

## Teacher Education and Sustainable National Development in Ekiti State, Nigeria

Akinbebije Christianah Olufunbi<sup>1</sup> and Ayodele Christian Junior<sup>2</sup>

<sup>1</sup>Department of Educational Foundations, Kampala International University, Uganda

<sup>2</sup>Department of Guidance and Counselling, Ekiti State University, Nigeria

<sup>1</sup>christianahakinbebije@gmail.com, <sup>2</sup>ayodelextian@gmail.com

### Abstract

*This study examined Teacher Education and Sustainable National Development in Nigeria. Two research hypotheses were generated. The research design used for the study was the descriptive research design of the survey type. One thousand two hundred teachers selected through purposive sampling technique formed the sample for the study. The samples were taken from three randomly selected Local Government Areas, cities, towns and villages in Ekiti State, Nigeria. Teacher Education and National Development Inventory (TENDI) face and content validities of the instrument were ensured and the reliability of the instrument was established at a value of 0.65 using the test re-test reliability method. The inferential statistics techniques used for data analysis in this study was Pearson Product Moment Correlation Coefficient to test the two hypotheses formulated for the study. The results of the analysis revealed that there was significant relationship between teachers welfare and their performance in schools in Ekiti State, again it was discovered that significant relationship existed between continuous development of teachers and pedagogical efficiency in schools, based on the findings, it was recommended that teachers welfare be prioritized to motivate them for delivery and also regular training be organized to enhance their performance in the classroom.*

**Keywords:** Teacher Education Sustainability, National Development, Ekiti State, Nigeria.

### Introduction

In recent years, much emphasis has been placed on the importance of professional teacher training, for the purpose of facilitating educational development at all levels (Okeke, 2004, FRN, 2004; and TRC, 2004). The employment of professionally trained persons is expected to yield effective and efficient job performance and ultimately enhance productivity. The need to employ professionally trained teachers cannot be over-emphasized in this regard. According to Mbat (1992), a professionally trained teacher also has the potential to develop more skills on the job and to improve on the modus operandi in certain job situations. The importance of professional training of teachers is summed up by Ayeni (2005) in the statement that "a job is best done by one who knows its technicalities". Pilot teacher training programmes are therefore not adequate in the preparation of teachers for the implementation of national education policies. The period of such training programmes which ranges between six months and one year is often too short to equip the trainee with adequate knowledge of the modus operandi of school system teaching. Pilot training programmes only succeed in flooding the school system with poorly, prepared teachers who require more training programmes to meaningfully contribute to the effective implementation of national education policies.

The provision of adequate training and regular retraining of teachers is one of the basic tools in the effective implementation of only education policy. Professional training is very important, but it is just one of several necessities required to make the teacher effective and efficient in the education process. A good professional training without the support of functional and up-to-date instructional resources; a conducive work environment; regular supply of relevant information; and competence in the language of instruction might render the best professional teachers ineffective in the instruction process. The reformation of any education system therefore requires a holistic approach to the development of the teaching process. This will make the professional training of teachers more meaningful in effecting the realization of education policies.

Education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. Both formal and non-formal educations are indispensable to changing people's attitudes so that they can have the capacity to assess and address their sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development. Education should deal with the dynamics of both the physical/biological and

socio-economic environment; and human (which may include spiritual) development should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication.

Teachers are expected to be the pillars of educational development in all countries all over the world. In fact, no nation can boast of a strong and effective educational system without continuous development of its teachers. To ensure sustainable education in Nigeria therefore, management should refocus on developing serving teachers in our schools. This can only be achieved through continuous teacher development programmes. It is therefore, necessary that teacher development plans should focus on what the teacher needs in terms of skill and knowledge that would help the school in achieving stated objectives. Teaching demands a continuous development of knowledge and ability. This is because primarily, education is rapidly changing and this requires constant effort on the teachers to keep with global best practices. A dedicated teacher has little or no time to rest on his oars, if he does, he will go down the stream. A good teacher considers how he will broaden his knowledge and widen his experience after graduation. Barth (1990) is of the opinion that nothing in a school has more impact on students in terms of skill development, self-competence, or classroom behaviour, than the personal and professional growth of the teachers. Okorie (1999) opines that regardless of an employee's pre-service training level ngvknowledge, skill and capabilities in order to keep pace with the rapidly changing society. One should therefore not be satisfied with just being a trained teacher. For one to excel in teaching profession, the profession demands that he/she must continue to update his/her knowledge in order to cope with the problems of education as they manifest. Teachers are expected to improve on their skills by making use of the numerous professional avenues opened to them. For instance, there are many colleges and institutions that offer part-term courses in education. There are a number of vacation courses organized by the universities and colleges of education, which lead to certificate in education. Some agencies as the British Council, Ministries of Education and professional organizations also organize induction course during vacations fur practicing teachers. Majority of these courses are organized to upgrade the skills knowledge and attitude of practicing teachers. Teachers should therefore avail themselves of these opportunities. In view of the inherent benefits therein as regard their professional/ growth.

Many school teachers seem to be satisfied with their old notes and old method(s) of teaching. It is unfortunate that the society, the students/pupils and the subject matter that need to be taught, change with time, especially with technological advancement. It is important to note that, the rate at which these changes emerge does not help an inadequately prepared teachers to cope with. Ejiogu (1990) is of the opinion that the goal of development would be to secure the professional growth of the teachers, to improve the performance of both teachers and school, and increase the satisfaction of individual and corporate needs within the system. In fact, successful staff development is that which can contribute materially to the willingness of people who work so that both individual and organizational goals will be achieved. It is therefore, paramount that the teachers need to change with time, to answer the call for sustainable and qualitative education. Onwumere (2006) states that education is the pivot which nation development revolves. It is the springboard for socio-political economic and cultural development. There is the need for teachers to be continuously trained for them to be able to pursue and achieve the national objectives. Federal Republic of Nigeria (FRN, 2009), made provision for the development of teachers, when it stated that teacher education will continue to take cognizance of the changes in methodology and the curriculum, and be regularly exposed to innovation. Their professional in-service training will be developed as an integral put of continuing teacher education.

A lot of people in Ekiti State, notably among them are parents, students and even teachers, have expressed their dissatisfaction with the quality of teaching and learning that go on in schools. The fact is that, there is high demand for education partly due to the rising school population even in the face of dwindling economy, and partly due to the need to acquire both basic and specialized knowledge, to enable one live a responsible life in the society. In spite of the improved academic and professional qualification of teachers, people cannot understand why the school cannot produce people with the ability to solve the problems of our society. Ndu (1996) expresses her dissatisfaction when she states that, people are no longer satisfied with an educational process that ends with a mere acquisition of facts and knowledge, that are memorized and reproduced at examination without the ability to apply such knowledge to solving

real life problems in the society. Onwumere (2006) adds that individual freedom and survival is threatened by technological and automation revolution which renders one obsolete.

The society now expects accountability from the schools for the input they make. The only logical solution appears to be the continuous development of teachers to upgrade their knowledge. The quality of education in any country cannot be kept high without a virile continuous programme of developing teachers through retraining and upgrading the serving teachers. The rate at which new technology and new knowledge get into the world of man makes it imperative to see teacher education as lifelong continuing education system one requires on the job. The Federal Republic of Nigeria (FRN 2009) states that in order to improve quality education at the primary and secondary levels, the government shall regulate in-service programmes for teachers and head teachers. This shows that the Federal Government recognizes the need for continuous development of serving teachers to ensure that their knowledge is up to date with the new technology. Teacher development is a process of guided experiences to change the serving teachers' attitudes, behaviours or opinions. It means investing on the serving teachers to enable them perform better and to empower them to make the best use of their natural abilities. This implies that continuous development is to be related to the job of teaching and learning. Planning a development programme for teachers must therefore start with comparing attributes already possessed by the teachers for effective teaching and learning to take place. (Armstrong, 1992).

### **Challenges to effective development of teachers**

The problem with educational reforms in Nigeria is that policies are rarely matched with relevant actions (Awokoya, 1983; Okeke, 1997; and NTI, 2006). This result in a myriad of problems which include irregular retraining programmes; inadequate vital information to serving teachers; and inadequate institutional facilities.

#### **(i) Irregular retraining programmes**

The first major challenge in the development of teachers is the challenge of providing regular workshop and other retraining programmes for teachers in the school system. The irregularity of teacher retraining programmes in Nigeria is captured in the statement that "there has not been any systematic attention to update regularly the knowledge of teachers in the light of changes in the curriculum and the wider society" (NTI, 2006). The supply of teachers in any education system should always be relevant to the goals of the system. Continuous teacher relevance in a rapidly changing society can be enhanced and sustained through regular retraining.

#### **(ii) Inadequate vital information**

Insufficient information is another hindrance in the effectiveness of a teacher. Adequate and appropriate curriculum provides the criteria for assessing the relevance of instructional activities and instructional goals. Teachers should have easy and timely access to the National Policy on Education; and the curriculum for the specific level and areas of instructional activities. Otherwise, obsolete and inaccurate information would be passed to learners. Ikonta (2005) and Okorosaye-Orubite (2008); observe in their different works that educational curricular designed to guide instructional activities for the Universal Basic Education Programme in Nigeria are not adequately circulated. In this regard, Okorosaye- Orubite (2008) observes that:

*"The curriculum which was expected to be utilized with effect from September 2007 concurrently in primary 1 and JSS 1 ... is yet to be circulated as at January 2008. the two documents that are in restricted circulation are The 9 - Year Basic Education Curriculum and Frequently Asked Questions on The New 9 - Year Basic Education Curriculum, not many professional officials of the SUBEBs can claim to have sighted these documents not to mention their counterparts in LGEAs. As for teachers, the executors of the curriculum, it is not yet time for them to know that these documents exist. "*

Objectives

To investigate how teacher's welfare can enhance the National development.

To examine whether teacher's development can foster National development.

### **Hypotheses**

The following research hypotheses have been formulated in the study

1. There is no significant relationship between teacher's welfare and national development
2. There is no significant relationship between teacher's development and national development.

### **Methodology**

#### **Research Design**

This is a descriptive research of the survey type. The plan of study in which survey research design is used is considered appropriate because it focuses on the observation and perception of the existing situation. This plan of study describes and interprets what is concerned with issues, conditions and practices that prevail and exist or views that are going on, it helps us to have a systematic analysis of the present situation and it studies relationship existing among variables.

#### **Population**

The population for this study is made up of all teachers in Ekiti State, Nigeria. Ekiti State Nigeria is made up of sixteen homogenous local government areas.

#### **Sample and Sampling Procedure**

Simple Random Sampling Technique was used to select three Local Government Areas as this gave each member of the population equal chance of being selected. Four hundred teachers of one hundred each from primary and secondary schools were sample, a total of one thousand two hundred teachers participated in this study.

#### **Research Instrument**

The instrument used was a self-designed instrument titled "Teacher Education and National Development Inventory" (TENDI). The instrument is divided into two major parts of A and B. Part A is made up of the bio-data of the respondents which comprises of age, location, town, Local Government Area, State and qualification. Part B of the instrument is meant to elicit teachers' response to the various items raised in order to test and discuss the hypotheses generated

#### **Validity of the Instrument**

The instrument was validated by experts. They modified items of the instrument, ensured the items were representatives of the contents, practices and factors specified by the theoretical concept being measured

#### **Reliability of the Instrument**

A test re-test-method of reliability was used in this case the instrument was administered on one hundred teachers (outside the target group) twice within two weeks. The two sets of scores were correlated using Pearson Product Moment Correlation to obtain the reliability coefficient of 0.65 found appropriate enough at 0.05 level of significance

#### **Administration of the Instrument**

The researchers administered copies of the instrument with the assistance of some trained research assistants on the samples and collected back immediately.

#### **Data Analysis**

The data collected were analyzed using Pearson Product Moment Correlation. The hypotheses were tested at 0.050 level of significance.

## Results

This section presents the results of the data analysis for this study. The results were presented according to the hypotheses which guided the study as shown in Tables 1 and 2.

**Hypothesis 1:** There is no significant relationship between teacher welfare and national development.

**Table 1: Correlation of Teacher Welfare and National Development**

Variables	N	r-cal	r-tab
Teacher Welfare	1,200	0.915	0.194
National Development	1,200		

$P < 0.05$

Table 1 shows r-cal 0.915 is greater than r-tab 0.194, meaning that there is significance relationship between teacher welfare and national development; hence the null hypothesis is rejected.

**Hypothesis 2:** There is no significant relationship between teacher welfare and national development.

**Table 2: Correlation of Teacher Development and National Development**

Variables	N	r-cal	r-tab
Teacher Development	1,200	0.917	0.195
National Development	1,200		

$P < 0.05$

Table 2 shows r-cal 0.917 is greater than r-tab 0.195, meaning that there is significance relationship between teacher development and national development; hence the null hypothesis is rejected.

## Discussion

The result of hypothesis 1 shows that significance relationship between teacher welfare and national development. It was discovered from the study that teacher's welfare is important to the efficient and maximum performance of teacher in school. The teachers when well-motivated keep abreast with the latest development in the field of education.

The result in hypothesis 2 shows that there is significance relationship between teacher development and national development. The positive relationship shows that no nation can rise above the quality of its teachers. When the teachers are developed, then they would be able to contribute their quota to the growth and development of the country as they would be able to generate ideas in this era of knowledge economy. This is in line with Okeke (2004) that says that development of teachers yields effective and efficient job performance and ultimately enhances productivity.

## Conclusions

The paper therefore concluded that the effective development of teachers goes beyond the professional training. It also involves a holistic approach to the welfare of teacher. This approach will ensure that teachers remain relevant in national development. It will also provide a basis for the objective assessment of teacher education in Ekiti State.

## Recommendations

The development of teachers directed at making them more relevant and effective in the in the contemporary school system. The effective development of teachers may be difficult to achieve in an education system that is deficient in vital information. This is because the teacher does not exist in isolation with the school system.

## References

- Armstrong, M. (1992). A handbook of personnel management practice. (4th Ed.)  
England: Clays Ltd, ST. Lives Plc.
- Amini, C.M. (1999). Technology teacher education in Nigeria. Emerging issues in  
Technology teacher's education in Nigeria. Federal College of Education (Technical), Omoku.
- Anikweze, C.M; Ojo O.M, Mayanga A. A. (2002). Teacher education in Nigeria.  
A Reflection of Kabiru Isiaku Abuja. N.C.C.E.
- Awokoya, S. O. (1983) "Educational Policy Formulation in Nigeria: It's Relation to The Evolving Global Scene" in S. Adesina;  
K. Akinyemi and K. Ajayi (Eds.) Nigerian Education: Trends and Issues. Ile-Ife, University of Ife Press.

- Ayeni, J. O. (2005) "Issues in teaching Profession and Teacher Competence" Nigerian Journal of Educational Philosophy, 12(1),45 - 49.
- Baiki, A. (2003). Toward the professionalization of teaching in Nigeria. Teacher
- Barth, R. (1990). Improving school from within; Teachers Parents and Principals can make the difference. San Francisco: Jossey-Bas
- Ejiogu, A.M (1990). School Personnel Management: A Nigerian Perspective. Lagos: University of Lagos Press.
- Federal Republic of Nigeria (2009). National Policy on Education. (4th Ed), Lagos: NERDC
- Ikonta, N.R. 92005}, "Strategies for Developing Efficient Reading Skills among UBE Students." Nigerian Journal of Curriculum Studies. 12(1), 239 - 2
- Mbat, D.O. (1992), "Issues and Problems Facing National Agencies and Institutions Responsible for Human Resources Development" in A.D. Yahaya and C.I. Akinyele (Eds.) human Resources Development and utilization: Policies and issues. Topo, Badagry, ASCON.
- Ndu, A.N. (1996). Teacher Education and Qualitative Education in Nwagwu, N.A, S.O, Ozurumba, C.E. and Okonkwo C.E. (Eds). Education for Self-reliance and National Development. Owerri: The National Association for Educational Administrators and Planning (NAEAP) and AICE Owerri.
- National teachers' Institute (2006 L Manual for Retraining Primary School Teachers on School - based Assessment. Kaduna, NTI Press.
- Okeke, B.S. (1997), Introduction to politics of Education. Port Harcourt, Bengray Publishing.
- Okeke, B.S. (2004), Teaching in Nigeria: The Bureaucracy and Professionalism. Port Harcourt, Mercury Int'l Publishing.
- Okorie, N.C. (1999). Organizational Setting of Leadership. Ogoni. Fredsbary Printers and Publishers.
- Okorosaye-Orubite, A.K. (2008), "From Universal Primary Education (UPE) to Universal Basic Education (UBE): What Hope for Nigeria?" University of Port Harcourt Seminar Series. (1), University of Port Harcourt Press.
- Ojike, I.N. (2007). Staff development and teacher performance in secondary schools in Abia State. Unpublished M Ed Thesis presented .to the School of Post Graduate Studies. University of Port Harcourt.
- Onwumere, A. O. (2006). Repositioning the teacher education in Nigerian Colleges of Education through education technology. Multidisciplinary journal of Research Development (MUJORED). National Association for Research Development (NARD); 7 (3) July.