

REBRANDING TEACHER EDUCATION: A PANACEA FOR
ENDURING LEARNING OUTCOMES
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ABIOLA T. O., Ph.D & OGUNNIYI J. O.

Department of Early Childhood Care And Primary Education,
Faculty of Education,
University of Ilesa

Abstract

The paper examined the current negative trends in almost every aspect of our educational life as manifested in the immoral behaviour of students, riots in our educational institutions and unpatriotic attitudes of some academics. The paper agrees that there is an urgent need to rebrand our educational system in its quest for a paradigmatic shift in the conceptualization of knowledge on the part of teeming students. To this end, it asserts that teacher education be intellectually stimulated for the prospective teacher to become versatile with good leadership qualities to enhance a lasting learning outcome on the part of the students. To meet the challenges of effective educational leadership, several innovations and changes have to be put in place, such as making every school operate as a professional learning community so that, through partnership with parents and community members, it can continually strive to improve the quality of students. The paper therefore, recommends further development of the teacher's capabilities to enhance rapid development of the teacher for the continuous development of the nation.

Keywords: Re-branding, Teacher, Education, Enduring learning outcomes

Introduction

Education is an indispensable tool for national growth and development. Teacher education distinguishes itself through its preoccupation with pedagogy, epistemology and human development. Whereas, Olusegun (2009) believed that they could make hard things easy. The impact of leadership tends to be greatest in schools where the learning needs of students are most acute, because, they are one-fourth preparation and three- fourth theatre.

Education, be it formal or informal, conveys certain knowledge, skills, honours and responsibility to its beneficiary. It equips the

teacher with the act of utilizing the knowledge he has in school and constantly making it available in society. As already noted, Teacher education prepares the teachers for their roles in society and not only in the classroom. The teaching profession as one of the most valuable professions in the world, ensures that the future of any nation is premised on the vibrancy and versatility of its teachers and leadership philosophy, corroborating Plato's assertion that, productivity of a nation is hinged on everyone's ability and capacity to give back to the society. Thus, teacher education should not only involve theoretical knowledge about leadership qualities but also the skills needed to effectively drive the individuals and the entire nation to set and achieve realistic, meaningful and productive goals. Several meanings have been given to the word 'brand', some of which are, "a type of product made by a particular company" and "to describe someone or something as a very bad type of a person or thing, often unfairly".

Rebranding in the context of this paper involves a conscious activity or attempt geared towards making rejuvenation in the state of something already existing to give it a different and better image. To re-brand Teacher education means, to change the world's perception of our nation's educational system, and most significantly, teacher education from ignominy to glory. It is about re-defining the concept of our calling and engaging wholly in the process of national renewal to attain a height where national interest, the domestic and international image of the nation matters to all

The teacher, as epitome of good governance, is a leader with vision; one who teaches another, the good concept capable of transforming them into a formidable set of individuals needed to drive the nation's economy. He/she is one, who is focused, result-oriented, and one who has all it takes to influence those under his /her tutelage. He/she is a

role model and one that does not coerce his/her followers.

Education - Drawing from a theory of learning by Socrates, (Okere, 1983) stated that;

“Education is midwifery; it is helping the student to bring forth that which he is already pregnant with”. He further stated that man as a complex being full of possibilities and potentials could be more accomplished and truly educated if he develops these potentials”.

Concept of Teacher Education

Teachers are recognized worldwide as transmitters of knowledge, skills and values to learners at all levels at all levels of education system. In his views, Obanya (2007) observes that teachers have traditionally been regarded as professionals that impact positively on learners, on schools and on the larger society. He concluded that teachers can make or mar an educational programme. Akinola (2010) saw teacher education as a form of education that is designed to groom those who teach or would like to teach or be engaged in relevant professional services in our schools, colleges and ministries of education. In the past, teachers' training was used to describe the preparation of teachers. In the present times however, the use of teachers' training has been replaced by Teachers Education. The former is limited and narrower in scope and depth while the latter is a broader and much more systematic and all-embracing concept. This is why the essence of teacher education is seen as to provide teachers with the necessary skills, knowledge and competencies they require to enable them to do their job well and thereby make significant impacts on the education of school children. In doing so, development can be attained. Adewole (2019) is of the view that the purpose of teacher education is to produce well-qualified professionals who can adjust to the changing needs of the students and developmental prospects of modern society.

Aims and Objectives of Teacher Education

Today, the provision of teacher education aims at equipping teachers with opportunities to develop cognitive perspective when they come to assess

what is best for a particular group of students in school. All the same, the publications of the new National Policy on Education (2004) give comprehensive views of the aims of education in Nigeria and with respect to Teacher Education are to:

- * produce highly motivated and conscientious and efficient classroom teachers for all levels of our education system.
- * encourage further the spirit of enquiry and creativity in teachers.
- * help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- * provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to any changing situation not only in the life of their country but in the wider world.
- * enhance teachers' commitment to the teaching profession. The National Policy on Education (2004) in its Section 9 Sub-Section 57 stated that:
“Teacher education will continue to be given major emphasis in all our educational planning because no education system can rise above the quality of its teachers”. From the foregoing it is obvious that the objectives of teacher education have not been fully realized. Teachers of all categories in Nigeria today are not motivated and they are demoralized, therefore they are not effective in their choice of career. They are not encouraged to develop scientifically and as such they are not creative and innovative.

In spite of the enormous work the teachers are doing at all levels of our educational institutions, they are now well recognized in the society. Their social life is low when compared to their counterparts in other sectors of the country.

Teachers are economically, socially and financially poor when you assess them by the salaries and allowances they earn. This has not allowed them to adapt to the changing situation in

their lives and the country as a whole. The teacher education programme is not given the required attention. This is manifested through poor funding of teacher education in our tertiary institutions. People's interest in teacher education programme is declining on a daily basis.

This situation has made people, especially those who want to be trained as professional teachers to have a change of mind and opt for another profession. Towards this direction, proper planning and good implementation of government policies on teacher education should be embarked upon in order to achieve the objectives of teacher education.

Quality of Teacher Education

Molagun (2008) views education as the process through which the potentials of individuals are developed through exposure to the acquisition of experiences in forms of skills, knowledge and values needed for the transformation of behaviours thereby making the individual acceptable, relevant and a contributor to the progress of his society. Education is an important tool in the hand of any society to fashion out all that will usher in comfort and progress, that is why quality education should be pursued for the realization of educational goals.

According to Oguntuase, Ayodele & Nwarunta (2019) teacher education implies equipping teachers with sound theoretical and practical knowledge in their subject area as well as pedagogical skills necessary for effective teaching and learning in other words, quality teacher education involves providing all the necessary ingredients that will enable the products of teacher training institutions to be sound, so as to handle the education of the citizens of a country effectively. Moreso that laudable educational programmes in Nigeria are not achieved due to some factors, of which the most crucial is lack of qualified personnel to handle such programmes. Quality teacher education is crucial to the actualization of rebranding teacher education in Nigeria.

Rationale for Re-branding Teacher Education

The term, Re-branding in Nigeria, dates back to General Gowon's regime which initiated an

internal re-branding programme of reconciliation, rehabilitation and reconstruction to heal the wounds incurred from the last Nigeria's civil war. This effort achieved a measure of success in the area of re-integration of fellow Nigerians from the Biafran side. Next was that of General Muritala's regime of zero tolerance for corruption. The re-branding programme of that regime led to the removal of bad-eggs from the service of both public and private sectors. The last

Nworah (2006), summarized why we need re-branding as follows: to remove dichotomies militating against national interest and sustainable nation building; to sanitize the political and educational terrains from all forms of abuse; to rid the nation of all forms of corruption; to replace individuals and self-interest with national interest, to sensitize our teeming youths on the need to initiate, promote and maintain moral sanctity in school and eschew all forms of restiveness and irrational behaviours; and to redeem the badly tainted Nigeria's image.

Akinpelu, (1983) summarized the need for change because, he claimed, Nigeria then was in a state of moral vacuity. A catalogue of such crisis include:

Exhibition of unhealthy attitudes which are the reflections of an even deeper malaise, namely; lack of commitment to a viable moral base among our teachers and learners. This lack of moral integrity is reflected in forms of rampant fraud, stealing, robbery, nepotism, forgery, examination malpractices which have become entrenched in Nigerian public life.

Baikie, (2010) stated that "for us deny unpleasant images of us that are true would compound the situation and permanently confirm our inability to alter the undesirable images and replace them with more favourable ones". Baikie, supported this view by saying "the comments by Chiroma (1995) are as true today as they were then; but the conditions that prompted the observations / comments may have grown worse today with the increase in crime, corruption, examination malpractice."

The position of this paper is that in trying to solve the problems associated with Teacher Education, pragmatic attempts should be made to look inwards, and being the purging from personal levels, to home levels and from there, up the ladder until the whole lot of our academic enterprise gets sanitized. Then the re-branding will become highly noticeable.

Government Policy on Teacher Education

The Federal Republic of Nigeria, through the National Policy on Education (2014) has identified the following as the goals of teacher education in Nigeria:

- (a) Producing highly motivated conscientious and efficient classroom teachers for all levels of our educational system.
- (b) Further encourage the spirit of enquiry and creativity in teachers.
- (c) Help teachers to fit into social life of the community and enhance their commitment to national goals.
- (d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- (e) Enhance teachers' commitment to teaching profession.

The goals of teachers' education as highlighted above indicate the importance Nigerian government attaches to Teacher Education and the need to rebrand and develop Teacher Education for the individual teacher, the learners and national development. If teacher capacity development is enhanced, they will keep pace with rapidly changing demands occasioned by the transformation that the world is going through, as these transformations will always affect both the goals of education and the professional role of teachers as well as the intellectual and technical demands on teachers for better learning outcome.

The Federal Republic of Nigeria (2013) through the National Policy on Education in its Section 9 Sub-Section 57 stated that:

Teacher education will continue to be given major emphasis in all our educational planning because “no education system can rise above the

quality of its teachers”. The intention of the government is manifested in the attempt to establish the necessary term for drastic revolution in the teacher education system, so as to make it responsive to the country's aspiration for quality education.

To accomplish the objectives of teacher education, government planned to expand teacher education programmes that will cater for requirement of vocational, technical and commercial education. In addition, the Federal Ministry of Education with the cooperation of the State Ministries of Education and higher educational institutions will work out series of new programmes or courses to enable teachers upgrade their knowledge.

Rebranding Teacher Education

The role of the teacher is underestimated, as his status, professional skills and competence, and his efficiency at coordinating the activities of education are significant for the achievement of the desired educational goals, the National Policy on Education stated that all teachers in our educational institutions will be professionally trained and that teacher education programme will be structured to equip teachers for the effective performance of their duties. The growing recognition that the education of teachers is the single most important element in any programme of educational reform, has led to a variety of attempts to organize and re-organize teacher education in content and structure to facilitate the achievement of the desired educational outcome.

The need to adequately rebrand the educator therefore arises since the concept of education lives in the performance of the teacher and the achievement of the pupils. Such programme of teacher education thus enables the recipient to operate efficiently in a dynamic and rapidly changing environment like ours. The outcome of teacher education which was usually classified in terms of teachers' competence includes knowledge of the goal of teaching and its implementation; knowledge of the subject matter and skills to be taught and their influence on teaching and learning. Others are knowledge of

students, social and individual factors affecting their development and function, self-appraisal skill of the teacher and his performance in the educational set-up. This functional category of knowledge are thus placed on a continuum in the various courses that make up teacher education. This accounts for the issue of foundational and instrumental approaches to teacher education (Ogunniyi, 2009).

Therefore, the programme of professional teacher education has a dual role of improving the individual in relationship to the profession and the institution served. It prepares the individual practitioner to adjust and operate efficiently within the currently existing institutions. The requirements also give way for continuing improvement of the profession, thinking of what they are, what they can and should be in furtherance of future advancement.

Challenges of Teacher Education programmes that Necessitate Rebranding

Akinbobola (2014) identified some of the problems facing teacher education programmes in Nigeria as follow:

- i. Entrance requirement: Deficient nature of the qualities of the entrants into the profession in terms of student academic attitude, low pass in JAMB results, weaker students who could not gain admission into other courses are sent back to faculty of education and colleges of education respectfully. While some colleges will admit students with five 'O' level credits with a pass in English and Mathematics some will admit students with lesser qualification for Pre-NCE and later transit to NCE par/without any post UTME as against general requirement of 'O' level credits with English and Maths, JAMB score and post UTME examination.
Makinde and Adeyele (2014) in Makinde (2015) noted that universities where entry qualification standard is maintained there is always shortage of enrolment because most student do not have genuine interest in becoming teachers.
- ii. Mastery of the teacher education graduates: Poor quality of student

teachers owing to inadequate knowledge base and weak pedagogic skill is another factor identified as a limitation to students' performance. Teacher's quality is a function of academic qualifications, knowledge of subject matter, competency, skills as well as commitment, all these play vital role in teaching-learning process. Agommuoh (2013) opined that most of the secondary school leavers do not have enough teachers to handle their subjects properly while in school. Some of them went for examinations in the rural schools because of examination malpractice which adversely affected their learning in the teacher education programme.

- iii. Poor Pedagogical Skills: Quality of teaching can only be achieved when the teacher is capable of transforming written knowledge into forms that would be easily understood by students, considering their abilities and backgrounds (Enyi, 2011). Inappropriate and ineffective teaching methodology is a factor hindering student's understanding and achievement in teaching.
- iv. Poor Funding: Ajegena (2010) observed that finance is crucial to the survival and success of every human organization. The quality of environment where teaching and learning take place in Nigeria, are very poor and worrisome. Many of our colleges of education and some state universities are not good in terms of infrastructure. There are no adequate lecture halls, no functional libraries, no well equipped laboratories and adequate furniture. The welfare of staff and the financing of schools, colleges and universities in Nigeria are not given priority, this has resulted into incessant strike actions, and a total breakdown of law and order in our educational system. Other problems include fall in academic standard, widespread indiscipline, examination malpractice, frequent riots, violet cult activities and low morale in the psyche of the contemporary Nigerian teacher (Benjamin, 2012). The strike actions by the ASUU, ASUP and

COEASU in recent time are clear evidences of neglect and poor funding of educational system in Nigeria, whereas those in governance in Nigeria are products of teachers.

- v. **Inadequate Teaching-Learning Resources:** Absence of vital resources for teaching and learning in Nigerian schools has been a major problem to the educational system. Emetaroni (2012) stated that unavailability of essential resources for imparting knowledge to students has made learning not interesting and boring.
- vi. **Lack of Motivation for Teacher:** Poor remuneration affects the morale of teachers, distracts and impedes their commitment, efficiency and effectiveness. If a teacher gets suitable salary that covers basic household expenses, he/she would be to live comfortably and be more effective in imparting knowledge to learners. Good salary will even attracts more learners to the teaching profession.
- vii. **Knowledge Based Curriculum:** Curriculum in Nigeria is knowledge based as emphasis has always been laid on the cognitive domain of the learners while much has not been done in the area of affective and psychomotor domains (Makinde, 2015). For instance, the current NCE curriculum requires 18 compulsory course credits in General Studies Education (GSE) with five courses in English and Mathematics respectively while the remaining courses spread through other areas that emphasis learning theory and concepts rather than creativity and skill acquisition based courses that can lead to job creation and self reliance.

Also, method of training in teacher education programme emphasizes theory instead of practical. For instance, information technology has turned the whole world to a global village as people now share gains and progress thus prompting the introduction of computer studies into teacher education programme. It is sad to note that some of the student teachers do not have

practical access to ICT while on training the trainers. Computer studies lessons are taught in abstract, where there ICT centers, there are no adequate skill workers at times many of the gadgets are not functional. Teachers in industrial technology lack competence in practical skills due to poor infrastructure like adequate workshop and electricity. The resultant effect is that many now depend on white collar job rather than diversifying to job creation that can bring successful transformation. It must be noted that while theory brings knowledge, practice brings understanding and application of theory to true life situation.

The Way Forward

In the rebranding process that aims at leading Teacher Education to a morally sound altitude, there is need to find appropriate solutions to the factors militating against the growth of teacher education in Nigeria. Therefore, to overcome the, challenges above in education, the following must be considered:

- i. **Improvement in Teacher's Quality:** Government at all levels must ensure that the right caliber of students are recruited and admitted. Teaching as a profession should not be seen as a dumping ground for those who cannot secure admission in other areas. The school authorities in tertiary institution are to also ensure that admission standards are not compromised.
- ii. **Resources for Teaching:** Availability of essential resources is very important in effective teaching and learning in the classrooms; laboratories, textbooks, charts and models are expected to be made available for the teachers to engage students in practical and activity works.
- iii. **Proper Monitoring and Supervision:** Ensuring quality education in the teacher education programme requires proper monitoring and supervision by the NCCE and NUC respectively. This is to ensure that in addition to the availability of teachers, essential resources are provided and curriculum strictly and adhered to (Makinde & Osatimehin, 2019).

Conclusion

The teacher, as epitome of good governance must be a leader with vision; he/she must be one who is focused, result oriented, and one who can influence his/her followers (students). He should also be a role model and one that does not coerce his/her followers. A teacher should have goals and ambitions that will make the school an excellent school where high standards are set and achieved.

Recommendations

The paper presupposes that teachers are an emblem of societal change. They should therefore be taught leadership skills in their training and the serving teachers should be mentored towards being effective leaders with good governance for social change.

- Every teacher must maintain congruency that is consistent with what he/she says and teaches. Equally, he/she must be eraphatic in bringing about a desirable change in students at the classroom level.
- Teachers should inculcate in their students, right principles meant for edification.

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