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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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MANAGING THE 21ST CENTURY COLLEGE OF EDUCATION SYSTEM IN DELTA STATE: ITS PROBLEM AND PROSPECTS

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Abstract

The study investigated the challenges and prospects of college of education system in the 21st century in Delta state, with the view to determining the impact of the challenges on the prospects of the colleges of education system. Three research questions were stated to guide the study. The study adopted the survey design. The population of the study comprised educational administrators in all colleges of education in Delta state. A total of 162 college of education administrators were sampled from the three senatorial districts of Delta state using the stratified random sampling technique. A 32-item questionnaire was used to collect data from the respondents and analyzed using mean and standard deviation. The study revealed the different challenges and prospects of the college of education system in the 21st century in Delta state. It also revealed that the challenges had impacted on the prospects towards the production of teachers for the implementation of basic education programmes in the basic schools in Delta state. The study recommended that the Delta state government should increase the budgetary allocation to the colleges of education with the view of tackling the challenges and enhancing their prospects towards production of teachers for the implementation of basic education programmes in basic schools in Delta state.

Key words: Challenges, Prospects, Administrators, Education and Colleges.

Introduction

Teacher Education is that education given to both prospective and practicing teachers in educational institutions in order to enhance their pedagogical skills in the classroom at all levels of education. Sheke (2001), noted that, the teacher education is that specific education or skills acquired by a teacher to enable him/her discharge his teaching in the classroom. The institutions where these pedagogical skills and professional training are imparted in Nigeria include: National Mathematical Centre (NMC), National Institute for Nigerian languages (NINLAN), Schools of Education in Polytechnics, National Teachers institute (NTI), Institute of Education, Faculties of Education and

Colleges of Education (COEs) (Federal Republic of Nigeria, 2013). The College of Education are teacher education institutions primarily designed to produce professional trained teachers to serve in the pri-primary education, primary education, junior secondary education, adult and non-formal education and special needs education levels in Nigeria (National Commission for Colleges of Education, 2012). The Colleges of Education run three years programme, leading to the award of Nigeria Certificate of Education (NCE).

The College of Education (school), according to Peretomode (1996), is seen as a social system, made up of several

components, and each of the components interacts towards achievement of the overall objective of the system. The school (COE) in its simplest form, consists of Input unit, Processing unit, and Output unit. The COE as a system could be illustrated in Figure 1.

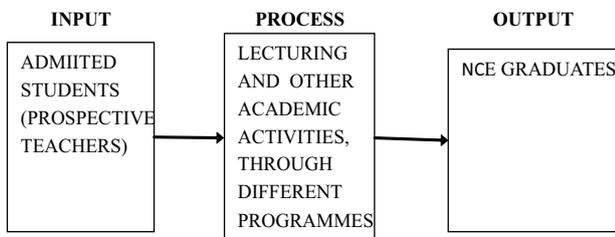


Figure 1: A Model of a College of Education as a Social System

The input entails the mode of feeding the system (COE) with the raw materials (students); the process is the mode of transforming the students through lectures, seminars and other academic activities in different programmes. The output comprised the expected outcome (prospects) of the transformation activities. The expected outcome of the transformation process would be motivated, creative, intellectually sound, committed and well equipped NCE graduates teachers that could fit into the larger society. These categories of teachers from the college of education system are expected to serve at the basic level of education in Nigeria educational system (FRN, 2013; Conditions of Service of Staff for College of Education, Warri, 2016).

Statement of the problem

The Colleges of Education (COEs) were set up as institutions with the mandate to run teacher education programmes with the aim of producing motivated, efficient and committed teachers to function at the basic education level in Nigeria. They admit prospective teachers as students (input) and through different programmes process the students, with the aim of producing NCE graduates as output. In the course of admitting the students as input, processing

them through different programmes, and production of NCE graduates as output, educational administrators managed and utilized resources (human and material). The educational administrators include the Provosts, Deputy Provosts, Deans of different Schools, Heads of different Departments (HODs), Directors of different Directorates and Lecturers (seniors, Principals and Chiefs). In the course of managing and utilizing these resources by educational administrators, challenges may arise and these challenges may interfere with the prospects of the COEs system. The researcher wonders what impact would these challenges have on the prospects of the college of education system?. Thus this study investigated the challenges and prospects of college of education system in the 21st century, with the view to determining the impact the challenges have on the prospects.

Purpose of the study

The purpose of this study is to examine the challenges and prospects of the college of education system in the 21st century in Delta State, with the view to determining the impact the challenges have on the prospects. The specific objectives of the study were to:

1. To examine the challenges of colleges of education system in the 21st century in Delta State
2. To examine the prospects of colleges of education system in the 21st century in Delta State
3. To determine the impact of the challenges on the prospects of colleges of education system in the 21st century in Delta State.

Research Questions

In view of the above statement of problem, and in order to guide the study, the researcher raised and answered the following research questions:

1. What are the challenges of college of education system in the 21st century in Delta State?
2. What are the prospects of college of education system in the 21st century in Delta State?
3. What is the impact of the challenges on the prospects of colleges of education system in the 21st century in Delta State?

Research methodology

The researcher adopted the descriptive survey design. This is so because the researcher describes the variables (challenges and prospects of college of education system) without manipulation (Kathori, 2012; Peretomode & Ibeh, 1999; Ogomaka, 1992). The population of the study is made up of all educational administrators in the four public Colleges of Education spread across the three senatorial districts of Delta State. The educational administrators in the colleges of education in Delta state comprised: the provosts, deputy provosts, Deans of different schools, Heads of different departments, Directors of different directorates and lecturers (seniors, principals and chiefs). The stratified random sampling technique based senatorial districts and existing Colleges of Education was used to select 162 Educational administrators (respondents) , made up of 54 Educational administrators from Delta North, 54 Educational administrators from Delta Central and 54 Educational administrators from Delta South, senatorial districts of Delta state. This gave a total sample size of 162 Educational administrators (respondents). The instrument for data collection from the respondents was a thirty-two item questionnaire titled “Managing colleges of education system in the 21st century in Delta state”. It comprised two sections; section A and section B. Section A

deals with respondents' bio- data, while section B contained items on different challenges and prospects of Colleges of Education system in Delta state. The instrument was patterned after the four point likert scale. Respondents were free to agree, or disagree with any statement on the questionnaire in a continuum ranging from strongly agreed to strongly disagreed as follows: Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2 and Strongly Disagreed (SD) 1. The instrument was validated by experts in the fields of educational administration and measurement and evaluation. The instrument was tested for reliability through test- retest method and its reliability coefficient stood at 0.75. The questionnaire were administered personally by the researcher to the respondents and were collected on the spot after completion. The data collected was analyzed using mean and standard deviation. Each subject was scored on the basis of his/her responses to the statement. A weighted mean of 2.50 (Minimum Significant score) was used to answer the research questions

Results

Research question 1

What are the challenges of college of education system in the 21st century in Delta State?

Table 1

Mean and standard deviation of the Perception scores of respondents on the challenges of colleges of education system in the 21st century in Delta state.

S/n	Items	Mean	Std. deviation	Decision
1.	There is the challenge of inadequate staff in my department in the college	2.900	0.082	Agreed
2	There is the challenge of delays of staff monthly salaries in the college	3.030	0.170	Agreed
3	There is the challenge of unsolicited deductions from staff salaries in the college	3.130	0.047	Agreed
4.	There is the challenge of delays in the conduct staff promotion exercise when due in the college	2.900	0.082	Agreed
5.	There is the challenge of delays in the implementation of staff promotion in the college	3.100	0.082	Agreed
6	There is the challenge of non sponsorship of staff for academic programme in the college	3,170	0.125	Agreed
7	There is the challenge of staff not been sponsored for local conferences regularly in the college	2.800	0.082	Agreed
8	There is the challenge of staff not been sponsored for national conferences regularly in the college	2.930	0.170	Agreed
9	There is the challenge of staff not been sponsored for international conferences regularly in the college	3.170	0.125	Agreed
10	There is the challenge of staff offices not well equipped to enhance their performance on the job in in the college	3.000	0.082	Agreed
11	There is the challenge of inadequate staff offices in the college	3.000	0.164	Agreed
12	There is the challenge of inadequate lecture halls for students in the college	3.230	0.047	Agreed
13	There is the challenge of congested available lecture halls for students in the college	2.900	0.082	Agreed
14	There is the challenge of no well equipped library in the college	3.130	0.125	Agreed
15	There is the challenge of political interference on the administration of the college	3.070	0.125	Agreed
16	There is the challenge of poor infrastructure within the college	2.830	0.125	Agreed

Minimum Significant score (Weighted mean) =>2.50

Source: Computed from field work (2017)

Table 1 shows the mean and standard deviation of the perception scores of respondents on the challenges of colleges of education system in the 21st century in Delta State. The respondents generally agreed on the different challenges of the colleges of

education system in the 21st century in Delta state, since all the means were respectively greater than the minimum significant cut off mark of 2.50.

Research Question 2

What are the prospects of college of education system in the 21st century in Delta State?

Table 3

Mean and standard deviation of the Perception scores of respondents on the prospects of colleges of education system in the 21st century in Delta state.

S/n	Items	Mean	Std. deviation	Decision
17.	Colleges of education run teacher education programme with the view to producing motivated teachers to serve in basic schools	3.100	0.217	Agreed
18	Colleges of education run teacher education programme with the view to producing efficient teachers to serve in basic schools	2.967	0.170	Agreed
19	Colleges of education run teacher education programme with the view to producing conscientious teachers to serve in basic schools	3.167	0.125	Agreed
20	Colleges of education run teacher education programme with the view to producing creative teachers to serve in basic schools	3.033	0.206	Agreed
21	Colleges of education run teacher education programme with the view to producing committed teachers to serve in basic schools	3.167	0.331	Agreed
22	Colleges of education run teacher education programme with the view to producing teachers with intellectually sound background to serve in basic schools	3.067	0.310	Agreed
23	Colleges of education run teacher education programme with the view to producing teachers with strong professional background to serve in basic schools	3.200	0.217	Agreed
24	Colleges of education run teacher education programme with the view to producing teachers that would be effective in the performance of their duties in basic schools	3.067	0.125	Agreed

Minimum Significant score (Weighted mean) = >2.50

Source: Computed from field work (2017)

Table 3 shows the mean and standard deviation of the perception scores of respondents on the prospects of college of education system in the 21st century in Delta state. The respondents generally agreed on the prospects of college of education system in the 21st century in Delta state, since all the means were respectively greater than the minimum significant cut off mark of 2.50.

Research Question 3

What is the impact of the challenges on the prospects of colleges of education system in the 21st century in Delta State?

Table 5

Mean and standard deviation of the Perception scores of respondents on the impact of the challenges on the prospects of colleges of education system in the 21st century in Delta state.

S/n	Items	Mean	Std. deviation	Decision
25.	As a result of inadequate funding of college of education system in Delta state, teachers produced are not motivated to serve the basic schools	3.033	0.288	Agreed
26	As a result of inadequate funding of college of education system in Delta state, teachers produced are not efficient to serve the basic schools	3.033	0.170	Agreed
27	As a result of inadequate funding of college of education system in Delta state, teachers produced are not conscientious to serve the basic schools	3.000	0.295	Agreed
28	As a result of inadequate funding of college of education system in Delta state, teachers produced a re not creative to serve the basic schools	3.167	0.125	Agreed
29	As a result of inadequate funding of college of education system in Delta state, teachers produced are not committed to serve the basic schools	3.000	0.295	Agreed
30	As a result of inadequate funding of college of education system in Delta state, teachers produced are not intellectually sound in background to serve the basic schools	2.900	0.082	Agreed
31	As a result of inadequate funding of college of education system in Delta state, teachers produced are not professionally strong in background to serve the basic schools	3.067	0.250	Agreed
32	As a result of inadequate funding of college of education system in Delta state, teachers produced are not effective in the performance of their duties in the basic schools	3.133	0.047	Agreed

Minimum Significant score (Weighted mean) =>2.50

Source: Computed from field work (2017)

Table 5 shows the mean and standard deviation of the perception scores of respondents on the impact of the challenges on the prospects of college of education system in the 21st century in Delta state. The respondents generally agreed that the challenges had impacted on the prospects of college of education system in the 21st century in Delta state, since all the means were respectively greater than the minimum significant cut off mark of 2.50.

Discussion

The result of research question 1 revealed that majority of the respondents agreed on the challenges of the college of education

system in the 21st century in Delta state. These challenges include : shortage of academic staff, delay in payment of staff monthly salaries, unsolicited deduction from staff monthly salaries, delay in the conduct of staff promotion exercise, delay in implementation of staff promotion, non sponsorship of staff for academic programmes, non sponsorship of staff for local, national and international conferences, inadequate staff offices, available offices not well equipped, inadequate lecture halls fo students, congested available lecture halls for students, college library not well equipped, political interference on school administration and poor infrastructures within college. This finding is in line with the ideas of Uzoigwe (2011), Ajuomuma & Ogugua (2011); and Babarinde (2012).

According to Uzoigwe (2011), higher education (colleges of education inclusive), have several challenges. These include poor funding, lack of ICT skills among staff and poor support for library development. The poor support for library development and poor funding had manifested themselves in the areas where libraries are not well equipped with current books and other accessories. In the same vein, Ajuomuma & Ogugua (2011) stressed several factors militating against higher education. Under funding is one of such factors. The underfunding of tertiary education had manifested itself in the areas of poor facilities, delays in staff monthly salaries and promotions; inadequate and congested lecture halls, among others.

Also, the research result question 2 revealed that majority of respondents (educational administrators) in colleges of education in Delta state agreed that the colleges of education system in the 21st century in Delta state, have prospects in the areas of: production of motivated teachers, production of efficient teachers, production of conscientious teachers, production of creative teachers, production of committed teachers, production of teachers with intellectually sound background, production of teachers with strong professional background and production of teachers that would be effective in the performance of their duties. This finding is in line with the ideas of Kwara State College of Education (2013), NCCE (2012), Law Nigeria.com (2017) and Apuega & Victor (2015). According to Kwara State College of Education (2013), the prospects of colleges of education include: development of teaching profession, development of teachers that would be effective in the performance of their duties in Basic schools and development of teachers that would be

creative and can easily be integrated and interact with the larger society. The Law Nigeria.com (2017), specifically stressed that the colleges of education were mandated to train, teach and instruct professional qualified teachers. This implies the colleges were mandated to train teachers that would be motivated and committed to their duties in schools.

In addition, the result of research question 3 revealed that majority of respondents (educational administrators) in colleges of education in Delta state agreed that the challenges of colleges of education system in the 21st century in Delta state, had impacted on their prospects. This means that the challenges of college education system had impacted on their prospects to serve in basic schools in the areas of deviation from their mandate of production of motivated teachers, production of efficient teachers, production of conscientious teachers, production of creative teachers, production of committed teachers, production of teachers with intellectually sound background, production of teachers with strong professional background and production of teachers that would be effective in the performance of their duties in the basic schools. This finding is in line with the ideas of Ogunyinka, Okeke & Adedoyin (2015), and Babarinde (2012). According to Ogunyinka, Okeke & Adedoyin (2015), in teacher education institutions, there is decline in sources of income and rising cost, which had led to the challenges of poor conditions of service and brain drain. This would further impact on the production of teachers that are committed to duties and teachers that are not motivated. In the same vein, Babarinde (2012), stated that one of the challenges of of higher education in Nigeria (colleges of education inclusive) is poor condition of service, leading to strikes. This

would eventually affect the quality of products (teachers inclusive) from the institutions. This has manifested in the production of low quality teachers (teachers that are not motivated, inefficient and not committed to the teaching profession).

Conclusion

From the study it could be concluded that the college of education system in the 21st century in Delta state have challenges and prospects; and that the challenges had impacted on the prospects towards the production of teachers for the implementation of basic education programmes in the basic schools in Delta state.

Recommendation

Arising from the above and for adequate utilization of the findings, it was recommended that the Delta state Government should increase the budgetary allocation to education sub sector of colleges of education. This would enable the school administrators and managers to tackle the challenges with a view enhancing the prospects of the college of education system towards production of teachers for the implementation of basic education programmes in the basic schools in Delta state.

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