

## **QUALITY TEACHER EDUCATION AND SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA**

**By**

**Ajudeonu, Helen I. (Ph.D)**  
**Primary Education Department**  
**College of Education**  
**Agbor, Delta State**

**&**

**Ebeye Theodora**  
**Department of Educational Foundations and Administration**  
**College of Education, Agbor**  
**Delta State**

### **Abstract**

This paper examines the relevance of quality teacher education and sustainable national development. The concept of teacher education reflects production of educators who are academically and professionally well groomed to be able to translate the theory of teaching into practice. It highlights a brief overview of the development of teacher education, the concept of teacher education, the position of National policy on teacher Education and the relevance of the quality position of Teacher Education for Sustainable National Development. It views the present situation of Teacher education and the implications of poor quality teacher education. Finally, it was recommended among others that the government should ensure that professionalization of the teaching profession is encouraged, there should be adequate training of teachers, the of teachers' conditions of service should be improved and career aptitude test should be used for selection of candidates into Colleges of Education.

### **Introduction**

Access to quality education is the centerpiece of all aspiring developing nations including Nigeria. Education in a globalized world community has continuously been the greatest tool for man and social development. The improvement of the quality of education and enhancing the access to quality education should be the priority of all developing countries.

Education is considered as a human right that should be accorded to everybody in the world. The led to World declaration on Education for all. This was ratified by? The Universal Declaration for Human Rightsa (UDHR) at Jomiten Thailand (1990). The Daker Framework for Action (2000) recognized Quality Education as a prime condition for achieving education for all as schools remain the most reliable avenues where education for all will be

achieved. To ensure quality education, there is the need for quality teacher education.

The teacher stands out as one of the most important factors determining the quality of education and its contribution to national development in any nation. The teacher is the centre focus in the school system for the acquisition of the necessary skills to enable pupils/students become what they want to be. The pupils and students look on the teacher as a model in personal qualities, educational qualities and professional competence which prepare the learners for future life and living.

The development of every nation hangs on education. In most societies education is generally regarded as a means to better life as it contributes to development. Education is also seen as the vital instrument for economic, political and social transformation. This puts a lot of responsibilities on the teacher who is seen as the custodian of education in the society. Therefore teachers are operators of any educational reform in Nigeria. There is the need to ensure that adequate provision is made for quality teacher education for national development.

## **Brief Overview of Teacher Education in Nigeria**

Teacher education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of the society at any point in time. This involves training and education as preparation before commencement of service – which could be tagged pre-service education and in-service. As opined by Osuji (2009) teacher education constitutes a conspicuous element in the totality of organized education both formal and non-formal sub-systems.

Teacher Education institutions started springing up in Nigeria since 1895 when the Hope-Waddel Training institute was established in Calabar. This was followed by St. Andrew's College Oyo in 1896. The British colonial administration became involved in teacher training in 1914 when it established an institution in Bonny. Teacher education had its root from the coming of the Christian missionaries in the second half of the 19<sup>th</sup> century. There is an agreement that the missionaries initiated teacher education system in Nigeria but failed to agree on the exact year when formal teacher training started as stated by Okafor. (1988). For instance, Taiwo

(1980) credited the church Missionary Society (CMS) with initiating teacher training in Nigeria in 1833, when it established a teacher training Institution in Abeokuta. Solaru (1964) and Fafunwa (1974) credited the C.M.S. with the establishment date of Teacher Training College as 1859 while Adesian (1977) stated that former teacher education began in 1986 when the church Missionary society opened St Andrew's Teacher Training Institute. In all these accounts, it is clear that teacher education started in Nigeria during the second half of the 19<sup>th</sup> century through the effort of the Christian Missionaries

During the period of colonial government prior to independence, there were re-organization in education in Nigeria. Commissions were set up to study education in South, West and Equatorial Africa. According to Fafunwa (1990) the 1925 memorandum more than any other guided the Nigeria Educational Policy and development from 1925 to the time of independence in 1960.

During the period for the preparation of independence 1948-1960 education ordinances of 1948 was considered a landmark, since it was first comprehensive document on educational policy and practice in Nigeria. During this period, education was under the control of

Regional governments. Each regional government in order to produce teachers on massive scale set up various commissions. For instance the Western Regional Government set up the Banjo Commission and Dike commission while Ikoku committee by the Eastern Regional Government. These commissions were to tackle the problems of low quality of primary education due to instruction by untrained, ill-prepared and unqualified teachers in schools.

Before independence, the missionaries established teacher training schools in order to produce catechists for evangelism while the colonial government established teacher training schools to produce clerks, interpreters and messengers. After independence, there was the need for high level manpower, so the focus of teacher training had to change with the Ashby commission's recommendation for the establishment of special Grade one college for the training of teachers for two (2) year duration. This led to the establishment of Colleges of Education for three (3) year durations to qualify for award of the National Certificate of Education (NCE). This boosted the development of education with the subsequent National Development plans.

Consequently, the established Grade III Teacher colleges were abolished and

replaced by Grade II teachers Colleges in the country with improved teacher's teaching conditions and provision for in-service training experience for all categories of primary school teachers. To produce quality teachers the university of Nigeria, Nsukka (UNN) in 1960 started the production of teachers with B.A. and B.Sc degrees in education. Today there are Federal and State Universities having faculties of education and Colleges of Education and polytechnics training quality teachers for the nation.

### **The Concept of Teacher Education**

Teacher education refers to professional education of teachers towards the attainment of attitudes, skills and knowledge for the practice of teaching. Teacher education is an organized institution designed for the professional training of persons who engage in the art and science of teaching. According to Osuji (2009) the concept "teacher education reflects production of educators who are academically and professional well groomed Who will be able to translate the theory of teaching into practice. The acquisition of the knowledge and skill is to make teachers efficient and effective in their work, in accordance with the need of the society at any time in point. This training of teachers is both theory and practical during the school period.

Imogie (1992) opined that teacher education is a formal programme designed to produce academically qualified and competent corps of personnel who will continue the process of transmitting worthwhile knowledge to the present generation through different levels of the school system. Therefore, teacher education are the policies and procedures designed to equip prospective teachers with the knowledge, attitude and skills they need and require to perform the task of teaching in the classroom and the wider society.

Nakpodia and Urien (2011) explained teacher education to be policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviours and skills they require to perform their task effectively in the classroom, school, the church and the local or wider unit. Also, internet online retrieval on teacher education via PDF defines teacher education as a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. (Teacher Edu. iv. PDF) Teacher education is seen as all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a

member of the educational profession and to be able to discharge his responsibilities more effectively.

### **The National Policy on Teacher Education**

The National Policy on Education (FME 2004:9) has emphasized that education is an instrument per excellence for effective national development. Part of the philosophy emphasizes "education and training facilities shall continue to be expanded in response to societal needs and progressively made accessible to the individual for more diversified and flexible choice". The responsibilities of the educationists and those responsible for education is therefore focused on providing better training to the future teachers; for their better learning and development to enhance the development of the peoples and the nation the education is meant to serve. Here the teacher and his quality education remains the focus. The effective job performance of the teacher in the classroom will depend on the quality of education which the schools can afford through the teachers effort.

The National Policy on Education proposed that all teachers in the various levels of Nigerian Educational system must be professionally trained and qualified. It further stated that the teaching

profession would be legalized while the basic qualification for entry into the teaching profession would be the Nigerian Certificate in Education (NCE). The National policy on Education (FRN 2004:39) outlined that the purpose of Teacher Education are to:

- a. produce highly motivated conscientious and efficient classroom teachers for all levels of educational system;
- b. encourage further, the spirit of enquiry and creativity in teachers.
- c. help, teachers fit into the society life of the community and society at large and to enhance their commitment of natural objectives;
- d. provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation not only in the life of their country but also in the wider world;
- e. take note of changes in methodology and curriculum.
- f. enhance teachers commitment to the teaching profession.

### **Relevance of Quality Teacher Education and Sustainable Development**

The strength of a nation lies to a large extent on the quality of the man- power development as well as the quality of

education in that nation. For education to be effective and meaningful in contributing to the nation's development, the intricate relationship between the three tiers in education is crucial - the teacher, the child and the environment. As simply put by Ukeje (2000) "education is the key that unlocks the door to modernization but it is the teacher who holds the key to the door. The teacher in fact is the hub of any educational system and the attainment of educational quality".

Since National development has a link with education and the teacher translates educational policies into practice, it follows that the education of teacher should be the priority of any country wishing to develop in all branches of human endeavor. For Nigeria to be part of the sustainable development programme she must accept her present ills, then design and articulate the future she wants. This will require adequate funding and appropriate financing of educational system with particular reference to teacher education.

Teacher education is an indispensable key to national development. According to Okemakind, Adequyi and Alibi (2013) for the attainment of national development priority must be given to the investment in human capital through teacher education. This is important because unless an

educational system enables those who pass through it to identify purposefully with the goals for their society the system fails as an instrument for meaningful change. Again for meaningful change to take place, education has to instill certain quality in people such as positive attitude to work, the desire to acquire skill and appreciate the value of competence and excellence. This education is not the matter or goal of accumulation of certificates and stuffing the head with literary facts. The education to be imparted by teachers should be on skills and capabilities that would help one cope successfully with the demands of a dynamic society. The teacher education becomes imperative. Here the relevance of the teacher, the quality of his education becomes very important. The teacher is a maker and architect of human accomplishment.

To achieve a good teacher education which would contribute to sustainable national development, it is pertinent that those to be trained must be of good quality. Presently, colleges of Education in Nigeria produce the major bulk of teachers for the primary and post-primary schools. But the present admission requirements into these colleges tend to create the impression that only the rejects of the universities and polytechnics are now admitted into Colleges of Education

according JAMB admission formula. As opined by Madueke (1996) only the rejects are admitted into NCE programme.

Teacher education and services of teachers are required towards modernization and sustainable development. There is no professional and adequate training of manpower for the education sector that can be successful without competent teachers to handle the training programme. Therefore, teacher education deserves the highest priority in the training and education of teachers. As stated in the national policy of Education (FRN 2004: 39) no education can rise above the quality of the teachers.

Competence is very important quality on the job. Teachers undergo the teachers training programme in Colleges of Education or Education faculty in the university or a compulsory postgraduate Diploma in Education (PGDE). The sole reason for all these according to Abubakar in Nnoli and Sulaiman (2001) has been to improve the quality and competence of teachers. Teacher Education is the foundation of learning outcomes. Education should be basically related to every phase of development in Nigeria, for wherever one turns, be it economic, political or social sphere of activities one is faced with the over-recurring problem of trained manpower needs but no adequate

training can take place without competent teachers to handle the programme. As Afe (2002) observed that of all educational problems of the African continent today, none is as persistent or as compelling as the one relating to the training of competent teachers.

Teaching is a serious business and a specialized job. For one to become a good teacher's a formal training in a teacher's college is very necessary. The teacher education should be of national concern. For teacher education to be relevant in national development excellent and competent teacher trainers should be employed in the training. It is very crystal clear that in we find professionally unqualified teachers in the teaching profession. Such cannot happen in other institutions that produce professionals like doctors, lawyers, nurses, engineers. This is why there is the need for quality in teacher preparation, non-professional and inexperienced teachers should not be allowed in teacher preparation and in the supervision of students on teaching (Oniwon, 2017) Problems arise as a result of incompetence and lack of adequate training in teacher education. For quality teacher education, excellent and competent teacher trainers should be employed to do the training.

### **Implications for Poor Quality Teacher Education**

Teacher Education or teacher training education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of a society at any point in time. It includes training/education occurring before commencement of service (pre-service) and education/training during service in service or on the job). It is true that no education system can rise above the quality of its teachers and we know that education is the catalyst for all spheres of human development, then it follows that a country that operates poor quality teacher education will no doubt remain perpetually underdeveloped and thus suffers the consequences of underdevelopment.

Poor quality teacher will produce ill-prepared teachers and ill-prepared teachers will loose confidence in themselves in the face of challenges of modern world of science and technology. The educational system that could not equip the students with the needed knowledge and skill will produce a large number of unskilled youths or mediocre.

According to Essien (1995) "Non-dynamic and ineffective level of skill and knowledge cannot therefore raise the level either of culture or educational quality". For instance in Nigeria, there have not been innovative in teacher education in relation to instructional methods. Obsolete textbooks and teaching methods are still in vogue. The curriculum practices are theory oriented rather than actual practice in the world of work. Some teacher educators cannot be described as professional teachers since they process degrees such as B.A. (Hons), B.Sc (Hons), M.Sc (Hons) etc in single subject discipline without educational background. The implication of this for teacher education is decline in academic standard. Nigeria has no well-defined teacher education system of assessing its quality and evaluating its outcomes since some teachers are not professional teachers.

Kolo (2013) posits that the sole purpose of setting up the NCCE and by extension other tertiary education regulatory agencies (NUC and NBTE) which have supervisory functions over teacher education programmes in their respective institutions is to institutionalize quality assurance and evaluation. For whatever reason, these agencies have solely utilized the accreditation approach than the more dynamic approaches of holistic



stakeholder evaluation and peer-review mechanisms. For teacher education, the peer-review method ensure more of the institutionalization of quality assurance and evaluation for both pre-service and in services teacher education programmes.

### **Conclusion**

Teacher education is a central focal factor for national development because all the sectors in the country depend on human resources for efficient work and rapid development. Teacher education should occupy a special position because of the value attached to teaching, teacher and the profession. A sound and viable teacher education programme is essential for qualitative improvement of the general educational provision for the citizens of the nation. Also as the increase in the enrolment in higher institutions becomes unavoidable, especially in Nigeria despite the economic situation of the nation, the desire to meet the needs of all the students in such large classes becomes necessary. A quality teacher education that would be functional in order to impart the necessary values, knowledge and skills for national development becomes imperative.

### **Recommendations**

1. Teaching profession and teachers need high motivation both during the preparation and practice. The

government has to improve teacher condition of service in order to keep the qualified and the dedicated on the job. This improved conditions of service will also attract brilliant brains into the teaching profession.

2. There should also be proper and definite professionalization of the teaching profession so as to prevent it from being polluted by all manner of persons. There is the need to re-organize the Teachers registration council of Nigeria, (TRCN) as presently constituted to be more proactive in enforcing the code of ethics and standard of the teaching profession.
3. Since many students who have little or no interest in teaching profession use teaching as a 'transit camp, the government should devise a means of administering career aptitude test for all students wishing to go into Colleges of Education. Those selected are likely to show keen interests in teaching and remain as career teachers.
4. Enough infrastructures should be provided in our colleges of education. It is not enough for the government to vote huge sums of money in their annual budget, but it is also incumbent on her to monitor the money disbursed so that such can be spent for the purpose it is voted for.

5. There should be regular workshops and seminars for all categories teachers in colleges of Education in particular. More importantly workshops should be organized for teachers on the use of Information and Communication Technology (ICT) and institutions should equip the classroom with ICT assisted learning facilities with the provision of alternative source of power supply because of the erratic and epileptic nature of the our national power supply which could jeopardize the effective use of the ICT assisted learning facilities.

#### References

- Adesina, S. (1988). A preview of primary and secondary education in Nigeria's fifth national development plan, *Journal of Teacher Education*
- Afe, J.O. (2002) Reflections in becoming a teacher and the challenges of teacher education, paper presented at the inaquaral lecture series 64 of the University of Benin.
- Essien, J. E. (1975) Education and the challenges of quality, Benin-City Nigeria: Enthipe Publishing Co.
- Federal Republic of Nigeria (2004). National policy on education. Yaba-Lagos NERDC Publishers.
- Imogie, I. (1992). Mediated instruction and in-service education of teachers in Nigeria. In J.O. Afe, et al. (eds). *In-service education of teachers, the Nigerian Experience*. Asaba: JID Printers.
- Madueke, M.J.O (1996). Skill acquisition for the youths: A focus on Junior Secondary School Curriculum. A paper Presented at the National Conference on Youth and Education.
- Nakpodia, E.D and Urien (2011) Teacher education in Nigeria: challenges to Educational Administrators in the 21st Century. Retrieved on libe fun <http://www.medwelljournals> - 27/6/2019
- Nnoli O. and Suleiman I, (2001) Reassessing the future of education in Nigeria, ETF Publication, Abuja.
- Okafor, F.C (1988), Nigeria Education: A search for new directions. Enugu: Fourth Dimensions Publishing Co. Ltd.
- Okemakinde, T, Adequyi, J.O. & Alabi, C.O. (2013). The place of teacher in national development in Nigeria. *European Journal of Humanities and social science*, 19 (1).
- Okolo, L.A. (2013), Teacher education: A Panacea for successful transformation in Nigeria. A seminar paper Presented at the 2013 National Conference of the committee of Provosts of college of Education in Nigeria Abuja. Nyege Chinda Nnoka and Hassan Sule (2017) *International Journal*

of Scientific Research in  
Education, Sept, 2017 Vol 10 (4),  
401-412.

Oniwon, HOE (2007) Refocusing teacher  
education for sustainable national  
development. Retrieved on line  
27/6/2019.

Osuji, S.N, (2009) Teacher education in  
Nigeria: The perspective of  
Lifelong Education: Uluslararası  
Sosyal Ara tirmalar Dergisi. The  
Journal of International Social  
Research volume 2.

Ukeje, B.O. (2000) Teacher education in  
Nigeria: current status 21st  
century challenges and strategies  
for improvement in C.T.O  
Akinmade, T.O Oyetunde ed. –  
retrieved on line.25/11/2019.

UNESCO Declaration of Media  
Education, Grunwaled, FRG,  
January 1982.  
[www.ma.ac.in/my.Web/Maedu/](http://www.ma.ac.in/my.Web/Maedu/)  
Teacher Edu. IV PDF – meaning  
and nature of teacher education  
27/6/2019 bv.



# JEDA



*Journal of Education in Development Areas*  
**UNIVERSITY OF PORT HARCOURT**

**Vol. 27, NO. 3 October, 2019**

**Special Edition**

**PUBLISHED BY  
THE FACULTY OF EDUCATION  
UNIVERSITY OF PORT HARCOURT,  
PORT HARCOURT, NIGERIA**