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**JOURNAL OF NEW TRENDS IN TEACHER EDUCATION
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EDITORIAL STATEMENT

In September of 2017, the Delta State College of Education, Mosogar, organized its Second National Conference on Teacher Education. The Theme of this conference was, The College of Education System in Nigeria: Past, Present and Future. During the Conference three renowned Professors of Education delivered one Keynote address and two lead papers respectively. In addition to these presentations, several other conferees presented paper on different aspects of College of Education System in Nigeria.

This Conference was motivated by the desire of the College to play its part in the quest by concern educators to continuously search for ways and means of improving the quality of teachers education as this is a fundamental requirement towards ensuring that Nigerian education is endowed with the quality teachers it needs to achieve its goals.

This edition of this journal is a product of the forgoing conference. It was deemed necessary to select and peer-review some of the presentations for the purpose of sharing with scholars, practitioners and the general public the several issues and perspectives on The College of Education System in Nigeria: Past, Present and Future. It is our hope that the contributions by the conferees as published in this journal would have provided useful insight and perspectives on this very important subject matter.

Prof. Emmanuel Ojeme

Editor-in-Chief

EDITORIAL POLICY/GUIDELINES FOR AUTHORS

Journal of New trends in Teachers Education (JONTTE) is Interdisciplinary and accepts both empirical and theoretical articles for publication.

Manuscripts for publication should meet the following guidelines:

- I. One paragraph abstract of not more than 200 words.
- ii. The American Psychology Association (APA) 6th edition format should be used throughout the manuscript.
- iii. The first page of each manuscript should contain the title of the article, author's name and affiliation, (including phone number, and email address).
- iv. The manuscripts should be typed double space with a 15 inch margin and 12pt font size.
- v. Manuscript should not exceed 12 pages in length, including tables, figures and references. The body of the manuscripts should not contain any information identifying the author(s).
- vi. The journal is published annually and from papers presented at the annual conference on Education organised by the Delta State College of Physical Education, Mosogar. The evaluation of manuscripts is by a blind review process. Authors are notified as to the position of their manuscripts as soon as all reviews are completed. All submission should be by e-mail or soft copy in Microsoft word. Send articles to the two e-mails address ogudeesther@yahoo.com and copemconference@gmail.com

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THE FUTURE OF COLLEGE OF EDUCATION SYSTEM IN NIGERIA: THE ROLE OF REFORMS AND INNOVATIONS

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Abstract

This paper focused on the future of college of education in Nigeria: the roles of reforms and innovation. It also examined the concept of colleges of education in Nigeria, reforms and renovations in teacher education; purpose of teacher education, constraints to reforms and renovations in teacher education; towards restoring the future of colleges of education through reforms and renovations. In order to restore the future of our teacher educations it was recommended that: professional development programs should be organized for teachers to retain their relevance with societal development trends; reforms in teacher education should be adequately planned and implemented accordingly; educational experts should be given the chance to plan education professionally; and reforms in education should involve stakeholders as to reflect their ambition and aspirations and also to ensure their involvement to facilitating the reform process.

Keywords: *future, college of education, reforms and innovations.*

Introduction

The place of education in human development remains sacrosanct to national planning and concern. Education is a tool for reconciliation, renovation and rehabilitation in any human society. Abdul-Karam (2001) defines education as an inevitable tool for sustainable national development and a vehicle for advancing the frontier of knowledge. However, without well trained and competent teachers, no desired change can take place neither will the goals of education be achieved.

Educational planners and reformers may change educational policies and programs, structures and curriculum content, will

determine the teaching techniques and methodologies. At this juncture, it falls within the teacher's statutory purview to translate this planned change into action in order to achieve expected educational goals and objectives.

Colleges of education in Nigeria do the work of training teachers who are competent and knowledgeable to handle educational tasks. Simply put, colleges of education handles teacher education. Teacher education refers to the professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable to make them efficient and effective in their work, in accordance with the need of a given society

at any particular point in time (Omasherye, Okoh & Avwenghegha, 2017). Having placed such enormous task and expectation on colleges of education, the government and other educational stakeholders have failed in their duties to support such responsibility with the enabling environment it required to thrive. Ebeneme (2007) stated that Nigerian does not seem to accord colleges of education the attention it deserves despite its proven contribution in other nations.

The future of our colleges of education system should be our primary concern. Future in this context connotes “the fate of our younger generation”. Today's educational fate is a determinant of tomorrow. Cambridge Dictionary defines future to mean, “a period of time to come or what will happen to someone or something in the future time that is to come. The only everlasting inheritance that is handed down to our posterity is quality education. Education as a continuous process involves some form of activities, and set of educations that result to a set of change in the behavior of a person (Adiele, 2010). Education as a learning experience brings about all-round development in knowledge, abilities, skills, attitude and other form of behavior, which are of positive value to the society.

The future of our colleges of education system is blinking because due attention and importance are not attached to it. Nwadiani (2017) opined that teacher education and teaching profession are very critical components in the delivery and effectiveness of the gamut of education. Sadly, they are children or activities of sorrow, hopelessness and disaster largely because of the way education is politicized.

It is necessary that the form, quality and expectations of our colleges of education be brought back. Restoring our colleges'

education system therefore emphasizes more on bringing back the quality of teacher education. The goals of colleges of education must be revisited in terms of appropriate funding, personnel development, infrastructural provision, technologically sophisticated, culturally relevant, and socio-politically suitable. Reforms mean improvement or change for the better. It is a matter of positive intention while renovation means to restore to good condition; repair. Reforms and renovations are remedial tools that can bring about improvement or good colleges of education that a society desires.

College Education in Nigeria

The task of transforming human behavior to be productive and useful is a rigorous one. It involves a series of pre-planned activities and programs which are intended to help the would-be teachers to acquire appropriate skills, belief, attitudes, habits and competencies to fit into the teaching profession. The quality and extent of learner's achievement is determined primarily by teacher's competence, sensitivity, and teacher motivation, (Chaudian & Sharmer, 2015). This spelt out the enormous importance of high quality expected colleges of education and management to national development. Bariyaa, Apemaa and Cecilia (2017) views teacher education as a specialize training given to would-be teacher in a formal school system, to nature them for a great task.

Conversely, the purpose of college of education in Nigeria has been defeated. The level of neglect on the part of government towards education is highly lamentable. No adequate planning for human resources, material resources, and machinery. In Nigeria, the cry of students' under-performance and lacking the needed skills when they graduate from higher institutions

of learning has been one factor responsible to the quality of teachers that teach them, (Augusta, 2017). Additionally, those who are admitted into colleges of education were either drop-out from other institutions or those frustrated. Akinbote (2007) posit that those who later gain admission into colleges of education did that as a stepping-stone to other institutions and profession. He also noted that no student teacher admitted into college education programs pointed teacher income as reasons for their enrolment. They see their enrolment into the program as last resort.

Purpose of College Education

The quality of a nation is determined by the quality of its teacher. No matter how well an educational system is organized or equipped, the expected outcome will be frustrating in terms of manpower development if the teachers to teach are not well trained. To bring back the educational glory so desired, the national policy on education clearly specified the objectives of teacher education as follows:

1. Produce highly motivated, conscientious and efficient classroom teachers for all the level of our educational system;
2. Encourage further the spirit of enquiry and creativity in teachers;
3. Help teacher fit into the social life of the community and society at large and to enhance their commitment to national objectives;
4. Provide teacher with the intellectual and professional background adequate for their assignment and to make them acceptable to any changing situation not only in the life of their country but also in the wider world; and

5. Enhance teachers' commitment to the teaching profession as well as teachers for pre-primary to university being professionally trained.

Reforms and Innovations in Education

The inefficiencies and ineffectiveness of our education system gives birth to serious desire and agitation for change. The society is dynamic and likewise the educational demands. The system of education handed down to us by our colonial masters has kept changing over time. This change of system emanates from the agitation for self-government by Nigerian.

Educational reforms mean a planned policy intervention in education system with the intent of bringing positive improvement. In the view of Imoke (2011), educational reforms are representative of a conscious bringing of policy regime, which are capable of bringing a significant change in the sector.

The education sector as a knowledge-based industry is always apt to change that is usually translated to the society for consumption. Change in education generally is most times, an outcome of economic, social, religious, political and cultural issues for national co-existence and sustainability. Modern societal conditions are reshaping education the world over in a rapid profound manner. Renovations and reforms are offshoot of the basic conviction that desirable progress need to be made in a nation by its citizens through careful engineering of the educational process. In the colleges of education, it is becoming more evident that the human capital has become an increasing asset in the race for industrialization and thus, the management of policy concerning this most vital sector need constant review and reform.

According to Achuonye (2007), educational reform or innovation covers every aspect of educational system such as; educational goals, aim and objectives; curriculum content, educational process; and the learner.

(1) Educational Goals, Aim and Objectives: The goals, aim and objectives of education are all enshrined in the National policy on education. Teacher education during the colonial era was aim at producing teachers who were not proficient through short term or remedial courses. Nowadays, teacher education have been upgraded and designed to produce capable teaching staff for quality service delivery.

(2) Curriculum Content: The curriculum content of teacher education involves programs studied, courses/subjects offered and topics covered which are usually stated in the syllabus. Overtimes, curriculum of teacher education have changed with the introduction of trade subjects and other subjects with the hope of keeping pace with time.

(3) Educational Process: The educational process covers the organization and management of schools; teaching methodology and evaluation; admission and retirement; and provision and financing of suitable learning environment. Urevbu (2017) opine that teacher-student's relationship is far more complex and demanding than ever before. Constant reform of the education process is the essence of the complexity of teacher education.

(4) Learners: Learners are central to any education process. They are teachers under training. They are those whom innovation knowledge, skills and attitude must reflect in.

Educational reform is originated from Nigerians agitators for self-government. Bello (2005) proposed that this agitation led to the British rulers to change the educational system in operation in 1954 from 8-6-2-3 that is 8 year primary school, 6 year secondary school, 2 year higher school certificate and 3 year university to a new system call 6-5-2-3, that is, 6 year primary school, 5 year secondary school, 2 year higher school certificate, and 3 year university.

In a bid to achieve better education for Nigerian, a National Curriculum Conference which was held in Lagos in September, 1969, criticize colonial system for lacking vitality and relevance to Nigerian need. The conference therefore recommended that there should be a change from the 6-5-2-3 to 6-3-3-4 system; that is 6 year primary school, 3 year junior secondary school, 3 year senior secondary school and 4 year university. The 6-3-3-4 system was practice by American and copied by Japan.

In the view of Achounye (2007), the current system of education now is the 9-3-4 system, meaning 9 year compulsory basic education, 3 year senior secondary education, and 4 year university education.

Before now, Grade II Teachers Certificate, Associateship Certificate in Education and Diploma Certificate in Education were obtained particularly from Teacher Training Colleges. Such teachers taught mostly in primary schools.

Under the 6-3-3-4 system, teacher education curriculum changed making the National Certificate of Education (NCE) the minimum qualification for teaching in primary schools. To this effect, many states in Nigeria have cancelled the Teacher Training Colleges to established more colleges of education.

Constraints to Reforms in Teacher Education

So many factors have been identified as constraints/challenges to reforms in the education system. Some of which are:

1. Poor planning techniques
 2. Perception of stakeholders
 3. Absence of follow-up
 4. Inconsistent educational policies
 5. Lack of accurate statistical data
 6. Inadequate funding
 7. Lack of support for continuing professional development for teachers.
1. *Poor Planning Techniques:* It is obvious that planning of teacher education is not thorough and adequate. The educational planners are mostly politicians. They take educational decision without due consultation with experts. No adequate financial resources for the procurement of educational materials are inadequately planned for.
 2. *Perception of stakeholders:* Stakeholders in education comprised of all those who are in one way or the other contribute to or are affected by educational decisions. They include the students, parents, teachers, organizations, government, policy makers etc. each of these stakeholders has perception which form barrier to the implementation of reform, and the resultant changes that occur.

3. *Absence of Follow-Up:* Evaluation of reforms to determine its effectiveness is necessary. One of the problems of reform is inadequate monitoring. Absence of follow-up makes a reform ineffective.
4. *Inconsistent Educational Policies:* Educational policies are mostly catalyzed by politicians based on their interest. Every new government pronounces policies in education to attract support. No wonder Professor Nwachani described this situation as policy somersault and inconsistency.
5. *Lack of Accurate Statistical Data:* educational reforms for productivity need to have an accurate statistics. We do not have accurate statistics of how many teachers graduated from colleges of education and university faculties of education in Nigeria.
6. *Inadequate Funding:* Funds for the implementation of teacher education reform has never been adequate. This is because of government failure to adhere to 26% UNESCO specification for education. Inadequate fund adversely affected the procurement of educational resources.
7. *Lack of support for continuing professional development for teacher:* There is not exchange program to sharing best practice. Many teachers have been teaching for many years without any planned opportunities to improve their competencies through professional development.

Towards Restoring the Future of Teacher Education through Reform and Innovation

The process of restoring the fallen standard of our teacher education is necessary and demands expertise knowledge. Ajuonma, Juliet and Oguoguo (2014) suggested that, to make educational reform effective and sustainable in Nigeria, the following must be considered:

1. There is need to based education reform policy on attainable objectives.
2. It should conform to ethical standards
3. It should have focus based on stability and flexibility
4. It should be sufficiently comprehensive
5. There is need to control the rate at which policy changes to give room for continuity and long term planning.
6. Those to be affected by a reform policy should always be involved a t the planning stage.
7. There is also the need for well-defined and clearly stated objectives of the plan and reform policy.
8. There is the need for centralized decision making structure to guide against distortion and unnecessary diversion in the course of achieving the stated objectives of the reform.
9. There is the need for the provision of monitoring, coordination supervision, and evaluation

machineries, which will serve as follows up to planned reform policy.

10. There is the need for leadership and effective leadership to give the reform its vision and ability to translate that vision into policy.
11. There is the need to train and use educational planners for the purpose of planning reform policy in the interest of the educational system and the country in general.
12. There is the need for the stabilization of the economy by reducing the fiscal drags and raising enough resources for the educational reform that will be productively managed.

Conclusion

Colleges of education system in Nigeria deserve stakeholder's attention now than before. The society has grown more sophisticated in terms of technology hence they need changes in order to catch up with this trend. Therefore, restoring the future of our colleges of education means revitalizing the various units that constitute these systems to be relevant to modern development using reforms and innovations. Reforms (improvement) of the entire system is necessary and compulsory as far as this 21st century education system is concern.

Recommendations

The following recommendations have been made as panacea for restoring the future of our college of education system in Nigeria.

- (1) Professional development program s should be organized for teachers to retain their relevance with societal development trends.

- (2) Reform in teacher education should be adequately planned and implemented accordingly. Akindutire, I. O & Ekundayo, H.T (2012). Teacher education in a democratic Nigeria: challenges and the way forward. *Journal of Educational Research*. 3 (3), pp429-435.
- (3) Those in charge of educational planning should be those certified to do so base on their training. Augusta, O. I. (2017). Manpower planning, training and the enhancement of quality in teacher education in Nigerian educational institutions. *Journal of New Trends in Teacher Education (JONTTE)*. Vol. (2), pp 73-82.
- (4) Reforms in teacher education should involve stakeholders so that their intentions and aspirations can also be captured, and as well, they can be catalyst for the reform process.

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