

Rethinking Teacher Education For National Development

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Abstract: Education is a key factor to National Development as it is contained in the National Policy on Education. And in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development. All teachers in educational institutions shall be professionally trained. Teacher education programmed shall be structured to equip teachers for the effective performance of their duties. Information Technology training shall be incorporated into all teacher training programme that is why the paper discussed the roles of teacher education in national Development and possible solutions to some obstacles of teacher development in Nigeria since independence were discussed. Recommendations were offered in order to redress the programme and to realized a well define Teacher Education Programme in Nigeria and at the same time minimize the continuous falling standard of education in Nigeria

Keywords: Teacher Education, National Development, National Policy

I. INTRODUCTION

Education is a weapon, an instrument that remains silent but has the greatest impact on a nation. How we develop, how we deal with our daily challenges and how we excel in every walk of life depends directly on our level of education. It is a force that makes a nation stand out and defend themselves among other nations of the world. It is the difference between developed and third world countries. To say that education brings everything in perspective would be an understatement. The proper knowledge and understanding of one's problems is the only way to succeed in actually formulating a solution to eradicate that particular problem (Malan, 2017).

II. THE CONCEPT OF TEACHER EDUCATION

The words teacher and education are two different terms compounded together and form teacher-education as a concept. Teacher is a person in charge of aiding learners to acquire knowledge in a school system (Akpan, 2008). It is viewed by Ala (2009) as someone who possesses knowledge that he has acquired to others with the hope of using that

knowledge for their benefit and successful future. Education is a cumulative process of development of intellectual abilities, attitudes and values all of which form our various outlooks and dispositions in life (Muh'd, 2010). Education is the process by which a person or group of person lead in the act of acquiring new knowledge or experience. Education is the result of gained knowledge, whereby knowledge is the outcome of learning. Education implies experience. All what happen to an individual whether deliberately or accidentally is experience and every new experience is education.

Teacher-education is the 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 needs of a society at any point in time. Therefore, teacher-education is the professional training given to the teachers entering or already in the teaching profession. It involves a specific training given to teachers and teacher-trainees (would-be teachers) to enable them practice the teaching profession effectively and efficiently.

However, the concept of teacher-education has to do with specialization in education and training in specialized areas of knowledge such as History of Education, Philosophy of

Education, Psychology of Education, Sociology of Education, Guidance and Counselling, Curriculum and Instruction, Educational Technology, Educational Administration and Planning, Teaching Practices and some administrative techniques and other related practices of the work of teacher

Teacher education is an organized institution designed for the professional training of those who engaged in the art and science of teaching. Audu (2009) opined that teacher education is the professional education of teachers towards attainment of attitudes, skills and knowledge that will make them efficient and effective in their work, in accordance with the need of the society at any point in time. It includes training/education of service (pre-service) and education/training during service (in-service or on the job). Also, teacher education can be defined as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, and skills they require to perform their tasks effectively in the classroom and the wider society.

According to Malan (2017), teacher education is therefore a formal programme designed to produce academically qualified and competent teacher.

At present, teachers are trained through government approved teacher training institutions which are:

- ✓ Colleges of Education
- ✓ Faculties of Education and Institutes of Education in Universities.
- ✓ Schools of Education in Polytechnics
- ✓ National Teachers Institute.
- ✓ National Institutes of Nigerian Languages.
- ✓ National Mathematical centre.

In recognition of the importance of teacher education, Ukeje (1996) states that the teacher is the nut of any education system because the school cannot be better than their teachers. According to him, it is upon teachers' quality and devotion to teaching that the effectiveness of educational system can be tested. This suggests that teachers should be well prepared for their duties through appropriate teacher education programmes. In support of this, Ukeje (1996) maintains that teacher education continues to be the key to educational development in Nigeria and elsewhere, for without adequately trained teaching cadre, Nigeria cannot hope to expand her educational facilities. Thus, education is nothing without quality teachers. Perhaps, this must have informed the National Policy on Education (FRN,2004) articulate the five (5) objectives of Teacher education as follows:

- ✓ To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- ✓ To encourage further, the spirit of enquiry and creativity in teachers.
- ✓ To help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals.
- ✓ To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- ✓ To enhance teachers' commitment to the teaching profession.

To achieve these objectives, the Federal Republic of Nigeria recommends that teacher education programmes shall be structured to equip teachers for effective performance of their duties and that teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Essentially, the curriculum of teacher education should be structured around the four components of general studies, foundation studies, teaching subjects and teaching practice. Olojobu (2007) in Akpan (2009) identifies three interrelated components of teacher education programme which include training to:

- ✓ Acquire body of knowledge in an identified subject area or discipline.
- ✓ Offer courses in education on the process and method of teaching and learning.
- ✓ Provide practical experience of classroom teaching, through a well supervised apprenticeship system, generally referred to as teaching practice.

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. However, teacher-education is proved to be very vital in the production of qualitative teachers and also bring about the provision of professional teachers who are capable of bringing the progress of education towards the achievement of the goals of education in the country.

III. THE CONCEPT OF NATIONAL DEVELOPMENT

National Development is very broad and comprehensive. It includes all aspects of the development of a nation namely, political, social, economic etc. it is a dynamic and revolutionary development of the society. It is both qualitative and quantitative. Veizey (2018) define National Development as the total effect of all citizen forces and addition to stock of physical, human resources, knowledge and skill. United Nations (2018) emphasized that National Development is growth plus change in turn in social, cultural as well as economic and qualitative as well as quantitative. United Nations Organisation gave the factors for National Development as:

- ✓ Equal living standard for all
- ✓ Equal share of all in profit
- ✓ Equal distribution of income and capital
- ✓ Expansion of facilities regarding education, health, shelter and social welfare
- ✓ Preservation of environment

Veizey (2018) defined National Development as holistic in approach. It is a process of re-construction and development in various dimensions of a nation and development of individuals. It includes full growth and expansion of our industries, agriculture, education, social, religious and cultural institutions. Moreover National Development implies development of a nation as a whole. It can be best defined as the all-round and balanced development of different aspects and facets of the nation viz, political, economic, social, cultural, scientific and material

Facet of National Development

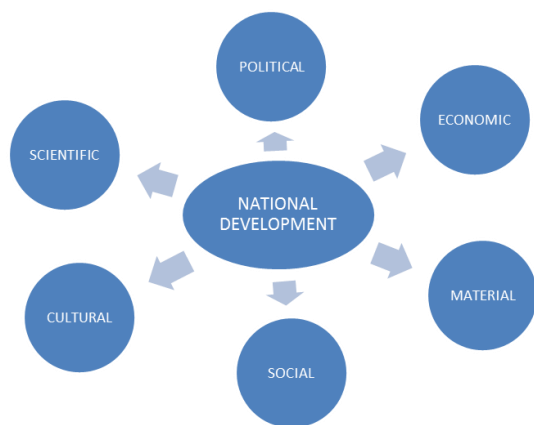


Figure 1

The development of the nation encapsulates such parameters as:

- ✓ Development through a planned national economy
- ✓ Increase in agricultural production through application of modern technical know-how
- ✓ Harnessing industrial production
- ✓ Development of human resources
- ✓ Application of science and technology on production sector
- ✓ Provision of mass education and
- ✓ Provision of various facilities to meet the needs and aspirations of disadvantage, deprived and poorest of the poor segments of population.

IV. ROLE OF EDUCATION IN NATIONAL DEVELOPMENT

Nation (2018) Education is vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment all require policy responses. Traditions, culture and faith all reflect upon the education system and at the same time are also affected by them. The element of continuity and change remains perceptual and it is up to the society to determine its pace and direction.

The demand of twenty first century is novelty, creativity and integration of knowledge at global level, research, critical and analytical thoughts. Rapidly social changes are creating uncertainty and complexity in the society. To prepare the children and youth to cope with the present situation needs to develop analytical and critical thinking skill and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level. The greatest need of the hour is to redesign curriculum, textbooks, teaching methodology and children's literature, formal and non-formal educational system.

Curriculum plays crucial role in national development, it should aim enable the learner to learn knowledge, develop conceptual and intellectual skills, attitudes, values and aptitudes conducive to the all round development of their

personality and proportionate with the societal, economic and environmental realities at national and international level.

Whitehead (1962) said "culture is the activity of thought and receptiveness to beauty and humane feeling" a child is a human being in embryo, a man to be and we are responsible to the future for him. It is considered that a child learns 90 percent of his personality by his nurturing. Textbooks are most widely used as a teaching tool which represent our national culture. Textbooks reveal our national values, culture and ideology of a nation. A good textbook can be a 'teacher in print' and sometime even superior to an average teacher. In fact they are influence towards national development by sharing common national culture. The selection, organisation and presentation of subject matter in textbooks shows philosophy, integrity, values and intellectual thoughts of a nation.

Methodology is a powerful tool to build analytical and critical skills in pupils in the world of knowledge the emphasis has to be merely mastery to extent the knowledge but on the acquisition of capacity to think and analyse facts logically and conclude its own. Teachers must adopt good methodology by which student must learn how to discard old ideas and replace them with modify ideas (Toffer, 2018).

Schools are designed not only for learning but for thinking. More and more insistently today's schools and colleges are being asked to produce men and women who can think, make new scientific discoveries, find more adequate solutions to impelling world problems, who cannot be brain washed, men and women who can adapt to change and maintain sanity in this age of acceleration. This is a creative challenge to education.

With the above assertion, education plays an extremely crucial role in long term growth and productivity of a nation. Whether its at national level or just in a household, education is the one thing that brings the positivity in our lives, it teach us not only theoretical maternal but also the practical and successful way to lead lives as a responsible citizen

Funding and promotion programmes from Federal, States and LGAs can be immensely importing here. This is what leads us to getting our desired results in simulating development on a national level. But education is not just the responsibility of our government; private sector plays a part here too. They should get equal opportunity to participate in education promotion like

- ✓ Providing grants for research
- ✓ Awarding scholarships
- ✓ Introducing endowment schemes

A strong educated political leadership will always emphasize on how crucial it is to national development. How good education can be a key to successful youth, excellent economy and prosperity of a nation. They will spend their maximum budget on building institutes and providing learning opportunities to less fortunate. The difference between developed and underdeveloped nations is education. Those nations understand and practice things that we do not even know about. Which are all their assets and achievement are worth praising and if we want the same fate for our nation, we have to follow the enlightened path of education.

V. THE WAYS OF IMPROVING TEACHER EDUCATION IN NIGERIA

According to Oraka (2018) said that, the quality of teacher education is necessary for the preparation of a skilled workforce and lasting socioeconomic development of a country. Hence, the development and implementation of policies aimed towards increasing the quality of teacher education are vital. In Nigeria, there is an urgent need to focus on:

MORE FUNDING

To achieve the ambitious goal of providing quality teacher education for all by 2030, a UNESCO report suggests that countries would have to allocate at least 20 percent of national budget on education. This seems like a far reality for Nigeria with its 2018 budgetary education allocation of mere 7.04 %. There is a crucial need for the Nigerian government to prioritize the education budget for quality education and better education outcomes.

In addition, international donors and multilateral corporations need to support domestic public spending on education. A 2015 report by the Brookings Institution revealed that while aid to education increased substantially under the MDGs, it is currently declining. Going forward, education should be prioritized in global policy discussions. It needs to gain attention and pool in corresponding resources. Spending has to match education needs to translate to better education result.

TECHNOLOGY

Technology has the dual benefit of expanding access and improving the quality of education and teacher education. The mobility of technology implies that learning opportunities can exist everywhere. This is particularly important as physical spaces for learning will not be able to keep up with Nigeria's population surge, which is expected to double by 2045. (UNPD, 2017) Technology also facilitates access to education content, exchange of skills and experiences, as well as knowledge transfer.

The education curriculum in Nigeria has to go beyond basic computer literacy. Technology has to be incorporated in all aspects of learning, including the creation of and access to e-learning applications with audio-visual content for teachers and students (Oraka, 2018).

VI. RECOMMENDATIONS

The followings are recommended to enhance teacher education in Nigeria:

- ✓ Training and retraining of teachers should be adopted to enable them acquire the necessary and required update on pedagogical skills
- ✓ Instructional material development and availability should also be produced to ease teaching and learning process

- ✓ Periodic renewal of teacher licenses this can be realized by professionalizing of teaching and as well enable the Teachers registration Council of Nigeria (TRCN) to oversee and control licenses of qualified teachers
- ✓ Capacity building for reformed inspectorate service, the Inspectorate service in Nigeria has been neglected by the government and to ensure quality teacher education this section must be well equipped with all the necessary facilities for proper schools supervision
- ✓ Support to the TRCN's mandate and enhancement of teachers' status and incentives (Ogunyinka, Okeke and Adedoyin, 2015)

VII. CONCLUSION

Teacher Education have not yielded the desire out come for National Development, hence leads to the failure to achieved its goals as stated in National Policy on education thereby affected National Development. It is better to re-structured and re-organised policies on Teacher Education being the back borne of all development and eventually leads to National Development in general.

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