50 (33.33)	-	10 (6.67)	-	93.33	6.67
			50 (62.5)	30 (37.5)	-	-	-	100.00	-
			20 (33.33)	30 (50.00)	-	10 (16.67)	-	83.33	16.67
			15 (25.00)	33 (55.00)	-	12 (20.00)	-	80.00	20.00

Table II: Teachers' professional integrity.

S/N		SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL	
							A%	D%
i	Most teacher-trainees in U universities prefer job C opportunities outside the S primary classroom P	60(40.00)	10(6.67)	-	40(26.67)	40(26.67)	46.67	53.34
		40(50.00)	30(37.5)	-	10(12.50)	-	87.5	12.50
		20(33.33)	30(50.00)	-	10(16.67)	-	83.33	16.67
		25(41.67)	20(33.33)	5 (8.33)	10(16.67)	-	75.00	16.67

ii	Admission cut-off marks for colleges of Education/ education disciplines in S univers are lower P	Uities C	100(66.67)	50(33.33)	-	-	-	100.00	-
)	-	-	-	100.00	-	
			80(100.00)	30(50.00)	-	-	100.00	-	
)	15(25.00)	-	5 (8.33)	91.67	8.33	
			30(50.00)	40(66.67)					
iii	Nigerian teachers have low professional motivation	U C S P	90 (60.00)	35 (23.33)	-	20 (13.33)	5 (3.33)	83.33	16.66
			36 (45.00)	20 (25.00)	-	15 (18.75)	9 (11.25)	70.00	30.00
			25 (41.67)	24 (40.00)	-	11 (18.33)		81.67	18.33
			20 (33.33)	40(66.67)	-	-		100.00	-
Iv	Nigerian teachers have Low self-esteem	U C S P	60 (40.00)	55 (36.67)	-	15 (10.00)	20 (13.33)	76.67	23.33
			40 (50.00)	30 (37.5)	-	5 (6.25)	5 (6.25)	87.5	12.5
			25 (41.67)	15 (25.00)	5 (8.33)	10 (16.67)	5 (8.33)	66.67	25.0
			30 (50.00)	10 (16.67)	-	10 (16.67)	10 (16.67)	66.67	33.34

From Table III, it was noted that apart from primary school teachers (66.67 percent), other respondents from universities (66.67 percent), colleges of education (62.50 percent) and secondary schools (83.34 percent) affirmed that most teacher-trainees in universities enroll merely to acquire a university degree (Table III [ii]). There was a general notion among the respondents that most graduate teachers from universities have poor job output quality (Table III, [ii]), but disagreed that NCE holders refuse teaching jobs in primary schools (Table III, [iii]). The consensus is that NCE holders are not even offered government paid teaching jobs (Table III, [iv]).

Table III: Worth of teaching certificate

		SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL	
							A %	D%
i	Most teacher-trainees in U universities enroll merely to C acquire a university degree S P	40(26.67)	60(40.00)	-	40(26.67)	10(6.67)	66.67	33.34
		20(25.00)	30(37.5)	-	20(25.00)	10 (12.50)	62.50	37.50
		25(41.67)	25(41.67)	-	10(16.67)	-	83.34	16.67
		10(16.67)	10(16.67)	-	30(50.00)	10 (16.67)	33.34	66.67
ii	Most graduate teachers from U universities have poor job C output quality in teaching S P	5 (3.33)	15(10.00)	10 (6.67)	80 (53.33)	40 (26.67)	13.33	80.00
		30 (37.5)	40 (50.00)	-	10 (12.50)	-	87.50	12.50
		26(43.33)	10(16.67)	-	20 (33.33)	4 (6.67)	60.00	40.00
		30(50.00)	25(41.67)	-	5 (8.33)	-	91.67	8.33
iii	NCE holders refuse teaching U jobs in C primary schools S P	-	-	-	100	50 (33.33)	-	100
		-	10 (12.5)	-	(66.67)	40 (50.00)	12.50	87.50
		-	-	-	30 (37.5)	30 (50.00)	-	100.00
		-	-	-	30 (50.00)	20 (33.33)	-	100.00
					40(66.67)			

iv	Most NCE holders are not offered government paid teaching jobs	U	80 (53.33)	50 (33.33)	-	15 (10.00)	5 (3.33)	86.66	13.33
		C	50 (62.5)	30 (37.5)	-	-	-	100.00	-
		S	40 (66.67)	10 (16.67)	-	5 (8.33)	5 (8.33)	83.34	16.66
		P	45 (75.00)	15 (25.00)	-	-	-	100.00	-

The result suggested that holders of Teachers Grade II certificates deployed different methods of teaching in order to capture and sustain learners' interest and be able to effect positive learning among pupils in primary schools. This is because they had deep knowledge of subject matter, prepared lesson notes and had impressive teaching skills as reported by Adesulu, *et. al.*, (2016), unlike teachers that merely passed through universities without grade II background.

The study also noted that some colleges of education and primary schools were groaning under decay in facilities and infrastructural deficiencies. Education has continued to be paid lip service by several governments as evident from low budgetary provisions, delayed release of funds for capital development as reported by Ige (2016) and Soyibo (1992). Most institutions of learning lack basic classroom accommodation and conducive working environment for staff who are sometimes owed several months of salary arrears. The general lack of incentives for teachers coupled with poor regard for them has affected enrolment patterns into colleges of education reaching an all-time low in recent years. Nobody wants to take a course that cannot guarantee a sustainable future.

Teaching in Nigeria suffers from low professionalism while the teachers have low professional motivation. As a result of low professionalism, graduates of other disciplines take up teaching jobs as an alternative to lack of viable jobs. This accounts for teachers' doing their work with lack of enthusiasm, dedication and pride as a large proportion of them have notable quality deficiencies. Professionally qualified teachers are demotivated by poor funding of the sector, meager, irregular salaries in arrears and general lack of morale-boosting working environment. This is why the self-esteem of the average Nigerian teacher is low, falling short of all indices for enhanced self-worth.

The study also recorded that most students in education disciplines merely desire to earn a university degree without desiring to take up vocations in teaching. This could be ascribed to poor remuneration and job satisfaction in the classroom as well as low self-worth of the teacher in the society. The study equally noted that some teacher-trainees from universities have lesser pedagogy skills and so are most likely to manifest some deficiencies in relevant teacher quality, in agreement with Okebukola in Orakpo, (2018), who posited that many teachers have shallow knowledge of their teaching subjects and worse still, shallower knowledge and skills in entrepreneurship to positively influence their students. It was further reported that NCE holders do not refuse teaching jobs in primary schools but rather they are not employed even though they are to teach in primary schools as prescribed by law. Adesulu *et.al*, (2016) had reported that Government still prefer the university graduates.

Paradigm shift in Nigerian education was intended to reposition the sector and increase the capacity for human capital development. However, the legal framework for professionalizing teaching was not tenaciously implemented to its logical conclusion. As a result teacher education was scattered in colleges of education, universities and some polytechnics with total eradication of Teacher Training Colleges. Admission of students ought to give the best brains to education but what we have is a situation where admission cut-off marks are lowered for education programmes thereby making education the vocation for the below average and poor in intelligence and yet were expected to produce the country's future leaders and technocrats. Okebukola in Orakpor, noted that through this process the academically weak and emotionally unwilling are admitted into teacher education programmes, and with low self-esteem and minimum motivational propelling power, the teacher trainees are corralled like sheep through the machinery of teacher preparation process and come out ill-equipped and ill-suited to meet the challenges of 21st century teaching in a developing economy. With the total eradication of Teacher Training Colleges, the foundation for grooming teachers for the basics was destroyed and pedagogy eliminated to the fringe of teacher education in colleges and universities.

Paradigm shift in education required that funding would be adequate for infrastructure, facilities and manpower development. However, on the contrary, the Nigerian education sector is funded below the UNESCO mandate of 20% and above of National budgets for education and continues to grapple with notable deficiencies in program implementation and quality assurance.

Recommendations

1. A modified paradigm shift is suggested whereby Teacher Training Programmes should be made part of the Senior School Certificate curriculum. So that potential teachers would acquire basic teaching skills before going into either colleges of education or universities.
2. The self-worth of the teachers should be restored and they be given the place of honour they deserve, through prompt payment of decent wages coupled with dignifying working environment. This will encourage the best brains to seek vocations in education.
3. Remuneration of teachers should be based on their qualification and experience rather than on the institution they teach. This will encourage horizontal mobility of qualified teachers from primary, secondary and tertiary institutions and vice versa.
4. NCE and university graduate teachers who are not trained to teach in primary schools should be retrained, especially those who studied non-teaching courses but had eventually found their way into teaching. Further use of teaching as a dumping ground for the unemployed job seekers should be stopped through registration and licensing of qualified teachers and potential teachers by the Teachers Registration Council of Nigeria (TRCN).
5. Recruitment of teachers should not be based on their certificates alone. Selection should be based on performances on aptitude tests as well as tests on subject matter content. Furthermore, selected teachers should be constantly monitored to ensure compliance to prescribed quality and standards.
6. Colleges of education should be rejigged financially and in infrastructure to attain and sustain appreciable level of training of students for enhanced human capital development in the country.

Conclusion

Paradigm shift in education in Nigeria for enhanced quality service delivery was fraught with dearth of infrastructure and policy inadequacies. Phasing out of the TTC and making NCE the baseline qualification for teaching in primary school contributed to the destruction of the education sector from grassroots by conferring on it an elitist status that is alien to the practitioners. Education will improve and provide the needed boost in human capital development if all the parameters dignifying the teaching profession are restored and the honor of teachers placed above those of lawyers, doctors, engineers and politicians.

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