

Developing Teaching Manpower Through Emerging Myths and Realities in Nigeria Institutions

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Abstract *This paper examines the development of teaching manpower through myths and realities in teaching and learning in Nigerian education system. It x-rays the programmes of teacher education and the content of the curriculum which will yield qualitative education for the economic development of our nation. It is noted that teachers' education curricular should be integrated with constructive pedagogy. The idea will empower the learners (students) to construct new knowledge by providing opportunities for them that will enable the students to test academic theories through real world application of knowledge that is relevant to their lives. Teachers' professional competency was also looked at as well as the implication of effective teaching and learning. It is concluded that school should continue to embark on curricular reform culture as to enable the society to face the changes and challenges that the society normally encountered as they interact daily with their immediate and outside environment.*

Keywords: *Curriculum, Integration, Manpower, Development, Programme*

Introduction

It is obvious that teachers are absolutely essential in the entire education system of any nation. They are the pivot on which education wheels revolve. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. The fact remains that teaching and learning depend on teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teachers' numbers, quality and devotion that rest the effectiveness of all educational arrangements, development and growth. Even the educational planners may have the best educational policies and designs on earth, the government may vote the largest sum of its revenue to education, but the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policy into action and principles into practice in their interactions with their students. Ukeje (1996) supported this fact when he stated that education unlocks the door to modernization, and added that it is the teachers who hold the key to that door. Afe (1992) states that the realization of the educational objectives depends on the quality and quantity of the available teaching manpower. This can be influenced by the availability of adequate training and retraining programmes for those about to teach and those already teaching respectively. Hence, the efficiency of teacher training should be the main determining factor in the success or failure of education to meet the country's needs.

The training is the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in the classroom, school and wide community. With regard to the issue of supply and demand of teachers, Afe (1991) stated that next to students are teachers as the largest most expensive and crucial inputs of an educational system. This fact is also viewed by the government who in various documents recognized the central importance of teachers in the educative process, Adodo, (1998). Based on the conviction that education is a tool for empowering the people of a nation and also the best legacy any nation can bequeath to its citizenry, this fact had led Nigerian government to decide to make education available and affordable to its citizen.

Education is the most powerful instrument for social progress. It is the greatest power yet known to man for his own improvements. It is defined as the aggregate of all the processes by means of which a person

develops abilities, skills and other forces of behaviour of positive, and sometimes of negative value in the society in which he lives. Fafunwa, (1982). Education is a tool used for the integration of the individual into the society so that he can achieve self realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress. Afe (1995). Teachers are the heart and soul of the educational enterprises, indeed, the life of the school system depends on them. Teachers belong to the profession which has the only potential of determining the social economic, political and moral destiny of every Nigerian citizen. This fact underscores the necessity for teacher education to be perceived as a sacred duty that must never be toyed with if teaching must fulfill its divine professional mandate of cultivating generations of highly responsible disciplined and useful Nigerians.

However, teacher education should be regarded as the bedrock for national development. Talabi (1985) Bofarin (1986) Afe (1995) the major problem facing the nation has been that of getting teachers of quality. For teacher quality to rise above the educational system, a strong teacher education programme is required. On this note that the federal Government planned and implemented teacher education programmes using conventional and non-conventional training method. The National policy on Education (1981) section 9: 57 states that teacher education will continue to be given a major emphasis in all our educational planning because no education can rise above the quality of its teachers. Section 9.75 highlights that the National teachers' institute will organize programmes for in service training of practicing teachers. Opportunities will be provided so that every teacher at regular intervals will undergo in service training.

Teacher Education Programme

This programme is divided into initial teacher training (a pre service course before entering the classroom as a fully responsible teacher).

- Induction (the process of providing training and support during the first few year of teaching or the first year in a particular school).
- Teacher development or continuing professional development (CPD) an in-service process for practicing teachers).
- Initial teacher Education programme organization.

This training programme takes place mostly in institution of higher education. It may be organized based in two models namely consecutive model and concurrent model. In consecutive model a teacher obtains the first qualification in one or more subjects (after the first university degree). He then furthered his studies to obtain a post graduate degree (master in education) as an additional teaching qualification. In concurrent model, a student will simultaneously studies both one or more academic subjects and the ways (methods) of teaching that subject which makes him to qualify as a teacher of that subject. This implies that every subject has its own specific method. A supplemental component of university based course work would be community based teacher education, a situation teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Community based teacher education will help to challenge teacher candidates assumptions about the issues of gender, race and multicultural diversity.

Curriculum

The issue of what knowledge, attitude, behaviours and skills teachers should possess is the subject focus. This is in regards that teachers are entrusted with the transmission to learners of society's belief, attitude and deontology, as well as information, advice and wisdom and with facilitating learners acquisition of the key knowledge, attitude and behavior that is needed for one to be active in the society and in economic development.

The curricula of teacher education can be splinted into:

- Foundational knowledge and skills. This aspect is about education related area of philosophy

of education, history of education, educational psychology and sociology of education.

- Content area and method. This will include ways of teaching and assessing a specific subject. Though it may not be possible to know in advance what kinds of knowledge and skills pupils will need when they enter adult life for one to exactly assess what kind of knowledge and skills that teachers will possess. More emphasis will be placed on transversal or horizontal skills (such as learning to learn or social competences which cut across traditional subject boundary and thereby demanded the traditional ways of designing the teacher education curriculum and ways of working in the classroom)
- Practice at classroom teaching or at some other form of educational practice is supervised and supported though not always. It can take the form of field observations, student teaching or internship. Supervised field experiences. Field observation will include observation and limited participation within a classroom under the supervision of the classroom teacher.
- Student teaching includes a number of weeks teaching is assigned in the classroom under the supervision of the classroom teacher and supervisor from the university.
- Internship- teaching candidate is supervised within his or her own classroom.

These three areas will form the basic organization of teacher education programmes. Courses modules and other activities will be organized within any of them. This structure will make it more logical or rational to complement the teaching manpower development of the conventional school system. The fact behind this is that education is needed to produce skilled and reformed manpower and the knowledge required for technological advancement and economic growth of the nation.

- **Induction of the beginning teachers.** Teaching involves the use of a wide body of knowledge about the subject being taught and another set of knowledge about the most effective ways to teach that subject to different kinds of learner, this requires teachers to undertake a complex set of tasks every minute. A lot of teachers experience their first year in the teaching profession as stressful. Even this has led some percentage of teachers who enter the profession after completing initial training to leave the profession after their first teaching post. Hence induction of new teaching into teaching profession becomes imperative. There is a distinction between inducting a teacher into a new school (explaining the school's vision, procedures etc) and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher to develop a professional identity and to further develop the basic competences that were acquired in the colleges).

Ways to Help Beginning Teachers During their First Years in the Profession Include

- Mentoring: Assigning a mentor that will provide emotional and professional support and guidance to the new beginning teacher. Others include
- A peer network
- Input from educational experts
- Support for the process of self reflection.

The essence of these programmes is to increase the retention of beginning teachers in the profession to improve their performance and to promote the teachers' personality as well professional well being.

Continuous Professional Development

Actually the world teachers are preparing young people to enter is changing rapidly; this also has affected the teaching skills required. For this effect no initial course of teacher education is adequate enough to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which

teachers like other professionals reflect upon their competences, maintain them up to date, and develop them further. This training will enable them to perform their job satisfactorily.

Objectives of Teacher Education

Objectives of Nigerian teacher education as contained in the national policy of education (1981) revised (1987) is as follows

- To provide highly motivated conscientious and efficient classroom teachers for all level of our educational system.
- To encourage further the spirit of inquiry and creativity in teachers
- To help teachers to fit into the social life of the community and society at large and enhance their commitment to the National objective.
- To provide teacher with adequate intellectual and professional background for their assignment and to changing situations not only in the life country but also in the wider world
- To enhance teachers commitment to the teaching profession
NPE (1989,P.38)

History of Teachers' Education in Nigeria

The beginning of teacher education dates back to the coming of the Christian missionaries in the second half of the 19th century. Taiwo (1980) credited the church missionary society (CMS) with initiating teacher training in Nigerian in 1883 when it established a teacher training institute in Abeokuta. Fafuwa (1974) credited that same CMS with establishing the first teacher training college in 1959, while Adesina (1977) cited 1896 when the CMS opened St. Andrew's college Oyo. The missions produced teacher's evangelists on a limited curriculum with the assistance of the colonial government that promulgated the education code and ordinances to complement the effort of the missionaries through granting aid to the mission.

The 1925 memorandum on education, the formation of the Nigeria union of teacher (NUT) and the 1947 constitution were significant landmarks. The Phelps Stokes commission report of 1922 paved the way for the 1925 memorandum on education for governments recognition of education to provide education adapted to local conditions; while at the same time conserving all sound elements in local tradition and social organization. According to Fafunwa (1990) the 1925 memorandum, more than any other commission report, guided the Nigerian education policy and development from that time to independence in 1960.

The 1947 constitution, which divided the country into three regional administrative units, decentralized educational administration by classifying education as a regional service. As a result, a great challenge was thrown to teacher education by the universal free primary education schemes of the western and Eastern regional governments in the 1950's. This scheme was succeeded by the universal Basic Education (6-3-3-4) which was established by National policy on education in (1977-1981). This programme was launched by the then president, Chief Olusegun Obasanjo in September 30, 1999.

Teachers' Professional Competences

Teacher's professional and academic competencies are seen in their ability to make use of the learning opportunities available in the environment. This means their willingness to take active part to analyze changes in the environment with other members of the work community to see these changes in relation to teachers and the school possibilities to determine which changes and outcomes that are of the greatest relevant to the socio-economic and political development of the community's need.

Teachers competence will be enhance as they have close contact and diverse interaction with its environment as well as being able to anticipate and influence factors which will bear upon teaching in the

future. So this calls for teachers having mastered their various subjects to also have command over a wide repertoire of different teaching methods and strategies (pedagogy) as well as understanding of the learning process of students. Shulman (1987) in introduction of pedagogical content knowledge stressed the combination of content knowledge and pedagogic skills that are necessary for the organization of classroom situations and activities of learners. He defined pedagogical content knowledge as "the particular form of content knowledge that embodies the aspects of content most germane to its teach-ability" it means that both teacher expertise and teacher knowledge of the subject matter differ from ordinary scholarly knowledge and pedagogy. In other words, teachers should be able to fuse the knowledge of the subject matter and pedagogical knowledge into pedagogical content knowledge in their classroom activities.

This will also include an understanding of what make the learning of a specific concept difficult and the instructional strategies that could help in presenting different aspects of the instructional process. Knowledge of what motivate students' attitude toward different subjects is also embedded in the pedagogical content knowledge. With all these facts mentioned, particular attention should be devoted to bring reforms in teacher education in terms of academization and professionalization. Again teacher's idea of man, his conception of knowledge and learning are the foundation on which successful teaching is built.

The fact remains that teacher who knows their work and its meaning are the foremost goal of teacher education. Being a teacher means ones ability to encounter change and influence change. Therefore changes in pupils, their living environment and society as a whole require sensitivity and willingness to anticipate future development.

One of the challenges of teachers is still the ability to analyze change in the environment with other members of the work community to see these changes in relation to the teachers and the school possibilities to determine which changes and outcomes are of the greatest relevance to the development of teaching.

Teacher education needs close contact and diverse interaction with its environment in order to be able to anticipate and influence factors which will bear upon teaching in the future. This is so because being a teacher in future will mean ones willingness to take active part in influencing social development.

The Concept of Myths and Realities

Myths and realities are terms used to clarify the importance of academic and vocation integration in relation to emerging pedagogy teaching and learning practices, and school to work efforts. They reflect the philosophy upon which academic and vocational integration is based. This means that academic must forge connection between knowledge development and its application in the work place. It aids in school reform and its effectiveness in modifying curriculum content, teaching practice and school structure to enhance students preparation for work.

Curriculum integration involves the infusion of academic content into vocational programmes which enhances academic performance. This is achieved when students engaged in learning experience that situated in real-life contexts that afford in depth understanding and the development of higher-order thinking skills. Pisapia and Riggings (1997) Stase, (1997). The curriculum integration reflects the process of contextualization by bringing authentic work element to abstract academic subjects. This will contributes to the development of students' critical thinking and collaborative skills as well as those that prepare them for skilled job. This integration involves four major aspects; the integration of experience, social integration, the integration of knowledge and integration as a curriculum design. Learning experience are designed to integrate knowledge in context of its use, knowledge is developed and used to address relevant issues not only in preparation for future tests. Learning activities also involve the application of knowledge in real-life settings where students can experience problem solving and the intricacies of social interaction. Teacher externships supported through school reform legislation, afford teachers opportunities to learn how academic and vocational concepts are applied on the job and ways that they might tie their curriculum to the broader social purposes of the community. Constructivism of teaching is to empower learners to "construct new

knowledge" by providing opportunities for them to test academic theories through real-world application of knowledge in a setting that are socially relevant to their lives Beane (1998) noted several factor reflecting support of the pedagogy as follows.

- Growing support for active learning and knowledge construction in place of rote memorization and the accumulation of knowledge constructed by others.
- Interest in patterns of brain functioning as related to learning
- An emerging awareness that knowledge is socially constructed influenced by one's prior knowledge and social, cultural and academic experiences.

The teaching of students is centered on project, oriented instruction, problem based learning as well as contextual teaching and learning to promote strategies for implementing constructivism. In fact, the aims and objectives of integrating academic and vocational education in teaching and learning situation is a welcome development in our educational reform, but for this useful innovative to be effectively implemented to achieve its objectives, the role of teacher education becomes paramount. This is because teachers are responsible for the intellectual and emotional development of those in his charge. He must therefore be deeply familiar with the behavioural science, sociology as well as technical. They need to be adequately trained and well grounded with the knowledge of the subject content and pedagogical skills in order to have in depth understanding and the development of higher order in their thinking skills. Is the teacher that will incorporate the reform pedagogical approaches in cross disciplinary, multidisciplinary, interdisciplinary and work-related integration model to the learners which will help them (students) to see the connections between subject areas that will enable them to recognize the interrelated aspects of all learning and life experiences? Again a situation where highly competitive, multicultural work place, integrated skills and personal qualities are in great demand, technical innovation have altered the way work is performed, and new management processes have changed the way people perform it. School-to-work and tech prep legislation calls for school reforms. Is the teacher that will prepare students with the academic technical, adaptive and interactive skills they will need in this changing work place rather than competing with their integration. It will enhance it. The effort of school to work extent subject area to work place experiences that affords social integration as well.

The benefits of myths and realities to teacher education: The knowledge of school based and work based learning offer educators (teachers) an opportunity to connect classroom to workplaces by increasing students' exposure to authentic work practices that provide opportunities to apply abstract concepts or knowledge to real problems. Stasz (1997, P. 218). School based learning gives students an opportunity to use academic in authentic work-place contexts through such means as applied academics. It provides on the job training, supervision by work place mentors, and instruction in general work place competencies and all aspects of the industry. Stasz and Kaganoff (1997 .P.). Work based learning engage students in worksite learning experiences. It afford students an opportunity to receive mentoring and instructions for industry-recognized skills. Pisapia and Riggings (1997). Each of these practices offers students the potential to engage in problem solving, team work, and communication within the job context; taking into account the unique aspect of the jobs purpose, work tasks organizational structure, job culture, and etc.

Implication

The job of the teacher is always concerned with human beings and the development of human minds at their most impressionable stage. This implies that a teacher who is highly trained and approved qualified and competent will be competent enough to transmit the knowledge and skills acquired to the learner effectively. The learner (student) will in turn construct knowledge through their interpretive interaction with the experiences in their social environments. He will be able to constructs new knowledge and ideas of doing things or solving problems with in and outside his environment. Through his constructive knowledge he will be able to create job for self reliance instead of being a job seeker thereby contributing to the development of

the nation's economy and also aids in alleviating poverty in the society as he employ other people to work with.

Conclusion

The role of school reforms and its effectiveness in modifying curriculum content, teaching practices and school structure to enhance students' preparation for work is obvious. This can be more achievable if the teacher who is the instructor is adequately trained and well equipped to carry out his teaching assignment effectively, because teaching is more than doing. The professional competency of a teacher acquired in course of his training will enable him to prepare and integrate individual for work into the society as to improve its economy and proffer solution to the challenges that the society normally faced as the result of their daily interaction with their immediate and outside environment. It is recommended that school should reform its curriculum within five years so that it will suit the changes and challenges encountered by the society. This will also enable the school to ensure that the co-ordination of the integration of academic and vocational education remain standard.

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