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

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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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IMPACT OF COLLEGES OF EDUCATION ON THE GROWTH AND DEVELOPMENT OF NIGERIAN CITIZENS IN THE 21ST CENTURY: CONSTRAINTS AND POSSIBILITIES

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Abstract

Countries of the world are bracing up and positioning for the challenges of the modern life of this 21st century. Nigeria should not be an exception. Highly effective Colleges of Education and improved students' outcome should be the key objectives of government. Based on this, the paper examined the concepts of education and development, the College of Education in 21st century Nigeria historical development of Colleges of education and, the mandate, the implications and constraints for citizenship growth and development. To equip the teaching with the necessary skills, intellectual and professional background that will be adequate enough for their assignment and adapt to the changing world of 21st Century, there is the need to properly invest in teacher education, whose profession promote, encourage and implement good educational policies that will enhance citizenship growth and development. Based on this, the paper recommended that government should adequately fund the educational sector system as well as deal with the issue of corruption in the Colleges of Education.

Introduction

Education is a process through which citizens of any country acquire values and positive attitude for their self-development and the well-being of the society.

Fafunwa, cited in Okobia, et al (2015) define education as the aggregate of all the processes by which a child or young adult develops their abilities and other forms of behaviours which are of positive values to the society in which he lives. This implies that education involves the development of the whole personality of the citizen in relations to his contributions to the general development of the society and its moral or ethical foundation.

Now, the provision of education is a productive investment in human capital, which is a stock of skills and knowledge acquired through schooling, particularly in this 21st Century Nigeria. The greater the provision/equipment of school system, the greater the stock of human capital in society, and consequently, the increase in National productivity and economic growth. Thus, investment in human capital through the Colleges of Education system, is a function of the potency of the labour force or adults citizens of the country to contribute meaningfully to the growth of Gross National Product (GNP).

Every human being is required to satisfy some components of his or her existence. These include the physical, the spiritual and

the mental component of existence.

Achieving this involves a persistence and consistence thrust into certain issues that are basic in life. For instance, physically man requires air, food and water for existence. Spiritually man needs to establish relationship with the almighty God; i.e acknowledging the existence of God. Mentally also, man needs education to nurture and develop the natural intelligence Zuofa (2001) cited in Atu (2016) pointed out that Education is “any planned series of incident or experiences having humanist basic which is directed towards the participants or the learners understanding”.

Therefore, Education has always been seen as a vehicle for development, as well as a process through which we foster in the individual, desirable and relevant changes in behaviour and attitude is required.

Harbison in Oyebamji and Adekola (2012) pointed out that “The wealth of a country is dependent not so much upon its natural resources and material capital, it is also determined in a significant degree by the knowledge and skills and motivation of its people”. This knowledge and skills are acquired through education that is provided in institutions such as Colleges of Education. Therefore, teacher education becomes a vital tool for development.

Development on its own is a complex concept that can be viewed from different dimension. Atu (2016) citing Oyebamji and Adekola pointed out that development implies change or growth. However, he further stated that such growth is viewed by different people from seemingly different angles. According to them, the American sociologist, Everett Rogers sees development as a type of social change in

other to produce higher per capital income and level of living through modern production method and improve social organization. Benjamin Higgins an economist sees development as a means of discerning the rise in total and per capital income, widely diffused and among occupational groups. In the same vein, President Julius Nyerere, a politician, maintained that development is summed up in a man's capacity to expand his own consciousness and therefore his power over himself, his environments and his society. Furthermore, Oyebamji and Adekola (2008) citing Kidd an Academician, saw “Development” as the power of people to solve their own problems with their own wisdom, experience and resources with a view to eliminating poverty, pestilence and starvation. Consequently, to Anyanwu an adult educator, “Development” amount to the optimum realization of the well-being of individual in their community. He further concluded that, it is any observable traces of response by people to modern trends of social changes. This implies that development is on people, as it is people who are stimulated, motivated, helped or encouraged through education to adopt new methods and to learn new skills, for the attainment of their well-being. Development therefore is centered on people, it is a forward movement directed to the betterment of the life of people.

Conclusively, sustainable development is seen in terms of environmental, economic and social well-being for today and tomorrow. It is a development that meets the needs of the presents, without compromising the ability of future generation, to meet their own needs, and quality education that ought to emanate from Colleges of Education to the most populous and common profession of teaching and

teachers that should transform the society is conspicuously missing in this 21st Century Nigeria.

Historical Development of Colleges of Education System in Nigeria

Nigeria's contact with the Western Education actually started in 1843, when the missionaries through Wesleyan Methodist Missionary Society established the first Primary School in Badagry. Then other missionary bodies such as Church Missionary Society, the Primitive Methodist Missionary Society, the Presbyterian Mission, and the Roman Catholic Mission also established schools in various parts of Nigeria. Consequently, with the establishment of schools, there is the need for institutions for training teachers, catechist, evangelist and pastors. Such Teachers and Pastors Training Institutions, include St. Andrew's College Oyo, established in 1896, Baptist Training College Ogbomosho in 1897, Hope Waddel Training Institute Calabar in 1895 and St. Paul's Training College in Akwa-Ibom in 1902. In the Northern part of Nigeria, one was established in 1909 at Nasarawa and another in 1921 at Katsina. So, by 1925 fourteen institutions had been established in the country (Adesina, 2004).

Following the Ashy report of 1960, Post-School Certificate and Higher Education Advance Teacher Training Colleges were established in 1962 which later changed to Colleges of Education and were mandated to produce well qualified non-graduate teachers to teach lower classes in the secondary schools. However, at present there are about over 62 Colleges of Education ran and managed by government and private education sectors. In pursuit of the aims and objectives of teacher education, the curriculum of Teachers Training

Colleges was spelt out thus:

- General Studies (Basic Academic subjects)
- Foundation Studies (Principles and Practices of Education)
- Studies related to the students intended field of teaching (e.g. English, History, Mathematics, Physics etc)
- Teaching Practices

At Colleges of Education programme, it is expected that programmes should be expanded to accommodate requirement of vocational, technical and commercial education. Besides, more Advanced Teacher Colleges were established so as to boast the production of teachers. (Akpochafor 1992 as cited in Unobunjo, C. & Atu, S. O. A. 2014).

The Mandate of Colleges of Education in the 21st Century Nigeria

Colleges of Education in this 21st Century Nigeria is specifically, established as teacher training institutions that is expected to give such quality education meant for prospective or intending teacher's for self-development and the development of the society at large. According to Federal Republic of Nigeria National Policy on Education (2013), no educational system, shall rise above the quality of its teachers therefore teacher education, which is provided by Colleges of Education, shall continue to be given major emphasis in all educational planning and development. This is provided in the Colleges of Education. Special and serve virtually every strake class an individual belongs to must be taught by the teacher, example, the president, governor, lawyers, legislates, engineers and even the businessmen are taught by the "teachers".

Consequently, teacher training/educations,

refers to given professional training for qualification to prospecting teachers towards attainment of good attitude, skills, and knowledge that will make them efficient and effective in their work, in accordance with the needs of the society at any point of time. It includes trainings/education of services (Pre-services) and education/training during services (In-services or on the job). As a matter of fact, teacher training or education should constitute a conspicuous element in the totality of organized education both formal and non-formal sub-system (Osuji, 2009).

These are the core mandate of College of Education in Nigeria. The Colleges as an institution, in the process of discharging its core duties, equip, nurture prospective teachers and update qualify teachers with knowledge and skills in the form of continuous professional development. It is expected to inculcate in the student's teacher, the compliance of educational rules, policies and procedures for imparting knowledge, good attitude, behaviours and skills required in performance of effective duties in the classroom, so as to affect and influence the society positively.

According to Federal Republic of Nigeria National Policy on Education (2013) the goals of the teacher education, inclusive of College of Education, shall be:

- a. To produce highly motivated conscientious and efficient classroom teacher for all levels of educational system.
- b. To encourage the spirit of enquiry and creativity in teacher.
- c. Help teachers to fit into social life of

community and the society at large and enhance their commitment to National goals.

- d. To provide teacher with the intellectual and professional background that is adequate for their assignment and make them adaptable to changing situation.

In the light of the above, the Colleges of Education system, in this 21st Century Nigeria is confronted with stream of problems and constraints that hampers it effective growth and development, as well as influencing the Nigerian society positively. This is the concern of this paper. However, we shall first examine the concepts of education historical development of Colleges of Education system in Nigeria before looking at the constraints as well as possible remedies.

The Implication of the Mandate of Nigerian Colleges of Education in the 21st Century: Constraints and Possibilities

The Colleges of Education in Nigeria is an educational institutions, where quality training should be given to the would-be teachers or the young adult, that is expected to impart and influence the younger generation for possible transformation of the society. This implies that quality education is a must for these teachers. Thus, quality education that should proceed from Colleges of Education, in this 21st Century, is that type of education that is relevant and adapted to the needs of the society in this 21st Century. (Ndiomu, 1989) opined that such needs must meet the standard in health, growth and physical survival in a complex and globalized world. This emphasis on the fact that education that is worthwhile and which empower the recipients with relevant skills, knowledge, ideas, values and attitudes needed to make informed decisions

and live a self-sustaining life. (Asiyai, 2013).

In the circles of Colleges of Education, within 21st Century, quality education should emanate from the worth of the inputs as into higher education systems. Such as lecturers, instructional facilities, organizational and managerial qualities and other evaluation procedures. All those will translate to the amount of the quality output from the system. This explains why Majasan in (Asiyai, 2015) maintain that quality education is value-loaded with expectation of producing disciplined behaviour integrity hard work commitment improved cultural heritage and mutual respect within and outside the school community. Quality education from Colleges of Education is expected to address critical issues like dignity of teaching labour force, quality leadership ad committed citizenship, political stability, industrial harmony, religious tolerance, self-reliance, security, loyalty and patriotism to the nation.

Consequently, Colleges of Education ought to give quality higher education that positions their products to be able to perform according to expected standard and compete favourably with their peers in other countries of the world.

The constraints of the Nigeria Colleges of Education and other higher institutions towards its growth and development are not far-fetched, they are issues bothering upon the following factors:

i. *Politicizing the leadership structure of the Educational Institutions:* The essence of playing politics with the appointment of leadership of the educational institution, as against appointing an individual who has the

right leadership quality leads to poor management and the consequence of poor management is inefficiency and ineffectiveness.

Poor leadership both at the government level and at the educational institutions has been a big constraints to quality in higher education in Nigeria, particularly Colleges of Education and other tertiary institution. To implication of loyalty to political god-fatherism and faithfulness to political parties has sacrifices commitment to hard work, integrity, good leadership traits, at the altar of quality. This has led to putting the square-pegs at the round-hole and it has not favour the nation.

Poor management by some Colleges of Education administration has been a constraints to the attainment of quality higher education. The goals of education can only be achieved, if the human resources within the institutions are properly managed for positive impacts on productivity. The responsibility of management is to solve problems within the system in order to enhance efficiency. However, there has been a clear induction through research that most staff disputes in higher institution are attributed to high handedness and e m b e z z l e m e n t o f s o m e administrators of the institutions.

ii. *Insufficient funding of Colleges of Education in Nigeria:* Funds is a crucial issue to the viability of any organizations, sectors, or attaining a set objectives. The problem of insufficient funding of Colleges of Education has been a constraint to

attainment of educational development in the country. This is because many institutions of higher learning in Nigeria, such as Colleges of Education are urged to provide, infrastructural such as building, lecture halls, students hostels, equip laboratories and workshops, learning facilities and payment of salaries, research grants, allowances and medical bills. (Asiyai, 2013) maintained that the key to the survival of Nigeria in the 21st Century lies in the country's ability to produce applied and theoretical knowledge in science, technology and humanities.

Over the years Nigeria government has not shown serious commitment to educational development: This is clearly seen through the allocation of budgets to educational sector the federal or state government are series guilt of this offence. Nigeria aims of achieving education for all her citizen in 2015 has not been able to allocate more than 13% of its budget to education sector since the attainment of independence.

- iii. *Insufficient and dilapidated infrastructural facilities:* Colleges of Education and other higher institutions needs conducive learning environment, such as spacious classroom lecture halls modern laboratories/workshops, spacious office space, well-equip, E-library, modern science and technology equipment and other specialized facilities for impartation of knowledge to the Nigeria young adult learners.

Unfortunately, reports has clearly indicate that there is a gross

inadequacy of all these in Nigeria Colleges of Education and other tertiary institutions. Many libraries are consulting centres, due to lack of modern textbooks, journals, and periodical. A lot of the institutions building are dilapidated and unfriendly to learning.

- iv. *Poor Policy Implementation:* Poor policy implementation is a constraints to the growth and development of educational sector and the attainment of the set educational goals/objective. This has a consequence effect on national development as well, responsible for poor quality delivery and abysmal low performance of graduate of these institutions of higher learning in Nigeria. The resultants effect is concentration and attention to mere certification rather than practical functionally and result-oriented in performance (Asiyai, 2013) citing Anyokoha and Obebe, maintain that our policies are written by knowledge writer who have foresight and believe strongly in what they write for the future, but the problem begins, when it is to be translated from theory into practice by implementers. Therefore, government underfunding of education should not be an excuse, for improper utilization of the available funds by the management of implementation agencies, such as provosts, rectors, vice-chancellors, governing councils, deans of faculties, heads of departments etc when funds meant to deliver quality education are directed or misappropriated or embezzled.

- v. *Lack of Information and Communication Technological*

Facilities (ICT): The digitability information and commendation technology in advancing education has been continuously linked to greater efficiency, higher productivity and higher educational out-coming including quality of cognitive, creative and innovative thinking (Olatoye cited in Asiyai 2013).

As a tool meant to improve teaching and learning process, enhances higher educational research, greater collaboration among peers as well as improve quality of educational functional information and communication technology services, should be established in all the Nigeria Colleges of Education and other higher institutions. Unfortunately, this is talking in most institutions of higher learning and in most cases, where those things are found, these only exist in carcasmal not functional. Most higher institution in Nigeria are conspicuously lacking computers multi-media projections, electronics white board automation of lecture halls, lecturers offices and internet facilities.

- vi. *Low reputation of teachers and lack of government attention to teacher's welfare:* In the past, society, and the populace had trust and confidence in schooling and the teachers, as character moulder, transforming lives, attitudinal behaviours, of the students or learners, so as to achieve their fullest potentials, and contributes to the development of their community and the society at large. Teachers endeavour to

inculcate the right kind of knowledge and the teachers were also motivated and respected in the society.

But the teachers image in this 21st century in the public has not been favourable. Reasons being that, most times, teachers are the only group of public servants that governments would singled out that their salaries could not be paid for whatever reasons advised forward. In some slate teachers are owed up to ten months, salaries and allowances. Many had to abandon their duty post for alternative means of livelihood. This has a devastating effects on the College of Education system who produces the intending or prospecting teachers as their zeal for the profession will diminish and on the society the students will not be taught and the end-result will be reflected in the nation at long run.

- vii. *Corruption and low commitment of the Colleges staff:* The Colleges of education just like any other institutions are made up of academic and non-academic staff people regarded as the bus of academic excellence. Who are expected to discharge their duties with all fairness and responsibilities. This is an institution that produces the teachers that would transform the nation people and worthy in character and in learning.

Unfortunately, the system has been taken up by the demon of corruption bribery, examination mal-practices and other social vices. National Policy of Education stated that no nation can rise beyond the quality of its teachers in the educational system. The

implication of this, is clearly manifesting, in the students and the young adult learners, parcels believes in bribery to get admission, Laundry believes the only way to collect their own national cake is through “Sorting” by the students, if they must pass their exams.

At the managerial levels, money meant for education, programmes are after directed into private account by some of those in power. In Nigeria government money is regarded as “national cake”. As such every individual wish to cut their share of the cake. This evil practice will not help the system to develop and meet the 21st century demands and expectations of College of Education.

Recommendations

With regards to the role of education in the lives of individual, and as a tool for national development particular, in view of the above-mentioned constraints and the implications to the nation and the society at large. It becomes imperatives that the following measures are recommended as a way of enhance growth and development in Colleges of Education system in this 21st Century.

- a. Adequate funding of the College of Education and other higher/tertiary institution. This implies that government should endeavour to implement the recommended 26% of the national budget for educational sector. This will boost education.
- b. The administrators and management of the College of Education and other tertiary institutions, should minimize their personal interest and high handedness on the money available or “so called “National Cake” and judiciously concentrate on improves

the condition of services of their staff, provide basic infrastructures, modern libraries and information communication technologies with functional internet connectivity.

- c. There should be reforms and policies, that will enable government, public and private sector organizations to integrate and collaborate efforts together to develop education in Nigeria, as it is done in the developed nations of the world, since it is these sectors that employs and work with the output (graduate) of these institutions.
- d. Good educational policies that were made by the past government, which were laudable by those in educational sector, should continue by every successive government and not to be cancelled. But where necessary, modification and adjustment can also be made for proper continuation of government.
- e. Government should cascade the fight against corruptions to the level of Colleges of education and other higher institution in Nigeria. There should be opportunities to other Junior, workforce to be involve in monitoring the available resources of the educational sector and institutions, to ensure proper and adequate accountability. Any defaulting management, should be punished to serve as a lesson for others.

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