Need for Quality in Teacher Education in a Globalized World

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Abstract
Globally, the training and production of the manpower required for the attainment of national objectives are always based on quality and quantity of teachers. Teacher education is an aspect of general education which is concerned with the whole processes involved in the act or art of acquiring knowledge and skills in teaching profession. Teacher education involves the provision of professional education and specialized training within a specific period for preparation of individuals who intend to develop and nurture young ones into responsible and productive citizens. Teaching profession is only for people who are seriously minded and not for lazy and lousy people. This paper therefore discussed the need for quality in teacher education in a globalized world with particular reference to Nigeria. The meaning and objectives of teacher education and the development of teacher education in Nigeria was highlighted. Other concepts highlighted include, quality in teacher education, reasons for poor quality teacher education in Nigeria. To enhance teacher education in a globalized world, the following challenges must be properly addressed; adequate funding, improving teaching methods, regular monitoring, evaluation and accreditation, scholarship award, bursaries and loans, human resources, staff motivation and development, continuous training and re-training of teachers for effective and efficient performance, library and periodicals should be expanded. In conclusion, quality is important in anything one does. Teacher education therefore needs to be qualitative in order to achieve goals and objectives set before it.

Keywords: Teacher Education, Professional Education, Specialized Training, Globalized World

Introduction
Education is a major tool for national socio-economic development and for individual socio-economic empowerment and poverty reduction. Accordingly, the Federal Republic of Nigeria (FRN. 2004) asserted that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. Again, the National Economic Empowerment and Development Strategy (NEEDS) document (FRN, 2001:35) noted, that “the goals of wealth creation, employment generation, poverty reduction, and value reorientation can be effectively pursued, attained, and sustained only through an efficient, relevant and functional education system”. The above goals cannot be achieved in the absence of quality teachers and quality teachers cannot be produced without quality teacher education that will regularly supply the teachers in adequate quantity and quality. Thus, teacher education is vital because it produces the personnel required to function in various facets of national life and development process.

Globally, the training and production of the manpower required for the attainment of national objectives are always based on the quality and quantity of teachers. According to Fafunwa (1974), the dependency of manpower training and development on teachers is recognized in all parts of the world.
He argued further that teacher education should be basically related to every phase of development in Nigeria, for wherever one turns, be it economic, political or social spheres of activities, one is faced with the over-reoccurring problem of trained manpower needs but no adequate training can take place without competent teachers to handle the programme.

**Objectives of Teacher Education**

Teacher education is an aspect of general education which is concerned with the whole processes involved in the act or art of acquiring knowledge and skills in teaching profession. According to Umar (2005), teacher education involves the provision of professional education and specialized training within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. From the above, one can understand that the teaching profession is for people who are seriously-minded. Lazy or lousy people cannot develop or nurture young people into responsible and productive citizens, all things being equal.

The importance of teacher education can never be over-emphasized. It is in recognition of this that the Government of Nigeria (FRN, 2004) stated the objectives of teacher education as follows:

i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system

ii. To create adequate incentives to attract competent people into the teaching profession.

iii. To ensure that teachers have sufficient mastery of content and varied methods of teaching that are subject-specific including teachers of special need learners.

iv. To ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing.

v. To produce sufficient trained teacher educators capable of importing and modeling desired knowledge, skill and attitude.

vi. To motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career.

vii. To ensure that teachers constantly upgrade their skills in order to remain competent and relevant.

viii. To ensure rigorous admission and graduation requirements and apply them consistently. To ensure that teacher education institutions are as well equipped both in human and material resources.

**Development of Teacher education Nigeria**

The beginning of teacher education in Nigeria can be traced to the activities of early Christian Missionaries in the country such as the Wesleyan Methodist, the Church Missionary Society, the Baptist, the Church of Scotland (Presbyterian) and the Roman Catholic which were very active in Nigeria between 1842 and 1860. In this regard, Ajayi (1965) stated that the missionaries devoted their attention initially to the development of elementary (primary) education in the country. He further argued that, this might be due to the little stipend the missions relied upon from their overseas headquarters. Adeyinka (1971) remarked that the missionaries trained their teachers through the pupil-teacher system in which the teachers kept the school in their premises and the pupils lived with them as part of their family. The first teacher training college, known as The Training Institution was established in Abeokuta in 1859 by the Church Missionary Society (CMS). The school was later moved to Lagos in 1896 when the missionaries were expelled from Abeokuta. It later moved to Oyo to become the St. Andrews College, Oyo. In 1897, the Baptist Mission established the Baptist Training College at Ogbomoso. In 1905 the Wesleyan Methodist Missionary Society founded an institution for the training of catechists and teachers in Ibadan. It opened with four pupils. The number of pupils had risen to twenty by 1918 and the institution became known as the Wesleyan College. Ibadan. As the Missionaries were making frantic efforts to provide teacher training institutions in the Western part of the country, so also were they trying to provide informal training for the teachers in the East. According to Fafunwa (1974), under the apprenticeship system, homeless boys and children of converted village heads lived with the missionaries and were taught to become pupil-teachers and catechists. This practice of using apprenticeship system to train teachers was very
The training of teachers in the northern part of Nigeria started with the opening of the Nassarawa School by the British government in 1909. The pre-requisite qualification for admission into a teacher training institution was standard IV. Apart from having Standard IV Certificate, the candidate, according to Fafunwa (1974), must have served as a pupil-teacher for two years and must have passed the pupil-teacher’s certificate examination and would then have to act as assistant teacher before starting the two-year training course. At the end of the two years, the candidate would sit for and pass a prescribed teacher certificate examination and would be certified if he passed the examination.

There was a severe criticism of the teacher training system of the missions by the Phelps-Stokes Report of 1925. According to the report, the teacher training system was unsatisfactory, the pupil-teacher was over-worked and under-paid the curriculum was poorly conceived. The supervisory system, according to Fafunwa (1974), was inadequate. The missions did not understand the purpose of African education.

In order to re-orientate and re-organize the teacher education system along the lines suggested by the Phelps-Stokes report to redress the inadequacy of teacher education in the country, two types of teacher-training institutions was evolved:

1. The Elementary training College (ETC) for lower primary school teachers; and

The Elementary Training College (ETC) course lasted for two years and culminated in the award of Grade III teacher’s Certificate, while the H.E.T.C. course also lasted for two years and led to the Grade II teacher’s Certificate. Any candidate willing to go for the E.T.C course would have served as a pupil teacher for two years and on the successful completion of the Grade II course had to teach again for at least two years before proceeding to the Higher Elementary Training college for the two-year Grade II course.

The National Policy on Education opened a new page in the development of teacher training programmes in Nigeria. This document spelt out the objectives and contents of all levels of education, including teacher education in Nigeria. The 1969 Curriculum Conference provided the basis for the National Policy on Education of the Federal Republic of Nigeria (1977) revised in 1981 and 2004. Adeyinka (1993) observed that with the introduction of the 6-3-3-4 education system, there was the need for a new orientation of secondary teachers and students. He stated further that the students were faced with a new curriculum challenge, that of acquiring the basic knowledge, and for the teachers, the skill to teach the new curriculum. National Policy on Education (FRN. 2004) also stated that all teachers in the nation’s educational institutions, from pre-primary to university, would be professionally trained.

The implication of the above is that more Teachers’ Colleges and more tertiary institutions would be established for the training of these teachers. This is what happened in the years following 1977 with considerable emphasis on the opening of tertiary institutions for the training of secondary school teachers in order to ensure that teacher education objectives are realized. Prior to this and in preparation for the U.P.E scheme, the Federal Government had approved emergency teacher training programmes which began in September. 1974. This, according to Adeyinka (1993), was meant to produce 163,000 additional teachers estimated for the scheme. To obtain this large number of teacher trainees, the government mounted four different teacher education programmes for four different categories of school leavers. These were:

(i) One-year course for holders of the West African School Certificate.
(ii) Two-year course for those who attempted WASC and failed or those with Grade III teachers Certificate.
(iii) Three-year course for holders of Modern III Certificate or S-75 Certificate i.e. recognized Secondary Class IV Certificate.
(iv) Five-year course of holders of Primary School Certificate.
In 1957, the University of Ibadan introduced a one-year course for graduates leading to a diploma of education. In 1961, the University started a one-year Associateship course for selected Grade II teachers who would take over the headship of primary schools after the successful completion of their studies (Fafunwa 1974). The Ashby Commission’s recommendation for Teacher’s Grade I Colleges was modified to give rise to new programme and a new certificate - the Nigerian Certificate in Education (NCE) which, today, is the minimum teaching qualification in Nigeria. This programme was meant for the training and preparation of teachers for the lower forms of secondary schools, and the teacher training colleges. The schools were popularly called the “Advanced teachers’ colleges”. They were established at Lagos 1962, Ibadan (1962) but transferred to Ondo where it became the Adeyemi College of Education), Owerri, 1963, Zaria 1962, Kano, 1964 and Abraka, 1968) (Taiwo, 1986). Admission to these advanced teacher’s colleges was open to candidates who held either the Teachers’ Grade II Certificate and passed in two subjects at the ordinary level of the General Certificate of Education (GCE), or the West African School Certificate with Credit in at least two subjects, or the G.C.E. (O’ level) in five subjects including English Language. To achieve N.C.E, according to Taiwo (1986), a candidate must pass a final examination in two science or two arts subjects, education and practical teaching, and must have passed in ancillary subjects like general English. Library work, Health and physical education, offered during the programme.

The Ashby Commission also recommended teacher education programme at the university level, observing that the new crop of Grade I teachers popularly referred to as “well qualified non-graduate teachers” should be trained to man the lower levels of secondary schools and teacher-training colleges. The commission therefore recommended the introduction of a Bachelor of Arts/Science degree in Education (B.A. (Ed.)/B.Sc. (Ed.) in all Nigerian universities. The B.A and B.Sc (Ed.) according to Fafunwa (1974) was launched at the University of Nigeria, Nsukka in September 1961 with 50 students. The University of Ibadan followed in 1963. Ahmadu Bello University in 1964. the University of Lagos in 1965 and the University of Ife (now Obafemi Awolowo University) Ile-Ife, in 1967. Today, almost all conventional universities in the country have Faculty of Education that run education programmes, having traced the development of teacher education in Nigeria, we need to understand what we mean by’ quality.

Quality in Teacher Education

Quality as defined by the International Organization of Standardization (1994) is the totality of features and characteristics of a product of service that bear on its ability to satisfy stated needs. According to Article II of the World Declaration on Education (2003), quality is a multidimensional concept which should encompass all the functions and activities in schools. Again, Harvey and Knight (2006) suggest that quality can be broken down into five different but related dimensions: quality as exceptional (e.g. high standards), quality as consistency (e.g. zero defects), quality as fitness for purpose (fitting customer specifications), quality as value for money, and quality as transformative (an ongoing process that includes empowerment and enhancement of the customer satisfaction). While the authors advise that quality as transformative incorporates the other dimensions to some extent, it can also be argued that different stakeholders are likely to prioritise the importance of these different dimensions of quality according to their motivations and interest (Owlia & Aspinwall. 2013). Accordingly, quality as it concerns teacher education borders on the ability of teacher training institutions to satisfy stated needs of the nation by producing responsible and productive graduates.

Quality of Teacher education in Nigeria

There is probably no other profession that has been scorned more than teaching in Nigeria. Adeleke (1999) reported in her study of student teachers attitude to teaching that 87% of undergraduate student teachers in the Faculty of Education in one of the first generation universities would not like to teach at the primary school level. Similarly, she found out that among those who would like to teach at all, 88% would not like to remain in teaching for a long time. If this happens among education students, one can imagine what will happen among students in other faculties. The quality of teacher education in Nigeria has not kept abreast of the expansion in enrolment amount of money being spent in the
sector. Although, this according to UNESCO (2001) continues to be a global concern, yet it is the general belief that the competence of teachers is central to the education of children. In a way therefore, what constitutes competence in teaching is intimately connected with the type of teacher education programmes available for preparing school teachers. There fore one of the problems of the education system in Nigeria is the poor quality of teachers produced from the teachers’ preparation schools (Taiwo, 1986).

The Nigeria Certificate in Education (NCE) has now become the minimum teaching qualification in the country. This implies that all school teachers in Nigeria are expected to possess a teaching qualification not lower than the NCE. This could be regarded as a bold attempt at improving the quality of teachers who will be able to help in achieving the aspirations the nation holds for our children. In order to achieve this, the number of Colleges of Education has increased. This has led to a mass production of NCE teachers for both the primary and secondary levels of education. May he we have sacrificed quality for quantity in our desire to have NCE teachers for primary and secondary schools in the country.

Reasons for Poor Quality Teacher Education in Nigeria

The poor quality teacher education in Nigeria can be attributed to several factors, including: inadequate recognition for teachers; brain drain relatively poor motivation and remuneration; inadequate funding of educational institutions leading to poor/inadequate infrastructure. Low teacher motivation is often reflected in teacher apathy, lack of commitment, absenteeism and relatively high labour turnover. The teachers can hardly give their best in this situation. This makes it difficult for the educational sector to attract and retain the top-quality personnel that are required to function in the sector.

The above notwithstanding, the major reason for poor quality teacher education in Nigeria is that many people in the teaching profession do not have basic knowledge of computer operation. This is most worrisome considering the fact that the world has become a globalized village. According to Fagbamiye (2006: 4), many senior academics i.e. the older ones are not computer literate. If you have never had a computer in your office and you have never had the means to purchase one, it would not be a surprise if you are computer illiterate’. These words of Fagbamiye succinctly disclosed the prevailing situation in our institutions. The computer illiteracy of the academics may not be unconnected with their backwardness especially in the area of research. Many of them teach with the same materials they have used for decades and using the same methods. They have not attended a conference in many years and neither do they have computers. Their offices are stack full of old and dirty looking books. It is therefore very strange for them to browse. Thus, many of them cannot source learning materials and vital global information from the internet and as a result, are not very current about happenings around the globe.

Perspectives on how to improve the Quality of Teacher Education in Nigeria

Teacher quality matters because it is the most important school related factor influencing students’ achievement. Hence, many researchers have argued that teacher quality is a powerful predicator of students’ performance. According to Rice (2003:4), ‘there are no silver bullets for improving teacher quality… a comprehensive approach that touches on . . . a teacher’s career is the best strategy for improving teacher quality’.

In our part of the globe, the challenges ahead of teachers are enormous and if we look at the magnitude, we may be scared, but rather than that, we must begin somewhere: an effort like this may pay off Reichardt. (2000:1) identifies four areas of opportunity that influence teacher quality:

1. Re-service: Educating and certifying of future teachers.
2. Recruitment and selection: Attracting the best and brightest teachers to the classroom.
3. in Service: Improving teacher’s knowledge and skills.
4. Retention: Keeping the best teachers in the classroom, particularly in the classrooms where their skills are needed most.
The areas of pre-service, recruitment and selection are not in the control of individual teachers but some aspects of the area of in-service including professional learning among others are. Teachers could improve themselves apart from the institutional arrangements made for the induction of new teachers (absent in most institutions now). The government should retain the best brains through adequate motivation.

Empowering Teacher Registration Council: The fact of the matter is that many teachers in our schools and tertiary institutions are not professionals. So, the institution of the Teacher Registration Council amongst which duties includes the registration of all professional teachers and the formulation of a federal government policy that all teacher/lecturers must possess a teaching qualification is a welcome development. The council has to ensure that only qualified teachers are retained in the teaching profession. This is because, not just anyone who has gone to school that can teach.

Sometimes, in Nigerian schools, people who are not professional teachers find themselves in the teaching/lecturing job. One reason for this being that they may have graduated from the institution with good grades and have been retained, served the institution in the National Youth Service Corps (NYSC) scheme and were of good conduct or have opted to seek employment in the institution as a means to further their education, whereas, we know that the teaching professional goes beyond the mere ability to know a subject matter and then being able to stand in front of learners. Indeed, the strategy for imparting knowledge, the creation of a suitable classroom environment, the use of suitable teaching methods and the efficient cum successful management of learners assessment procedures are among the abilities that the teachers/lecturers must possess.

**Teachers Professional Development:** This very important in upgrading the quality of teachers. Even, professional teachers should aim at their further and continuous development as Reichardt (2001: 48) advised that:

A key to success is the availability of time for teachers to participate in professional learning To improve teacher quality, professional development should be based on.... and include opportunities for teachers to discuss the instructional practices in which to improve themselves.

The policies that can influence teacher quality are many and the processes of improving teacher quality must be all embracing and this is why it is often not easy for non professionals and people who are in the profession for some ulterior motives other than to be teachers indeed, or people who use the profession as a stepping stone to “greener pastures” to imbibe, Continuous Teaching and Learning Improvement: There is need to improve the teaching process, by organizing workshops and seminars on teaching and assessment methodologies. In this regard, focus need to be on workshops on the teaching of large classes and strategies for the use of multiple-choice questions. Furthermore, as a way of improving the quality of teaching, the management of teacher training institutions needs to put in place modalities for **Staff Assessment by students** across the teacher training institutions. This should be in addition to standard assessment systems in teacher education such as the Teaching Practice, which are strongly emphasized in the teacher training institutions. The management can also institute the **Best Teacher Award** at the Departmental. School or Faculty levels in order to encourage the teachers to put in their best in imparting knowledge.

**Academic Mentoring Process:** In order to encourage younger staff to benefit from the experienced senior staff, the management of teacher training institutions needs to put in place a mentoring system which requires full professors to have an on-going research project at all times and to provide leadership by always heading research teams and having younger colleagues working with them.

**Library Development:** The management of teacher training institutions needs to place high priority on the library as the base for academic excellence and thus invests substantial internally generated funds in library development. The management also needs a well-equipped and stocked dedicated
library (Education Library) to cater to the needs of staff and students in the School or Faculty of Education.

**Linkages:** Moreover, useful linkages need to be established by the Faculty or School of Education with some top-ranking foreign Universities, especially for staff exchange in order to ensure the conformity with international standards and development.

**Internal Generation of Funds to Subsidize Government Funding:** Although substantial funding for schools still comes from the government, the management of teacher training institutions need to realize that it cannot depend solely on the government for all the school needs, and thus takes steps to intensify its internally generated funds. The management can use this to support various school programmes (including education), especially to supplement subventions from the government for the provision/improvement of necessary infrastructure and facilities such as classrooms, library stock, teaching aids, attendance and support for conferences, workshops etc.

**Information and Communication Technology (ICT):** The teacher training institutions need to place high emphasis on Information and Communication Technology (ICT) as a major tool for advancing teaching, learning and research, and should invest substantial amounts in ICT development. The teacher training institutions needs to move first towards e-learning and the Library has to increase access to e-books and e-journals far in excess of the printed volumes. This will gradually transform our learning and teaching processes by leveraging large class sizes, small classroom spaces and small number of qualified and experienced teachers.

**Recommendations**

In view of the above discourse, the following recommendations are made for enhancing teacher education in a globalized world:

- **Adequate Funding:** for the provision/upgrading of necessary teaching aids, laboratory materials and other tools.
- **Teaching Methods improvement:** Steps should be taken for continuous teaching methods review/improvement to make the teaching methods current and relevant to contemporary needs.
- **Accreditation/Regular Monitoring and Evaluation:** The periodic accreditation of programmes by the relevant body should be supported and strengthened for quality control and assurance, including the invitation to overseas accreditors and assessors.
- **Compliance with Carrying Capacity Standards** Institutions involved in teacher education should limit admission of students to what their facilities can support.
- **Scholarships, Awards, Bursaries and Loans:** It is desirable to have special scholarships and awards for teacher education in order to provide additional incentives for people who want to go into the teaching profession.
- **Human Resources First - Staff Motivation and development:** There is need for general improvement in the remuneration and conditions of service for teachers, especially at the primary and secondary school levels. This will provide enough incentives in order to get the best from them.
- **Library and Periodicals:** The College or University Library stock should be expanded and updated on a regular and continuous basis in order to avail the students and teachers’ current materials and information.
- **Collaboration with External Bodies:** There is need for stronger partnerships with and support from the private sector, corporate organizations and external agencies.

**Conclusion**

Quality is important in anything one does. Teacher education therefore needs to be qualitative in order to achieve goals and objectives set before it. The challenges to achieving quality teacher education in
Nigeria have been identified and discussed. The processes through which quality can be enhanced in Nigeria so that teachers in this part of the world do not miss out in the global village were also articulated.

References


