



NATIONAL OPEN UNIVERSITY OF NIGERIA

ECE 222



**Developing Professional
Skills and Competence**
Module 1

ECE 222 (Developing Professional Skills and Competence) Module 1

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Introduction to Module I of ECE 221

The following are the study units contained in this module

The first unit of this module discusses the meaning and characteristics of a profession. It also discusses the differences between the teaching profession and other professions. It further introduces you to the body responsible for the registration of teachers as professionals in Nigeria.

The second unit introduces you to the act of teaching and the differences between teaching and other acts such as drilling, instructing and training.

The third unit discusses the importance of teachers to the overall growth and development of the individual and the country generally. It further explains why teachers are not accorded much respect like other professionals

In unit four, you will learn how formal (School) teaching started in Nigeria. You will also learn how and when the formal teacher education programme started in Nigeria.

In the fifth unit, you are introduced to the meaning, goals and importance of teacher education in Nigeria.

The sixth unit discusses the National Policy on Teacher Education and its implementation.

The last unit focuses on the problems of teaching and teacher education in Nigeria.

Unit I Meaning and Characteristics of a Profession

1.0 Introduction

The word profession has been used by different individuals and groups to describe what they do for a living. It is therefore common to hear people saying, I am a professional driver, bricklayer, engineer, teacher, lawyer, nurse and so on. However, not every occupation can be referred to as a profession in the real sense of it. This unit discusses the major characteristics of a profession. It distinguishes teaching profession from the other professions such as law and medicine. It also discusses the roles of the Teachers Registration Council of Nigeria as a body responsible for the professionalization of teaching in Nigeria.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the meaning of a profession
- enumerate at least five characteristics of a profession
- identify the differences between teaching and any of the popular professions such as law and medicine in Nigeria
- explain the roles of the Teachers Registration Council of Nigeria.

3.0 Main Content

3.1 Meaning of a Profession

A profession may be defined as an occupation/vocation that involves some branch of learning which requires both highly specialized skill and intellectual effort for the job.

3.2 Characteristics of a Profession

According to Ezewu (1983) for any employment or training to warrant the name of a profession, it must meet most, if not all of the following characteristics:

- The members have to be specially prepared for their jobs by a prolonged course of training. That is, for any occupation to be regarded as a profession, those engaged in it must have undergone a specialized training for a relatively long period of time, usually in an educational institution. Therefore it is not possible for anyone who has not received that specialized training to practice the particular profession. In fact, anyone without such an adequate preparation or training for the job is usually referred to as auxiliary staff as in the case of teaching and quacks in other professions.

- The members have to practice their profession freely, but in accordance with the existing laws. This means that members of a profession must be free to put in to practice such specialized knowledge they have acquired in the best way they can and with some degree of confidence and competence.
- The practice of the profession has to be guided by a code of conduct prescribed by members for themselves. That is, there must be a professional association with laid down rules and regulations for members to follow so as to preserve the honor and prestige of the profession. Any member who violates any of the rules and regulations could be sanctioned by the association. Such a member may be banned from practicing for a period of time or forever depending on the type of offence committed.
- There should be well spelt out conditions of service. A member of any profession has to operate under certain conditions as may be specified from time to time by the professional association and or the employer. For example, the regular payment of salary and allowances, for services rendered, hours/place of work etc.
- The members of the profession have to be united under one organizational form known as a Union or an Association. There must be moral/emotional/financial attachment or commitment to the profession through the Association. In Nigeria today, there are many of such Professional Associations or Unions. Mention two of them that are very popular in Nigeria
- The members of the profession have to be seen by the public as enjoying a prestige comparable to other professions. One of the things that make a profession and its members popular and respectable is the recognition given it by members of the public. There are some professions which are held in high esteem by members of the publics for various reasons. For example, the entry qualification for the training, the length of training and the specialized duties performed by members of the profession go a long way in determining the amount of respect that will be accorded them by the general public.

3.3 Teaching as a Profession

As you were told at the beginning of this unit, a profession requires a relatively long period of training which requires a high skill and great intellectual effort. If we relate this to teaching, we can say that it is true to some extent. For instance, there is a period of training in an educational institution ranging from one to four years either in a Teachers College or the University. In other words, the high skill and intellectual effort acquired through the professional training received in the College or the University gives the necessary training for the teacher. This means that in countries where all teachers have been professionally and academically trained and licensed before their appointment, teaching there could be regarded as a profession.

However in Nigeria, this has not been so. There are many people teaching at the various levels of education both in the public and private schools that have not received the professional skill in teaching. Until very recently, the different categories of people teaching in our primary and secondary schools according to Ezewu (1983) and Osokoya (1987): include:

- Primary six first school leaving certificate holders without any training in a teachers college.
- Modern III School leaving certificate holders without training in a teachers college.
- People who spent at least four years in a secondary school (S75) without training in a teachers college.
- People who completed Secondary School Education with or without a Certificate.
- Grade III Teachers Certificate with two years of training in a Teachers College after Primary School Leaving Certificate.
- Grade II Teachers Certificate after the following:
 1. Primary School Leaving Certificate with 5 years of Training in a Teachers' College.
 2. Modern III Certificate with Three years of training in a Teachers College
 3. Full Secondary School Course without obtaining the Certificate with two years of training in a teachers college.
 4. School Certificate holders with one years of training in a Teachers College.
- Grade I teachers Certificate for the Grade II teachers with at least two subjects at the GCE Advanced level and at least English Language at the GCE ordinary level.
- Grade II Teachers' Certificate holders and the Associateship Certificate in Education obtained after a year of professional studies in a Faculty or Institute of Education of Nigerian universities.
- The Nigeria Certificate in Education after three years of professional and academic study in a College of Education with West African School Certificate or Grade II Teachers Certificate as entry qualifications.
- B.A. or B.Sc. degree certificate without professional training in education.
- B.Ed, B.A. Education, B.Sc. Education degree with both professional and academic training.
- B.A. or B.Sc. degree with a Postgraduate Diploma/Certificate in Education obtained after a year of professional study in education in a Faculty of Education.

From the list of the different categories of teachers given above, those who do not have any professional training include I, II, III, IV, and X. At the primary school level such people are usually regarded as auxiliary teachers. However at the secondary school level, they are referred to as teachers even without any professional qualification in teaching. The only thing that actually distinguishes them from those with professional teaching qualification is that such people are not allowed to become principals of secondary schools until they have got the professional qualification.

As regards other characteristics of a profession which we listed earlier on, teaching is yet to meet all the conditions in Nigeria. Although teachers are free to teach the way they think it is best for their pupils, there is yet to be a code of conduct to guide their activities. In other professions like Medicine and Law there are codes of conduct prescribed by their associations.

Any member who violates any of the codes of conduct will be tried and if found guilty will be sanctioned accordingly by their association. The only regulations guiding the conduct of teachers in Nigeria are the general civil service regulations and the laws of the country. This is who we have not heard of any teacher being sanctioned by the Nigerian Union of Teachers (NUT).

You must have heard from the radio or television or read in the newspapers that the Nigerian Medical Association (NMA) or the Nigerian Bar Association (NBA) has suspended some of their members from practicing for a period of time as a result of their professional misconduct.

However, there is a teachers association called the Nigerian Union of Teachers with branches in all States and Local Government Areas. There is also the condition of service for teachers now clearly specified in their letters of appointments by the state Primary Education Boards or the teaching service Commission as the case may be in the various States of the Federation.

3.4 Teachers Registration Council of Nigeria

The Teachers Registration Council of Nigeria was established by Act 31 of 1993 to perform the following duties:

- Determining who teachers for the purpose of this Act are.
- Determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- Securing in accordance with the provisions of this Act the establishment and maintenance of a registrar of teachers and the publication from time to time, the list of those persons (registered).
- Regulating and controlling the teaching profession in all its aspects and ramifications.
- Classifying from time to time members of the teaching profession according to their level of training and qualifications.
- Performing through the council established under this Act the functions conferred on it by this Act.

The TRC is now trying to make teaching a profession and to stop it from being used or referred to as a bridge occupation, a stepping stone, an all comers occupation etc. According to the council, all teachers in Nigeria have been given up to the end of the year 2006 to acquire the necessary teaching qualification and get registered with the Teachers Registration Council of Nigeria. This implies that as from the year 2007, nobody without a

professionally recognized teaching qualification will be allowed to teach in our schools. All unqualified and unregistered teachers will not be allowed to teach in our schools.

In a way, we can say that teaching is gradually becoming a profession with a body responsible for the enforcement of discipline among its members. Like other professions such as law and medicine, no professionally unqualified person will be allowed to teach in the primary and secondary schools again. The present situation whereby anybody can be employed to teach in our public and private schools will soon become a thing of the past. Teaching will therefore become a respected profession and teachers can raise their heads in the society like their counterparts in the other professions.

3.5 Differences between Teaching and other Professions

There are some differences between teaching and other professions in Nigeria. Some of the differences have often made people to look down on teachers while they give much respect and recognition to other professionals like medical doctors, lawyers, pharmacists, engineers, and so on. These differences are shown in Table I.

Table I: Comparison of Teaching with Medicine and Law

Profession	Length of Training	Professional Association	Code of	Public Image	Professional Practice
Teaching	1– 4years	NUT without the power to sanction members.	None	Low	Open to all
Law	4– 6years	NBA with the power to sanction members	Available	High	Open to only Registered
Medicine	5– 7years	NMA with power to sanction members	Available	High	Open to only Registered

Self-Assessment Exercise I

- List five characteristics of a profession
- Mention three categories of teachers without any professional training in Nigeria.
- Identify the major differences between the teaching profession and other professions like law and medicine in Nigeria.
- Find out when and why the N.U.T. was established.

4.0 Conclusion

In order for teaching to become a respectable profession in Nigeria, all teachers must acquire high academic and professional skill in teaching. They must also be registered with the Teachers Registration Council of Nigeria.

5.0 Summary

In this unit, you have learnt that:

- A profession involves some learning which requires both a high skill and intellectual effort.
- A professional occupation can be distinguished from a nonprofessional occupation by a number of characteristics such as, length of training, freedom of practice, code of conduct, condition of service, professional association and respect of the public.
- Teaching differs from other professions such as law and medicine in Nigeria in certain respects.

- The Teachers Registration Council of Nigeria was established to make teaching a prestigious profession like law and medicine in Nigeria.

6.0 Self-Assessment Exercise

- Explain five characteristics of a profession.
- Do you think the Teachers Registration Council of Nigeria will be able to make teaching a profession that will be comparable to the other professions in Nigeria? Give reasons for your position.

7.0 References/Further Reading

Ezewu, E. (1983). *Sociology of Education*. Ikeja: Longman Nigeria Ltd.

Fafunwa, A. Babs (1991). *History of Education in Nigeria History Education in Nigeria*. Ibadan: NPS Educational publishers.

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Unit 2 The Act of Teaching

1.0 introduction

In the last unit, we discussed teaching as a profession. We discussed the characteristics of a profession and compared teaching with some other professions. We also discussed what is being done to make teaching a prestigious profession in Nigeria. In this unit, you are going to learn what teaching is and the difference between teaching and acts such as drilling, instructing, training and indoctrination which are often misunderstood for teaching.

2.0 objectives

At the end of this unit, you should be able to:

- explain the concept teaching
- enumerate the criteria by which we can distinguish teaching from what is not teaching
- distinguish between teaching and other concepts such as drilling, instructing, training and indoctrination.

3.0 Main Content

3.1 Meaning of Teaching

Teaching has been described by Akinpelu (1981) as the conscious and deliberate effort by a mature or experienced person to impart information, knowledge, skills, attitudes and values to an immature or less experienced person.

3.2 Criteria for Teaching

As you will agree with me, teaching cannot just take place. There must be some conditions that must be present before we can say teaching is taking place or that someone is teaching. Akinpelu (1981) has identified five of such criteria which we are now going to discuss.

- There must be a person who is consciously and deliberately doing the teaching. This actually tells us that teaching is an activity that depends upon relationship or interaction between two persons or parties. The intention of the interaction is to bring about a change in the behaviour of the persons involved. As the learner benefits from the interaction, the teacher also benefits from the interaction with his learners in one way or the other. Can you explain how the teacher benefits from the interaction with his students?
- There must be another person who is being taught:

Anybody who claims to be teaching must have another person who is the learner. It will therefore not be correct for a teacher to say he/she is teaching but he/she is teaching nobody. The learner could be anybody else or even oneself as in the case of self-teaching or self-learning.

- The third criterion is that there must be some content or material, information, knowledge or principle that is being taught.

It is not logically reasonable for someone to claim to be teaching nothing. Therefore, as long as there is someone teaching, there must be something being taught. It may however be possible for the teacher to be teaching the learners something that is wrong, meaningless, or bad. The fact still remains that, to teach must of necessity involve teaching somebody something.

- The fourth criterion is that there must be at least an intention on the part of the person doing the teaching that the recipient should learn.

Naturally when someone is teaching, he or she is with the intention that learning will take place in the learners. It may however be possible for one reason or the other that learning may not take place in a particular teaching situation. This may be as a result of the poor presentation of the lesson by the teacher. For instance, if a teacher does not use the appropriate methods or learning materials, or the topics are too difficult for the learners, learning may not take place.

On the other hand, it is possible for the teacher to present his/her lessons very well and the learners may not be learning. This may be as a result of ill health, lack of interest in the subject or the teacher and some other reasons. In other words, learning is an activity which can only be carried out by the learner himself. No one can do it for another person. Therefore, the only thing for the teacher to do is to stimulate the learners by making his lesson interesting. He cannot really force the learners to learn.

- The last criterion is that, for an activity to be regarded as teaching, it must not just include the intention that learning should take place, but also involve methods or procedures that are morally sound and acceptable. That means that, in the educational system, it is not enough for the teacher to just be teaching the learners good or relevant topics. The teacher must also employ methods that will be morally and socially acceptable to the parents, the public the learners and the employers.

In other words, the teacher should not force, Cajole, use drugs or hypnotize the learners to learn. Learning is a voluntary thing which only the learners can decide whether to learn or not. When a person does any of these things to force the learner to accept or learn certain ideas or doctrines, then some other act which cannot be regarded as teaching is taking place

Self-Assessment Exercise I

1. In what ways can a teacher benefit from his classroom interactions with his students?
2. Why must the teaching done by school teachers be morally acceptable?

3.3 Other Activities that are used to make People Learn

The various criteria discussed in the proceeding section are peculiar to teaching. There are however some other activities which may resemble teaching that are not really teaching because they cannot meet the criteria of teaching. Although, the use of such acts may bring about some form of learning on the part of the learners, yet, they are not teaching. Let us discuss some of such activities as explained by Akinpelu (1981).

1. Training

This is often aimed at the successful development of a special skill in the learner and not the whole personality of the learner. As long as the individual can perform that skill well to the satisfaction of the trainer, he is not interested in his moral or social life. For example, when a coach trains a boxer, swimmer or footballer, all he expects is proper performance of that skill in which he has been trained.

Thus, like Akinpelu (1981) once observed, what the individual does with the acquired skill outside the field in the case of a footballer or boxing ring in the case of a boxer is not of concern to the trainer. This is unlike teaching which tends to develop the whole personality of the child. For example teachers expect pupils to behave well always in addition to passing their examinations.

In the past, you probably must have been hearing teacher about training colleges but now you are hearing about Teacher Education, Teachers College or College of Education. This may be because what goes on in the Teachers Colleges is mere than the mere acquisition of a specific skill. That is to say, what teachers receive in their colleges is an all-round education which prepares them for their teaching roles.

2. Drilling

You must have heard people use the word drilling to refer to the military and other Para-military institutions method of “teaching” them to acquire specific skills. In the same way, some teachers often use drilling in the teaching and learning of mathematical tables in the primary school.

An important feature of drilling that differentiates it from teaching is that it involves frequent repetition of words, movements and other activities which often result into habits or regimentation in behaviour. Therefore, the drilling results into a kind of mechanical way of doing things. That is things that could be said or done with little or no thinking on the part of the individual concerned.

For example, as a result of drilling in the multiplication tables, all that the teacher needs to say is, recite multiplication table 2 and like a parrot the learner recites the table without having to think about it. In the same way, when a soldier meets a superior officer, he salutes without having to think about how to do it. At their parade ground, they only need a command to perform certain actions automatically. These actions on the part of the learners and soldiers have been registered in their memory as a result of frequent repetition of such activities. They do not often know or understand the meaning of what they say or do.

3. Indoctrination

Indoctrination unlike teaching does not give room for rational and critical thinking on the part of the learners. The one who is indoctrinating merely presents his/her own (one sided) views or opinion to the learners as if they are not open to doubts or errors. The learners do not usually question the rationality of the ideas presented to them. They only have to accept such ideas or views dogmatically without asking questions. Such learners often become fanatics and this is very common in politics and religion. They hold on to the given

political ideology or religious belief dogmatically without seeing anything bad or wrong with it.

3.4 Differences between Teaching and the Others Ways of Imparting Knowledge

From the discussion on the other ways of learning such as training, drilling and indoctrination, it is clear that teaching differs from them in many ways. Let us now look at the differences in a tabular form. This will help you to see at a glance what makes teaching different from or superior to the other ways of making people know or learn certain things.

You can add to the list as this is not in any way the final list of the differences.

Teaching	Training, Drilling and Indoctrination
It is aimed at the development of the complete person	Aimed at developing a particular skill in the learner. Not aimed at all round development.
It gives room for rational thinking on the part of the learners. Learners may disagree with the teacher.	No room for critical or rational thinking. The learner must not disagree with the views of the master.
Teachers always give various ideas or views and allow the teachers to choose what to accept or reject.	Whatever view and ideas that are presented must be accepted dogmatically.
The teacher does not force his ideas on the learners.	Sometimes the learners are forced to accept the views of the master.
Every topic is open to discussion in the class	There is sometimes mechanical repetition of ideas, activities that do not require much thinking on the part of the learner.
The teacher views his methods to meet the needs, ability and interest of learners.	The same way of passing information we use from time to time without giving room for methods.

Self-Assessment Exercise I

1. What is teaching?
2. Explain the criteria by which we can distinguish teaching from what is not.
3. Discuss with relevant examples the differences between teaching and any of the following:

- Training
- Drilling
- Indoctrination.

4.0 Conclusion

There are many ways by which we can make people learn or acquire new knowledge skills, attitudes and values. However, only teaching tries to develop the whole personality of the learner. The others merely focus on the development of a particular skill in the learners.

5.0 Summary

In this unit, you have learnt that:

- Teaching is a conscious or deliberate effort by a more mature or experienced person to impart information, knowledge, skills, attitudes and values to an immature or less experienced person.
- There are five basic criteria by which we can distinguish between an immature teaching and other ways of making people learn or acquire new skills, knowledge, attitude and values.
- Only teaching aims at developing the complete personality of the learner while others just focus on the development of one special skill.
- Teaching also encourages rational thinking and variation in the method of teaching to suit the learners age ability, interest and needs, others are often rigid in their method and they do not give room for critical thinking in the learners.

6.0 Self-Assessment Exercise

1. Explain the differences between teaching and drilling, training and indoctrination.
2. What are the criteria for teaching?

7.0 References/Further Reading

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Unit 3 The Place of Teachers in the Society

1.0 Introduction

You have just learnt in the last unit that teaching is different from other ways by which we can make people learn or acquire new knowledge, skills attitudes and values. You also learnt the five criteria or conditions that must be present before you can refer to any activity as teaching. In this unit, you are going to learn the place of the teacher in the society. You will learn how important teachers are to the overall growth and development of the individual and the country generally and why they are not accorded much respect like other professionals.

2.0 Objectives

At the end of this unit, you should be able to:

- explain how important teachers are to any nation
- identify some factors responsible for the relatively poor image of teachers and the teaching profession in Nigeria
- suggest ways of improving the public image of teachers and the teaching profession in Nigeria.

3.0 Main Content

3.1 Who is a Teacher?

In the last unit, you were told that teaching is a conscious and deliberate effort by a mature or experienced person to impact information, knowledge, skills, attitudes and values to an immature or less experienced person. From this definition of teaching, we can infer that a teacher is an experienced person who consciously impacts knowledge, skills, attitude and values to the learners with the intention of bringing a positive change in them.

3.2 The Importance of Teachers in the Society

Education is regarded as the key that unlocks the door to modernization, but the teacher holds the key to the door (Samuel 1996). In other words, no appreciable progress can be made in the task of nation building economically, socially scientifically and technologically without good teachers.

The importance of teachers in any educational enterprise has been further stressed in the National Policy on Education (2004). In the document, it is stated that no system of education can be above the quality of its teachers. This implies that the quality of teachers determines the quality of the school products. We can therefore agree with that popular saying that as the teacher is, so is the school and as is the school so is the society. Let us now discuss in some details, why are teachers important to the society?

3.2.1 Manpower Development

The teacher is the most important manpower needed to develop other manpower. All the successful men and women in the various professions managing or controlling the various sectors of the economy are products of different educational institutions. From the pre-primary to the university level, they were taught by teachers. Therefore, in the words of Lewis (1978):

Whatever the financial resources that may be available, an education system cannot function without men and women to serve as teachers in the schools and colleges. (p1).

If there are no good teachers in our schools, colleges and universities, no matter how well funded or the good facilities available, it will be difficult if not impossible to train the various professionals there.

3.2.2 Teachers as Nation Builders

A great educator once asserted that nations are built in the classrooms and not in either the army barracks or the parliament. This statement may sound strange or difficult to believe if we consider the roles of the army in the defense of the nation or the parliament in law making. The truth however remains that all those who contribute in one way or the other to the development of the nation are products of an educational system. Therefore, be it the military officers or the law makers, or any other group for that matter, they are products of the school system where they were taught by teachers. For instance, no illiterate person can become a parliamentarian or a top military officer in modern societies.

3.2.3 Teachers as Socializing Agents

The Importance of teachers as socializing agents can best be illustrated in a statement credited to Sophocles in Berns (2004) that:

The ideal condition would be, that men should be right by instinct, but since we are all likely to go astray, the reasonable thing is to learn from those who can teach (p. 249)

Berns (2004) went on to assert that the most powerful socializing influence of the school is in those who translate goals into action that is the teachers. In as much as teachers organize the environment for children's learning and understand their needs, interests and abilities, they easily influence the attitude and values of their learners.

Thus, teachers help their learners to deal with those in position of authority, to cooperate with others, cope with and solve problems as well as achieve competence. Children generally see their teachers as Mr. Know all, a role model and someone who is always right. This is why children often tell their parents and others helping them to do their homework; things like: That is not how our teacher taught us; our teacher said we should not do this or that etc. This is common among primary school children in particular. However, teachers at other levels of education have been found to have great influence on the general attitude of their students.

3.2.4 Teachers as Leaders

As we have just discussed under the last point, teachers do direct, guide and set examples for their learners. This often affects the way such learners behave in and out of school. In some rural communities teachers are seen and respected as knowledgeable people who can help them in various ways. Since teachers often advise, guide or direct not only their pupils but also their parents on the best things to do in any given situation, they are seen as great mentors that could lead them to achieve their goals.

We must however realize that, the teachers' leadership style often influence the learning environment in the classroom. You will learn more about leadership and leadership styles in your Educational Management Course. What is important for you to know here is that teachers with good leadership styles promote the achievement of their learners. In other words, such teachers help their pupils realize and reach their full potential. On the long run, such children whose capacities have been helped to grow through the leadership styles of the teachers become leaders and managers in key positions in the society.

Self-Assessment Exercise I

In what ways would you say the teacher is an important factor in National development?

3.3 Factors Responsible for the Poor Image of Teachers in Nigeria

One of the Holy Books says that if a man is diligent in his work, he shall stand before kings and not before ordinary people. This means that any person who is competent in his or her chosen occupation will be respected in the community. One of the reasons why the primary school teachers in particular are not being accorded much respect is what Taiwo (1982) refers to as the poor quality and the low output of teachers produced from the various teachers colleges.

Many of the teachers have been found to be very deficient in both their oral and written expressions in English Language which is the medium of instruction in schools. As a result, they do not command the respect of the parents and sometimes even their pupils. This is unlike in the past when teachers were respected and admired by both the pupils and their parents.

Those teachers according to Akinbote (1991) were not only of good quality in the academic and professional areas but were also dedicated. Only the good products of the schools were then allowed into the teachers colleges. This is unlike now where most of the entrants into the various teacher education institutions are the reluctant, left-over and the rejected candidates for other courses.

The solution to this problem is to improve on the admission requirements for Colleges of Education. As at now, a candidate needs only three credits at the GCE ordinary level or equivalents to gain admission. In some cases, candidates with lower credits are allowed to go through the pre – NCE programme run by many of the colleges. This definitely leads to the poor quality of teachers produced by the colleges for our primary schools. Therefore, if the admission requirement is raised to at least five credits and the candidates are given proper screening before admission, good quality teachers will be produced for our schools.

Another reason for the poor image of teachers in Nigeria is the fact that, teaching is regarded as a no man's land. That is, anybody at all could be recruited to teach in our schools as long as that person has an academic qualification. In many parts of the country, secondary schools leavers, university or polytechnic graduates with no teaching qualifications are recruited to teach in both public and private schools. In fact, many people see teaching as a bridge occupation. That is, something that you can be doing till you get a better or the right job.

The various free education programmes which did not give adequate time and attention to effective planning before implementation often led to this trend since there were always shortage of professionally qualified teachers, the only option left was to recruit anyone to fill the classrooms. This cannot happen in other professions such as Medicine, Law, Engineering, Pharmacy, among others. All these professions have very strong Associations that would not allow unqualified people to practice it. Thus, such professions enjoy and command the respect of the people.

The teaching profession is gradually moving towards this direction now. With the Teachers Registration Council now in place, very soon only qualified and registered teachers will be allowed to teach in our schools. In this way teachers will start enjoying the same type of respect and dignity hitherto reserved for the popular professions like Law, Medicine, Engineering and a few others.

Another factor responsible for the poor image of teachers is their personal appearance and low self-esteem. Many teachers in the primary schools do not dress in attractive and fashionable way. This is sometimes due to their low self-esteem as being poorly paid workers unlike their counterparts in the civil service or some other professions. This has often led to parents and the general public and even their own pupils looking down on them. Some people have even gone to the ridiculous extent of asking friends why they dress like teachers. Some comedians or advertisements often depict teachers as people who dress in some peculiar old fashion ways.

The solution to this problem is for teachers to stop looking down on themselves. They should see themselves as professionals without whom the nation cannot make any appreciable progress in all aspects of life. Right now that teaching is being professionalized there is no basis for their being regarded as inferior to others.

The last factor we are to consider is the poor working environment of primary school teachers in Nigeria. There are many primary schools without good classroom, chairs and tables for both teachers and their pupils. A visit to some public schools in both the urban and rural areas will reveal the poor working conditions teachers are subjected to in the country. This has in many ways contributed to the low self-esteem of teachers and the resultant poor image in the society.

The solution to this problem is to improve on the facilities in all public schools. The classrooms, the Head teachers' offices, the chairs and tables and other facilities should be made both learner and teacher friendly. This will somehow affect the morale of teachers and improve their self-esteem and attitude to work. We all know that the environment where one works tells much on the level of job satisfaction and the respect to be accorded by the workers.

Self-Assessment Exercise I

1. Identify five ways through which the teacher is very important to national development
2. Why are teachers often looked down upon in the society?
3. Suggest ways of improving the image of teachers in Nigeria.

4.0 Conclusion

The teacher is the most important manpower needed to develop other manpower in any country. However, for various reasons, teachers are not accorded much respect like most other professionals in Nigeria. Some steps must be taken by the government and the teachers themselves to improve their public image.

5.0 Summary

In this unit, you have learnt that:

- The teacher is the most important worker that we need to develop other categories of workers in any country.
- Teachers are nation builders, socialization agents, and leaders.
- There are some factors militating against the popularity and public image of teachers in Nigeria.
- That the government and the teachers themselves can do much to improve the image of teachers.

6.0 Self-Assessment Exercise

1. Why is the teacher regarded as the most important manpower needed to develop other manpower in any country?
2. Identify five factors responsible for the relatively poor public image of teachers in Nigeria.
3. How can the teachers enjoy the respect of members of the public like other professionals in Nigeria?

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Unit 4 The Beginning of Formal Teaching and Teacher Education in Nigeria

1.0 Introduction

Teaching as an act has been explained in unit 2 of this module. You learnt there that teaching is a conscious or deliberate effort on the part of a mature or experienced person to impart knowledge to the less mature or experienced person. You should however note that teaching can take place anywhere and at any time. This means that teaching can take place inside the school or outside the school. Teaching that takes place in the school is referred to as formal teaching while the teaching that takes place outside the school system is informal teaching. In this unit, you are going to learn how formal (school) teaching started in Nigeria.

2.0 Objectives

At the end of this unit, you should be able to:

- discuss the origin of (formal) Western Education in Nigeria
- explain how teachers were recruited and trained in the early years of western education in Nigeria
- identify the minimum teaching qualifications in Nigeria before and after independence.

3.0 Main Content

3.1 The Coming of the Christian Missionaries

The coming of the Christian Missionaries cannot be separated from the beginning of formal schooling and teaching in Nigeria. This is why it is necessary for us to first discuss the coming of the Christian Missionaries to Nigeria. We shall from there trace the origin of formal teaching in our schools.

As you must have learnt or read from various sources, the first attempt to introduce both Christianity and western education by the Roman Catholic Portuguese Missionaries in the 16th century was not successful. It was the second coming which was spearheaded by the Methodist and Church Missionary Society (CMS) Missionaries that succeeded in planting both Christianity and Western Education in Nigeria. The Christian Missionaries established the first school in Badagry in 1843. According to Fafunwa (1991), the major reason why they established schools was to convert Africans into Christianity.

Thus, with the establishment of schools, it became necessary for teachers to be recruited. In the next section of this unit, you will learn how the first group of teachers for the missionary schools were trained and recruited.

3.2 The Beginning of Formal Teaching and Teacher Education in Nigerian

As schools were opened by the Missionaries, it became necessary to have teachers who would teach there. The first set of teachers in the mission schools as you would expect were the missionaries themselves. As time went on, other Europeans as well as a few Africans particularly the ex-slaves and the products of the Mission schools joined the teaching staff of the schools. They often doubled as catechists and teachers in the mission schools.

However, the proportion of Africans in the teaching staff in schools was very low to the Europeans. In fact, as noted by Fafunwa (1991), Frederick Lugard, the first Governor General of Nigeria, called for the rapid replacement of Europeans in schools by Nigerian teachers as far back as 1914. Lugard did this for two major reasons. First, to reduce the high cost of employing Europeans and second, to ensure continuity in teaching. The employment of foreign teachers could not ensure continuity since they would always return to their home countries for various reasons.

Therefore, to solve the problem of shortage of Nigerian teachers, some of the good products of the mission schools were recruited as pupil teachers. In many instances, some of the good pupils in the upper primary classes were made to teach in the lower primary classes.

As mentioned earlier on, many of the teachers served as catechists and teachers to their respective missions. You might say that the first group of Nigerians employed to teach in the schools were not professionally qualified. You are right but the fact remains that they gave their best and they were respected by both the pupils and the general public. How then did the training of Nigerian teachers for the schools start? This is what we are going to discuss in the next section of this unit.

Remember that the first sets of Nigerian teachers in our schools were not professionally trained. They were just the good products or even pupils picked and given some guidelines to follow. Therefore, in order to have professionally trained teachers, it became necessary to establish Teacher Training Colleges. The responsibility of establishing the Teachers Colleges as you would expect fell on the Christian Missionaries.

The first Teachers College known as the Training Institution was established in Abeokuta by the CMS in 1859. However, when the missionaries for certain reasons were expelled from Abeokuta, the college was moved to Lagos in 1867.

By 1896 it was again moved to Oyo town to become the popular St. Andrews College. If you are very familiar with the College, it was once changed to a College of Education and the original campus of the great St Andrews College is now occupied by the Ajayi Crowther University in Oyo Town. The Church Missionary Society (CMS) thus opened the gate for the establishment of Teachers Colleges in Nigeria. As noted by Fafunwa (1991), other missions established their own Teachers Colleges as follows:

The Baptist established the Baptist Training College, at Ogbomoso in 1897. The Wesley Methodist Mission on the other hand opened their own Teacher Training College in 1905 at Ibadan. Other missions such as the Presbyterian Church, the Roman Catholic Mission and

later the Ansar Ur Deen in Islam established their own Teachers Colleges in different parts of the country. By 1948, the number of Teacher Training Colleges in Nigeria and assisted by the Government had risen to fifty three (53) with a student teacher population of 3,026 (Fafunwa 1991).

Now let us consider the admission in the first teachers colleges and the type of professional certificates issued by them. This is necessary for us to know how teachers have over the years been improving their professional skills and competence in teaching.

3.3 Admission into the Teacher Training Colleges

As you were told earlier on, the product of the mission schools were the first sets of Nigerians to teach in the schools. These good products of the schools were referred to as pupil teachers. When the teacher Training Colleges were eventually established, the first sets of candidates for admission were the pupil teachers. In other words those who passed the standard six and had been pupil teachers for at least two years were eligible. In addition to this, the candidate must also pass the pupil teacher examination and must have served as an assistant teacher before admission into the Teacher Training College.

You must have noted the rigorous process involved in the admission of the prospective professional teachers into the Colleges. This tells you how much emphasis was placed on the production of professionally competent teachers then. The missionaries were then more concerned with quality and not just the quantity of teachers produced to teach in the schools.

You must have noted also that people were not just recruited directly from the primary schools. Only those who have been found to possess certain qualities were first allowed to become pupils' teachers who later went into the colleges. No wonder, the products of the teachers colleges in those days were confident, competent and dedicated men and women who were loved and respected in their communities.

Those who gained admission into the Teachers Colleges were usually there for two years. At the end, they took the necessary teachers' certificate examination and were certified as trained teachers if they passed. This level of Teacher Education was later known as the Elementary Training Colleges (Grade III).

After passing out of the Grade III Teachers Colleges, the candidates usually had automatic employments. They then had to teach for at least two years before then could proceed to the Higher Elementary Teachers' College (Grade II). This (Grade II) for many years remained the minimum teaching qualification in Nigeria. The Grade III teachers were specially prepared to teach in the lower classes of primary schools while the Grade II teachers could teach in any class of the primary school.

The Higher Elementary Teachers College also ran a course of two years duration. The professional and academic skills imparted into the students in the Grade II Teachers Colleges were higher than those of the Grade III Teachers Colleges. As you must have observed, it was not possible in those days for any mis-fit person to get into the Grade II Teachers Colleges. This ensured that only dedicated, effective and efficient teachers found their ways into the classrooms as Head Teachers in particular.

From this short description of the admission procedure into the early teacher training colleges, one thing is clear. That is, the fact that Teacher Education Programme in those days was not meant for the never do well, the drop out or reluctant school leavers. Moreover, the would be student's teachers had to prove themselves not only to be mentally fit, but for the training to be received. They also had to demonstrate during their pupil teacher mentorship period that they were socially efficient and emotionally stable to cope with the various classroom challenges. Let us now look at what the situation was during the self-rule period.

3.4 Teacher Education in the Decade before and after Independence

What we have discussed so far could be regarded as the period of complete Missionary control of Education in Nigeria.

We are now going to discuss what teacher education was during the decade before and after independence. The decade before and after independence, that is, 1951 – 1970 has been described as the Era of self-determination in education. This according to Fafunwa (1991) was because the regionalization of education in 1951 led to a healthy rivalry among the three regional governments. The introduction of the free primary education in 1955 by the Western Region led to rapid expansion of teacher – training facilities in the region.

Similarly, the Eastern and Northern Regions made appreciable expansion in their teacher education programmes. As a result of the various free primary education programmes embarked upon by the three Regions between 1955 and 1960, it became necessary to expand the teacher education institutions. This trend continued after independence in 1960. By the time the National UPE programme was introduced in 1976, the number of Teachers Colleges to produce teachers for the teaming population of school enrolments became doubled.

The implications of the rapid expansion of Teacher Training Colleges for the development skills and one of professional skills and competence are many. In the first place, the idea of having to serve as a pupil teacher for at least two years before going in for the Teacher Education Programme was dropped.

Moreover, the number of years spent to qualify as a Grade II teacher after modern III, S75, school certificate or GCE OL dropped to three years, two years and one year respectively. The Elementary Teachers College (Grade III) was eventually phased out and by the 1970s only Grade II Teachers Colleges were available for training primary school teachers.

In addition to these, the gates of the Grade II Teachers Colleges were thrown open to whoever wanted to come in. The rigorous screening of candidates for good moral and academic standards before admission into the Teachers' Colleges was also done away with.

You will still remember that, the missionaries ensured that only those who were both intellectually and morally fit for teaching were allowed into the Teachers' Colleges. However, the urgent need for teachers particularly for the National UPE programmes of 1976, did not allow for such screening. This led to the admission of all those who ordinarily should not have found themselves in the teachers colleges, and the teaching profession being given some encouragement to come in.

The open door policy in teacher education is responsible for what Taiwo (1982) once described as the poor quality and low output of products of Teacher Training Colleges. In other words, those who were admitted into the colleges were not all good quality in terms of their intellectual and moral standards. Invariably, when such people get to the classroom as teachers, their productivity will be low. This as you would expect has affected the quality of the products of our primary schools. You will learn more about this in the next unit.

Self-Assessment Exercise I

1. Why did the Christian Missionaries establish schools in Nigeria?
2. Explain the procedure for admission into the teachers colleges during the missionary era.
3. Would you say the expansion in teacher education in the 60s and 70s was a good decision? Give reason for your answer.

4.0 Conclusion

The introduction of formal education by the Christian missionaries in the early 19th century brought about the establishment of Teacher Training Colleges. The admission process into the teachers' colleges was very tight as they wanted only those who are intellectually and morally sound to become teachers in our schools. However, the various UPE programmes led to the expansion of Teacher Training Colleges and the lowering of admission requirements.

5.0 Summary

In this unit, you have learnt that:

- The first schools in Nigeria were established by the Christian Missionaries.
- The introduction of schools led to the demand for teachers and the introduction of Teacher Training Colleges.
- Admission into the Teacher Training Colleges was very strict as only the good products of the Mission schools were offered admission.
- The introduction of the various UPE programmes in the country led to the lowering of the admission requirements into the Teachers Colleges in order to produce the large number of teachers required.
- The lowering of admission requirements into the teachers colleges led to the poor quality and output of teachers produced from the Teachers Colleges since the 1970s.

6.0 Self-Assessment Exercise

1. Why was the admission requirements into the Teachers Colleges very strict during the Missionary era?
2. What were the conditions to be met in those days before one could be admitted into the teachers' college?
3. How did the UPE programme affect the quality of the products of our Teachers' Colleges in the 70s?

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Unit 5 The Goals of Teacher Education in Nigeria

1.0 Introduction

In the last unit, you learnt how formal school teaching in Nigeria started. You also learnt how teacher education started with the missionaries as well as the development in Teacher Education before and after independence. In this unit, you are going to learn the goals of Teacher Education.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the meaning of Teacher Education?
- identify and explain the major goals of teacher education in Nigeria
- discuss the means of achieving the goals of teacher education in Nigeria.

3.0 Main Content

3.1 Meaning of Teacher Education

Before we discuss the goals of teacher education in Nigeria, it is necessary for you to know what teacher education is all about. This will give you the special advantage of appreciating the goals of teacher education.

Teacher education has been described in various ways by different authorities. For our purpose here, we shall refer to teacher education as the planned programme of specialized education for producing teachers with the skill and competence of teaching in schools and colleges. The teachers who after their training are referred to as professional teachers are expected to educate the learners in a way that will make them responsible citizens in the society.

3.2 The Goals of Teacher Education

As you are aware, teachers are at the centre of any system of education. The importance of teachers to the success of any system of education has been clearly recognized in the National Policy on Education (2004). In the document, it is stated that no education system can rise above the quality of its teachers. That is to say, their professions, competence, creativity, and dedication among other qualities are central to the success of the learners in the education system.

Therefore, in order to achieve the desired goals of education at all levels, special attention should be paid to teacher preparation.

In Nigeria, the importance of effective education for teachers has been recognized hence it is stated in the NPE (2004) that teacher education shall continue to be given major emphasis

in all educational planning and development. Let us now consider the major goals of teacher education in Nigeria as stated in the National Policy on Education:

- **To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.**

One of the problems of teacher education for schools in Nigeria, according to Taiwo (1982) is the poor quality and low output of teachers produced from the Teachers' Colleges. Therefore to tackle this problem, it has become necessary to raise the admission requirements and review the minimum teaching qualification in Nigeria.

As you may be aware, the Nigeria Certificate in Education (NCE) has now become the minimum teaching qualification in Nigeria. In one of the previous units of this module, you learnt that the Grade III and Grade II Teachers Certificates were at different times the minimum teaching qualifications in our schools.

However, the big question you may wish to provide answers to is whether or not the policy of making NCE the minimum teaching qualification has really helped in producing highly motivated, conscientious and efficient primary school teachers in Nigeria. We may have to discuss this later in another unit.

- **To encourage further the spirit of enquiry and creativity in teachers.**

There is a popular saying that for a candle to give light, it must keep on burning. In the same way, for teachers to keep on encouraging and developing the spirit of enquiry and creativity among the learners, they must keep on learning. If the teacher does not keep on learning, he or she will not be able to motivate the learners. In the same way, a teacher should know more than what he is expected to teach his/her students on any topics or subject.

Therefore, in order for the Nigerian teachers to develop the spirit of inquiry and creativity, attention should be given to the development of a meaningful curriculum for both pre – service and in service teacher education programmes.

Such a curriculum should ensure the presence of an enabling learning environment in the teachers colleges, institutes and Faculties of Education where teachers are being prepared for our schools. In this regard only professionally qualified teachers should be employed to teach at the various levels of teacher preparation. This is because, we teach the way we are taught. The situation of the 1970s and 1980s whereby non-professionally qualified teachers were drafted to teach in Teachers Colleges should not be allowed again.

In the same way, all the necessary infrastructures and facilities such as adequately equipped classrooms, laboratories, libraries and personnel should be made available. Since teachers need a lot of practical knowledge, there should be more emphasis on their practical activities in both their cognate and pedagogical disciplines.

The question you can try to provide answers to in this respect is whether or not the available learning environment in the Colleges of Education as well as the Institutes and Faculties of Education are good enough for encouraging further the spirit of enquiry and creativity in our teachers.

- **To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.**

You will still remember that in one of the earlier units of this module, you were told that nations are built in the classrooms and not in the barracks or parliament. If this assertion is correct, we can then say again that teachers are the most important manpower needed to develop other manpower in any nation.

Therefore, for teachers to perform this all important role of nation building, their conditions of service and continuous support and training are very essential. The teachers should be one of the most highly respected and rewarded professionals in the society.

It is by improving their conditions of service, work environment and treated with curtsy by all that they could feel wanted and invariably be committed to national goals. If you give them the best training/education possible without the necessary support and improved conditions of service, their self-esteem will be low and this in turn will affect their productivity.

- **To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.**

At the inception of formal teacher education programme by the missionaries, only the good products of their schools were allowed to go into the Teacher Training Colleges, Similarly, when the colleges of education were first introduced, only the good products of our secondary schools and Teachers Colleges were admitted. This as noted by Akinbote (1999) was responsible for their high level of competence, and the respect accorded them by both the learners and the general public.

However, with the introduction of the UPE programmes and the attendant crash – programmes for teacher education, those who should not have seen the inside of Teachers' Colleges, were admitted. This as noted by Akinbote (1999) led to a situation whereby the reluctant, the rejected and the never do wells found their ways into the Teachers Colleges and invariably the teaching profession. The result of course is the low output and lack of dedication once mentioned by Taiwo (1981) as some of the major problems of teacher education for our schools.

If we are to produce teachers who are intellectually and professionally adequate for their teaching, guidance and counselling tasks in and outside the school, we need to do something about the quality of recruits into our teacher education programmes. There are many things we can do in this regard. Suggest some of the steps that should be taken to ensure that only intellectually and morally upright people are admitted into the teacher education programmes in Nigeria.

- **To enhance teachers' commitment to the teaching profession.**

It is generally believed that any kind of work that brings some high degree of satisfaction to a person will bring the best out of the individual. Not only that, the individual will devote much attention and time to the work that the level of commitment will be total.

Therefore, to enhance teachers' commitment to the teaching profession their welfare during their training as well as work must be adequately taken care of. During their training they must be treated in a way that will boost their morale like it is done for students of other professions. A situation whereby education students will be feeling inferior to their counterparts in other faculties in the University or Polytechnic for various reasons is not good enough.

Similarly, teachers' self-esteem and dignity should be enhanced by their employers. Their conditions of service must be looked into so that they do not feel inferior to other professionals.

In the same way, their work environment must be such that could be worker friendly. All these will go a long way to enhance teachers' professional commitment. We cannot first be talking about commitment without doing anything concrete about improving the self-esteem, image and dignity of the teachers.

On your own, try to find out whether or not Nigeria teachers are committed. What do you think is responsible. For this and how can the situation be corrected?

Self-Assessment Exercise I

1. Why is teacher education at the centre of any education system?
2. Enumerate the major goals of teacher education in Nigeria.
3. In your own opinion, which of the goals of teacher education have we achieved and which ones have we not achieved? Give reasons for your answer.

4.0 Conclusion

Teacher education is crucial to the success of any education programme. This explains why different governments have given teacher education the necessary support and attention in different parts of the world. In Nigeria, there are five stated goals of teacher education. All efforts are being made to ensure that these goals are achieved.

5.0 Summary

In this unit, you have learnt that:

- Teacher education is crucial to the success of any educational programme.
- Teacher education is the planned programme of specialized education for producing teachers with the appropriate skills and competence.
- There are five goals of teacher education in Nigeria – namely.
 1. To produce highly motivated conscientious and efficient classroom teachers for all levels of our educational system.
 2. Encourage further the spirit of enquiry and creativity in teachers.

3. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
4. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations
5. Enhance teachers' commitment to the teaching profession.

6.0 Self-Assessment Exercise

1. What are the goals of teacher education in Nigeria?
2. How can the goals of teacher education be best achieved?

7.0 Reference/Further Reading

Federal Republic of Nigeria (1998). *National Policy on Education*. Lagos: NERDC.

Unit 6 National Policy on Teacher Education in Nigeria

1.0 Introduction

You have just learnt the five major goals of teacher education in Nigeria. In this unit, you are going to learn the government policy as it relates to teacher education. In this unit, you will learn what the minimum teaching qualification is allowed in Nigeria, the educational institutions available for teacher education and how government intends to achieve the objectives of teacher education in Nigeria.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the major policy statement of government on teacher education
- identify the various educational institutions designed for teacher education for the various levels of education and their functions
- discuss the importance of the National Policy on teacher education in Nigeria.

3.0 Main Content

3.1 Government Policy on Teacher Education

Before we discuss the policy on teacher education in Nigeria, it is necessary for you to know what an education policy is. According to Osokoya (1987), education policy is the statement of intentions of government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool. This therefore implies that, the teacher education policy refers to the intentions of government on what teacher education should be and how to go about it.

We can now discuss the teacher education policy as contained in the National Policy on Education (1998). These are:

- Teacher education shall continue to be given major emphasis in all educational planning and development.
- The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education
- All teachers in educational institutions shall be professionally trained.
- At the Nigeria Certificate of Education and degree levels, education programmes shall continue to be expanded to also cater for the requirements of technical business, and special education.

- Teacher education shall continue to take cognizance changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession.
- In – service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.
- Promotion opportunities shall be created to allow for professional growth at each level.
- Teaching is a legally recognized profession in Nigeria. In this regard, Government has set up the Teachers Registration Council to control and regulate the practice of the profession.
- Those already engaged in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession.
- Efforts towards the improvement of quality education at the primary and secondary school levels shall include:
 1. Appointment of academically and professionally qualified persons as teachers and head teachers.
 2. Regular in – service training programmes for teachers and head teachers.

These policy statements are many as you can see from the list given above. We shall not be able to discuss each of them into details. Rather, we shall have a general look at them and their implications for the promotion of professional skills and competence of Nigeria school teachers.

The government is aware of the important role of teachers in the overall growth and development of the nation. This is why it is stated that no system of education can rise above the quality of its teachers. In other words, like teacher like pupils. Why then has government decided to raise the minimum teaching qualification in Nigeria from the Teachers Grade II certificate to the Nigeria Certificate in Education? What are the implications of making all teachers in our schools professionally qualified?

By raising the minimum teaching qualification from Grade II to the NCE, government has deliberately tried to improve on the quality of teaching and learning in our schools. It is generally believed that products of the Colleges of Education are better equipped with a broader knowledge of the content and methodology of teaching various school subjects than the Grade II teachers.

As noted by Adesina (1977) the Colleges of Education at their inception were to produce non-graduate middle level manpower to teach in the lower classes of secondary schools. This means that the NCE teachers are expected to be better than the Grade II teachers in their professional skills hence the decision to make NCE the minimum teaching qualification.

In the same way, the professionalization of teaching as contained in the policy statement is also aimed at ensuring that only people who have acquired the necessary professional skills and competence teach in schools. The past situation whereby anybody with any evidence of literacy is allowed to teach our children is not good. It has done more harm than good to the individual learners, and the general public. Therefore, if only professionally competent

and registered teachers are allowed to teach in our schools, both public and private, it is expected that the quality of teaching and learning will greatly improve.

The provision of in-service training for teachers who are already teaching is another policy aimed at the development of their professional skills and competence; In-service programme could be organized for full time or part – time courses in an educational institution. It could also be short term workshops, conferences and seminars. Whatever the nature of the in-service programme, they are aimed at improving the professional skills and competence of teachers in teaching.

As it is done in the developed countries of the world, nobody is ever allowed to teach at the primary or secondary schools without being licensed to do so by the relevant professional body. The situation in Nigeria will soon become sanitized when all the unqualified teachers are thrown out of the classroom. When this is done, we hope our teachers will not only be very competent but also more dedicated.

Self-Assessment Exercise I

1. Explain what you understand by Education Policy.
2. Enumerate some of the national policy on teacher education in Nigeria.

3.2 Educational Institutions Designed for Teacher Education in Nigeria

In the proceeding section, we discussed the policy statements on teacher education. Let us now identify and discuss the various teacher education institutions in Nigeria and their roles.

As stated in the National Policy on Education (2004), the following institutions are expected to give the required professional training for teachers:

3.2.1 College of Education

This is a tertiary institution established to produce non-graduate professionally qualified teachers. At the inception, they were known as Advanced Teachers Colleges and produced middle level manpower for the lower arms of secondary schools. The establishment of the Advanced Teachers Colleges was based on the Ashby Report which in 1960 recommended the establishment of Grade I teachers colleges (Fafunwa 1991).

Therefore, the first generations of the ATC were established in 1962 by both the Federal and Regional Governments. The five Advanced Teachers Colleges were then established as an emergency scheme for the production of professionally qualified non graduate teachers.

The number of the Colleges of Education in Nigeria today has risen to well over 70, owned by the Federal, State and private individuals and organizations. The original plan of the colleges was to produce professionally qualified and competent non-graduate teachers for the lower classes of secondary schools as earlier stated. In recent years however they have been producing teachers for the primary level of education. Some of them have also become degree awarding institutions.

There are presently four different categories of Colleges of Education in Nigeria. These are:

The conventional Colleges of Education: These are the colleges that produce all categories of teachers for the primary and junior secondary school levels. The areas covered by the conventional colleges of Education are – Arts, Social Sciences, Sciences, Primary Education Vocational and technical education. This category has the highest number of colleges and enrolment figures.

Colleges of Education (Technical): This category produces teachers mainly for the junior secondary schools in introductory technology, integrated science and home economics. This implies that this category of colleges of education does not produce teachers in the other subject areas in the Arts or Social Sciences.

College of Education (Special): There is only one of these categories in Oyo town. It trains teachers in all disciplines for special education. That is, teachers who are specially trained to teach the different categories of handicapped people.

College of Primary Education: There is only one of this category at Noforija Epe, Lagos State. It was established to produce specialist teachers in all disciplines for primary schools. That is, the products of this college are specially trained to teach particular subjects at the primary school level.

3.2.2 Faculties of Education

The desire to have graduate teachers who are professionally qualified led to the introduction of the Bachelor's degree in education at the University of Nigeria NSUKKA in September 1961. Before this time, what we had were people with their Bachelor's degrees in various disciplines who found themselves teaching in secondary schools. They were given some basic training in the psychology, philosophy, sociology and general principles of teaching and learning for a year in the University. That is the Postgraduate Diploma/Certificate in Education (PGDE/PGCE).

This was considered inadequate for providing teachers with sound background knowledge of the principles and practice of education. This new programme in education initially generated some controversy among the university dons. However, it has become the normal thing in the conventional university now to offer degree programmes of B.A/B.Sc Education or B.Ed in the Faculty of Education.

There are also other professional programmes offered by the various Faculties of Education even though some of them have been discontinued with. They include the Associateship Certificate in Education for Grade II teachers. There is also the Diploma in Education for secondary school leavers or practitioners who could not gain admission into the degree programme for various reasons. The diploma candidates could specialize in any aspect of education such as pre – primary/primary education, Adult Education and Community Development, Educational Administration and Physical and Health Education.

3.2.3 Institutes of Education

The Institutes of Education perform similar functions as the Faculties of Education. The only difference is that the Institutes engage more in research activities in teacher education than the actual production of full time first degree holders. They are also involved in outreach

programmes such as having degree programme centres in College of Education. There was a time when all the Colleges of Education in Nigeria were affiliated to universities nearest to them.

We can say here that teacher education in Nigeria has benefited greatly from the various professional and academic programmes of the Faculties and Institutes of Education of our Universities. You can now go up to the PhD level in Education in any area of your interest. As you are already aware, there are many professors of education both serving and retired in Nigeria today. Can you mention five of them?

3.2.4 National Teachers Institute (NTI)

The National Teachers Institute was established in 1976 with its headquarter in Kaduna. It has branches in all States of the Federation and Abuja. The Institute is charged with the responsibility of providing courses of instruction leading to the development, up grading and certification of teachers as specified in relevant syllabus using Distance Education Techniques.

Essentially, the Institute was concerned with the retaining and up grading of unqualified primary school teachers. However, the Institute is now also involved in equipping graduates without teaching qualification with modern teaching techniques. In other words, NTI is also involved in the PGDE Distance learning programme which started in the year 2005. There are many beneficiaries of the programmes offered by NTI in the country today. Mention at least five people who are products of the NTI managed programmes.

3.2.5 Schools/Faculties of Education in the Polytechnics

Some polytechnics established school/faculties of education for the major purpose of training professionally qualified teachers for technical education. This started during the initial stages of the introduction of 6334 system of education. At that time, there was an acute shortage of teachers for introductory technology and other commercial courses. Therefore, the introduction of NCE programme into the polytechnics was a kind of emergency solution to the shortage of technical education teachers.

As at today, there are many Colleges of Education (technical) in addition to the school of vocational and technical education in most of the conventional colleges of education. In view of this, some polytechnics like the Ibadan Poly has stopped their NCE programme.

Self-Assessment Exercise I

1. Identify any five teacher education policy statements in Nigeria.
2. How far have we been able to implement such policy statements?
3. Discuss the roles of the various teacher education institutions in Nigeria.

4.0 Conclusion

The National Policy on teacher education refers to the intentions of government on what teacher education should be and how to go about it. That is, it provides a focus on what

type of teachers we need and how to get them trained for the different levels of education. There are five designated institutions for teacher education in Nigeria as at now.

5.0 Summary

In this unit, you have learnt

- The meaning of Education Policy
- The meaning of teacher education policy.
- The policy statements on teacher education in Nigeria
- The different educational institutions design for teacher education in Nigeria
 1. Colleges of Education
 2. Faculties of Education
 3. Institutes of Education
 4. National Teachers Institute
 5. Schools of Education in the Polytechnic.

6.0 Self-Assessment Exercise

1. Explain the concepts National Policy on Education.
2. What are the essential Features of the National Policy on Teacher education?

7.0 References/Further Reading

Fafunwa, A. Babs (1991). *History of Education in Nigeria*. Ibadan: NPS Educational Publishers.

Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: MRDC.

Unit 7 Problems of Teaching and Teacher Education in Nigeria

1.0 Introduction

In the first six units of this module, you learnt much about the profession of teaching in Nigeria. From the meaning and characteristics of a profession to the profession of teaching and teacher education, you have been exposed to different aspect of teaching as a profession. In this unit, we are going to discuss some of the problems associated with the teaching profession and teacher education in Nigeria.

2.0 Objectives

At the end of this unit, you should be able to:

- enumerate the problems associated with the teaching profession in Nigeria
- suggest solutions to the problems.

3.0 Main Content

3.1 The Teaching Profession and Teacher Education in Nigeria

In the first two units of this module, you learnt the characteristics of a profession and how teaching could be regarded as a profession. Some of the characteristics of a profession which qualifies teaching to be classified as a profession include:

- Long period of Teaching
- Members practice the profession freely
- Code of conduct guides the practice
- Well spelt out condition of service
- Members under the umbrella of a body called Union or Association.

Similarly, you learnt in one of the units that teacher education is the aspect or component of any educational system charged with the education and training of teachers to acquire the necessary skills and competence of teaching.

Without the acquisition of the skills and competence for teaching, it will be difficult if not impossible to achieve the desired aims and objectives of education generally. In view of the unique roles which teachers have to play in the successful implementation of the school programmes, government has done much for both the teaching profession and teacher education in Nigeria.

However, as much as efforts have been made to improve the image of the teaching profession as well as modernize and expand the teacher education programme, much is still

left to be done. This has created some problems for the Nigerian teachers both inside and outside the classroom. We shall now consider the cause of the problems and proffer solutions to them.

3.2 Problems of the Teaching Profession and Teacher Education

There are many problems facing the teaching profession in Nigeria. It may therefore not be possible to enumerate all the problems here. We shall only discuss the most important ones and suggest solutions to them.

3.2.1 The Poor Prestige of the Profession

This appears to be the grand parent of all the problems facing the teaching profession and teachers in Nigeria. There is probably no group of professionals who have been more scorned and blamed than the school teachers. This is as a result of many factors which we may not be able to extensively discuss here.

As you learnt in one of the units, teachers were once the most highly respected and honoured workers in Nigeria. This was probably due to the quality of entrants to the profession then. That is to say teachers then were among the best products of the Mission Schools in terms of their high academic and moral standards.

However, the desire for self-determination in education and other spheres of life led to the massive expansion in schools and colleges. This on the other hand led to the recruitment of people without professional teaching qualification to teach in our schools in the process of filling the classrooms with people to cheat rather than teach the pupils. Men and women of low academic and moral standards were brought into teaching. So, the teachers who were once seen to be always neat, disciplined, firm, conscientious and morally and socially efficient are now found wanting.

Suddenly, the schools which were well known as serious places for learning have become institutions in which less and less learning takes place. People now feel there is a fall in standards as a result of the teachers' inefficiency.

Therefore, the teachers' prestige has dwindled over the years. It has become so bad that nobody wants his/her children to become teachers now. As observed by Akinbote (2001) those who go into the Teachers Colleges now do so because there is no other place to go.

Solution: The solution to this problem is to first restrict the entry into the teaching profession to only those who are professionally qualified and registered. There is a step in this direction now with the Teachers Registration Council of Nigeria already put in place. After a period of grace, anyone who is not professionally qualified and registered as such by the TRC cannot teach in any school in Nigeria.

The other solution is to raise the entry qualification and the procedure for admission into the various teacher education programmes in Nigeria. The present situation whereby only the weak, rejected, the frustrated and reluctant candidates are admitted into the teacher education programmes will not help to raise the prestige of the teaching profession. This is

because, according to Akinbote (2001), the entry qualifications of recruits into a profession tell much about the prestige of that profession.

3.2.2 Poor Conditions of Service

When we say the conditions of service of teachers are poor, we do not only mean the salary. There are some other things like regular and prompt payment of salaries, decent and environmentally friendly place of work among other things which affect the prestige of workers. Teachers in Nigerian Schools particularly the public primary schools have not enjoyed these conditions of service for many decades now.

Although, the salaries may have been increased considerably in recent years yet, we cannot say they are paid regularly as at when due. There are many states where teachers' salaries and allowances are often in arrears. All these delays and irregularities in teachers' salaries often force many of them to borrow or to be unable to pay their rents and purchase the basic necessities of life. In addition to this, many teachers do not have decent chairs, tables and offices to work in their schools. All these often lead to the poor prestige of teacher in the society.

Solution: The solution is to improve generally the condition of service of teachers. This could be done through the provision of a special Salary Scale or Structure for teachers, payment of their salaries and allowances regularly as at when due, and making their places of work more worker friendly. Special allowances should be paid to those who are posted to the rural areas, while basic social amenities should be provided in the schools so that teachers and their pupils could also enjoy the benefits of modern information technology.

3.2.3 Low Self Esteem among Teachers

As a result of decades of neglect, scorn and blame, many teachers in Nigeria tend to look down on themselves. If you ask any of them why they are not having a good physical appearance or some of the basic necessities of life, they are quick to blame their misfortune on the type of profession they have chosen.

In other words, they have a low self-esteem. They tend to carry the Biblical injunction to be humble to the extreme end of self-denigration. Some teachers' physical appearance cannot command any form of respect or affection from either their pupils or the parents. This as you learnt in one of the units of this Module is contrary to the teachers of the Colonial/Missionary Era. You can still learn from your parents or uncles how teachers of those days were respected and admired by their pupils and the general public.

Solution: Thank God some young teachers particularly in the urban centres are now living up to the standard expected of them in terms of their physical appearance. However, much still need to be done to improve the self-image of the teachers. One of them is the regular payment of their salaries and allowances as mentioned earlier on. If they receive their salaries promptly, they may be able to meet their needs and thereby have some self-confidence. Also, the teachers should try to improve themselves academically. When they have high qualification, they may become more confident and assert themselves wherever they may be.

3.2.4 Inconsistency in Government Policy

One of the greatest problems facing Nigeria generally is inconsistency in government policies over the years. The frequent changes in Government particularly during the military era and the attendant changes in policies have had its effect on education and teachers welfare in particular.

In the last two decades, primary education management has changed from the state to the federal and local governments several times. This has led to the welfare of teachers being subject to inconsistencies as it relates to who pays their salaries. You will still recall the dark days of primary education in Nigeria between 1991 and 1993 when primary school teachers were on strike for many months in some states.

Solution: There should be continuity in government policy with particular reference to the welfare of teachers. May be teachers' salary at the primary school in particular should be placed under the consolidated fund. This will ensure regular payment of teachers' salaries and allowances irrespective of who is in charge at any period of time. A situation whereby teachers are placed at the mercy of Local Government Chairmen or State Governors is not good for the welfare and morale of teachers.

3.2.5 Low Output of Teachers

One of the major problems of teacher education for primary schools in Nigeria according to Taiwo (1983) is the poor qualities of the products and the low output of the teachers. It is obvious from what is going on around us that there are many teachers who are deficient in both the curriculum content and the methodology of teaching. Since you can only give what you have, such teachers output will be low. This is why it is now generally believed that less and less learning is taking place in our schools. This may in part be due to the quality of enticuts into the teacher education programmes.

In the same way, the quality of their preparation is another thing to worry about since we teach the way we are taught.

Other cause of the low output of teachers is the lack of dedication to duty by many teachers. The reasons for their not being dedicated are too many for us to list here. Can you just mention any two reasons why some Nigeria teachers are not dedicated?

Solution: There must be a proper reorientation of teachers' right from the teachers colleges. They should be made to realize that teaching deals with the development of human beings. Therefore, any carelessness on their part will lead to a chain of negative results in the individual and the society at large.

The next thing is to control the entry into the profession though the admission process into the various Teachers Education Programmes. Only those who are academically socially and emotionally suitable should be allowed into the various teacher education programmes. There is no point in a crash, programme that will produce half baked, third-rate, unsure and reluctant teachers.

At the end of the day, their productivity will not only be low but they would have done a lot of damage to the individual learners, the education system and the society at large.

Therefore, only those who, like in the Colonial/Missionary period are found capable should be admitted into the teacher education programmes and invariably teaching.

Finally, the condition of service of teachers should be made better to boost their morale. When they are comfortable, they will exhibit some self-confidence which on the other hand will reflect on their attitude to work. The head teachers and the school inspectors should do their supervision and inspection of classroom teaching of the teachers regularly. They should be there to put the teachers right and not only to be fault finders.

Self-Assessment Exercise I

1. Identify five problems facing teachers and the teaching profession in Nigeria.
2. Explain the causes of the problems.

4.0 Conclusion

Teacher education and the teaching profession are facing many problems in Nigeria. Unlike the Colonial/Missionary days, teachers no longer enjoy the prestige and the honour associated with their work. Teaching is one of the most scorned and blamed professions in Nigeria. Therefore, efforts should be made to connect the anomalies and restore teaching to its former position of honor and respect in the society. Right from the recruitment of intakes into the various teacher education programmes to their appointment as class teachers, proper screening of teachers should take place.

The conditions of service of teachers should be improved while teachers should improve their self-image. They should stop looking down on themselves. The school Heads and Inspectors should intensify their supervision of teachers. All these will go a long way in improving the image of the profession and also the quality of education in the country.

5.0 Summary

In this unit you have learnt five major problems facing teacher education and the teaching profession in Nigeria. These are:

- Poor prestige of the profession
- Poor condition of service
- Low self-esteem among teachers
- Inconsistency in Government policies
- Low output of teachers.

6.0 Self-Assessment Exercise

1. What are the causes of the poor prestige of teachers in Nigeria?

2. Suggest ways of bringing the past glory, honour and dignity back to teachers and the teaching profession in Nigeria.

7.0 References/Further Reading

Akinbote O. (2001). Problems of Poor Quality in Primary School Teacher Preparation: A Case Study of Nigeria's Colleges of Education. *African Journal of Educational Planning and Policy Studies*; 1(1) 23-39.

Akinbote, O. (1999). NCE Teacher Education Programme for Nigeria Primary Schools: Expectations for the 21st Century in Abimbade, A. (Ed.). *Teaching and Teacher Preparation in the 21st Century*. Ibadan: Department of Teacher Education, University of Ibadan.