

THE IMPLICATIONS OF POOR QUALITY TEACHER EDUCATION ON EDUCATIONAL DEVELOPMENT IN NIGERIA

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Abstract

The paper examines the implications of poor quality teacher education on educational development in Nigeria. It explains teacher education, quality teacher education, poor quality teacher education, implications of poor quality teacher education on educational system of Nigeria as well as challenges to teacher education. The paper outlines the challenges which include, unable to meet the international commitment, lack of training and retraining of teacher education for sound education, revitalization of teacher education. It draws conclusion and suggested some recommendations, government at all levels and individuals that have concern for education should fund the educational sector. Training and retraining of teachers becomes crucial and necessary and among others.

Keywords: Teacher Education Quality, Educational Development, Challenges, Nigeria, Quality Education, Teacher Education, Educational System

INTRODUCTION

In contemporary time, there is great social concern about the potentials of our school system to deliver sound education, because the education system appears to be crisis-ridden Kaibo (2012). In Nigerians philosophy of education was believe that; education is an instrument for national development; to this end, the formation 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 individuals for each individuals sake, and for the general development of the society.

A nation's policy on education is government's way of realizing that part of the national goals, which can be achieved using education as a tool. No policy on education, however, can be formulated without first identifying the overall philosophy and goals of the nation. The national policy on education (FRN (2004). A right to education has been recognized by some governments, including at the global level: Article 13 of the United Nations 1966 international covenant on economic, social and cultural rights recognizes a universal right to education. In most regions education is compulsory up to a certain age. According to Alkamu and Langkuk (2012), education provides avenues for interaction between students and teachers on subject matters; these are the triadic element in learning.

The education sector serves more clientele than any other industry. Therefore, the problems of the education system are problems of every individuals or household either directly or indirectly (Durosaro 2006). He added that the factor of the teacher in education cannot be over emphasized. The national policy on education (2004) asserts that no education system can grow beyond the quality of its teachers. Hence, there is need to appraised the nations system of teacher education with a view to ensuring adequate supply of quality teachers in the right mix to our school.

Holistically, poor quality teacher education on our educational system can be attributed to the challenges of values, challenges of social confidence, discipline, challenges of population explosion, challenges of educational orientation and social relevance as well as challenges of the teaching profession become a dying and decadents industry. Therefore, if these aforementioned challenges are tackled then the indispensability of quality teacher education is established.

Teacher Education

Teacher education is an academic curricular configuration designed solely for professional preparation of teachers, school administrators and supervisors and school guidance counselors. In line with this, Babalola (2010) posits that "the teacher is the initiator of the learning process, the facilitator of the learning skills, the coordinator of the learning sequence, the assessor of the learning efficiency, and indeed, the entire educational development". Teacher education is a policy on conceptual frame work designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills require to perform their tasks effectively in the classroom, school and wider community.

Teacher education is often divided into these stages which are;

1. Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher).
2. Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
3. Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

The national policy on education (FRN, 2004) appreciating the place of teacher in national development observed that “no education system can rise above the equality of its teacher” the policy specifically states that the purpose of teacher education should;

1. To produce highly motivated, conscientious, and efficient classroom teachers for all levels of our education system.
2. To encourage further the spirit of equality and creativity in teacher;
3. To help teacher to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but also in the outer world.
5. To enhance teacher commitment to the teaching profession.

Having explained the concept of teacher education above, it is patient to underline the philosophy attributed to poor quality teacher education on our educational development. Effective teacher education in all around development is as a result of compliment, qualified trained retrained teachers, adequate teaching and learning materials, availability of fund, e-library, and conducive environment among others. For any country to be proud of quality teacher education, these aforementioned machineries have to be in the right direction to meet the aspirations of the desire groups. Nigerian quality teacher education today is in Chamblee compare to what it used to be in the early 60s, 70s, 80s, respectively.

The issue of proliferation, corruption at all levels of government, sexual harassment, cultism, exploitation, assault and a host of others. These are fundamental issues militating against quality teacher education in educational system in Nigeria. Tukur (2011) throw more light on quality teacher education when he says over the years, the Nigeria education sector has endured much pain from various cases, ranging from inadequate and dilapidated facilities, and lack of productive ideology, corruption and inadequate qualified personnel to government insensitivity, many sectors by the military, but since 1999, the educational institutions still remain in problems. Accordingly, Igbuzor (2006) states that, there are a lot of crises facing Nigerian

education and making it difficult for good quality teacher education that is empowering and capable of bringing about sustainable development to be provided. Since teacher quality is an index of the education system and if allowed to be propelled by professionally unqualified or dissatisfied teachers the entire system will surely collapse.

Quality Education

Quality education is education that takes into cognizance the variables leading to the attainment of ultimate goal of imparting sound knowledge and skill to the learner Omede (2012). The scholar stresses further that it is the type of education that employs the complete teaching-learning apparatuses to enable the learners make optimum and maximum benefit of knowledge acquisition and transformation to an enlightened, literate, civilized and productive individual beneficial to the economy and society at large. Quality education also entails skills, knowledge, values and attitudes that learning and teaching promote which must reflect and respond to the needs expectations of individual globally.

According to Amos and Okeowo (2010), quality education deals with issue of relevance, validity, functionality and efficiency of an educational system in the achievement of national goals and objectives. Nwachukwu (2011) describes quality in education as belonging to three categories namely; curriculum view, comparison conception and objective view. The curriculum view goes with the measuring performance of achieving tasks; the comparison conception compares achievement among and between individuals, groups, states or countries. While the objectives view establish a base line or scale of reference.

The attainment of quality in education is not mainly knowledge acquisition but it also encourages critical thinking and fostering the desire and capacity of lifelong learning that adapts and shifts in local national and global dynamics. In education system, teachers are key to improving learning. They have a powerful impact of the quality of students learning. However the developing countries, are facing an acute shortage of qualified teachers, which serving teachers are paid poorly (and sometimes irregularly) and, because of the scant, they suffer from low social and professional status.

Therefore, quality in education, particularly teacher preparation sets out to achieve the aims of the curriculum; maintain efficiency and effectiveness that brings about the achievement of educational goals and objectives.

Poor Quality Teacher Education

It is worthy to note that the essence of teacher education is to produce quality teachers to meet the national needs and international competitiveness in educational system. However in Nigeria,

abolishment of the grade – 2 certificate, and the introduction of the Nigerian Certificate in Education (NCE) by distance learning and post-graduate diploma in education which runs for only nine months have proved ineffective in an attempt to provide quality teacher education (Abba, 2011).

In the year 2006/2007, there was a plan to merge college of education with the nearest universities by a group of Nigerian educational planners using their closeness to the corridor of political power to impose their interested fantasies on the teacher education industry, without considering the available peculiarities of the teacher education sector. The response of the students, staff, parents and other stakeholders was of stark resistance. To indicate dismay to the programme many colleges, were shutdown. This is a clear troublesome symptom that aggravate poor quality teacher education, in Nigeria educational system.

In the school system, teacher education is paramount this is because teaching, learning, instructional materials, classroom management, administrative affairs are all embedded in a teacher. This means that without teacher education there will be no meaningful achievement in education industry. But a situation whereby teacher education is not commensurate with learner's expectations then the issue of poor teacher education comes in, poor quality teacher education can be as a result of inadequate funding. Education is inadequately funded by both the federal, state and local governments, to the extent that funding has been in response to conditionality's. By international financial institutions (IFIS), statistics shows that federal government expenditure on education between 1997-2005 has been below 10% of overall expenditure. The national expenditure on education can be computed because various states expenditures on education cannot be determined, in relation to the UNESCO recommendations of 26% of national budgets. In Nigeria many factors are responsible for poor quality teacher education and some of these factors are explained below:

1. Problem of Access: There is the problem of access, particularly to teacher training institutions such as colleges of educations, faculties of education in the university and university of education due to increase user fees charged by teacher training institutions. So high, cost of schooling have contributed to deny the country adequate number of teachers.
2. Limited economic benefits interms of the fact that those who have completed school have no jobs and even when the jobs are provided, they are poorly paid.
3. Low quality of schooling: Particularly with regards to teacher training, the government do not seem to pay much attention and so, the school have poor physical infrastructures.
4. Poor teacher preparation: The policy of taking secondary school graduates who are usually failures in national examination for a three years teacher training has been the

bane of our educational problems. Apart from inadequate training period, those teachers lack the interest of the job and so cannot be easily motivated to teach well.

5. Poor teacher orientation: Teacher education programmes have not been adequately oriented towards the attainment of sustainable technological development require to meet the challenges of industrialization. The absence of such specified training has often rendered the teachers in active in character motivation of entrepreneurship and technological development.
6. Lack of information and communication technology (ICT) training: The absence of effective training in the application of ICT facilities for teacher education is another major constraint or crisis for teacher preparation and effectiveness to face the current challenges of development.
7. Teacher retention: One of the problems facing education particularly teacher education is the problem of retaining the available quality teachers in our schools due to poor conditions of service and remuneration.

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1. Teacher factor: A situation whereby the pay package of a teacher is not encouraging and their payment is not as when due, this leads to poor teacher education. The implication of this on educational system is glaring. This is because learners under this atmosphere will not be able to actualize the goals of education. Relatively low wages (especially considering the number of years of higher education that the average, state certified teacher has completed) are frequently cited as a cause of teacher attrition. For example, in a 2002 survey, teachers in California who are considering leaving the profession rank “salary consideration” as the most important factor driving their decision (Tye and O’Brien 2002). This is also applicable to Nigerian education industry considering what teachers are experiencing in teaching profession.
2. School factor: Since teaching resources, are embedded in teacher education in order to produce sound pupils/students. The lack of resources in a school also contributes to teacher job dissatisfaction, which then can lead to attrition. Assessing this variable vividly, its implication on educational industry is apparent, this is because effective teaching and learning cannot take place where there is no adequate teaching resources.
3. Lack of qualified teachers: Many analysts argue that current school staffing problems are caused as much by teachers attrition as by the failure to attract new teachers. Indeed, research has shown that approximately due to teacher packaging (Banner 2000). The

outcome of this analysis has implication on educational development because teacher education is a factor to overall development of education across the globe.

4. Community factors: Erratic government policies (such as those relating to teacher, licensing and certification) and unresponsive education bureaucracies are a significant source of frustration for new teachers. Tapper (1995), for example, reports that majority of the teachers interviewed “spoke at length and with anger” about the confusion of policies, the lack of clear and accurate information and repetitive and costly licensure or certification procedures. Some also expressed worries of staying in the teaching profession of government budget-cutting. This factor has significant implication on educational development in Nigeria. It is a known fact that the success and the failure of education lies on teacher education. Therefore teacher education foster all round development of education industry. However myriad factors clearly affect teacher education, as most teaching takes place in a specific physical location (a school building) and the quality of that location can affect the ability of teachers to teach, teacher morale, and the very health and safety of teachers. This is a clear implication in relations to poor quality teacher education in Nigeria, if not until when these implications are examined, quality teacher education will not be attainable.

CHALLENGES TO TEACHER EDUCATION IN NIGERIA

The state of education in Nigeria has become an issue of concern to government and even in individuals. Education in Nigeria is facing monumental problems and challenges. Indeed, it is at the cross-road and perhaps at a standstill as the country has neither met its nation education goals nor it is likely to meet its international educational commitment such as the crusades of Education For All (EFA), Millennium Development Goals (MDGs) etc as proposed by the United Nations (Ibrahim, Kwabe and Mamman, 2012). The success of Nigeria development plan and national objectives, depends on the right type of teacher education programme since equality education remains one of the most important bench marks of suitable socio-economic and political progress. Any restructuring bid, should be able to highlight issues and challenges of sound teacher education system for accelerated social, economic and technological progress and to enable the nation maintain a competitive name in an increasingly complex global arena. The colossal level of students failure in public examinations in the country is a clear indication of the fact that there is a significant problem in the whole education system. The whole blames are put on the teachers and their quality of teaching. This is one of the reasons that mandated the government to restructure the teacher education programmes in colleges of education without noting the activities of the agents that damage teacher education in the country.

According to Aarons (2003), the major challenges facing teacher education in Nigeria is how to revitalize teaching and teacher education. The author stresses further that there are currently three national agencies with some responsibilities for the teaching profession. These agencies are the National Commission for Colleges of Education (NCCE) which coordinates and monitors teacher education in all colleges of education. The National Teachers Institute (NTI) which provides inservice training programmes and the Teacher's Registration Council (TRC) , which maintains a national register and code of conduct for teachers. These bodies have been setup to aid the professionalization of teaching. However, there is a problem of attrition in the teaching force and divining enrolment in teacher education programme. The reason for this is the lack of motivation for teachers. The teachers' educations of service are not enticing enough to attract and retain the best of brains in Nigeria. Because of the low social status accorded teachers in the country, our children do not wish to enroll and be trained as teachers. The few enroll do so because they have no choice. A very important challenge facing the government of Nigeria in the area to teacher education is how to motivate teachers in order to encourage new entrants to the profession and retain old ones. Motivation should include better pay (an improved Teachers' salary scale) and improved condition of service for serving teachers as well as bursary and scholarship awards to education students at all levels.

Globalization is another issue controlling teacher education in Nigeria. The teachers need to be trained and retrained in Information Communication Technology (ICT). The world is gradually becoming a global village. For our teachers to have currency and operate effectively and efficiently, they must imbibe the new technologies and methodology of the advance countries of the world.

Owing to the various economic reforms of government in Nigeria, there had been some cutbacks in social sector expenditure including those in education. Hence, there are gaps between resource requirement and resource allocated to institutions. The implication of this is that teachers must develop capabilities to improvise, to adapt to be flexible and to experiment with new strategies in teaching. The teacher must develop to posses these capabilities (Lassa, 2000; Adesina, 2005).

CONCLUSION

It is accepted globally that teachers are the major determinants of the quality of education. If teachers are not committed, not inspired, not motivated, lazy, immoral and anti-social, the entire nation is in doomed. This is because the state of education in Nigeria has become an issue of concern to government and even individuals. Poor quality teacher can only be manifested if teachers are not sound in their discipline and at the same time impart wrong information in

relations to teaching and learning. Professionally, “the teacher is the initiator of learning process, the facilitator of the learning skills, the coordinator of the learning sequence, the assessor or the learning efficiency, and indeed, the entire educational development”.

RECOMMENDATIONS

From the forgoing discussion poor quality teacher education has monumental implications and challenges on educational development in Nigeria and the need to improve on it becomes imperative. Therefore the following recommendations are suggested:

1. Since teacher education in Nigeria is at a crossroad and stand still, as the country has not met its national education goals not it is likely to meet its international commitment, government at all levels and the individuals that have concern for education should fund the educational sector and through this poor quality teacher education will be drastically eradicated.
2. In order to overcome the hurdles of teacher education in Nigeria, training and retraining of teachers for the attainment of increasing complex global arena should be a top priority by the government and well to do individuals.
3. The needs to motivate teachers with loudable pay package become crucial and necessary. By this implication, teacher education will be improved to a great extent and the colossal level of student’s failure in public examinations will be at minimal level.
4. The issue of revitalization of teacher education becomes a vital phenomenon. Through this revitalization poor quality teacher education will not have a place in education industry and this will make students to attain quality education.

WAY FORWARD

The following research area shall be considered for further studies:

1. Access to Quality Teacher Education in Nigeria.
2. Ensuring Effective Science and Technology Education in Nigeria.
3. Nigerian Education in the 21st Century: Challenges and reform options.
4. Teacher Education Reforms in Nigeria: A Critical Examination of its Planning.
5. Educational Reforms and Attainment of Adult Education Objectives in the 21st Century.

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