

REBRANDING TEACHER EDUCATION IN NIGERIA FOR EXPECTED OUTCOMES
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Email Address: ¹ojogbenga51@gmail.com, ²kolalawal1010@gmail.comTelephone Number: ¹08062279552, ²08037529343**Abstract**

The saying that no nation ever rises above the quality of its teacher illustrates the pivotal position which teachers occupy in every society. Teachers' influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the tutelage of a teacher and thus what they now become is a direct outcome of what the teacher has passed or transmitted to them. This paper therefore examines the rebranding of teacher education in Nigeria for expected outcomes. The conceptualization of teacher, teacher education and rebranding was thoroughly examined for lucid comprehension. The need for rebranding teacher education in Nigeria were x-rayed with various illustrations. Mechanical devices for rebranding teacher education were extensively discussed. Conclusion and recommendations were offered among which is that teachers should endeavour to create a conducive and stimulating learning environment that will enhance effective teaching and efficient learning that will produce expected learning outcomes.

Keywords: Rebranding, Teacher, Teacher Education, Outcomes

Introduction

The education sector in Nigeria is the pivot around which other sectors of any country revolve; this then underscores the importance of education in the development of manpower for other sectors, not just in Africa but globally. Ebong (2006) reiterated that manpower (human resource) development is a function of education. There is no gain saying the fact that the equality of the educational system is, to a great extent, an indication of the quality of the human resource of a nation and invariably the quality of the nation. Nigeria and some sub-Saharan African countries like Mali, Ghana, the Gambia, and Liberia have been promoted and even tagged developing

nations. This therefore calls for the growing concern about the quality of education in Africa generally and Nigeria in particular. The quality of education depends largely on the quality of the teachers.

Education is a key factor in human and national development. It would be difficult to discuss human and national development without references to education. Development does not start with goods, it starts with people and dealing with their education, organisation and discipline (Anikweze, 2011). He maintained that without these three, all resources remain latent and unshaped. To discuss education without teacher education will be scratching the surface. As Anikweze (2011) opined, nearly all issues, whether related to goals, learning achievements, organisation of the programme, or performance of the education system involve an analysis of the role of teachers; their behaviour, performance, remuneration, incentives, skills and how they are used by the system. Therefore, teacher production should be based on sound educational philosophy, a philosophy which to all intents and purposes, should guarantee the acquisition of necessary professional knowledge and skills such that trained teachers should be able and capable in the organisation of the school and in the ability to educate the learners.

The UN report of 1929 noted that education is fundamental to enhancing the quality of human life and ensuring social and economic progress. This is an indication that education has not been properly harnessed as a veritable functional instrument as it has had only a marginal bearing on the quality of life of individual citizens. It also indicates that the educational system is replete with problems and one area that should come first in search of any human endeavour in life is education and the education for teachers, which produces teachers that translate, educational

functions, virtues and aims into reality.

Conceptualization Clarification

Education, being the greatest hope of a nation, especially for a developing country like Nigeria, cannot just be left in the hands of mediocrity. Hence, the transmission of knowledge and information from one generation to another requires the services of someone adequately trained and skilled in the area of doing the job. That person is the teacher. He is the one assigned the responsibility of transmitting to the present generation the accumulated knowledge and values of the past and thus integrating this information about the present with a view to modifying and improving the future (Adewuyi & Ogunniyi, 2013).

A teacher can be many things for many people; a moral instructor, an educator, or facilitator, a mother, a role model, a best friend, a counsellor, a coach, a demonstrator, an entertainer, a preacher and a missionary. According to Kizlik (2011), a teacher wears so many hats in carrying out their duties. They assume the role of a communicator, disciplinarian, conveyor of information, classroom manager, evaluator, counsellor, team member or leader, decision maker, and surrogate parent among other. As a moral instructor, teacher guides children on the path of life through principles and instruction.

A teacher is a professional qualified person who provides education for pupils and students. The endless description of the teacher is a pointer to his importance. Corroborating this, it is noted in UNESCO's (2004) Education for All Monitoring Report that teachers are among the most significant determining factors in ensuring educational quality. An agreement was reached at the world summit in 2002 to establish a UN Decade of Education for Sustainable Development (2005 – 2014). In the course of reviewing it in 2009, it became evident that enough attention was not given to teacher education. The need then arose to strengthen the teacher education initiatives for the 2nd half of the UN Decade of Education for Sustainable Development (UNESCO, 2009). No education system quality can be greater than the quality of her teacher, (Federal Republic of Nigeria, 2013).

To avert the imminent total collapse of the education system therefore, there is an urgent need to re-package the teacher education programme. This will help equip the teacher for the enormous task of producing quality manpower for the nation.

Teacher education according to Obasi and Ohia (2017) refers to the policies and procedures designed to equip prospective teachers with the knowledge, attributes, behaviour and skills that they require to perform their tasks effectively not just in the classroom or school but in the wider community. Teacher education is a programme related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education means all activities and experiences that qualify a person to assume responsibilities as a member of the educational profession and discharge his responsibilities more effectively.

Teacher education can be equated to teacher preparation. It involves various activities for training teachers in various institutions. Teachers are trained at various levels and various institutions in Nigeria. The institutions involved in the professional training of teachers are colleges of education where teachers are trained to acquire the Nigeria Certificate in Education (NCE) on a full and part-time basis. A few of them also award a Bachelor's Degree in Education, some full-time and others part-time (in affiliation with universities and also University faculties of Education where they are trained full-time or part-time to acquire NCE, B.ED, M.Ed and Ph.D degrees in education (Adewuyi & Ogunwuyi, 2013).

Amadi and Bello (2019) state that teacher education is a process whereby the prospective teachers, pre-service teachers or intending teachers or aspirant teachers are provided the opportunity to develop cognitive perspective, affective disposition and psychomotor competencies which endow him/her with qualities, capacities, capabilities for teaching. It is meant to prepare teachers that would effectively direct and influence learning in a classroom

situation. UNESCO (2004) identified different roles of teacher education to help in the achievement of the goals of the schools, thus; enabling teachers to develop the potential of their learners, to serve as role models, to encourage self-confidence and creativity and lastly, develop appropriate, and where necessary change attitude towards their job.

To meet the above expectations, teacher education focuses on four elements. These are improving the general educational background of the trained teachers, increasing their knowledge and understanding of the subject they are to teach, pedagogy and understanding of children and learning and the development of practical skills and competencies. In Nigeria, the aims and objectives of teacher education are:

- a) To produce highly motivated, conscientious and effective classroom teachers for all levels of our educational system;
- b) To encourage further the spirit of enquiry and creativity in teachers;
- c) To help teachers fit into social life of the community and the society at large and enhance their commitment to national goals;
- d) Provide teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- e) Enhance teachers' commitment to the teaching profession (FRN, 2013).

The word rebranding according to Chinezie (2020) is the process of changing the corporate image of a person or organisation. It entails giving a new name, symbol or change in design for an already established entity. The major aim of rebranding is to influence the positive perception of an individual or organisation. Ochiam (2010) posited that rebranding reflects a change of focus and repositioning of visions to set one apart and exploit the popularity of some current trends. In this context, the rebranding of teacher education is geared towards recognizing opportunities for teachers to grow, innovate, tap into possibilities and reconnect with their learners effectively. The idea of rebranding is to create a different and better identity and version of the teachers and

their profession to create value, innovate and maintain high global standards.

In the same vein, rebranding is a marketing strategy in which a new name, term, symbol, design, concept or combination thereof is created for an established brand to develop a new, differentiated identity in the minds of consumers, investors, competitors, and other stakeholders. Often, this involves radical changes to a brand's logo, name, legal name, images, marketing strategies, and advertisement. Such changes typically aim to reposition the brand/company, occasionally to distance itself from negative connotations of the previous branding or to move the brand upmarket, they may also communicate a new message a new Board of Directors wishes to communicate.

There are two main types of rebranding: reactive and proactive. Reactive branding is when the company responds i.e. reacts to something. Perhaps, it responds to a series of events that have altered the company's or a product's image. Reactive occurs when the aim is to completely change or disruptive the company's image. This could be due to legal problems or negative publicity. It could also be due to a merger or acquisition.

Proactive branding occurs when company executives are thinking ahead or see a growth opportunity. Possible reasons include targeting a new market, changing focus, or reconnecting with the customers. Sometimes, it may be simply a desire to innovate.

There are many reasons why a professional services firm might consider rebranding. Here are four of the most common; (1) refresh a tired brand. The marketplace is continually revolving. After a few years of neglect, a brand can lose its relevancy, look and sound dated, and become a drag on a firm's success (2) address a merger or acquisition. A merge or major acquisition can create a major shift in target audience or business strategy. It may even require a new name (3) overcome a public relations crisis; rebranding can be an effective way to change negative public perceptions and begin the process of rebuilding a firms' reputation (4) reposition the firm. Most

professional services firms lack strong differentiators or compelling reasons for buyers to choose them over competitors. Rebranding can uncover your differentiators and tell a powerful story (Amadi & Bello, 2019).

The Need to Rebrand Teacher Education in Nigeria

The realization of Nigeria's dream of becoming one of the world's economically viable economies remains a mirage except there is an aggressive practical move to develop her human resource (manpower) base. This invariably calls for a total overhauling of teacher education because the teacher of this generation cannot be prepared like the teacher in our grand-parents generation. This vision has six policy trusts, one of which is to build a productive, competitive and functional human resource base for economic growth and social advancement as posited by Anikweze (2011) citing Ochiama (2010). This can only be achieved by the teachers in the education system. Ebong (2006) reiterated the importance of manpower development in resuscitating a nation from its depressed economy. The teacher education in Nigeria needs to be repackaged to equip teachers with 21st century mindset, attitude, skills and knowledge.

Sincerely, the teacher will be expected to be relevant in the 21st century if he/she is still trained in the 19th century way. Teacher education programmes and activities should be reviewed and rebranded to ensure that teachers at all levels of the system have a strong foundation in knowledge and skills to use technology effectively. Nemser (2001) opined that the central task of teacher education is to help the teacher candidates examine very critically their beliefs and values as they relate to teaching, learning and subject matter. This will help teachers form a vision of good teaching that will guide and inspire both learning and work.

Areas that Need Rebranding in the Teacher Education

A qualified teacher fully equipped with the qualities of a good teacher is expected to play several roles revolving around the transmission of knowledge and values. Besides teaching effectively, other roles of the teacher that deserve

rebranding are to be discussed as follows:

Director of Learning

The volume and quality of learning that goes on in the school are mainly directed by the teacher. He selects the appropriate teaching techniques and strategies to aid effective learning. In addition, he is the one that determines, selects and utilizes relevant instructional media that contribute towards the effective learning of his pupil. What is urgently required now is the training of teachers in institutions of Teacher Education is how to effectively select the appropriate teaching techniques and strategies that will enable them to teach very well so that the learning expected learning outcomes will be accomplished (Ebong, 2006).

Counselling and Guidance

In the course of discharging his duty, the teacher also plays the role of guidance counsellor; because of the supposed gap between him and his learners in terms of age, level of education, exposure and experience, the teacher is in a better position to perform this role. He counsels the learners to overcome their emotional or psychological problems. In addition, he advises them on the choice of subjects and careers. In essence, teachers are to be encouraged to avoid doing the role of teaching alone but to have it at the back of their mind to do the guidance and counselling roles more. These roles having been performed, will be remembered at all times by the learners (Himezie, 2020).

Active Member of the School Community

Besides teaching the students within the four-walls of the classroom, teachers also have a variety of roles to play as a member of the school community. He needs to interact with other members of the school community, he is expected to take active parts in various extracurricular activities like games, athletics, drama, scouting, school clubs and subject association. With this, he is expected to combine with teaching such offices like gamemasters, drama leaders, club advisers and patrons. In each of these offices, he is expected to provide good leadership and serve as a model for the students to emulate (Adewuyi & Ogunwuyi, 2013).

Professional Membership

In addition to performing the roles highlighted above, the teacher also needs to function as an active member of his profession. He is supposed to be a functional and financial member of the teaching profession. In performing his functions, he is to be guided by the ethics of the profession. He strives always to protect the interest of his profession and that of other members of the profession.

He attends meetings of the professional body regularly to keep abreast of the developments in the profession. So also, he attends from time to time seminars, workshops and conferences organized and/or directed by the body to acquaint him of the latest happenings, discoveries or innovations in the profession. (Adewuyi & Ogunwuyi, 2013).

Learners Assessment

The teacher must assess correctly the performance of his learners in classroom work at any point in time without any bias praise, rebuke, or encourage or motivate the learners. The teacher provides criteria to judge who is to be promoted to the next class, who is to be appointed prefects. A good teacher therefore needs a good sense of judgement to some extents.

Class Management

Teaching generally, concerns more than instruction or guiding of learning. In presenting a lesson, the teacher usually spends a large amount of his time and effort with the management of the classroom. To manage means to handle or arrange a number of things, people or situations to achieve a desired objective. The teacher therefore is a classroom manager for he is concerned with the utilization of available resources in the accomplishment of the stated instructional objectives. Teacher's competence in playing this vital role of class management may make or mar his effectiveness as a teacher.

The teacher needs to manage the pupils, the instructional materials as well as facilities provided in the school to bring about a conducive classroom environment which makes learning easier and more beneficial (Ochiama, 2010).

Willingness to Learn

The good teacher will remain a student all his life, that is, he realises that learning goes on throughout life. It is only by continuous learning that he can become an educated person, which is what every teacher should be. The best teachers are those who have the humility and capacity to learn by success and failure.

Education, like medicine and technology, is never stagnant. New experiments, discoveries and new ideas are being tried out from time to time. The teacher needs to keep abreast of time to learn new knowledge and ideas to make his teaching more exciting, attractive and interesting.

As a teacher, you need to realise that what you learned at school is only the beginning of knowledge. An educated one is he who knows he does not know all he ought to know. The mind of the man who goes on learning stays alive. Therefore, a teacher should not rest on his oars, instead he should keep on learning that his mind may remain alive (Adewuyi & Ogunwuyi, 2013).

Effective Communication

Teaching involves giving information. It is exposition when a teacher is teaching he is often giving new information to his children. one essential part of teaching is communication knowledge. The giving of information is not the most essential aspect of teaching, still more important is the fact that teaching is causing to learn. Real teaching is not what we do for the child, but what we can persuade him by one method or another to do for himself. For teaching to bring about learning, the teacher must effectively communicate the new information to the learners. For effective communication, the teacher must have adequate knowledge of the language being used as medium of instruction in schools. It is the mastery of this language in terms of syntax, grammar, pronunciation etc that would ensure his effective lesson presentation.

Mechanical Devices for Rebranding the Teacher Education

For a teaching profession to worth its salt, it must have a perfect period of systematic and specialized academic and practical training for its members. It must not be a job in which

competency can be acquired within a short period with little or no practical training. Otherwise, there is nothing special about the job again. A trade is a profession if only those who are well groomed in the art can perform it effectively and efficiently (Haggai, 2012).

In the same vein, Teacher education must be thoroughly founded upon a systematic body of knowledge. It is upon such accumulated where of knowledge members fail in time of need. To argue a case for example, a lawyer can fall back to his experience and several literature relating to similar cases (Dibal, 2012).

Also, in teacher education, there must be a system of in-service training that is well grounded for the members to update their knowledge. In-service training is a prerequisite necessity simply because each profession is founded upon a body of knowledge, which however, is constantly changing. Therefore, there would be organised for a like seminars, workshops and conferences etc to bring members together to exchange ideas on discoveries, improvements and modalities for greater effectiveness and efficiency.

Adewuyi and Ogunwuyi (2013) opine that teacher training colleges of education and faculties of education of universities have been involved in the training of teachers for primary and post-primary institutions. Teaching in Nigeria has therefore reached this stage of development. The only problem is that not all of these end up teaching in our schools for long. They only use it as a stop gap; they check out to greener pastures at the slightest opportunity (Dibal, 2012).

A professional Association must be enforced to be in operation for the teachers in Nigeria. professional bodies raises the quality of recruits into the profession and make conscious effort to protect it from invasion by the unqualified. They keep standards of remuneration for their members and also fight hard to secure good conditions of service. The teachers' Association in Nigeria (NUT) is not a professional organisation but a trade union that is concerned primarily with increase in salaries and improved conditions of

service. The time has come for Nigeria teachers to form a genuinely professional organisation for the advancement of teaching as a profession in Nigeria (Nwosu, 2011).

Persistent agitation for the support of law for the teacher education must be taken as of the highest priority. Licensing and certificates are weapons that professionals use for protection. Registration of teachers in Nigeria does not regulate and control entry into the profession. To eliminate quarks and amateurs whom we refer to as cheat, and to raise the status of its members, thus promoting respectability, the teaching profession should licence its membership. This will soon be realised, now that the government has made it mandatory for teachers who have not been previously trained to teach, to acquire such training soonest to quit the teaching profession (Nwosu, 2011).

Conclusion

At present, teaching in Nigeria cannot be said to have been thoroughly professionalized. The teacher's condition of service has not been stable, neither has it been guaranteed like those of other professions like medicine, law, architecture and engineering. Today, teachers are regarded as civil servants, but they do not enjoy the same conditions of services as their file-carrying counterparts. Teachers' fortune in terms of the condition of service depends on the swinging of the political pendulum. Sometimes, a government feels inclined towards better conditions of teaching and education, and as such improves the loss of teachers.

Recommendations

Based on the foregoing, the following recommendations are provided;

- Σ Teachers should endeavour to create a rich and stimulating learning environment to make teaching learning process more exciting and interesting
- Σ Government should ensure that schools have constant financial support to procure every relevant equipment that will enable effective teaching and efficient learning.
- Σ Teacher Registration Council of Nigeria should create avenue for teachers to be enlightened in the professional codes of

conducts expected of them and the need for them to be registered with TRCN through the media, workshops etc.

- Σ Government should ensure that teachers undergo capacity building or on-the job training through sponsorship or keep them abreast with innovations in the education system.

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