



JOURNAL OF NEW TRENDS IN TEACHER EDUCATION (JONTTE)

**Vol. 3 No. 1
2018**

**A publication of Delta State College of Physical Education,
Mosogar**

**JOURNAL OF NEW TRENDS IN
TEACHER EDUCATION (JONTTE)**

ISSN: 2350-1650

Published by:

Delta State College of Physical Education,
Mosogar

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Published by:

MASEGA PUBLISHERS

52, Agbado Street, By 1st Junct.,

Benin - City, Edo State, Nigeria.

Tel: 08033869253, 08188988784

**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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COLLEGE OF EDUCATION IN THE 21ST CENTURY NIGERIA: CONSTRAINTS TO ITS GROWTH AND DEVELOPMENT

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Abstract

This paper takes a critical view of the topic “College of Education System in the 21st Century Nigeria: Constraints to its Growth and Development”. It is pertinent that the challenges facing colleges of education in this era are more competitive in terms of technological innovations and changes in the social, political and economic environment. As a result, colleges of education have to redirect their attention and resources to these areas to catch up with the developmental trend. Failure to attend to these innovations may place our great country in an untold doom. Of course, education is light. If a nation intentionally neglects these crucial responsibilities, the nation is heading towards an unfathomable dungeon. However, some concepts discussed in this paper are: colleges of education in the 21st century; expectations of colleges of education in the twenty-first century; characteristics of 21st century college of education educators, constraints to educational growth and development as well as ways forward were recommended.

Keywords: *College of education, Teacher education, Constraints*

Introduction

The process of transferring knowledge from the more experienced to the less experienced (teaching) is a rigorous process. This defines why prospective educators, beyond the legislative dictum, are mandated to pass through comprehensive training to prepare them with best practices in teaching methods and skills to enhance effectiveness in the teaching profession. Colleges of education in Nigeria have been saddled with the responsibility of training teachers or the

would-be teachers to handle teaching jobs in our various primary and secondary schools in Nigeria. Colleges of education are found wanting in technological, infrastructural, personnel and instructional perspectives.

Colleges of education in the 21st century are facing a lot of changes and innovative challenges unlike the pre-independence and post-independence era. Teacher education nowadays is aimed at improvements that are aligned to new competencies, values, and

development that re-envision teacher professionalism and callings; pedagogical changes that emphasize self-directed inquiry and technological enabled learning. UNESCO (2005) posits that teacher education addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teachers education programs for both pre-service and in-service teachers. In line with this, the American Commission on Teacher Education (2012) submits that “the quality of a nation depends upon the quality of its citizens. This goes in consonance with the Federal Government of Nigeria (2004) section 9(59) that no education can rise above the quality of its teachers.

College of Education in Nigeria

College of education is classified under tertiary institution. It is basically aimed at training those who transfer knowledge (teachers) in the knowledge industry (school) from one generation to another. Education is the right of every citizen. On the other hand, education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits (Wikipedia). The process of transferring knowledge (education) from one generation to another is made possible through teachers who are trained in the colleges of education.

According to Excellence and Education Network (EEN), colleges of education are the “train- the trainer” colleges established to train and equip teachers for their esteemed functions. National Commission for Colleges of Education (NCCE) was formally established by decree 13 of 17th January 1989 (amended Act 12 of 1993) to provide advice to the Federal Ministry of Education and co-ordinate all aspects of non-degree teacher education in the country. Colleges of education train the middle manpower in

teacher education. They offer three-years programs learning to the award of the Nigerian Certificate in Education (NCE) and since 1988; no teacher with qualification below this certificate is expected to teach in any primary schools in the country.

According to UNESCO (2006) report, as at 2005, there were 20 Federal colleges of Education 41 state owned and 5 privately owned. In addition, there were 10, polytechnics offering NCE programs, one military college and the National Teachers Institute (Distance).

The NCCE report 2015-2019, there are 82 officially registered colleges of education in Nigeria consisting of 22 Federal, 14 private and 46 state approved colleges of education.

Teacher Education in Post Independent

In the years 1960, Nigeria gain independent from Britain, her colonial master. Soon after this, Nigeria was bedeviled by a civil war which took place between 1967 and 1970. The war experiences mar the socio-economic and educational system. In order to remedy this situation, education was seen as the only tool that can rehabilitate the condition.

In a bid to strengthen education, the National Curriculum Conference (NCC) document of 8th September, 1969 specified the objectives of teacher education and all other education system. One of the outcomes the (NCC) was the National Policy on Education (NPE) of the (Federal Republic of Nigeria 1977) which was later revised in 1981, 1998 and 2004 respectively.

The formulation of the NPE gave way the development of teacher education in Nigeria. The content of the NPE was the introduction of the 6-3-3-4 system of

education e.g.; 6-years primary, 3-years junior secondary, 3-years senior secondary, and 4-years tertiary institution.

According to Achuonye (2008), the 6-3-4 system is designed to operate a curriculum, which embodied technical, commercial and vocational education. The new curriculum posed a challenge to secondary school teachers for the acquisition of basic skills to teach/implement it. To support this fact, Onyekan (2008) proposed that the purpose of teacher education is to produce well qualified professional teachers that can adjust to changing need of the students and environmental prospects of the modern society. Curriculum/policy changes according to present societal need demands training teachers to acquire skills in line with societal and educational changes. In conjunction with this, Bariyaa, Nyime and Gift, (2017) posit that effective teaching methods and other distinguishing qualities led to the belief that training potential teacher to acquire such qualities was best way to create more productive educators.

The Ashby commission report observed that a lot of anomalies were found in the colonial education system including teacher education. E.g. teachers were un-certificated, poorly trained while some do not have teaching techniques and methodologies. This according to Omasheye, Okoh and Avwenaghagha (2017) resulted in the recommendation for massive expansion of intermediate education for teachers aimed at up-grading the existing teaching force.

Achuonye (2008) affirmed that government up-grading most Grade iii training colleges to Grade ii, and Grade I respectively. The Grade I programs later gave way to Nigeria Certificate of Education (NCE), a three-year

training programs. The institution was called Advance Teacher/College established in Lagos, Ibadan, Zaria and Owerri between 1962 and 1963. University of Nigeria Nsuka took the lead in starting new teacher education programs offering B.A, B.Sc, and B.ED in education. This allowed students to continue educational curse with one or two teaching subjects and offer them through the four-year programs.

The current system of education is categorized in Nigeria Teacher Education into five levels on the basses of their training acquisition periods and certificates;

NCE minimum		of	3-years
B.ED	-	-	4-
years			
PGDE	-	-	1-
year			
M.ED	-	-	1-
year			
PhD	-	-	3-
years			

Importance of Colleges of Education

The outcome of colleges of education in Nigeria has contributed tremendously to individual development in particular and the nation at large. The teaching functions of colleges of education in Nigeria for instance, has imparted immensely particularly in the development of middle level manpower for the nation's primary and junior secondary schools.

According to Oxford Dictionary, colleges of education are a professional training for teachers. This implies that colleges of education was designed to train qualified teachers that can fit in for societal need; in turn, they will inculcate the knowledge acquired to the students, so that they earn a living with it. Because of its significant impact on national development, the

National Policy on Education (2004) page 38 stated that “teacher education will continue to be given a major emphasis in our educational planning because no education system can rise above the quality of its teachers”. The foregoing statement cannot be overemphasized because the teacher is the life wife of that fix the entire educational processes, which is the main drive to success. Colleges of education have played a vital role or laid down a foundation in producing scholars in various areas of disciplines like accountants, lawyers, economists, architect, engineers, doctors and the likes. The idea of these personnel engaged in productive use has enhanced national development.

Expectations of Colleges of Education in the 21st Century

Teachers who are groomed through colleges of education in this century are those who will equip student with necessary skills, frame of mind, attitudes needed to transform national economy through scientific and technological improvement for the sustainability of the nation. Teacher education according to Ofejebe (2006) prepares people who will render services in different sectors of the economy for the development of the nation.

Colleges of education need to be repositioned to adapt to global changes to produce a set of student that will be useful and contribute to their societal need. There should be a link/ interacting relationship between the government and the colleges of education (collaborative relationship) regarding the societal areas of need. Such identified need should be discussed and its result included in teacher education curriculum.

Federal government of Nigeria NPE, 1981, asserts that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. The achievement of vision 20:2020 centres on the quality of teachers who translated educational policies and programs into practice in tangent with societal growth direction. As a matter of fact, Adeniyi (2008) argued that planners expects institution of higher learning to produce critically needed middle and higher level manpower for social economic development that will enhance the tertiary school system.

College of education in its 21st century entails a long learn vision of education an innovative approach to develop teachers with designed skills and an inquiry mindset to understand learners in fast changing digital and noble world. Peretomode (2007) proposed that higher education (colleges of education) is the facilitator, bedrock, the power house, and the driven force for the strong socio-economic, political, culture, healthier and industrial development of nation.

College of education system in the 21st century is not functional as expected. It requires a stepped up motivation. Onye (2006) stated that, for any organization to survive in its endeavors, the human elements in the industry must be motivated. Failure, to maintain this will lead to organizational disequilibrium.

Characteristic o 21st Century Educators

The prevailing educational condition in our contemporary society forms the basis of its characteristics. To this regard, Meris (2011) identifies five characteristics of 21st century educators as one who anticipate the future; Lakes cognizance of rapid changing

technological trends; must be aware of career opportunities; ensure that their students are not left behind in the wake of progress; he advocates constantly for change in educational thinking and planning.

Colleges of education in this century should focus on developing professional leaders in the field of education who are proactive problem solvers and empowered researchers. As a knowledge production industry, teacher education should philosophize new idea through research to stay abreast of current information and transmit same. In the view of Ogbonanya (2012), colleges of education are established to give professional training for the production of highly motivated contentious and efficient classroom teachers for our primary and secondary institutions. Training of teachers should involves motivational technique to enable them work with the right mindset hence achieving competitive education goal.

To this end George (2016) listed 10 characteristics of a 21st century educator as: relationship builder, learner/ adapter, inclusive, reflective, network/ collaborative, innovator, leader, storyteller designer and artist.

Constraints to the Growth and Development of Colleges of Education in the 21st Century.

The problems that affected Nigeria education system has not changed neither have they been solved. They only metamorphose into complex challenges and grow along with the system as the year's goes by. Technological advancement has compounded education problems. However the following constraints have been identified to constitute educational problem.

1. Lack of Insufficient Integration of ICT into Teacher Education.
The level of ICT literacy among college of education is very low. This inefficiency is caused by insufficient number of computers, slow internet access, poor ITC management, and fluctuating, power supply. Avwenagha and Ototo (2012) stated that rapid advance in technology and the attendant high rate of changes of ideas and techniques, more dynamic and responsive teachers are even more necessary today.
2. Poor Funding: Teacher education has not received the needed attention in terms of funding. For instance, UNECO has recommended that 26% of the total budget of a nation should be allocated to education. In this regard, Nigerian government has not adhered to it. Mkpa (2008) posit that lack of proper funding and others are problem of teacher education. Vaizay 1978 in Maureen, and Gift (2006) argue that financing of education has been an interacted problem for government in most developing countries because of the uncontrolled increase in school age population.
3. Shortage of Staff: Shortage staff is a perennial problem of teacher education. Inadequate personnel in teacher education are a serious challenge that can never be compromised. It has effects on educational quality service delivery in Nigeria. UNESCO (2005) Report shows that the global shortage of teachers at the primary and secondary levels of education will persist to 2030 and beyond.
4. Infrastructural Inadequacies: School facilities that can facilitate teaching and learning are not only absent but in deplorable and hazardous state.

Ekang (2012) pinpointed inadequate working facilities such as befitting office accommodation, inappropriate office equipment furniture; vehicle and so on goes, long way to hinder the efficiency of inspectorate service.

In like manner, edukugbo (2013) insists that the failure of our national development is due to low priority accorded to lack of conducive environment to teach and transmit applied knowledge which is fundamental to success, development and progress in life.

5. Poor Perception of colleges of Education: The status of teachers in our education system is too poor; yet they are the builder of tomorrow. Reiterating on those who were admitted into colleges of education, they were frustrated and rejected candidates from other departed or those who were unable to meet up their cut-off point.

Conclusion

It is obvious that colleges of education in the 21st century are faced with innovative and technological challenges which can impede growth and development. It has also been found that a college of education is a veritable tool for the attainment of national education goal and development.

Therefore, the issues of lack of ICT in colleges of education, shortage of staff, infrastructural inadequacies, and poor perception of people about colleges of education among others, should be accorded grater priorities to meet the yawning and aspirations of the college in particular and the society in general.

Recommendations/Way forward

A support for teacher education is a support for national growth, development and sustainability.

To showcase a teacher education that will be internationally relevant and nationally responsive to the yawning aspirations of the people drastic action must be taken. This includes:

1. There is the urgent need to address present deficiencies in the provision of ICT facilities in colleges of education.
2. Adequate fund should be allocated and distributed by concerned authorities to ensure the actualization of colleges of education goals with regards to innovative programs in our contemporary education setting.
3. More professionally trained staff should be employed to equip students with necessary knowledge and skills needed to brace up with 21st century developmental trends.
4. Infrastructural and technological devices that can appeal to the senses of sight, hearing and motion should be adequately provided to facilitate teaching and learning in colleges of education.
5. The relevance of colleges of education in nation building should be re-emphasized. This will influence the ways government will re-direct their resources to boost the status of staff and students within the college community.

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