THE RELATIONSHIP BETWEEN LEVEL OF EDUCATION, TEACHING EXPERIENCE AND JOB SATISFACTION AMONG TECHNICAL AND VOCATIONAL TEACHER EDUCATION

BY

MUSTAPHA, SANI SUMAILA

Abstract
The researcher examined the relationship between level of education, teaching experience and job satisfaction among a random sample of technical and vocational teacher educators in four post-secondary institutions in Kano state. The study was guided by four hypotheses. A total number of 183 five-point Likert type questionnaires were distributed out of which 95 were completed and returned. Data collected were analyzed using the Chi-square method. The result obtained suggests that there is a significant relationship between level of education attained and as years of teaching experience on one hand and job satisfaction on the other. It also suggests that there is no significant relationship between sex and job satisfaction. These results may have implications for addressing job satisfaction in higher education in Nigeria.

Introduction
Education is undisputedly the bedrock of any meaningful development while Technical and Vocational Education (TVE) is the cornerstone for a sustainable development of the economy (National Policy on Education, 2004). Similarly, if Education is the key to economic and social development, then TVE is the master key which opens the doors to poverty alleviation, greater equity and justice. For Nigeria to be one of the top 20 economies in the world by 2020, it must transform into a 21st Century technological leader. A concerted effort is needed to promote TVE by developing the technical skills and the natural talents of our human capital thereby championing the emergence of a highly disciplined and innovative workforce (Ezekweseli, 2007).

A summit convened by the House of Representatives Committee on Education expressed concern with the behavior of teachers at all levels of education. For example, absenteeism and corruption of all types and lack of professional commitment were reported. This summit also agreed that commitment is determined by job satisfaction and other personal attitudes to work. It is believed that commitment is required of teachers to give learners adequate preparation for examinations.

Job Satisfaction
According the Hoppock (1975) job satisfaction may be defined as the degree to which personal wants, both material and psychological, are realized by individuals while performing tasks assigned to them. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997) and higher education has not been ignored in job satisfaction research. A plethora of studies have examined job satisfaction in the post-secondary education context (McBride, Munday, & Tunnell, 1992; Moody, 1996; Sanderson, Phua, & Herda, 2000; Tack & Patitu, 1992; Tang & Talpade, 199; Truell, Price, & Joyner, 1998; U.S. Department of Education, 2001; Valadez; & Anthony, 2001; Wergin, 2001). This proliferation of research has focused attention on the need to understand job satisfaction as it relates specifically to post secondary faculty.

In studies with post secondary faculty members as the researched population, certain trends have emerged. For example, ethnic minorities generally have lower job satisfaction
than their white counterparts (Sanderson et al., 2000; Tack & Patitu, 1992); Likewise, women have reported lower levels of job satisfaction than men (Florentino, 1999; Hagedorn, 1996; Tang & Talpade, 1999; U.S. Department of Education, 1998). However, results have not been consistent across each facet of job satisfaction. Another demographic variable that has influenced job satisfaction among faculty members has been tenure status. In general, tenured faculty members have reported higher job satisfaction than tenure track faculty members (Clark, 1986; Sanderson et al., 2000; U.S. Department of Education, 2001).

Ezeji (1979) found that a good proportion of the subjects he used in his study based their occupation decisions on factors such as prestige, high income and mere interest without due regard to their knowledge, skills, abilities and aptitudes which are essential for a rewarding and satisfying occupational life.

**Purpose of the Study**

The purpose of this study was to explore the relationship between professional training, level of education, experience and job satisfaction among technical and vocational teacher educators in Kano State. Specifically, the study attempted to:

i) Determine the level to which Technical and Vocational Teacher Educators are satisfied with their jobs.

ii) Determine the relationship between level of education, and job satisfaction among Technical and Vocational Teacher Educators.

iii) Determine the relationship between teaching experience and job satisfaction among Technical Vocational Teacher Educators.

iv) Compare the level of job satisfaction among male and female Technical and Vocational Teachers Educators.

**Research Hypothesis**

i) There is significant relationship between professional training and job satisfaction among Technical and Vocational Teacher Educators.

ii) There is significant relationship level of education, and job satisfaction among Technical and Vocational Teachers Educators.

iii) There is significant relationship between teaching experience and job satisfaction among Technical and Vocational Teacher Educators.

iv) There is significant relationship between job satisfaction and gender among Technical and Vocation Teacher Educators.

**Methodology**

**Area of the Study**

The study sampled four tertiary institutions in Kano State, namely; Federal College of Education (Technical), Bichi; Federal College of Education, Kano; Sa’adatu Rimi College of Education, Kano; and the Kano State Polytechnic.

**Population**

The population of the study was all the Technical and Vocational Teacher Educators in the area of the study, totaling 183 academic staff. Based on this population, a total number of 183 questionnaires were distributed; but due to low responses from the academic staff...
(excluding departmental heads, coordinators, and other administrators), only 95 were returned and used for data analysis.

**Instruments and Demographic Questionnaire**

The questionnaires used consisted of 30 items comprising of three facets of cole stress indicators; Task stress indicators and job satisfaction indicators. Respondents rate each item on a five point Likert scale from 1 (strongly disagreed) to 4 (strongly agreed) and 0 (undecided). It also contained seven demographic information regarding the respondent’s gender, age, marital status, highest educational qualification, teaching experience, academic rank and employer.

**Results and Discussion**

The tables below show results collected from the respondents and the discussion of the result.

**Table 1:** The relationship between level of education, and job satisfaction among Technical and Vocational Teacher Educators.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Ed/B Sc</td>
<td>44 (45.9)</td>
<td>20 (17.4)</td>
<td>2 (2.8)</td>
<td>66</td>
</tr>
<tr>
<td>M Ed/M Sc.</td>
<td>19 (18.1)</td>
<td>5 (6.8)</td>
<td>2 (1.1)</td>
<td>26</td>
</tr>
<tr>
<td>Ph D.</td>
<td>3 (2.1)</td>
<td>0 (0.79)</td>
<td>0 (0.13)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>25</td>
<td>4</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant at a = 0.05

Df = (3-1x3-1) = 4; \( x^2 \) obs = 9.49 \( x^2 \) cal = 3.985

\( x^2 \) cal < \( x^2 \) obs \( \rightarrow \) HO_1 is accepted.

**Table 2:** The relationship between years of teaching experience and job satisfaction among Technical and Vocational Teacher Educators.

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5 years</td>
<td>15 (16.8)</td>
<td>3 (1.4)</td>
<td>1 (0.8)</td>
<td>19</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>22 (22.1)</td>
<td>3 (1.8)</td>
<td>0 (1.05)</td>
<td>25</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>26 (24.80)</td>
<td>0 (2.1)</td>
<td>2 (1.2)</td>
<td>28</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>16 (15.9)</td>
<td>1 (1.3)</td>
<td>1 (0.8)</td>
<td>18</td>
</tr>
<tr>
<td>21 and Above</td>
<td>5 (4.4)</td>
<td>0 (0.37)</td>
<td>0 (0.1)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>8</td>
<td>4</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant at a = 0.056

Df = (4-1x3-1) = 6; \( x^2 \) obs = 12.59; \( x^2 \) cal = 7.29

\( x^2 \) cal < \( x^2 \) obs \( \rightarrow \) HO_2 is accepted.
Table 3: The level of job satisfaction among male and female technical and vocational teacher educators.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56 (56.4)</td>
<td>5 (4.6)</td>
<td>2 (2.1)</td>
<td>63</td>
</tr>
<tr>
<td>Female</td>
<td>29 (28.6)</td>
<td>2 (2.4)</td>
<td>1 (1.02)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>25</strong></td>
<td><strong>4</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

Significant at $a = 0.05$

$d_f \text{ cal } < x^2 \text{ obs} \quad \rightarrow \quad \text{HO}_3 \text{ is accepted.}$

Table 4: The relationship between Employer and job satisfaction among technical vocational teacher educators.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>56 (48.3)</td>
<td>2 (9.8)</td>
<td>0 (0)</td>
<td>58</td>
</tr>
<tr>
<td>State Government</td>
<td>23 (30.7)</td>
<td>14 (6.2)</td>
<td>0 (0)</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>16</strong></td>
<td><strong>0</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

$d_f = (2-1\times3-1) = 2; \ x^2 \text{ obs } = 5.99; \ x^2 \text{ cal } = 19.178$

$x^2 \text{ cal } > x^2 \text{ obs} \quad \rightarrow \quad \text{HO}_4 \text{ is rejected.}$

Conclusions and Recommendations

As noted earlier, the low response rate and correspondingly low sample size of this study should be taken into account when considering recommendations generated from it. Given that consideration, the first recommendation is replication of the study with a larger sample size. It is further, recommended that future researchers should utilize such measures as sending additional follow-ups and using incentives as outlined by Dillman (2000) to increase the response rate. Although internet facilities are still inadequate, it would be interesting to find out if using an electronic survey would yield a higher response rate than a traditional mail survey and personal instrument administration among this population. Replication of the study would provide corroboration of the study’s findings and, subsequently, further support for designing and implementing initiatives as well as for revising policies and procedures relative to their implications.

Although Technical and Vocational Teacher Educators seem to be satisfied with what they do, their satisfaction with their employers appears less tenable. Therefore, future research – both basic and applied – should address job satisfaction among this population at the institutional level.
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QUALITY ASSURANCE IN TEACHER EDUCATION
AND THE NCE CURRICULUM: A CRITICAL ANALYSIS

BY

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Abstract
Learners achievement has always been associated with teacher quality. There has hardly been any effort to improve the educational system, especially learners’ learning without reference to improved teacher preparation. If the trainees and their teachers are to be effective, there is the need for the programme of study (curriculum) to be relevant to the needs of the learners. This will make for a better and safer homeward drive towards quality education the consequence of which will be national development. This paper discusses the gaps currently observable in the curricula on education that need to be filled in order to raise teachers’ quality of delivery.

Introduction
Virtually everyone has bemoaned the condition of schools and the state of quality teachers’ supply. Most schools especially outside urban areas, are neither pupils nor teacher – friendly, often dilapidated, with half blown off roofs, shattered windows, bare classrooms in many schools. Pupils sit on the floor, no texts, and with extremely limited learning resources. Teachers are generally inadequate in number and are often lacking in sufficient mastery of their subjects. Also they are poorly educated, poorly trained, poorly paid, often unmotivated, they suffer from low self-esteem, and are indeed lowly regarded. They teach in difficult circumstances which, among other things, lack the enabling working tools for effective performance. Most teachers tend to work independently, or in isolation, and when faced with problems, either skips units of lessons they find difficult, or teach them ineffectively. They lack accessible quality mentoring and support. Teachers lack guidance, supervision, and the necessary working materials and motivation to bring out their best. The picture portrayed above can be described as teaching and learning under adverse situations.

Justly or unjustly, pupils learning achievement has always been largely associated with teacher quality. True enough, there has also hardly been any effort to improve the educational system, especially pupils learning without reference to improved teacher preparation, albeit without any visible effect. The major deduction made by the world forum on education for all at Dakar, in April 2000 in respect of the Monitoring of Learning Achievement (MLA) surveys in more than 120 countries in different subjects’ areas and different classes was that, more attention should be given to teacher education among others. As will be evident in this write up, this opinion was shared by many Nigerian educators. Although, the poor performance of pupils and students in both primary and secondary schools respectively is consequent upon many factors, but teachers are always considered the most critical factor. The fact that pupils and students generally perform much below average on nation-wide examinations consistently, and over several years, appears to confirm this. For example, an assessment of this learning achievement of primary four pupils which focused on numeracy/literacy and life skills incidents shows that:

i) the national mean score of pupils in numeracy competence was only 32.2%.

ii) performance became poorer as one moved from items requiring simple recall through those requiring some understanding to items dealing with problems solving.
the effect of language on the performance of pupils was well demonstrated by the finding that the mean score on items which were worded (30.5%) was much lower than that for non-worded items (42.0%).

iv) the national mean score in literacy was 25.2%, which, more or less, represented performance at a purely chance level.

v) only 8.1% could copy a passage of five lines accurately. Almost 40% (39.6%) scored zero in this basic skills of copying one word or punctuation mark correctly (Falayojo, 1995).

This finding has been criticized because of the timing of those assessments in respect of the English Language proficiency level of the pupils, some of whom were just emerging from the local language medium. By policy, pupils in primaries 1 – 3 are expected to be taught in the Nigerian language of wider communication and they, therefore, could not have been ready for assessment in English before the end of primary five, to say the least. Be that as it may, the findings of a follow-up study conducted in 2001, which focused on primary 5 pupils, indicated that only 20% of them were able to answer correctly more than half of the items. A similar study conducted in 2003 suggested that there had not been any significant improvement in performance (Aarons, 2003:4). A World Bank report placed Nigeria at the list of twenty-one other African nations in learning achievement See figure below.

![Monitoring Learning Assessment Equivalent Scores, Sub-Saharan and North African, 1990s](chart)

Whatever others factors may have been involved, these meanings enjoin educators to ask important questions regarding the competence and effectiveness of teachers in raising the levels of learner achievement. The restructuring of teacher education curriculum is one strategy for improving the quality of pupils learning at the primary level with potential snowball effect for secondary education as well. The aim is to reflect what the prospective teachers are going to do in schools and have as its central focus the competence to be
developed in pupils at various school levels (Failayajo, 1995). This is necessary as close interaction with teachers in classroom situation over a number of years has revealed lack of appropriate pedagogical skills in most teachers to enable them teach effectively. Present teaching methods also tend to engender role learning as teachers lack the kind of innovative strategies that stimulate creativity and make learning an engaging, participatory and pleasurable activity. Equally important, teachers have not learnt to be reflective; learning is still strongly teacher centered, while educators continue to pay lip-service to pupils – centered pedagogy. Equally important is that, there is a significant degree of mismatch between teacher educators’ perception of a qualified teacher, especially for primary schools and the actual situation in schools.

One explanation for this is that teacher education programmes in Nigeria, both at colleges of education and the universities have hardly ever been research-based and bottom-up designed. Nor are they designed on any proper needs assessment of the essential and relevant knowledge, skills, and competencies which new entrants into the teaching profession must possess, if teachers are being developed more specifically, with what they need to know and equipping of trainees for making visible impact on pupils’ progress. It is in the light of all the foregoing that this paper is essential, as encapsulated in the previous sentence. The recently conducted World Bank-supported action research studies cited earlier have been a great eye-opener in this respect.

Educators, teachers, curriculum specialists, parents and other interested observers have expressed dissatisfaction with the attainments of both pupils and students in public examinations over the years. While some observers put the blame on teachers and pupils/students, others hold the government responsible for the disparity between policy and practice, especially with respect to funding the education sector (World Bank Report, 2002). Others yet have identified the pre-service curriculum of teacher education to be unsatisfactory in terms of its contents, pedagogical skills, and process and quality of field experience that trainees undergo (Ukeje 2002; Baikie, 2003; Adeyanju, 2004). The real causes may as in most issues, be related to all of the above and much more. According to Baikie (2003), Nigerian education is characterized by the following effects:

- Mismatch between the needs of the country and the contents of our education is not likely to produce national development and integration.
- A conservative, ineffective, bureaucratic, and over-centralized educational system which does not relate to other sectors equally striving towards national development.
- A system that lacks incentives, facilities, and infrastructure.
- An educational system that lacks any guidance regarding career choices relevant to national needs. For example, law and business-related programmes, etc are the attractive options even in the most backward states of the federation.
- The absence of moral and ethical values, leading to examination and other kinds of malpractices which challenge the credibility of the certificate awarded as well as the moral fabric of the Nigerian society itself.
- An educational system which is yet to help us to integrate properly as a nation by helping us overcome excessive ethnic allegiances, parochialism, indiscipline and religious bigotry. Adeyanju (2006) added “Statism” to these retrograde and debilitating cankerworms.
- Some of these unresolved issues have, in turn, produced other concomitant problems – examination malpractices, falsifications of certificates, impersonation, etc.

On the issues of NCE as the minimum qualification for teaching in primary schools, it is noted that by the year 2000, no state in the federation had recorded up to 40% of NCE holders in primary schools. Equally worrying was that thousands of those in schools, as holders of NCE were never appropriately trained to teach in primary schools to start with.
The NCE was initially intended for teaching in the junior secondary school. It hasn’t changed its focus in any dramatic manner (until recently) to make itself relevant to primary education, especially in the list of the UBE.

The prevailing situations butters the need for this topic, so that the program of teacher trainees would be well focused to the needs of the targeted audience. The Nigerian educational system is an examination-centered school system where being educated simply means passing examinations at various levels. Pupils, teachers, and schools are adjudged by this simplistic criterion. A school is doing well when pupils score high percentages or several credit grades in public examinations. Parents send their children where they believe they have the best change of such performance. Our secondary schools are much more like coaching centers, rather than anything else because of the strong commitment to preparing students for public examinations and higher education than genuinely producing well-educated men and women. Emphasis on passing exams is further enhanced by a fanatical concern for certificates. A teacher with the NCE, B.Ed, or Ph.D is automatically considered qualified and effective. No one needs to verify. This often leads to examination malpractice and certificate forgery. There appears to be less interest in whether teachers ignite a love of learning or reading, critical thinking process, a questioning attitude to all things, character or values of education, etc. Schools and teachers focus only on the cognitive domain and much less on the affective. The perception of education as passing examinations has resulted in the absence of a reading culture for self-enrichment as well as the development of civilized values. This partly explains a great deal of emphasis on materialism and associated ills, rather than dedication and selfless service, among others, for example.

The above would suggest the need for an entirely different paragraph in Nigerian education, i.e. away from a focus on examinations as the measure of educational achievement which, in turn, requires teacher preparation to largely subject matter and test-focused and narrow in scope. Here too, there is a great deal of emphasis on the teachers certificates in the unfunded belief that the certificate mans both quality education and competence in teaching.

Challenges

Traditionally, and appropriately, teacher education should produce an educated and skilled professional who is genuinely learner-centered, collaboratively, and interactively oriented in the classroom. He/she would manage a democratic classroom with a great deal of exchanges and problem-solving activities that mirror real-life situations. Factual information, whether this is provided by the teacher, the textbooks, or collaboratively arrived at by learners, would be meaningful and applicable to the environment. There would be close ties between colleges/departments of education with schools in the locality rather than the current ivory tower and monastic stance, etc. Teacher preparation should also train teachers in the habit of finding our new knowledge and teaching techniques in their specialization through the internet library, etc. That is, teachers must be trained to be genuine academic, rather than just school workers.

How can the curriculum ignite a scholastic and professional exposition in trainees to become active researchers, among others when they graduate?

How do you produce teachers who possess creative and constructive problem-solving strategies, rather than ones who perpetually complain against the system and hold it to ransom for all kinds of inadequacies rather than rise to the challenge of teaching in difficult circumstances through improvisation, for example?

How do you produce more broadly educated teachers who can competently teach as many subjects at primary schools level rather than narrow misfits taken through single or double major? Whether it’s the NCE or the B.Ed. trainees who are coming out of
the colleges of education and teaching in primary schools. This applies to the B.Ed. as well. All of these call for broader course offerings developed from a need – analysis-based – assessment of the program for NCE trainees in the nation’s colleges of education in academic content areas say, over two years at least, before the rush for premature specialization from day one in teacher education programmes.

Curriculum reforms take on many issues at once, as in the most recent vision of the National Policy on Education NPE, (2004). Here are some of them:

- The decision to teach French in Primary and Secondary School ‘as a second official language’ with all of the implications involved. (We know an official language to be one assembly, mass media, etc). How can French play a role in present day Nigeria?
- The decision to introduce Information Technology (ICT) into primary and secondary schools, etc.
- The decision to provide university education in a non-traditional way, i.e. through distance teaching/learning at the National Open University of Nigeria (NOUN).

Each of these calls for great financial input from government, serious implications for training the next generation of teachers who, for example are now required to pass in computer education or teach French the way they teach English, etc. Thus the fourth edition of the NPE, which is already in need of revision, raises a number of pertinent practical questions such as:

- how long will it take to train the required teachers?
- will there be sufficient candidates for admission into the programmes for these?
- How soon will there be teachers qualified to teach ICT in primary schools across the nation?
- how many computers will be available to thousands of schools, thousands of which now lack textbooks, furniture, water, etc?
- who will maintain and replenish them?
- how many Nigerians would see these as the most urgent for children who now score poorly in literacy, numeracy and life skills?

There are strong indicators to suggest that teachers lack sufficient content knowledge, up-to-date pedagogical, and language skills to teach effectively. Besides, there are several new insights as demonstrated by recent World Bank supposed action research studies in 10 states of the country to justify a critical review of the rationale, content, process, and practice of initial teacher education in Nigeria, especially as we enter the targeted millennium. That is, there is the need to recentralize teacher education in ways that redress widely acknowledged lapses and reflect the findings of recent researches and new pedagogical insights and current ideas on the pre-service teacher education. The realities of the Nigerian schools situation and pupils/students achievements as reported in various documents should also receive adequate consideration in the design of such curricula. Even its previous editions of the NPE (1977, 1981, and 1998) were inconsistent and disappointing in a number of ways. It has always raised expectations in grandiose promises but never lives up to them. Consider the following:

On Primary Education, it says.

- Since the rest of the education system is built upon it, the primary level is the key to the success of failure of the whole system. But this level is shambled in several ways. The goals of primary education are to inculcate permanent literacy and numeric ability and ability to communicate effectively, lay a sound basis for scientific and reflective thinking but teacher production and teacher colleges do not treat these as
priority areas judged by the very low percentage of those who specialized in English/Mathematics and Science.

- There is a need to mould character and develop sound attitude and morals in the child.
- It intends to give the child opportunities for developing manipulative skills that will enable him/her function effectively in the society within the limits of his/her capacity and provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality; it would provide the following educational services:
  a) school Library
  b) basic Health Scheme
  c) counselling
  d) educational Resources Center
  e) it would provide specialist teachers of particular subjects such as Mathematics, Sciences, Physical Education, Language Arts (in relation to English, French, Sign Language and Nigerian Languages), Library Studies, Music, Fine Art, and Home Economics.

The list continues when other sub sectors are examined. We cannot end this critical analysis without examining what the policy offers teacher education. Teacher Education Institutions are expected to:

- produce highly knowledgeable, skilled and motivated, constructive and efficient classroom teachers for primary and junior secondary in the country, encourage further the spirit of enquiry and creativity in teachers.
- help teachers to fit into the social life of community at large and to be committed to national goals.
- ingrain in trainees an intellectual frame of mind that keeps them pursuing academics and professional knowledge in their specializations, and
- enhance teachers commitment to the teaching profession, (NPE, 2004:39).

A fundamental question is whether the curriculum in our colleges of education actually equips them; this raised the following key questions:

- is there any evidence that teacher education curriculum are designed according to the felt needs of schools?
- do we have any evidence that they do so in a way that trainee’s knowledge and pedagogical skills are visibly transferred to children in schools?
- if they don’t, is there any strong evidence for reviewing or restructuring any of the teacher education curricula or all of them, for that matter to ensure that they are adequate?
- if so, how can the pre-service teacher education curricula be reconstructed/strengthened so that they provide teachers with relevant intellectual and professional skills adequate for their assignment? There are indeed problems of poor staff quality in some tertiary institutions where school teachers are prepared; lack of adequate resources, and cavalier attitude towards practical field experience, among others, which together have cast a long shadow over the quality of teachers produced in Nigeria (Ukeje, 2004; Obanya, 2004; Baike, 2003; and others). For example, analysis of the 65 Colleges of Education in the country as contained in the NCCE brochure of 2003 revealed the following areas of needs without which it is difficult to expect these Colleges to produce quality teachers.
Deficiencies in College of Education

Analysis of the NCCE Brochure of 2003 revealed the following:

- all of the 65 Federal, State and Private Colleges of Education (COEs) need books as a priority. As many as 51 (87.7%) need ICT equipment.
- some 60% (39) lack language laboratory
- 38.5% (25) need laboratory equipment
- as many as 67.75 lack sports equipment, etc
- there are similar inadequacies in chemical and reagents (30.8%), wood work education tools (24.6%), fine and applied arts equipment (43.1%) etc, electrical/electronic workshop equipment, agricultural and home economics laboratory equipment (16.9%), auto-mechanic workshop equipment (13.55%).

All of these listed items are inadequate in Technical Colleges of Educations (TCOEs). One wonders how these Colleges would cope with the challenges before them.

Teacher Education and the Significance of the Teacher

Education has been described as the instrument per excellence for effecting national development (NPE) and with schools as the engines of progress, productivity and prosperity; it is only natural to add that the teachers must be the engine drivers. The better educated and professional skills the teacher has, the safer the homeward drive towards good quality education and therefore, national development. The following quotations clearly underscore the universally acknowledged fact regarding the relevance of the teacher in this regard:

i) only the teacher can lay a solid foundation for national development. Economic growth and political stability alike depend on how well he does his work. He is Nigeria’s ambassador to the future, and he deserves full rights and privileges from his countrymen (Eric Ashby, 1960:90)

ii) teachers are the key to the effectiveness of any school, and teachers development is a top priority in any move to change schools; Ford Foundation (1985:49), while Judge (1991,109) added that there is the need for ‘supply of teachers’ that will match-in quality, and type the need of the schools “No educational system can rise above the quality of its teachers” (NPE).

Teachers clearly influence the degree of students’ achievement by 75% at a time. That is the claim of twenty-one out of thirty researchers that carried out researches on factors affecting educational achievement. But such teachers must also have the highest academic and professional achievement. Such teachers must also have the highest academic and professional training possible as well as possess high verbal proficiency before they can do so.

Pertinent questions that one can always ask regarding teacher education are as follows:

- what should teachers know and be able to do in the classroom?
- how much of these are included in their pre-service curricula?
- how suitable, relevant, and effective are the pre-service curricula?
- how do their pre-service curricula meet pupils/students’ need?
- are there any reforms considered urgent for teacher education curricular?
- how can the pre-service curricula for schools’ teachers be reconstructed to accommodate these reforms?
- what gaps currently exist in the curricula on teacher education that need to be provided for in order to raise their quality of delivery?
Recommendation and Conclusion:

It is only logical to expect that improved teachers preparation will lead to greater teacher effectiveness and ultimately better pupil achievement. To this end, there is need for all round improvement, i.e. improved entry qualifications into teaching, improved subject content or academic knowledge, and pedagogical training through exposure to the school environment for a much longer period of closely monitored internship. In recent study on the review of teacher education curricula in Nigeria by Adeyanju (2005), respondents identified 21 different areas in need of improvement. Most educators critical of current practice tend to limit themselves to rather generalized statements regarding the inadequacies of teacher education curricula, rather than identifying specific areas of inadequacies or specify details of expected competencies. For example, in Nigeria, a teacher, especially in the lower classes, should be able to speak the local language(s) so that he/she can use them to drive particular points home as expected by the National Policy on Education. Similarly, there is a clear absence of a bilingual teacher education programme. We know that the more bilingual the teacher is, the better and more effective he/she becomes at that level. This is a neglected area of teacher preparation. The teacher should also be able to capitalize on the pupils diverse cultures in specific ways, as in class projects and assignments, cultural situations, customs and values. Teachers need to be trained to demonstrate multicultural techniques and inclusiveness in teaching.

Skills in teacher-made tests for school-based assessment, both for enhancing learning, monitoring the teachers own performance, as well as for feedback into the curriculum have also received very little attention.

Therefore, efforts at improving the quality of the teacher as a means of ensuring greater pupil achievement are a universal commitment by all in authority, and Nigeria has never been an exception. For teaching English in primary schools, teachers are expected to possess full mastery of their subjects as well as the pedagogical skills of delivery in classroom situations. Recently, there is a general belief in parts of the world, notably Britain and America, that potential teachers should preferably take a degree in what they intend to teach before entry into any teacher education programme. Late Professor Ukeje (2002) had envisaged much better teacher quality when he suggested that:

For future national development the teacher of tomorrow will need greater depth of knowledge, increased skills in teaching, broad knowledge or contemporary civilization (particularly Information Technology), right attitude and ideas, improved human characteristics and relationships.

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American Association for the Advancement of Science. “Teacher Education”. Washington. DC Project 2061 (http://www.project2061.org)


Abstract
This study examines spouses locus of control and their levels of marital stability. The study explored the relationship between Locus of Control and Spouses level of Marital Stability. It also compared spouses who are internals and externals in their levels of marital stability. 200 married men and women of 100 each were used for the study. Findings revealed that there is significant difference between internals and externals in their levels of marital stability and that there is no difference between a marital pattern in which the wife was relatively more external and the husband more internal. The findings have implications and would help marriage Counsellors, Pastors and Couples understand personality constructs and harnessed them towards enhancement of the marital stability. It is recommended therefore that couples should foster attitudes that are favourable for internal locus of control for their marital stability.

INTRODUCTION
One of the developmental tasks of early adulthood demands the ability to start a relationship with the opposite sex, which is believed to ultimately result in marriage. As exciting as the thought of marriage it to the young adult, compounding problems arising in the marital homes leave most of them bewildered, disappointed and confused. But marriage is very important in any society. This is because stable marriages produce stable families which in turn produce a stable society.

Marriage is the union of a man and woman who have agreed to come together to build a family (Macionis, 1997). According to Nwoye (1995), marriage is a sacred and permanent contract which is assumed to be acted when two people, usually opposite sex, decide on their own according to and in the presence of at least two witnesses to exchange the formal consent to live a life of vocation of love and sharing for each other. It is intended to be a stable and enduring relationship. Marriage serves as the basis of family life because it is the sole responsibility of husband and wife to show love, care and protect their children.

For the world to be at peace, homes must be at peace. Most of the major problems and behaviours exhibited by our youths are traceable to the kinds of home they come from. Marital discord and disharmony have tremendous impact on the behaviours of our youth. Some spouses who are already aware of some of these impacts manage to endure such marriages. They know that divorce is harmful to their children in certain respects, so they stay together for the good of the children. Others try to avoid the multiplied economic burden that accompanies divorce.

But marriage is meant to be an exciting and rewarding experience. What then has gone wrong? A careful analysis will reveal that there are many extraneous variables impinging on this marital accord. Furthermore, marital stability varies over the life cycle that is the direction of marriage. Observable, marital stability seems to be highest early and late in the marriage with a lag during the middle period. This lag can be attributed to the presence of children which divert the attention spouses initially had for one another. Other reasons like changing family roles and the wearing off of the initial newness of marriage significantly affect marital stability. Trivial issues such as lack of understanding, expressed affection,
minor disagreement, quality of leisure time together may gradually erode marital stability in spouses.

In trying to understand the factors which contribute to marital stability and harmony, it is important to appreciate the fact that marriage is made up of a combination of two personalities with varying socio-economic, educational background and upbringing. It is, therefore, impossible to have it always smooth, there must be obvious skirmishes. However, the amount of control an individual has over the events which happened to him or her often determines success or failure on that situation.

Locus of control, therefore, a cognitive dimension of the human personality which may influence our reactions to life events may have impact in the level of marital stability. Marriage being a life-long process may be affected by our ability to control events arising therefrom. It is believed that the amount of control an individual exerts on his or her marital life can ensure stability or instability. This study in this respect examines spouses locus of control and their levels of marital stability.

SIGNIFICANCE OF THE STUDY

The primary purpose and focus of this study is to attempt an empirical investigation into the possible relationship between spouses locus of control and marital stability. Since getting married is considered a mandatory social responsibility in many societies, and since it is against the norms of such societies for a man or woman who has reached the marital age to remain single; any research therefore carried out to establish factors that would make it stable must be an exercise in the right direction.

Again, various conceptions of marriage as perceived by Mace (1972) and Nwoye (1991) imply that the relationship is meant to be a life long one until the death of a partner. But observations and studies reveal that this social institution is in modern times, facing serious crises of breaches. The locus of control construct has been validated and proclaimed useful means of measuring individual differences and individual’s belief in the self as a means of attending to daily problems respectively. The study may help marriage Counselors, Reverend Ministers as well as couples understand how a personality construct such as locus of control – Internal and External could be a factor to marital stability.

OBJECTIVES AND JUSTIFICATION FOR THE STUDY

Within the framework of the foregoing discussion, therefore, the task of the present study was to:

i) explore the relationship between locus of control and spouses level of marital stability.

ii) compare spouses who are internals and externals in their levels of marital stability.

It is anticipated that findings from the study would provide useful data for theories and counselling dealing with marital stability. It is also hoped that the study would not only be useful to intending couples, clients and Counsellors but would also enhance their success. In addition, a great deal of investigative progress could be made quite rapidly if further investigators confirm the findings that locus of control as a dimension of personality is related to marital stability.

HYPOTHESES

The following null hypotheses were tested in a null form:

i) spouses who are internals and those who are externals will not show significant difference in their levels of marital stability.

ii) there is no significant difference between a marital pattern in which the wife was relatively more external and the husband more internal.
LITERATURE REVIEW

The Locus of Control (LC) theory is seen in Rotter’s (1966) learning theory which holds that people differ in their world views. The way people perceive their relationships to nature, institution, other people and things or events differ. Locus of control makes up one’s psychological orientation in life and can determine how one thinks, behaves, makes decisions and defines events. Locus of control has been very useful in a wide variety of problem areas, one of which may include determination of spouses’ levels of marital stability.

Locus Control construct represents a dimension of individual differences. In this theory, individuals are assumed to acquire generalized expectancies to perceived reinforcing events contingent upon their own behaviour. Persons who believe and act as contingent or non-contingent upon their own future and believe are effective agents in determining the occurrence of reinforcing events are referred to as having an internal locus of control. Those who, on the other hand, act as though forces beyond their control are important factors in determining the occurrence of reinforcing events are referred to as having an external locus of control (Rotter, 1954, 1966).

Taylor (1982) noted that individuals perceiving an Internal Locus of Control tend to view themselves as having more control over and personal responsibility for the direction of their live than do externals, who are likely to feel themselves powerless to control events. However, Rotter (1966) contended that individuals who perceive the outcome of life events to be contingent on their own actions and behaviours are better adjusted emotionally than those who view outcomes as dependent on external factors.

A lot of psychological research work has been carried out in the area of Locus of Control. Hjelle (1991) summarized the Literature on Locus of Control, concluding that internally controlled people are socially active and involved in their environment, while externally controlled people are not. Hjelle (1991) also conducted a study that provided support for the idea that high social interest is associated with internality and low social interest is associated with externality. In Hjelle’s sample of women at a College in the northeastern United States, those participants with high social interest were more internally controlled as measured by the Adult Nowicki – Strickland Internal – External Locus of Control Scale than those participants who exhibited low social interest as measured by the social interest index.

Various behaviours have been predicted from Locus of Control expectancies through a number of studies. Some of such behaviours include social action, occupational proficiency, social instances, risk-taking, decision-making, preference for performance in internal or external situations and even personality consciousness.

Using Locus of Control on Personality Consciousness, Phare and Gardner (1981) reported on the studies of 500 destitutes that, the internals are superior to the externals in perception of their problems, Parols and Mastering of the tasks presented to them. Withernair (1980) reported on the study of the 48 High School Students grades on anxiety test that; the low test-anxious internals focused on task-relevant variables while performing task. But high test anxious, Externals were internally focusing on self-evaluation with autonomic responses. Hence, their dividing attention between internal cues and task cues did not allow them to adequately perform well. Also on a sample of 140 rehabilitation clients, Tseng (1970) studied the issue of occupational proficiency and concluded that Internals are more proficient in experimental tasks than Externals.

Among the numerous variables that have correlated with Locus of Control scores are social desirability, self-esteem, anxiety and depression. The person with an internal orientation is one who is more cognitively active, assertive, competent and independent in contrast to the externally controlled person who is seen as more dependent and less effective. Internals demonstrate greater awareness of opportunities and shows greater readiness to
perceive relevant information while those in an external orientation tend to be affective and alienated. In Raymold’s (1976) review, he stated that internals appear likely to be rated highly on dominance, endurance and depressive scales, while externals tend to be rated highly on succorance and abasement scales.

Gilbert (1976) used 545 subjects to investigate situational factors in psychological adjustment and claims that psychological adjustment appears to be related to perception of control whereby internals are believed to have attained a more healthy adjustment than externals. In support of this notion, Wallston (1980) on health attributes of 52 outpatients concluded that externally oriented subjects had more physiological health problems than the internally oriented subjects.

Nevertheless, contrary to the above studies which favoured the internals; the findings of Ansel (1979) on the study of 74 subjects on their beneficial experiences have shown that externals benefited more than the internals, especially when explanation of negative event was given immediately after the feedback on a task performed. Likewise, Phares and his colleagues (1979) studied reaction to threat as a function of Locus of Control. He used 225 subjects and reported that the externals indicated superior recall of learned materials than the internals.

The attribution of factors on the locus of control dimension affects or primarily influences the affective states, therefore, subjects who attribute their successful performance to internal factors would feel really ashamed at their failure and could therefore put in more effort to ensure success in whatever task they are trying to accomplish. Externals on the other hand, are non-task oriented. Gozali, Cleany, Water (1973) contend that the person at the internal end of the continuum perceives outcome to be a consequence of his action, while the persons at the external pole believes that outcomes are due to fate, luck and powerful orders and, therefore, beyond his personal control. Such individuals are less likely to strive for the goals dictated by their individuals’ and less likely to strive for the goals dictated by their motives. (Kagan and Havemann, 1980).

However, people pay attention to some events than others as a result of many factors, such as internal motivation, interest and external factors like novelty, movement and repetition. In a continuous process, changes do occur in individual’s locus of control as a result of motivation and vicarious learning.

Emotions are dynamically related to individual needs. His perception of such needs will motivate him to see what he wants to see, to hear what he wishes to hear and to learn what he wishes to learn as well as endure what he wishes to endure.

Edide (1998) found out that economic problems within Nigerian society tends to aggravate most of the problems that lead to marital satisfaction or dissatisfaction. Most spouses rarely have time to stay together and discuss their problems. This is even worsened where both spouses are bread winners and spend a greater length of their day outside trying to make ends meet. They rarely have the energy and time after a hard day’s work to stay together and recapitulate events of the day and plan for the next. When there is a break in communication in the family, he progress, unity and stability of the family is at a standstill and if not immediately remedied, can lead to disintegration. Communication facilitates family progress, harmony and satisfaction because there is flow of thoughts understanding, agreement and knowledge between the couple. When practiced in earnest, it makes for closer union in the life of the spouses and makes separation impossible. Spouses who communicate with each other feel a sense of emptiness and incompleteness when a partner is not around for such communication (Edide, 1998).

Extending the Locus of Control construct to marital satisfaction, one may speculate that internals who believe in personal control over marital events may derive satisfaction through their ability to negotiate and subdue threatening events in their marriage. They work harder
to ensure that their marriage works. They are assertive and utilized the task oriented approach in handling their marriage. Dorherty (1981) observes that externals are more likely to be passive and dependent on support from their spouses while internals may exercise more independent judgment and be more reactive to their spouses attempt to influence them.

Studies have been carried out to identify the major causes of marital instability. Such issues as religion, racial and ethnic differences, power and decision-making processes, different expectations from relationship, budgeting and number of children have been identified as having different bearing to marital stability (Jones, 1982). In addition, and in separate studies Akani (1989) and Nehikhare (1990) discovered that ethnic and religious differences, childlessness, relationship with in-laws and friends, communication gap, incompatible sexual relationship, biological and emotional maturity of spouses, financial insecurity and parental disapproval of marriage were also found to be significantly related to marital instability.

Olayinka (1987) stressed that failures result from such factors as lack of physical, social, emotional and financial maturity. Other researchers like Glick and Norton (1973), Mitchell (1962) and Ijagbulu (1988) discovered that positive correlation existed between chronological age and marital stability. They opined that well matured couples would have a greater advantage over those who are less prepared for it; and that early marriage often end in divorce because those who rush into the relationship so early are usually ill-equipped to make it succeed. According to Edide (1998), the work of a therapist from Rotter’s view point is to teach a client to take responsibility for his action and change by restructuring the way they think about the situation and by learning to perform new, more adaptive behaviours. In the marital homes, spouses who are not satisfied in their marital relationships are expected to learn and adapt positive measures that can help restructure their marriage and give them happiness and satisfaction. The concern of this study was, therefore, to examine spouses’ locus of control and their levels of marital stability.

RESEARCH DESIGN AND METHODOLOGY

Research Approach
The basic intent of this research seeks to establish what relationship exists between spouses’ locus of control and marital stability. Thus, a survey research design was chosen as the research approach using correlational survey studies.

Subjects
A total of 200 subjects made up of 100 men (husbands) and 100 women (wives) from Ihitte Uboma Local Government Area of Imo State participated in the study. They were selected by means of stratified random sampling and were drawn from the ten old autonomous communities of the Local Government. Their age range was 25 – 40 with 30 as their mean age and they were married for five to ten years.

Instrumentation
There was the use of a combination of tests/scales for this study. They were combined in a three part questionnaire.

Section A:
This was developed by the researcher. It was designed of elicit biographic data of the respondents.
Section C:
Was the internal – external (I – E) locus of control scale developed by Rotter (1966). The I – E scale is a 29 item forced choice type with each item requiring the respondent to choose the statement that was true for him or her. Scoring was done for both internal and external statements by summing all the number of statements separately endorsed by internals and the externals.

Section D:
Was fashioned towards Snyder (1979) multidimensional assessment of marital satisfaction inventory. It contained 15 items of four point liker – type scale. This was used to collect information on the marital stability of the couples.

VALIDITY AND RELIABILITY

Validity:
The method used in validating the multidimensional assessment marital satisfaction was described by Snyder (1979). Results support the convergent and discriminate validity of the measures used in the scale. With regard to locus of control scale, Olayinka (1977) had demonstrated that I – E scale gives both reliable and valid measurements and that is applicable to people of different cultural backgrounds.

Reliability:
The reliability of both instruments were re-determined using the test-retest method. 50 married men and women made up of 25 married men and 25 women were sampled and administered with the instruments, the process was repeated after one month using the same subjects. Data collected from the first test was correlated with data obtained in the second administration of the same test using Pearson’s Product Moment Correlation Co-efficient Formula. The results were quite good with correlation coefficient of 0.91 – a clear indication of the reliability of the measures of the instruments.

Procedure:
As stated above, the subjects were selected by means of stratified random sampling. The researcher travelled to the ten towns that make up the LGA and through the method of stratified random sampling selected 20 married people from each community made up of 10 married men and women. They were administered with the questionnaire which they filled and were collected by the researcher thereafter.

Data Analysis:
Two statistical methods were used for analysis of data. The first analysis used was t-two tailed statistics which was used to compare the Means of internals and externals and their levels of marital stability.

The second statistical method was the Independent t-test analysis which was used to find if there was any difference between a marital pattern in which the wife was relatively more external and the husband more internal.

The result of the study are presented and discussed in terms of the stated hypotheses above.
RESULTS OF FINDINGS AND DISCUSSIONS

This section presents the results and discussions on the study. It is organized in such a way that the hypotheses stated above might be tested. In essence, the results of tested hypotheses and their discussions essentially form the contents of this section. The hypotheses stated above were tested one after the other and the results were presented with reference to tables.

Hypothesis I

To test the hypothesis which stated that Spouses who are internals and those who are externals will not show significant difference in their levels of marital stability, the t-test two tailed statistic was used to compare the Means of Internals and Externals and marital stability.

The result is presented in table I.

**Table I: Internals and Externals in their Levels of Marital Stability**

<table>
<thead>
<tr>
<th>Locus of Control</th>
<th>t-test two tailed</th>
<th>Marital Stability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>Internals</td>
<td>100</td>
<td>26.72</td>
</tr>
<tr>
<td>Externals</td>
<td>100</td>
<td>27.42</td>
</tr>
</tbody>
</table>

The table shows that there is significant difference between internals and externals in their levels of marital stability. Internals showed more marital stability than externals. The hypothesis is therefore rejected.

Hypothesis II

The hypothesis stated that there is no significant difference between marital pattern in which the wife was relatively more externals and the husband more internal.

To test the hypothesis, the mean score and standard deviation of each group was calculated. Independent t-test analysis was used to determine whether there is difference in wives who are externals and husbands who are more internals. The result of analysis is presented in the table below:

**Table II: Independent T-Test Analysis of External Wives and Internal Husband on Marital Stability:**

<table>
<thead>
<tr>
<th>Sex</th>
<th>M</th>
<th>X</th>
<th>S.D</th>
<th>T-Calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wives</td>
<td>67</td>
<td>86.90</td>
<td>6.48</td>
<td>1.14</td>
</tr>
<tr>
<td>Husbands</td>
<td>70</td>
<td>88.05</td>
<td>7.63</td>
<td></td>
</tr>
</tbody>
</table>

- No significance at …05 = 195 critical t = 1.96

From table II above, it was observed that a calculated t-value of 1.14 was obtained. This calculated t-value is not significant since it is less than the critical t-value of 1.96 given 195 degree of freedom at 0.05 level of significance. This led to the acceptance of the null hypothesis which states that there is no significant difference between a marital pattern in which the wife was relatively more external and the husband more internal.

Discussions on Findings

The findings of this study reveal that attainment of marital stability in the matrimonial is influenced by individual’s locus of control. This is supported by Edide (1998) who found that internals demonstrated a higher level of marital satisfaction than externals. Edide (1998)
asserted that internals are skills oriented and that they rely more on their effort and believe that without it and hard word, they cannot succeed. When threatening issues that are likely to cause disharmony and dissatisfaction rear their ugly heads, most tend to develop positive attitude and strategies and circumvent such situations.

Most of the things or problems that will affect marital stability in Igbo land and in Ihitte Uboma will include age at marriage, education of the spouses, problems from inlaws, parents, extended family, etc. With an internal orientation it is possible to exert control over such situation and enjoy a happy marital relationship.

On the part of externals, Edide (1998) observed that they are known to be dependent, always relying on fate, external help, chance and powerful others. They believe and rely more on what others can do for them than on what they can do for themselves. Also Doherty (1981) reiterated that woman who believed that external forces have strong influence over their lives are apt to need a higher degree of outward, expressive support from their husbands than would wives with greater confidence in their ability to control their lives. It seems from locus of control theory and researches that externals tend to perceive themselves as vulnerable to the slings and arrows of outrageous fortunes. As such, they rely more heavily than internals on social cues and social support. When such expectations according to Edide (1998) are not forthcoming on time, satisfaction of such marriage may gradually disintegrate. Furthermore, such external orientation may inhibit their motivation to try harder in achieving marital satisfaction and peace in their homes.

This study also reveals that there is no significant difference between marital patterns in which wives were relatively more external and the husbands more internal. It was hypothesized that a marital pattern in which the wife was relatively more external and the husband more internal would be associated with high levels of marital instability. It was suggested that external wives may believe that their dependency needs are not being met sufficiently by their relatively more self-contained internal husbands. This result leads credence to the popular opinion that marriage depends on what one wants to make out of it. If spouses are determined to make their marriage work and exert a lot of control over issues which may necessarily arise in a marital relationship, marital stability can be guaranteed.

The concept of external control could provide insight into the lack of significant difference between marital pattern in which the wife was relatively more external and the husband more internal. If a person felt that chance was the deciding factor in the path of his or her life, he or she might or might not feel drawn toward connectedness with others. Because such an individual believes that the course of his or her life is controlled by chance; he or she would not perceive others as potential threats. This factor would not prevent the individual from having a desire to connect with others. It makes sense then that external locus of control married women chance should have neither a positive nor negative impact on their personal attitudes towards and relationships with their internally controlled husbands.

Similar reasoning could also provide an explanation for the internals. If an internally controlled husband who believes that he is in control of his life, then, others would not constitute a threat to his well-being or marital stability. This perception would mean that this particular factor would not have an influence on whether the individual felt a sense of connectedness to externally controlled wives. Therefore, a husband’s level of internal locus of control would not be related to his level of marital stability.

CONCLUSION AND RECOMMENDATION
This study which investigated spouses’ locus of control and their levels of marital stability came out with the following definitive findings that:
1) there is significant difference between internals and externals in their levels of marital stability, and
2) there is no significant difference between a marital pattern in which the wife was relatively more external and the husband more internal.

**Implications of the Study**
Specifically, the findings of this study showed that there is significant difference between internals and externals in their levels of marital stability and that, there is no significant difference between a marital pattern in which the wife was relatively more external and the husband more internal.

The above findings would help marriage Counsellors, Pastors, Ministers of God and even couples that understand how personality construct such as locus of control – internal and external could be harnessed towards enhancement of marital stability. The findings will also provide data that would be useful for theories and counselling dealing with marital stability.

**Conclusion and Recommendation:**
What an individual experiences in marriage and in the family establish the social and emotional context within which he/she interprets what happens in life. According to Edide (1998), marriage institutions is under stress and there is dire need to inject useful measures and strategies to revive it and help spouses enjoy their marital relationship. Since the Locus of Control is an alterable component of personality, spouses who are externally oriented should be helped to be more internal. This can be done through the establishment of individualized learning programmes for spinsters and bachelors. Emphasis should be directed towards attainment of success through persistency and hard work.

**References**


ISSUES IN LEADERSHIP AND MANAGEMENT IN NIGERIAN TEACHER EDUCATION

BY

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&
M.M. BASSI

Abstract

In any education system, leadership and management are two important factors. This paper therefore attempts a discussion on the leadership and management problems in Nigerian teacher education. The paper maintains that corruption and involvement of politics in the appointment of leaders as well as poor record keeping are some of the problems of leadership and management. At the end, the paper suggests that the appointment of teacher education leaders should be on merit so that prudent management of financial, physical and human resources can be guaranteed.

Introduction

Leadership and management are two terms that lend themselves to several definitions, depending on the area of application. Leadership is the process in which a leader attempts to influence his or her followers to establish and accomplish a goal. A leader exercises his power to influence people. Once a goal is set, the leader assumes the role of ensuring successful accomplishment of the goal. The role of a leadership is to represent a group or an organization. The term leadership also implies forward movement towards the actualization of goals of an organization being led (Rehage, 1976).

Management on the other hand, is “the art of getting things done through people” (Follett, 1868-1933). Management either in business or in a human organization is simply the act of getting people together to accomplish desired goals. It comprises planning, organizing, staffing, leading or directing, and controlling an organization for the purpose of accomplishing a goal. This also involves resources which encompass the development and manipulation of human resources, financial resources, technological resource and natural resources.

Management can also refer to as the person or people who perform the work of management. Kotter (1988) distinguishes leadership from management. He observed that: effective management carefully plans the goals of an organization, recruits the necessary staff, organizes them and closely supervises them to make sure that the initial plan is executed properly. On the other hand, successful leadership goes beyond management of plans and tasks. It envisions the future and sets a new direction for the organization. Successful leaders mobilize all possible means and human resources; they inspire all members of the organization to support the new mission and execute it with enthusiasm.

Leadership, manipulation and management involve the use of people. Manipulation cannot function effectively in an educational setting without involving people. This paper discusses the issues in leadership and management problems in Nigerian teacher education. Leadership and management are vital organs in an educational organization. A leader must manage using men, materials and money to obtain optimum results of the organization’s objectives. Druker (1977) observed that: every achievement of management is the achievement of a manager. Management is central to the clear understanding of the close relationship between proper and improper use of the resources meant to obtain the desired
goals of an organization (Udoh, 1988). The vision, dedication and integrity of managers determine whether there’s management or mismanagement.

**Teacher Education**

Teacher education is referred to as a set of events and activities which are deliberately intended to help trainees acquire skills, dispositions, knowledge, habits, attitudes, values, etc which enable them to enter the occupation of teaching. Fafunwa (1992) defines teacher education as an attempt to equip the recipient with enough facilities to explore the validity of theories and principles within specified contexts as defined by the nature of classroom, public, environmental factors, conceptual ecology and a host of other factors. According to Godiya and Modibbo (2005), the purpose of teacher education is ultimately and objectively the improvement of education in its totality.

The aims and objectives of teacher education as enshrined in the National Policy on Education (1998) are:

- to produce highly motivated conscientious and effective classroom teachers for all levels of the educational system;
- to encourage the spirit of enquiry and creativity in the teachers;
- to help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- to enhance teachers’ commitment to the teaching profession; and
- to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to any changing situation not only in the life of their country but in the wider world.

By teacher education, reference is made to a particular academic curriculum that is made wholly for the professional preparation of teachers, school administrators, supervisors and guidance councillors (Nnaka et al, 2001). These authors observed that, schools are often charged with the responsibility of developing of skills, attitudes, values and knowledge among the learners.

According to Web, Montello and Norton (1987). “Schools are people”. These words represent the nature of personnel in an educational system. Ubong (2001) looked at schools in the formal sense which involves buildings, equipment, machines supplies and money, yet people are at the centre. On the other hand, Lewis and Trevitt (1994) opine that “people, or in management jargon, human resources, are the most important resources in any organization, and not surprisingly, there is a direct connection between the quality of human resources and organizational success.” Similarly, Ukeje, Akabogu and Ndu (1992), argue that since school basically comprises human beings, the school must employ definite personal policies and practices if such a school is to succeed. Theses should include proper selection and appointment of talented persons, provision of good working environment, training and an atmosphere of academic freedom. Harris et al (1979) seem to lend their support to this position when they affirm that “unlike many organizations, the school has human operations”. In other words, the school is essentially human institution because of the dominance of human interaction in all facets of operations.

For Nigeria to have an effective teacher education, the following management functions should be put to use:

- planning: leaders/managers should decide what is needed to happen in the future and to also generate plans for action.
- organization: this is the implementation level in making optimum use of the resources required to enable the organization successfully carryout its plans.
- staffing: this involves job description, recruitment and hiring individuals for the appropriate job.
- motivating/Leading: exhibiting leadership and motivational skills in order to encourage others to play effectively in achieving plans.
- controlling, Monitoring, checking progress against plans which may need modification based on feedback.

It is in view of this that we seek to discuss the issues in leadership and management problems in Nigerian teacher education.

**Problems**

In order to succeed, every organization must manage its work and process its technology in order to maximize its effectiveness. It has therefore been observed that teacher education has received serious attention from the Government in terms of huge financial and human resources outlay (Omu, 2000). Despite this huge investment there is a lot of problems as regard leadership style and management of resources meant for teacher education. These include the following:

a) Corruption: most of the leadership and management problems of the education system in Nigeria are centred on corruption which has eaten deep into the fabrics of our society

b) Inadequate budgetary provisions for education: If a school is ravaged by corruption, the limited budget will be consumed by the leadership of the school whereby development will suffer

c) Poor maintenance of schools and facilities: Population explosion, inadequate provisions by Government and dishonesty in funding have caused serious harm to schools and affected its development

d) Bread and butter oriented society: Our present day society does not seem to favour hard work or achievement. Too much emphasis is placed on money, consequently, most leaders are always willing to accept any gratification and this leads to mismanagement of funds

e) Involvement of politics in the appointment of leaders: All too frequently the management of one level of education or another is being transferred from one tier of Government or another essentially for political considerations. Furthermore, the appointment of leaders to manage the institutions is usually characterized by nepotism. Such institutions may suffer bad leadership through mismanagement of funds and other forms of corruption since the leader is not appointed on merit. As a result, teachers’ salaries are owed for months, prolonged strike actions are witnessed and school facilities are poorly maintained

f) Inadequate attention to the welfare of teachers: No doubt teachers play a vital role in the development of the nation through molding the future of the young ones. If they are not motivated to perform this duty effectively, development will suffer

g) Poor record keeping: This also leads to mismanagement by the authorities of an institution. Okoye (1995), observed that if record keeping is faulty it could lead to catastrophe.

h) Inadequate preparation before establishing educational institution: This is a problem that has characterized the Nigerian education system over the years as it is largely responsible for the leadership and management problems in educational institutions.
Solutions

It is a truism that there are no hopeless situations but only hopeless people. Moreover, it is not enough to describe a dire situation since such awareness alone is of little use to the society. In this wise, the contribution of this paper would be incomplete without suggesting possible ways of taking the Nigerian educational system out of the woods. For like Jibril Aminu (1995) we believe that the Nigeria educational system is the people’s greatest asset. Therefore, it is appropriate to recommend solutions to the problems of leadership and management in Nigerian education as follows:

a) If any teacher education leader/manager wants to succeed, all policies and strategies must be discussed with managerial personnel and staff. This is because management nowadays is more about facilitating and support of collaborative activity such that it can deal with the complexities of human interaction.
b) Leaders/managers must understand where and how they can implement their policies and strategies; and these must be reviewed regularly.
c) A plan of action must be devised for each Department, therefore assessments of progress ought to be carried out regularly by top-level officials in the Ministry of Education or commission.
d) A good environment is required within the school for both staff and students’ contingency plans must be devised in case the environment changes.
e) The leadership or management of an institution should to some degree, embrace democratic principles because in the long term workers must give majority support to management, otherwise they may leave to find another work or go on strike.

Conclusion

The Nigerian educational system is bedeviled by numerous problems. Some of these problems are related to leadership and management of the system and more especially the agencies and educational institutions. In order to move Nigerian education forward therefore, solutions must be found to these problems. The leadership style in mobilizing human resources in education is a very important factor. The achievement of the goals and objectives of teacher education in Nigeria depends largely on the leadership style adopted by the managers in coordinating human resources. A leader who is able to hammers and provide all necessary impetus for personnel within an organization is likely to achieve positive results. The appointment of teacher education leadership or management should be on merit. For as Dawudu (2001) opined, there is the need for educational administrators to recognize situational factors that can impinge on effective performance of teachers. Finally, there is also the need to ensure prudent management of financial, physical and human resources for effective goal oriented result.

References


APPLICATION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) TO THE MANAGEMENT OF COMMUNICATION GAPS IN COLLEGES OF EDUCATION

BY

UGWOKE FRANK N.

Abstract

Effective communication is a most potent instrument for the survival of management. If there is communication gap however, it affects every facet of the system. This could further lead to tribal sentiment and ethnic disharmony, which hinder management functions. The case of Colleges of Education may be worse, as it boils down to divisiveness among the students. This paper examines the causes and implications of communication gaps in two Colleges of Education. It goes further to provide strategies for using ICT to manage communication gaps in the two College of Education, while giving some recommendations. It was discovered that principal causes of communication gaps are tribal sentiments, lack of trust, choked up academic programmes, non-adherence to NCCE provincial guidelines and poor staff management relationship. It is recommended among other things that management should encourage cordial relationship with the Unions, Students and Staff of the Colleges.

Introduction

A College of Education is a part of the broad spectrum of tertiary institutions that has the main goal of preparing students for the Nigeria Certificate in Education (NCE). The type of training given to this category of students has a far-reaching implication on the quality of education in Nigeria in general. This is because; the products of this level of education are mostly used at primary and secondary school levels. The specific objectives of education at the Colleges of Education level are in line with the philosophy of National Policy on Education. The acquisition of appropriate skills, abilities and competences, (both mental and physical) as equipment for an individual to live and contribute meaningfully to the development of the entire society.

Optimal service delivery in both primary and secondary schools cannot be realized without qualitative education at the Colleges of Education level (Onyemauche, 2007). On its own part, the National Commission for Colleges of Education (NCCE) has been making frantic efforts at upgrading or restructuring the standard and quality of Colleges of Education for effective and result-oriented education.

However, the hanging problem is the issue of communication gaps in the internal management of the colleges of education (Isyaku, 2006). In other words the problem is not between the NCCE as an institution and the various Colleges of Education. This is because, the NCCE has been making serious efforts at planning, organizing, directing, and controlling the affairs of Colleges of Education. Effective communication is achieved at this level, through issuing of statements/directives, sending of policy books, sending of documents, electronic communication and periodic supervision of the colleges.

In the internal running of the Colleges of Education, the issue is different in most Colleges of Education. This often leads to one form of crisis or the other, thereby making the Chief Executive’s seat appear uncomfortable. This can be perceived from the fact that there is problem within the staff and between the staff and management of many Colleges of Education (Obinma, 2004, Isyaku, 2006). When such problem is allowed to linger on, it may lead to a “strike action” by the local or national body of the Colleges of Education Academic
Staff Union (COEASU). When this happens, the whole process of academic activity may be stalemated. How can quality education be achieved through this process? So, there is a serious need for curtailing, or at least, improving on management of communication gaps for a qualitative administration of Colleges of Education.

**Purpose of the Study**
The purpose of the study is to:
1) Find out what creates communication gaps between the college management and academic staff body in Colleges of Education.
2) Find out the implication of communication gaps to qualitative education in Colleges of Education.
3) Identify the most appropriate strategies for managing communication gaps in Colleges of Education.

**Research Questions**
The following research questions guided the study:
1) What creates communication gaps between the college management and the academic staff body in Colleges of Education?
2) What is the implication of communication gaps to qualitative management of Colleges of Education?
3) What strategies will be most appropriate in managing communication gaps in Colleges of Education?

**Research Method**
The descriptive survey research design was adopted for this study. This is suitable because of the nature of the questions posed in the research questions.

**Population of the Study**
The area of this study is Kogi Central (Federal College of Education, Okene) and Kogi East (Kogi State College of Education, Ankpa). The population of the study consisted of 6 management staff and 370 academic staff of Federal College of Education, Okene, and 7 members of management with 256 academic Staff of Kogi State College of Education, Ankpa.

**Sample and Sampling Technique**
In the sampling technique, all the management staff of both Colleges of Education were used. Proportionate stratified sampling technique was used in selecting the sample from academic staff of Federal College of Education, Okene in which case, one is selected out of every four members. As a result, 92 academic staff were selected. At College of Education, Ankpa, one in every three academic staff was selected, leading to a sample of 85 from the college. Hence, the sample size for the study was 190.

**Instrument for Data Collection**
The questionnaire constructed by the researcher was used for this study. The constructed questionnaire was “Communication Gaps in Colleges of Education (CGCOE)” questionnaire. The instrument for data collection has 27 items, spread into three sections (A, B & C). Section A has 9 items, while section B has 8 items and section C was made up of 10 items. All the three sections were modelled on a 4-point rating scale of strongly agree, agree, disagree and strongly disagree.
Validation and Reliability of Instrument

The instrument was face-validated by three experts, one from Kogi State College of Education, Ankpa; two from Federal College of Education, Okene Kogi State. These experts made some corrections, which led to some modifications in the final draft of the questionnaire. In ascertaining the internal consistency of the developed questionnaire, the Cronbach Alpha technique was applied. The approach was administering thirteen copies of the questionnaire to three management staff and ten academic staff of the Federal College of Education, Eha - Amufu, Enugu State. This yielded an average co-efficient alpha of 0.78, which was considered high and satisfactory for the study.

Method of Data Collection

The researcher administered the copies of the questionnaire in the sampled Colleges of Education. He did not have much problem in collecting back the copies at Federal College of Education, Okene (where he is a staff). In College of Education, Ankpa, after three visits, he arranged with a member of the College of Education Academic Staff Union, who acted as a research assistant. At the end of the exercise, 96 copies of the questionnaire were collected at Federal College of Education Okene and 78 were collected at Kogi State College of Education, Ankpa. This gave a return ratio of 92%.

Method of Data Analysis

The research questions were analyzed using the arithmetic mean. A mean rating of 2.50 was used based on 4-point rating scale. As a result, a mean score of 2.50 and above was regarded as indication of agreement, while the mean score below 2.50 was an indication of disagreement.

Section A

Question 1: What creates communication gaps between the management and academic staff?

Table 1: Mean rating of the causes of communication gaps between the management and academic staff, in the two Colleges of Education in Kogi State.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Causes</th>
<th>FCEO $\bar{x}$</th>
<th>KGCOE $\bar{x}$</th>
<th>Row Mean $\bar{x}$</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Management does not release information concerning academic staff to them.</td>
<td>1.86</td>
<td>1.95</td>
<td>1.91</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>The routing of information is not properly done.</td>
<td>1.23</td>
<td>1.48</td>
<td>1.36</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>Tribal sentiments affect information dissemination.</td>
<td>3.55</td>
<td>2.38</td>
<td>2.97</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>The academic program is always choked up, hence the problem with circulating information.</td>
<td>2.72</td>
<td>2.47</td>
<td>2.60</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Management most often does not follow NCCE guidelines.</td>
<td>2.63</td>
<td>3.02</td>
<td>2.83</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Academic staff are ignorant of information they need from management.</td>
<td>2.25</td>
<td>2.54</td>
<td>2.40</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>The relationship between staff and</td>
<td>3.16</td>
<td>2.92</td>
<td>3.04</td>
<td>Agree</td>
</tr>
</tbody>
</table>
management is not cordial.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Lack of trust hinders the passing of information.</td>
<td>2.85</td>
<td>3.16</td>
<td>3.01</td>
</tr>
<tr>
<td>9.</td>
<td>Means of adequately passing information are not available.</td>
<td>1.27</td>
<td>1.85</td>
<td>1.56</td>
</tr>
</tbody>
</table>

**FCEO** – Federal College of Education, Okene

**KGSCOE** – Kogi State College of Education, Ankpa

Following the mean ratings in Table 1, items 3, 4, 5, 7 and 8 had mean ratings above 2.50. This means that in the respondent’s opinion, the following issues cause communication gaps:

1) Tribal sentiments affect information dissemination.
2) The academic program is always choked up; hence the problem with information circulation.
3) Management most often does not follow NCCE guidelines.
4) The relationship between academic staff and management is not cordial
5) Lack of trust hinders the passing of information.

The other remaining points are weak in determining what causes communication gaps in Colleges of Education.

**Section B**

**Question 2:** What is the implication of communication gaps to qualitative Education in Colleges of Education?

**Table 2:** Mean rating of responses on the implication of communication gaps for qualitative management of Colleges of Education.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Implications</th>
<th>FCEO $\bar{x}$</th>
<th>KGCOE $\bar{x}$</th>
<th>Row Mean $\bar{x}$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communication gaps create distortion to the academic programmes.</td>
<td>1.84</td>
<td>2.23</td>
<td>2.04</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Communication gaps bring about lack of trust among academic staff.</td>
<td>3.32</td>
<td>3.56</td>
<td>3.44</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>It weakens the morale of academic staff, hence, low performance.</td>
<td>3.42</td>
<td>3.13</td>
<td>3.28</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>It brings about misunderstanding among academic staff.</td>
<td>3.58</td>
<td>3.45</td>
<td>3.52</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>It leads to crises between the management and academic staff union.</td>
<td>3.72</td>
<td>3.51</td>
<td>3.62</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Students are confused on what to do.</td>
<td>1.43</td>
<td>1.82</td>
<td>1.63</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>Management turns out to be selective in dealing with staff.</td>
<td>2.95</td>
<td>3.24</td>
<td>3.10</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>In the long run, quality of education is low.</td>
<td>3.25</td>
<td>3.45</td>
<td>3.35</td>
<td>Agree</td>
</tr>
</tbody>
</table>

According to the respondents as shown in Table 2, the following are the implications of communication gaps to qualitative education in Colleges of Education.

1) Communication gaps bring about lack of trust among academic staff.
2) It weakens the moral of Academic staff, hence, low performance.
3) It brings about misunderstanding among academic staff.
4) It leads to crises between the management and the academic staff union.
5) Management turns out to be selective in dealing with staff.
6) It causes low quality of education in the long run.

It may be worthy to note that, in both Colleges of Education, the most glaring point is that it leads to crises between the management and academic staff. This is in line with the opinion of Owie (2004) who affirmed that lack of adequate information in Colleges of Education brings about misunderstanding between the management and academic staff. He further cautioned that if it is not checked, it could lead to strike action. Furthermore, communication gaps create distortion to the academic programmes. It disagrees with the opinion of Obinma (2004) who stated that communication gaps bring academic programmes to a halt and students are confused on what to do.

Section C
Questions 3: What strategies will be most appropriate for managing communication gaps in Colleges of Education?

Table 3: Mean rating of staff opinion on the most appropriate strategies to be applied in managing communication gaps in college of education.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Strategies</th>
<th>FCEO $\bar{x}$</th>
<th>KGCOE $\bar{x}$</th>
<th>Row Mean $\bar{x}$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Management should adhere strictly to the NCCE guidelines.</td>
<td>1.97</td>
<td>2.34</td>
<td>2.16</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Hierarchy should be respected</td>
<td>1.67</td>
<td>2.02</td>
<td>1.85</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>Appointment of key positions outside management (e.g. HOD) should not be by sentiment</td>
<td>3.25</td>
<td>2.93</td>
<td>3.10</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Information should be properly routed</td>
<td>3.44</td>
<td>3.15</td>
<td>3.30</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>There should be periodic interaction between the management and the entire academic staff</td>
<td>3.76</td>
<td>3.81</td>
<td>3.79</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Management should release information concerning staff and promptly</td>
<td>3.42</td>
<td>2.89</td>
<td>3.16</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>The academic programmes should be relaxed in order to pass information properly</td>
<td>1.24</td>
<td>1.65</td>
<td>1.45</td>
<td>Disagree</td>
</tr>
<tr>
<td>8.</td>
<td>Management should enhance staff welfare e.g. Christmas/Sallah bonus</td>
<td>1.57</td>
<td>2.04</td>
<td>1.81</td>
<td>Disagree</td>
</tr>
<tr>
<td>9.</td>
<td>Management should apply maturity in dealing with staff and not witch-hunt</td>
<td>2.68</td>
<td>2.83</td>
<td>2.76</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>Management should promote mutual understanding among academic staff.</td>
<td>2.65</td>
<td>2.79</td>
<td>2.72</td>
<td>Agree</td>
</tr>
</tbody>
</table>

In the Table three above, the mean rating for the following items were above 2.50, indicating agreement.
1) Appointment of Key positions (e.g. HOD) should not be by sentiments.
2) Information should be properly routed.
3) There should be periodic interaction between the management and the entire academic staff.
4) Management should release information in dealing with staff promptly.
5) Management should apply maturity in dealing with staff and not witch-hunt.
6) Management should promote mutual understanding among academic staff.

Discussions on Findings

In research question one; the responses disclosed that out of nine possible causes of communication gaps investigated, five items showed strong indication of the causes of communication gaps between the management of Colleges of Education and the academic staff. This agrees with Obinma (2004) who maintained that when information is not properly passed in an institution, staff will rise against the authority. The key points in this case were tribal sentiment, ignoring the NCCE provisions and poor staff/management relationship. Egboka (2004) sharing the same view in his study about relationship between principals’ communication style and staff compliance, added that tribal sentiment creates occasions for suspicion among staff which hinders co-operation. This implies that when there is suspicion, delegation of duty is affect; and may lead to lack of trust and reduction in the level of productivity.

The obvious implication of communication gaps was analyzed in research question two. The effects could aggravate to misunderstanding, strike action and low quality in education. The implications of tribal/ethnic sentiments are strongly felt in some institutions (Egboka, 2004) and the two Colleges of Education studied are no exception. In Federal College of Education, Okene, for instance, pressures are coming from academic staff from the three senatorial zones, on whoever assumes the chief executive position of the institution and this reduces the level of co-operation among staff.

Research question three presents the strategies to be applied in improving management of communication gaps in the two colleges of education. In line with the responses, out of ten possible items on the strategies, six were strongly supporting ways of over-coming such social problems and moving the colleges forward. An aspect of it is that, information should be properly routed. This agrees with Owie (2004) who is of the opinion that observing hierarchy and functional relationship in passing information in an enterprise is sine qua non to the growth of such enterprise. Periodic interaction with the management as implied in the statement of Musa (2006) and supported by Onyemauche (2007) is very necessary. This is because, when management briefs the entire staff, members of staff will be better informed, as they would be allowed to ask questions on grey areas of their pressing needs. This will minimize rumours and grape vine information and encourage cordial relationship between the management and the entire staff.

Conclusion

The primary objective of education at the College of Education level, is to get middle level manpower that can effectively handle the desired primary and secondary school subjects. This primary objective as stated in the National Policy on Education (which has passed through some revisions) have some other specific objectives aimed at achieving qualitative and life sustaining education. This achievement can only be possible if there is a continuous up-date in the resources and strategies used in imparting such knowledge. Proper communication through information communication and technology is an enviable tool in achieving qualitative education in Colleges of Education. Management of communication gaps is an aspect that will make the entire specific, institutional and general objectives of education come into fruition. The result of this study gives credence to this noble fact.
**Recommendations**

On the basis of the results of the study and the discussions so far, the following recommendations were made:

1) Management should encourage cordial relationship with the unions and the entire staff of the colleges.

2) Management should avoid withholding information meant for or that may be important to the staff.

3) Ethnic harmony should be promoted among staff.

4) Appointments into important positions should be done by merit or according to hierarchy (whichever applies).

5) Memos/directives should be released to staff periodically and pasted at strategic positions, where necessary.

6) NCCE should further monitor the activities of Chief Executives of colleges of education and ensure compliance with provisions.

7) Forum should be created when necessary for staff management interactions.

**References**


QUALITY ASSURANCE IN TEACHER EDUCATION
IN NIGERIA: ISSUES AND THE WAY FORWARD

BY

PROF. A.M. WOKOCHA
&
DR. STEVE NWOKEOCHA

Abstract
Concerns about quality of teacher education have been on the rise because of growing recognition of the potentially powerful role of education for development especially in this side of the plant. This concern is a natural response to public perception that educational quality is being compromised in the effort to expand enrolment in our institutions. There are growing complaints from principals and heads of educational institutions that teachers are poorly prepared for the professional job of teaching. Quality teacher education is tied to the issue of Quality Assurance (QA) in education. For Nigeria to attain vision 2020, Quality Assurance in teacher education must be underscored. Consequently, this paper has dealt with the concept of Quality Assurance, areas of concern in Quality Assurance, and the way forward.

Introduction
The global belief in education as a means or instrument for achieving the world’s most pressing needs have obviously given rise to the concern about Quality Assurance (QA) in education more than ever before. A look at Education for All (EFA) goals or the Millennium Development Goals (MDGs) buttresses the fact that much is expected of education in the quest for more prosperity for humanity. For instance, the EFA goals (UNESCO, 2008: pp11-39) include:
1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2) Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and completed, free and compulsory primary education of good quality.
3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5) Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
6) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measureable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Similarly, the MDGs (Federal Government of Nigeria, 2007 p.1) are pursuing the:
1) Eradication of extreme poverty and hunger;
2) Achievement of universal primary education;
3) Promotion of gender equality and empowering women;
4) Reduction of child mortality;
5) Improving of maternal health;
6) Combating of HIV and AIDS, malaria, and other diseases;
7) Environmental sustainability, and
8) Development of a global partnership for development.

These are other development desires revolve mostly around education and obviously warrant a re-dedication to QA in our education system. The truth is that if education is the key to development, then the teacher holds the key to development because the teacher is very well known as the most important factor for quality in any educational setting. For this reason, Quality Assurance in Teacher Education (TE) is one of the most debated issues around the world today since it is Teacher Education that moulds the teacher and sets the limits of his abilities.

The fact that the rising debate about QA in Teacher Education is directly linked to the expectations that society holds about education has been equally pointed out by several authorities. For instance, Koomson (2008) states that in Ghana:

> concerns about quality of teacher education are on the rise It comes at a time of growing recognition of the potentially powerful role of education for growth. The concern is a natural response to public perception that educational quality is being compromised in the effort to expand enrolment in recent years. There are growing complaints from principals and heads of Educational institutions that teachers are poorly prepared for the professional job of teaching. Teachers in private schools perform better than their counterparts in public schools. (p.1, 10).

National Assessment and Accreditation Council (NAAC) of India and Commonwealth of Learning (COL) (2007) agree with this fact as they stated that:

> The significance of Teacher Education Programmes (TEP) has acquired added focus in recent years, particularly in the wake of worldwide efforts for Education for All (EFA). The quality of TEP directly depends on the manner in which the institution providing the programme operates. It is dependent on the way the institution translates the broader curricular concerns of TEP into its active processes and activities.

Other scholars (Lassa, 1996; Isyaku, 2008; Okogie, 2008; etc.) clearly agree that Quality Assurance has become an important issue due to the falling standards of education in Nigeria. According to Lassa (1996, p.29), the search for “qualitative education in Nigeria started in the early seventies amidst several remonstrations about ‘falling standards’. This coincided with the era of widespread examination malpractices notoriously christened ‘expo’. It was the best of times for certificate racketeering and the worst of times for the credibility of educational qualifications.” He stated that as a reaction, the Government setup machineries to review the relevance of the country’s goals of education as they related to the needs of individual citizens and the nation. Eventually the efforts gave rise to the establishment of the National Policy on Education in 1977 and later the promulgation of Decree No. 16 of 1985 titled “Education (National Minimum Standards and Establishment of Institutions) Decree. The decree articulated the purpose of education at various levels from pre-primary to tertiary and reposed the responsibility for the establishment and maintenance of minimum standards at appropriate levels and types of education on specific governmental machinery acting on behalf of the Education Minister. For Isyaku (2008, p.1), “In Nigeria, much emphasis is given to the certificate the individual gets at the end. There is a large rush by many to obtain these certificates. The institutions may not have the facilities and personnel to assure that
these end products will have the quality required. This is even more so in the area of Teacher Education.” Okogie (2008: 3) on his part reported the result of a 2004 National Universities Commission (NUC) Survey of Needs Assessment of Nigerian Graduates/Labour Market Expectations of Nigerian Graduates which informed NUC’s revision on the Minimum Academic Standards (MAS) for universities. The Survey discovered the following as part of the deficiencies of university graduates:

- Poor attitude to work
- Lack of self-reliance
- Inadequate exposure to teaching practice
- Poor classroom management and control
- Insufficient subject matter
- Poor communication skills in English language
- Lack of a sense of professionalism.

In essence, QA has become a matter that has to be discussed centrally in all meaningful summits intended for the repositioning of education in Nigeria, more so for the achievement of the Federal Government’s Vision 20/2020, i.e. the Vision that Nigeria can be among the 20 largest economy of the world by the year 2020. Consequently, this paper has dealt with the concepts of QA and Teacher Education, perspectives on QA, areas of concern in QA in Teacher Education and way forward.

**Concepts of Quality Assurance and Teacher Education**

a) **Quality Assurance**

Quality Assurance like more academic terms has varying meaning. NAAC and COL (2007b, 11) call it a ‘much-debated term’ which like ‘beauty’, lies in the eye of the beholder! According to NAAC and COL, ‘those who believe in this are ‘relativists’, where those who believe quality can be specific attributes that can be identified, they are ‘objectivists’. They explain that the word quality equally comes from the Latin word *quaills* meaning ‘what kind of’. Basically therefore, they reviewed Harvey’s (1993) work which identified five different approaches to defining quality, which are as follows:

- in terms of exceptional (exceeding high standards and passing a required standard);
- in terms of consistency (exhibited through ‘zero defects’ and ‘getting it right the first time’, making quality a culture);
- as fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction);
- as value for money (through efficiency and effectiveness); and
- as transformative (in terms of qualitative change).

Consequently, they posit that quality could be seen as absolute, relative, a process and as a culture. Quality is therefore an amorphous and contextual. It ranges from meaning ‘standard’ to ‘excellence’. Both are rooted in their respective values operationalised in individual, institutional, and national practice”.

Other writers equally dealt with definitions of QA which agreed with the views above. Among them are as follows:

- Menon (2008, p.9): QA is “a process of willing and deliberate efforts to discern, sustain and, where possible, enhance quality reflections in every aspect of institution’s functioning.”
· Issatou Isidore (2008, p.3): QA may be seen as “The various procedures of inspection and accreditation that functions to regulate and control virtually every aspect of the content, organization and conduct of teacher education, intended to produce more effective teachers who are able to raise standards by improving test scores.”

· National Teacher Institute, (NTI) (2008, p.1): QA is the “totality of systems, resources and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of students’ learning experiences” (Alderman, 2000).

· Afe (2002, p.307): “Education is a most powerful instrument for social progress. It is the greatest power yet known to man for his own improvement. Broadly defined, it is the aggregation of all the processes by means of which a person develops abilities, and other forces of behaviour of positive (and sometimes of negative) value in society in which he lives. “(Fafunwa, 1982).

· Onocha (2002, p.62): recalls that Cloete (1992) classified the different concepts of Quality Assurance into three, namely:
  · Quality as something exceptional – This is the traditional conception, which regards quality as exclusive, distinctive and intuitively recognizable. It refers to excellence, a high standard of attainment by exceptional students and staff.
  · Quality as efficient production – This is based on practice in industry, disregards absolute standards but settles for relative ‘specifications’. Thus quality products are one with ‘zero defects’. A relative conception is quality as ‘fitness for purpose, that is, the extent to which a product or service meets the designer and customer specifications.
  · Quality as transformation – This is an approach that adds value to the abilities of students, regardless of initial levels.

Onocha however chose to see Quality Assurance in his paper as “the level of excellence in performance on the strength of the quality of the context, inputs, processes/transactions and outputs/outcomes of education. After considering the plethora of definitions of Quality Assurance, this paper adopts the view that Quality Assurance in relation to Teacher Education as discussed in this paper is about “fitness for purpose”. That is, Quality Assurance refers to all measures that are necessary to ensure that Teacher Education accomplishes the goals expected of it by the Nigerian society.

Teacher Education

Teaching and teacher are both concepts that refer to the human person and his strategies to impart or elicit positive behavioural changes in another individual. Incidentally, the concepts have been grossly abused in Nigeria to give the impression that everyone can be a teacher and that any process of communication in the classroom amount to teaching. However, in reality the teacher is one with appropriate knowledge, skills, aptitudes and orientations that are capable of carefully guiding shaping, moulding and raising the lives of other individuals towards their attainment of personal and societal goals particularly, self-actualization. On the other hand, teaching is the strategic process involved in the teachers’ work. These views are clearly expressed in the various opinions below:

*The New Encyclopedia Britannica* (2003, p.597, vol.11) asserts that:

*Teaching is “the profession of those who give instruction, especially in an elementary or secondary school or a university... Members of the teaching profession usually must meet certain basic requirements: the criteria vary*
from country to country but generally include going through processes of formal education or training, acquiring specialized knowledge in a particular subject area, securing certification or validation as members of the profession, and maintaining standards of performance that are continually redefined and expanded by the profession.

According to Afe (2002, p.308), the teacher refers to the person who instructs to provide the teaching-learning process. He assumes various capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. He is the mainstay or prime mover of the education system... Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system.

For the term education, Jimoh (2004, p.3) defines it as “the activities and experiences put together to assist the all-round development of the student as an individual and as a member of society. It is to help him to think clearly and independently in fields of knowledge and experiences outside his narrow specialization and also to assist him to gain an understanding of people and of the society in which he lives.”

From the foregoing, teacher education is the totality of experiences deliberately designed to develop teachers with the right abilities to translate the nation’s educational philosophy and goals into concrete outcomes.

**Perspectives On Quality Assurance In Teacher Education**

This section attempts to capture the views or framework of various scholars concerning the components of a good QA system, approach or consideration.

Prasad (2008, p.4) stated that “quality has become an explicit process and measurable activity” and gives the primary concerns in measurement of quality, as:

- identification of right things for measurement of quality, and
- development of accurate tools for measurement of quality.

He (p.5) defined quality as “Fitness of Purpose” and asserted that the National Assessment and Accreditation Council (NAAC) of India identified the following framework for the assessment of Quality Assurance in Indian higher education institutions:

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Values/Goals</th>
<th>Suggested Parameters/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Contribution to national development</td>
<td>• More access with equity&lt;br&gt;• Developmental thrust in identification of research area and academic programmes&lt;br&gt;• Community engagement</td>
</tr>
<tr>
<td>2.</td>
<td>Fostering global competencies</td>
<td>• Development of generic skills&lt;br&gt;• Development of application skills</td>
</tr>
<tr>
<td>3.</td>
<td>Inculcating value system in students</td>
<td>• Value integration in academic programmes&lt;br&gt;• Value integration in management practices&lt;br&gt;• Value inculcation through co-curricular and extra-curricular activities</td>
</tr>
<tr>
<td>4.</td>
<td>Promoting use of technology</td>
<td>• For enrichment of learning&lt;br&gt;• For increasing the access-online programmes&lt;br&gt;• For system management</td>
</tr>
<tr>
<td>5.</td>
<td>Quests for excellence</td>
<td>• Development of benchmarks of excellence&lt;br&gt;• Best practices application&lt;br&gt;• Institutionalization of continuous improvement systems.</td>
</tr>
</tbody>
</table>
On his part, Menon (2008:6) argued that QA in Teacher Education must address the following issues:

- focus on producing more teachers with concern for quality
- does qualification necessarily indicate quality?
- focus on Quality Assurance frameworks and not in quality processes.
- focus on external assessment only; need for internal continuous assessment too.

He therefore called for Total Quality Management (TOM) and Quality Culture (QC) in Teacher Education irrespective of modes of operations of the institutions. He stated that Total Quality Management (TOM) (internal and external) consists of three interrelated issues which are:

- quality assurance which involves ‘proactive measures taken to avoid faults’;
- quality control which refers to ‘reactive measures taken to remove faults’; and
- assessment of quality systems which entails the monitoring, evaluation and audit processes (p.7-8).

For National Assessment and Accreditation Council (NAAC) and COL (2007d, pp.11-12) worked out what is called Quality Indicators for Teacher Education, which is summarized below:

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Key Areas</th>
<th>Quality Aspect</th>
<th>No. of Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Curriculum Design and Planning</strong></td>
<td>1) Institutional Vision</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Process of Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Curriculum Content</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>4) Curriculum Revision</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Curriculum Transaction and Evaluation</strong></td>
<td>5) Induction/Orientation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Transaction of Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7) Transaction of Practical Experiences</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8) Assessment and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9) Teacher and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Research, Development and Extension</strong></td>
<td>10) Research and Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11) Community Engagement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12) Physical Infrastructure</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13) Instructional Infrastructure</td>
<td>1</td>
</tr>
</tbody>
</table>
Maduweesi (2002 and 2005) however based on UNESCO (1998) report gave another approach to measuring or analyzing QA in Teacher Education. The approach believes that quality in education is a “multi-dimensional concept which should embrace all functions and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and academic environment.” She (pp. 206-209) therefore stated the approach to be “Input-Process-Output” framework for assessing quality in education. This is as follows:

- **Inputs:**
  - School (curricula content; textbooks and learning materials; teacher qualifications, training, morale and commitment; adequate facilities; parent/community support, etc.)
  - Student characteristics
  - Household/community characteristics

- **Process:**
  - School climate (high expectation, strong leaders, positive teachers’ attitude, safe and gender sensitive environment, incentives for good result, flexibility and autonomy, etc).
  - Teaching/learning factors (sufficient learning time, active teaching methods, integrated systems for assessment and feedback, appropriate class size, appropriate use of language, etc).

- **Outcomes:**
  - Achievement cognitive development (literacy, generic skills, good citizenship, personal development, positive attitudes towards learning, healthy behaviours.)
  - Attainment (formal completion, Diploma and qualifications)
  - Standards (official learning, objectives/desired outcomes)

Onocha (2002: 63) shared this framework for analysis of Quality Assurance. For him, the critical variables for Quality Assurance are:

- Quality learners – Healthy, well nourished, have access to school, motivated to learn, etc.
Quality teachers – With consideration for entry qualification, course duration, remunerations, number and specializations, etc.

Quality context – With relevant curricula, adequate and appropriate materials for literacy, numeracy, and essential knowledge and skills for life.

Quality teaching – Learning process with child-centered and life skill based approaches and technology applications to reduce disparities and promote learning.

Quality learning environment – Childfriendly schools, etc.

Quality outcomes – With defined learning outcomes (knowledge, attitudes and skills) and suitable ways to assess them at classroom and national levels.

Koomson (2008: 1) discussed Quality Assurance in Ghana and enumerated the areas of concern to include:

- Appropriate mechanisms for monitoring and measuring quality in education, including distance.
- Placement/management of the College of Education – Ghana Education Service or the National Council for Tertiary Education.
- Adequacy of resources – Both human and material at all levels of teacher education.
- The pace of in-service training for the large number of teachers to be upgraded.

He further enumerated specific aspects of the Quality Assurance in Teacher Education in Ghana as covering:

- Admission policies
- Programme approval and review
- Staff appointment and development
- Assessment regulations and mechanisms
- Staff appraisals
- Students advisory services
- External examiners
- Monitoring and feedback systems.

Shedding light on what he called extant Quality Assurance mechanisms in the universities in Nigeria, Uvah (2005: 137-155) saw the efforts as focusing on:

- Internal institutional mechanisms – Minimum academic requirements, approval of new programmes, programme monitoring, examiners, etc
- External regulatory mechanisms - Programme establishment (must be approved by NUC), NUC accreditation, Institutional visitation for systems appraisal by the visitor (Mr. President), plus research assessment exercise (which is peer review technique done by, for instance, by British Universities to determine the research capacity as well as quantity and quality of research output of an institution for the purpose of research supporting researches with public funds).
- Inter-relationship between the National Universities Commission and Professional Bodies: “both the NUC and the statutory professional bodies have Government mandate by law to conduct accreditation of university academic programmes. For the purpose of congruence and promotion of effective and unambiguous assurance in university education delivery, the National Universities Commission and the Professional Bodies hold consultative meetings twice a year. These meetings enable both to objectively examine quality assurance issues in the universities with a view to working in harmony towards the maintenance of acceptable standards of quality in the system.

framework of “input-process-output” seems to be the most appealing because it conforms even to the common saying in the computer world, “garbage in, garbage out”. This means that a system will reap precisely the kind of fruits that it sows; that a system cannot get the right outcome unless it first and foremost gets inputs and processes right. Within this framework, it can be seen that all variables in the Teacher Education system matters, which is why this paper adopted the view that Quality Assurance is the totality of measure that ought to be in place to guarantee that Teacher Education can meet the stated benchmarks – “fitness for purpose”.

Quality Concerns In Nigeria Teacher Education

Adopting the input-process-output approach, we could see that the poor quality inputs and process which have characterized the Teacher Education in Nigeria implies that the outputs are still a far-cry from the standards expected of our teachers in Nigeria. For the crisis in output to be satisfactorily addressed, urgent steps must be taken to give the Teacher Education system the right inputs and processes. In this context, some of the issues that have been on the front burner and which needed to be addressed include but not limited to the following:

i) **Legal Status:** Several Teacher Education institutions in Nigeria are still operating illegal (satellite) campuses that run Teacher Education programmes. Even Colleges of Education have joined universities in setting up satellite campuses which by all standards do not offer the same quality of instruction to the student teachers. There are even the reports of over 30 illegal universities still operating in Nigeria and some of them offering Teacher Education. This is in addition to those operating legally but without full accreditation status for the Teacher Education programmes they are running.

ii) **The Part-time versus Full-time Controversy:** The relative quality of qualifications obtained in part-time study is yet to be tested and validated against that obtained through full-time study. There is also the issue of Open and Distance Learning (ODL) programmes which obviously are indispensable in view of the explosion in social demand for education. However, it is still doubtful if the so-called “Nigeria environment and factor” are ripe to produce the required standard of education. For instance, the Open Distance Learning is primarily driven by Information and communication Technology (ICT) which is still to take firm root in Nigeria. It is also true that while the supervisory agencies for tertiary institutions (the National Universities Commission, National Board for Technical Education and National Commission for Colleges of Education) have largely perfected Quality Assurance instruments for regular programmes, they and other stakeholders seem to be far from perfecting Quality Assurance instruments for Open Distance Learning programmes.

iii) **Recognition of Powers of Professional Regulation:** If the long established supervisory agencies in Education are still having problems of enforcing the required input/process standards, it could then be imagined that the challenge is much worse for the regulatory agency of the teaching profession, the Teachers Registration Council of Nigeria (TRCN). Teacher Registration Council of Nigeria, has the same law that established the regulatory agencies for the other noble professions (law, medicine, engineering, etc). It is therefore expected to perform the same functions and exercise the same powers as these other professional regulatory agencies. However, TRCN as a very new agency still has a long way to go and several obstacles to surmount in order to command the kind influence presently enjoyed by
its peers which is the critical factor that has repositioned the other professions in Nigeria. For instance, when the Council of Legal Education felt that “part-time/weekend” Law programmes had started to water down the quality and status of the Legal profession in Nigeria, it decisively ordered all universities in Nigeria to shut down programmes and the compliance by the affected institutions was 100%. Can the teaching profession in general and the Teacher Education institutions in particular boast of such level of professional discipline and compliance to Teachers Registration Council of Nigeria? What of the regulatory functions in terms of accreditation and monitoring of programmes by professional agencies; setting-up of standards for continuous professional development (CPD); enforcement of professional ethics amongst teachers including those in the Teacher Education institutions; etc?

e) **Philosophy and Objectives of the Programme:** How “fit for purpose” are the philosophies and objectives of certain Teacher Education programmes in Nigeria. The profession has moved from one crash programme to another, particularly from the time of the Universal Primary Education (UPE) in 1976. More recently there have been the pivotal teacher training programmes (pttp), and now Special Teacher Upgrading Programme (STUP). The Special Teacher Upgrading Programme is another crash/emergency programme to salvage Grade Two Teachers from being driven out of the schools. We seem to have no choice. But already, stakeholders are asking how Grade Two teachers could gain the Nigeria Certificate in Education which normally took five years for part-time, in just two years. Yet TRCN is also handling the case of other various types of certificate and diploma courses running currently in several institutions across the country with the claim that the programmes are truly producing teachers to teach in our schools.

f) **Curriculum – Content and Implementation:** In 2005-6, the World Bank in collaboration with the Federal Ministry of “Education, TRCN, NCCE, NTI, UBEC, etc commissioned a research on the Reform of Nigeria Certificate in Education (NCE) and Bachelors degree in Education in Nigeria. The result revealed serious deficiencies in so many fundamental areas which included language and instructional communication, preparation of lesson plans, use of teaching aids, information and communication technology, morale, commitment to the teaching profession, etc. Other stakeholders’ fora and surveys have pointed to the same gap particularly in teaching skills. These findings have led to a drastic review of the NCCE Minimum Standards for NCE and the NUC Minimum Standards for first degree programme in Education. The challenge therefore is not only in redressing these weaknesses of Teacher Education through improvement in curriculum content but also in implementation. Also, there is the issue of the incessant strikes in Nigeria’s tertiary institutions which since the turn of the 1990s have consistently curtailed the time available for meaningful study and coverage of curriculum specifications.

g) **Teaching Staff – the Quantity versus Quality Crisis:** The quality and quantity of teachers in Nigeria have also been on a threshold of crisis. The predicament is, how can quality be achieved in the face of quantity? The drawing-in of all manner of people as teachers on the excuse that there is shortage of teachers is a phenomenon that is prevalent at all levels of the Nigerian education system. What about teacher motivation and moral. Teachers in Nigeria will for a long time to come continue to feel that theirs is a despised profession with little material rewards to show for it
compared with the other professions in Nigeria or even the way the teaching profession is treated abroad. This mindset and reality has critical, negative implication for Quality Assurance in Teacher Education.

vii) **Students – Admissions Criteria:** The bane of Teacher Education in Nigeria is the fact that it takes the majority of its students from the group rejected by other disciplines and those who have no choice than to be in Teacher Education even if it means using it to while away the time. The survival of many Colleges of Education could be threatened if Pre-NCE programme is scrapped as a source of students, because that is the source that the institutions can control/manipulate to catch and retain a significant number of students in order to remain afloat. The supervisory agencies (NCCE and NUC) have done their best in collaboration with TRCN to upscale the admission requirements in the recent minimum standards for Teacher Education, what remains is to see how successful they could be.

viii) **Teaching Practice:** As stated earlier, lack of pedagogical skills among teachers is a major Quality Assurance failure for the country. A major factor responsible for this is the scandalous neglect of the good teaching practice culture of yester-years. In those years, students on teaching practice are paid allowances and institutions go all out to ensure that students make full use of the opportunities of such practice and are duly supervised and assessed. Nowadays, the teaching practice has become mere formality that most institutions do not pay serious attention to. The issue of skills gap was so serious that it led to the upward review of the number of years required to award a Bachelors degree in Education from four to five. Stakeholders are unanimous in asserting that the extra year should be devoted to up-scaling the practical skills and competencies of teachers in training and that TRCN should take strong control of the regulation, supervision and monitoring of the year that would be devoted to practical expertise by students. Can we meet up this challenge?

ix) **Instructional Facilities:** Infrastructural inadequacy and decay, including lack of maintenance culture in Teacher Education as in other educational institutions in Nigeria leave serious doubts in the minds of observers as to whether or not the Teacher Education could deliver the quality of education required in the present globalised world. Common instructional facilities and infrastructure are not there. Students for instance offer computer studies without ever having a good opportunity of interacting with computers – they only end up getting the first ever real computers training in road-side cyber cafes. The classrooms are over-crowed to the point that some students take lectures by peeping in through the classroom windows. The comfortable chairs and tables are hardly there. These problems combined with biting socio-economic and psychological crisis which most students are facing have made the learning environment and climate hostile rather than friendly.

**WAY FORWARD**

Based on the shortcomings of our Teacher Education enumerated above, some suggestions are advanced in this section in order to up turn the threats and weaknesses into good opportunities and success stories.

i) **Legal Status:** The supervisory agencies should go all out to rid the Nation of illegal centres and institutions especially as it affects Teacher Education. The National Universities Commission has done so much in this respect but needs to do more. The
NCCE has not raised stakeholders’ consciousness enough regarding the illegal NCE-awarding institutions/centres. Teachers Registration Council of Nigeria equally needs to join forces with the supervisory agencies to tackle the menace.

ii) **The Part-time Versus Full-time Controversy:** Stakeholders led by the Teachers Registration Council of Nigeria and the supervisory agencies need to determine the relative quality of part-time and Open Distance Learning programmes using research. The result of such research will assist greatly in policy formulation. Meanwhile the Teacher Education institutions involved ought to strictly adhere to extant regulations regarding “carrying capacity” in admission of students. Until the quality of the programmes are decisively determined and operational resources reach adequate level, the strategy for Quality Assurance to limit the number of in-takes so as not to “bite more than they can chew”.

iii) **Recognition of Powers of Professional Regulation:** Stakeholders individually and collectively have to champion the cause for professionalization of teaching in Nigeria. A good index of this could be seen in the support given to Teachers Registration Council of Nigeria policies and programmes. There is also the need for stakeholders to keep abreast of the activities of other professional regulatory agencies and try to motivating stakeholders to appreciate why Teachers Registration Council of Nigeria must engage in certain activities or come up with certain policies. Presently, most of the challenges facing Teachers Registration Council of Nigeria have to do with ignorance of critics. For instance, some teachers do not know the difference between the Nigeria Union of Teachers and TRCN (or between the Nigerian Bar Association and the Council of Legal Education or between the Nigerian Medical Association and the Medical and Dental Council of Nigeria). Therefore, for instance, such teachers ask why should they pay annual subscription to TRCN since they are already paying same to NUT or why should a teacher carry a teaching license since he is already recognized by NUT? Some do not know the role that other professional regulatory agencies play in accreditation or re-training of their members. In view of all these, if stakeholders take active interest in what is going on in other professions and even try to associate and interact with other professionals even if it is to learn get some professional lectures, they will be highly motivated to support their efforts to professionalise teaching.

iv) **Philosophy and Objectives of the Programme:** Teacher Education institutions must adhere to lists of programmes approved by statutory authorities such as NCCE, NBTE, NUC and TRCN. Most of the certificate and diploma programmes with questionable philosophy and objectives were instituted by the institutions for the purpose of profit and revenue generation. Similarly, the crash and emergency Teacher Education programmes approved by Government for lack of choice must be most carefully implemented and in close collaboration with TRCN and other supervisory agencies. This is because the quality of such programmes rests on a precarious basis and an ill wind of dissention among the Quality Assurance could threaten the survival and recognition of such programmes.

v) **Curriculum – Content and Implementation:** These aspects of Teacher Education require the most thorough accreditation, monitoring and supervision processes by both internal and external Quality Assurance agencies. The benchmarks established by other professions should be strictly followed which requires that both the
supervisory and professional regulatory agencies to either independently or jointly ensure quality in these respects.

vi) **Teaching Staff – the Quality versus Quality Crisis:** Quality cannot be sacrificed at the altar of quantity. Therefore, Teacher Education institutions, supervisory and regulatory agencies should ensure that the right caliber of teachers are engaged. The need for all Teacher Education teachers to be professionally trained cannot be compromised even as professionalization of teaching is a reality facing all teachers today in Nigeria regardless of their level or faculty or discipline in the education system.

vii) **Students – Admission Criteria:** The admission of student through pre-NCE should be discouraged. Through incentives such as scholarships, bursary, allowances, popularization of the teaching profession, etc. more credible students should be attracted at both degree and NCE levels to read Education. TRCN, the supervisory agencies, Federal Ministry of Education and the National Council on Education should relentlessly push towards better remuneration, social and economic status for teachers so as to have intelligent students aspire voluntarily to become teachers.

viii) **Teaching Practice:** The Teacher Education institutions, regulatory and supervisory institutions must return the past glory of the teaching practice through strict monitoring and supervision. It has been advocated by the National Council on Education that Teacher Education students should be exempted from the Students Industrial Work Experience (SIWES) programme while the SIWES time and even allowances should be devoted to giving them more pedagogical exposure. This is a great idea that should be implemented.

ix) **Instructional Facilities:** Funding of education in Nigeria needs to be radically increased especially for the provision of academic and professional infrastructure. This is in line with the 10-Year Strategic Plan of the Federal Ministry of Education (FME). According to the Federal Ministry of Education (2008, p.4), the plan proposed “a sharp increase in public spending on education, raising it as a share of the budget from 8 percent currently to 26 percent in 2020 and as a share of GDP from 5 percent currently to at least 10 percent by 2020.” However, the increased funding can only come within the context of a satisfactory answer posed by Federal Ministry of Education’s 2007 analysis of the education sector. The analysis identified several key questions related to funding and efficiency as follows:

   a) To what extent and by what means does funding need to be increased?
   b) How can funds be used more efficiently and effectively?
   c) How can institutions and agencies be made more accountable for financial management?

The Federal Ministry of Education (2008) nevertheless has started addressing the issues with its publication in May 2008 of what it called A Review of the Costs of the Costs and Financing of Public Education. The rest of the questions regarding efficient management of resources, accountability and transparency are generic matters affecting the nation’s polity which requires concerted and collective efforts to address.
Generally as well, other measures that could be taken to improve the Quality Assurance situation include:

- Creating more awareness for all actors (stakeholders) and up scaling the capacity of key factors involved in Quality Assurance.
- Creating a network of Quality Assurance agencies/facilitators. The National Council on Education took note of the critical Importance of the coalition of Quality Assurance agencies or forces/networks leading to the creation of Quality Assurance Reference Committee by the Council, which was not initially part of the Council’s sub-committees.
- Quality Assurance Policy needs to be clearly but exhaustively fashioned out by stakeholders.
- The Quality Assurance Practice must be ICT driven and sound staff development policy must be put in place.

**Conclusion**

Quality Assurance will continue to occupy a central place in most academic debates concerning the future of education in Nigeria. This is against the backdrop of the EFA and MDGs coupled with falling standards of education in the country. Therefore, Quality Assurance in Teacher Education is an issue that must be confronted boldly using the suggestions given in this paper and several others from other scholars.

Teacher Education institutions, supervisory agencies and professional regulatory agencies are the key actors accountable to the general public regarding quality of Teacher Education products. This enormous responsibility requires synergy and a great deal of information sharing. Political will is required as well as efficient management of scarce resources. With sincere efforts, Quality Assurance in Teacher Education in Nigeria is quite achievable in the near future.

**References**


COMPARING THREE APPROACHES TO EVALUATING PHYSICS TEACHERS’ EFFECTIVENESS IN INSTRUCTIONAL DELIVERY TO SECONDARY SCHOOL STUDENTS IN NASARAWA STATE OF NIGERIA

BY

AMUCHE CHRIS AMUCHE &
C. M. ANIKWEZE (PhD)

Abstract
The study was designed to assess physics teachers’ effectiveness in instructional process using three assessment strategies. This is with a view to analytically compare three methods of assessing the physics teacher namely: student, peer and self evaluation. The study was an evaluative survey, with three types of questionnaires - Students Evaluation Instrument (STEV), Peer Evaluation Instrument (PEEV) and Self Evaluation Instrument (SEEV) as instruments for data collection. A total of 180 senior secondary two (SSII) physics students, 9 physics teachers and 18 peers of the physics teachers were randomly selected from 9 Model Science Schools in Nasarawa State of Nigeria as sample for the study. Four hypotheses were tested using the t-test, Analysis of Variance (ANOVA), and Pearson’s product moment correlation statistics. Findings from the study indicated that there was a significant difference between Student Assessment, Peer Assessment and Self Assessment methods of evaluating physics teacher effectiveness. Students’ assessment and Peer assessment of physics teacher effectiveness showed a strong positive correlation ($r = + 0.60$), indicating high degree of objectivity. There was no significant difference between students’ assessment scores and peer assessment scores suggesting that the physics teachers were effective in their instructional delivery. Incidentally, the physics teachers were rather generous in their self assessment corroborating earlier researches. It was concluded that since peer evaluation through systematic observation correlated highly with student evaluation, the two assessment methods should be incorporated into the assessment practices of secondary schools in Nigeria particularly as a strategy for improving physics teachers’ instructional delivery.

Introduction
Education in Nigeria has been recognized as an instrument par excellence for effective national development (FRN, 2004). According to Odiba (2004:202), education is “the key that opens the door of modernization and globalization.” Education, no doubt, is the key to national development: thus, recent trends in education favour the humanistic approach which puts a strong emphasis on the teacher as the major facilitator of the teaching–learning process. Education is intended to serve the expressed goals and aspirations of the country as enshrined in the National Policy of Education (FRN, 2004). The thrust is towards the realization of national development through improved educational system which has led to the introduction of new programmes and new syllabuses aimed at improving the curricula, particularly at the secondary school level.

To assess the output, it becomes necessary that some form of evaluation must be part of the operation of the educational system. Given that the educational system has objectives, it is expected that the operators of the educational system should be committed to the achievement of these objectives. Educational evaluation is a major process that determines the extent to which objectives have been achieved as well as the quality of human development in a society. The quality of human development process refers essentially to the
quality of education and the quality of education is largely recognized as the quality of teaching that goes on in the schools (Joshua, Joshua and Kritsonis, 2006).

It is generally acclaimed that the quality of education at any level depends largely on the qualification and commitment of the teacher. Thus, the Federal Ministry of Education (FME, 2009:15) states that “no educational system can rise above the quality of its teachers as the standards of our teachers invariably affect the performance of the pupils and students.” Therefore, during the process of human development, evaluation information is generated in a variety of ways to improve school administration, teaching and learning; and also to enhance the likelihood of success by both the learner and the teacher.

Generally, teachers evaluate their students’ learning and accept the results as evidence of their teaching effectiveness. Scholars, however, believe that teachers’ professional growth and effectiveness in instructional delivery could be enhanced through mentoring, peer assessment, student assessment and self evaluation.

Teacher evaluation is of global concern because of the role of the teacher in the education enterprise. This probably explains why Obanya in Imhanlahimi and Aguele (2006) argued that teachers are the major implementers of a country’s educational policies. The teacher engages in interactive behaviour with learners effecting cognitive, affective and psychomotor changes in them. However, Imhanlahimi and Aguele (2006) posited that the teacher is an engineer in the teaching-learning process because he selects the instructional objectives, contents, method and learning experiences, and also evaluates the outcome of instruction with respect to the stated objectives. Furthermore, Anikweze (2008) sees the teacher as the one responsible for the instructional design and so needs to make the best choices amidst subject area influences by using his teaching influences (theory, technology and social system) to overcome certain input constraints or limitations in the way of achieving quality output expected by the society.

No doubt, the role of the teacher in the school system cannot be over-emphasized but the decline and deteriorating results, particularly from secondary schools vis-à-vis the huge investment in education, are quite disturbing. The situation has made some stakeholders to associate the quality of school products (in terms of achievement scores/grades) with quality of school personnel who are largely teachers. Some have even wondered whether the achievement scores/grades of learners in and from schools do actually reflect the quality of teaching and by extension, the quality and effectiveness of teachers (Tsang, 1988).

In view of the above, the public has become increasingly inquisitive and bothered about the activities going on in schools, particularly the results that schools are producing in the science subjects (Imhanlahimi and Aguele, 2006). Generally, there is a consensus of opinion about poor quality of education in Nigeria (Adebule, 2004). Governments, communities, proprietors, employers, parents and learners themselves have had reasons to worry about the results and the products of the educational system. Teachers also complain of students’ low performance at both internal and external examination. The annual releases of Senior Secondary Certificate Examination (SSCE) results conducted by West African Examination Council (WAEC) and National Examination Council (NECO) justify generalization of poor secondary school students’ performance in science subjects. Odubunmi (2006) noted that there had been a steady increase in failure rate of secondary school students in the science subjects (Biology, Chemistry and Physics) over the years. The poor performance of students in Biology, Chemistry and Physics reflected in Table I corroborate the impression of critics.
Table I: Performance of students in the May/June WAEC Senior Secondary Certificate Examination, 1994 - 2004

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BIOLOGY</th>
<th>CHEMISTRY</th>
<th>PHYSICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL ENTRY</td>
<td>NO. &amp; % PASS AT CREDIT LEVEL</td>
<td>TOTAL ENTRY</td>
</tr>
<tr>
<td>1994</td>
<td>508,385</td>
<td>57,956 (11.40)</td>
<td>161,232</td>
</tr>
<tr>
<td>1995</td>
<td>351,353</td>
<td>66,406 (18.90)</td>
<td>133,188</td>
</tr>
<tr>
<td>1996</td>
<td>506,628</td>
<td>80,554 (15.90)</td>
<td>144,990</td>
</tr>
<tr>
<td>1997</td>
<td>609,026</td>
<td>96,226 (15.80)</td>
<td>172,383</td>
</tr>
<tr>
<td>1998</td>
<td>637,021</td>
<td>219,453 (34.45)</td>
<td>185,430</td>
</tr>
<tr>
<td>1999</td>
<td>745,162</td>
<td>207,230 (27.81)</td>
<td>223,307</td>
</tr>
<tr>
<td>2000</td>
<td>639,020</td>
<td>123,395 (19.31)</td>
<td>201,369</td>
</tr>
<tr>
<td>2001</td>
<td>995,345</td>
<td>231,418 (23.25)</td>
<td>301,470</td>
</tr>
<tr>
<td>2002</td>
<td>1,047,232</td>
<td>328,726 (31.39)</td>
<td>309,120</td>
</tr>
<tr>
<td>2003</td>
<td>931,219</td>
<td>401,728 (43.14)</td>
<td>288,324</td>
</tr>
<tr>
<td>2004</td>
<td>838,945</td>
<td>258,647 (30.83)</td>
<td>275,078</td>
</tr>
</tbody>
</table>

**SOURCE:** West African Examination Council Annual Report.

Recent results seem to follow the same trend as the 2007 and 2008 examinations recorded 6.45% and 6.90% pass respectively among science-oriented candidates (Uzoigwe, 2009). The 2009 result of the NECO SSCE indicated only about 8.5% pass among all the candidates (Obasola, 2009).

Some critics have blamed the poor performance of the students on their low retention, association with wrong peers, and low achievement motivation (Aremu and Sokan, 2003). However, Morakinyo (2003) posited that the poor level of academic achievement is attributable to teachers’ non-use of verbal reinforcement strategy. In his attribution, Asikhia (2010) maintained that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavoury comments about students’ performance that could damage their ego, and poor method of teaching which in concert affect students’ academic performance. Either way, the teacher cannot escape accountability for students’ performance at certificate examinations.

Incidentally, evaluation of teacher effectiveness has in recent times become enmeshed in controversies over terms and methods. Idaka, Joshua and Kritsonis (2006) highlighted various teacher evaluation methods to include: Classroom Observation, Student Evaluation, Peer Evaluation, Self Evaluation, Teaching Portfolio, etc. Terry, (2009) maintained that there has not been a set of clear indisputable conclusion as to the best ways to evaluate teaching. While some experts such as Cox (1990) argued in favour of the reasonability of teacher self evaluation, others such as Rose (1993) strongly opposed the use of self evaluation method of teacher effectiveness. Teacher self evaluation is the method of evaluation whereby the teacher rates him/herself against some pre-determined objectives of instruction in order to ascertain his/her effectiveness in instruction delivery. Doff (1988), argued that self evaluation method encourages the teacher to reflect on his/her teaching thereby enhancing performance. Carroll (1981) had posited that self evaluation of teacher effectiveness is of greater value for self understanding and instructional improvement. On the other hand, Seldin (1999) argued that student evaluation of teacher effectiveness is one of the several forms of evaluation used to shed light on teacher effectiveness. Student evaluation of instruction means that students as consumers of instruction are made to express their opinion and feelings concerning the effectiveness of the teacher’s instructional...
process and activities in the classroom and the extent to which they benefited from that process.

Since there is lack of standardized and uniform quality assurance instruments for teacher evaluation as reported in the Roadmap for Nigerian Education (FME, 2009), and in view of controversies over methods of evaluating the teacher, the study sought to comparatively analyze three methods of assessing the teacher with a view to determine which strategy is the most objective and valid. Thus, the thrust of the study is to analytically compare student, peer and self evaluation of physics teacher effectiveness in Nasarawa state secondary schools.

**Objectives of the Study**

The general objective of this study was to compare student evaluation (STEV), peer evaluation (PEEV) and self evaluation (SEEV) of physics teacher effectiveness in Nasarawa state secondary schools. In specific terms, the study attempted to:

(i) determine whether a significant difference existed between the mean assessment of student, peer and physics teacher self evaluation.

(ii) determine whether there is a significant relationship between student, peer and self evaluation methods of assessing physics teacher effectiveness.

(iii) determine whether a significant difference existed between mean score of students’ assessment and the mean score of physics teacher self assessment.

(iv) determine whether a significant difference existed between mean score of students’ assessment and the mean score of peer assessment.

**Research Questions**

The following research questions were raised to facilitate the investigation:

(i) Is there any significant difference between mean scores of student, peer and self evaluation of physics teacher effectiveness?

(ii) What relationship exists between student, peer and self evaluation methods of evaluating physics teacher effectiveness in Nasarawa state secondary schools?

(iii) Is there a significant difference in the mean scores between student evaluation of their physics teacher and physics teacher self evaluation?

(iv) Is there a significant difference in the mean scores between student evaluation and evaluation by peers of the physics teacher?

**Statement of the Hypotheses**

The following hypotheses were tested:

1. There is no statistically significant difference between mean scores of student, peer and self evaluation of physics teacher effectiveness in Nasarawa state secondary schools. (H₀₁)

2. There is no statistically significant relationship between student, peer and self evaluation of physics teacher effectiveness in Nasarawa state secondary schools. (H₀₂)

3. Students’ evaluation mean scores would not differ significantly from mean scores of peers of physics teacher (H₀₃)

4. Students’ evaluation mean scores would not differ significantly from mean scores of the Physics teacher (H₀₄)
Review of Related Literature

Evaluation in educational practice connotes different things to different scholars. But generally, evaluation connotes the systematic process of gathering, selecting, analyzing and reporting valid information on the attainment of educational goals and objectives in order to facilitate correct adjudication on the effectiveness of teaching method(s) or an educational programme. Alkin (2002), Gronlund (2002), Ogunniyi (2004) and Nagy (2006).

In the educational system, evaluation is usually carried out at two major levels - student level and, programme level (Ochoche, 2008). No place is provided for the evaluation of teacher effectiveness by those who are basically involved and in the best position to do so (the student and fellow teachers). To correct this anomaly, Nwana (2002) proposed that evaluation should be conducted to cover three levels of student, teacher and programme. Teacher evaluation according to Ochoche (2008) is based on the premise that if teachers should be faced with the realization that their continued employment and promotion would partly be based on the evaluation of their performance by their students (who remain anonymous), and colleagues, then they would be compelled to put in their best in the class. In this regard, two types of evaluation (formative and summative) could be carried out with distinctive roles. While, formative evaluation is undertaken during teaching and learning for the expressed purpose of learning to achieve its objectives, summative evaluation is carried out by the teacher which may be at the end of the term, year or end of a course for the purpose of decision making such as, promotion, demotion, retention or firing.

Numerous studies have attempted to measure teacher effectiveness using different methods and on different school subjects/courses. Joshua and Joshua (2004:3) surveyed 480 secondary school teachers from 20 schools and found significant negative attitude to student evaluation of the teacher, irrespective of the use(s) to which the results of such evaluation will be put.

Akpotu and Oghuvbu (2004) using a sample of 2,310 students in 60 secondary schools from 12 states of Nigeria investigated the quality of secondary school teaching in Nigeria from the perspective of the students. The findings indicated that teachers were effective in class attendance; competent in content and pedagogy; and manifested positive relationship with students and disciplinary qualities. The result suggests that students perceived their teacher as efficient in their job performance; hence, student evaluation could be highly effective.

Imhanlahimi and Aguele (2006) compared three instruments for evaluating Biology teacher effectiveness in the instructional process in Edo state of Nigeria. The instruments were; Student Assessment of Teacher Instrument (SATEI), Teacher Assessment of Teacher Effectiveness Instrument (TATEI) and Class Observation. The result of the study showed that there was a strong agreement in the assessment of Biology teachers’ effectiveness between student evaluation and classroom observation by the researcher indicating high degree of objectivity. On the contrary, the Biology teachers’ self evaluations were biased in their self assessment of teaching effectiveness.

Methodology

The population of the evaluative survey consisted of all the 53 physics teachers in 145 science-oriented senior secondary schools in Nasarawa state, their peers and the senior secondary 2 (SS2) students who offer physics as one of their certificate examination subjects.

The sample for the investigation consisted of 9 physics teachers, 18 peers of the physics teacher and 180 physics students selected through multi-stage stratified sampling technique from science-oriented secondary schools located across the ten educational zones in Nasarawa state. Thus, one (1) physics teacher was randomly selected from each of the nine science schools and two colleagues of the target physics teacher were randomly selected from
each school using the Hat-and-Draw method. The SS2 students (20 from each of the 9 schools) were selected using the simple random sampling technique. This brought the total research subjects to 207 which the researchers considered as representative of the total population.

**Instrumentation**

Three types of questionnaires were used for data collection - Student Evaluation of Teacher Effectiveness Instrument (STEV), Peer Evaluation of Teacher Effectiveness Instrument (PEEV) and Self Evaluation of Teacher Effectiveness Instrument (SEEV). Each of the designed questionnaires consisted of two sections: the essential bio-data and 24 items on a 5-point scale ranging from Excellent (5), Good (4), Average (3), Fair (2) and (Poor (1) or (Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). The scales were used to either elicit the degree of availability or the frequency of the characteristics under assessment. The respondents were expected to indicate their opinions on the effectiveness of the physics teacher by focusing on the extent to which the physics teacher exhibited characteristics/attributes in the areas of preparation of lessons, presentation of lessons, classroom management, communication skills, personality and evaluation of lessons.

**Validity and Reliability of the Instruments**

To build validity and reliability into the data collection instruments, efforts was made to relate each item in the questionnaire to a specific variable for assessing physics teacher effectiveness. The items on the three scales were similar and were generated by adapting the Teaching Practice Format used by the Faculty of Education, Nasarawa State University, Keffi. Face validity was sought and obtained by subjecting the instruments to critical appraisal of experts in Measurement and Evaluation. The experts were requested to check for clarity, ambiguity of the items, appropriateness of the items, language use, clarity of purpose and relevance to the issue under investigation using a 5-point rating scale. This enabled the researchers to establish logical validity indices of 0.70, 0.60 and 0.70 for STEV, PEEV and SEEV respectively. The validity indices were considered sufficiently high for use in collecting data for the study.

**Presentation and Analysis of Data**

**Table 2: Comparison of Physics Teachers Assessment by Students, Peers & Self by Schools**

<table>
<thead>
<tr>
<th>S/N</th>
<th>NAME OF SCHOOL</th>
<th>STEV mean scores (%)</th>
<th>PEEV mean scores (%)</th>
<th>SEEV mean scores (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GSSS ANDAHA</td>
<td>56.5</td>
<td>62.5</td>
<td>85.0</td>
</tr>
<tr>
<td>2.</td>
<td>GGSSS WAMBA</td>
<td>60.5</td>
<td>59.1</td>
<td>85.8</td>
</tr>
<tr>
<td>3.</td>
<td>GGSSS DOMA</td>
<td>48.8</td>
<td>47.1</td>
<td>82.5</td>
</tr>
<tr>
<td>4.</td>
<td>GSSS OBI</td>
<td>51.0</td>
<td>60.9</td>
<td>80.0</td>
</tr>
<tr>
<td>5.</td>
<td>GSSS KARU</td>
<td>55.8</td>
<td>56.3</td>
<td>82.5</td>
</tr>
<tr>
<td>6.</td>
<td>GGSSS GARAKU</td>
<td>50.2</td>
<td>56.7</td>
<td>80.8</td>
</tr>
<tr>
<td>7.</td>
<td>GSSS LAFIA</td>
<td>53.9</td>
<td>55.4</td>
<td>84.2</td>
</tr>
<tr>
<td>8.</td>
<td>GSSS NASARAWA</td>
<td>54.7</td>
<td>60.0</td>
<td>77.5</td>
</tr>
<tr>
<td>9.</td>
<td>GSSS NASARAWA EGGON</td>
<td>52.0</td>
<td>57.0</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>GRAND MEANS</td>
<td><strong>53.7</strong></td>
<td><strong>57.2</strong></td>
<td><strong>82.8</strong></td>
</tr>
</tbody>
</table>

Table 2 shows the results for the three methods of assessment for each of the sample schools in Nasarawa state. The study the result shows that the assessment of the physics
teacher by students, peers and self exceeded 50% as benchmark for success. This indicates that generally, the physics teachers were effective in their instructional delivery. The overall mean assessment scores were STEV = 53.7, PEEV = 57.2 and SEEV = 82.8. The result indicates that there is an agreement between students’ assessment and peer assessment methods. However, the teachers’ self assessment seemed exaggerated when compared to students’ and peer assessment suggesting a natural tendency of individuals to over-score themselves when given the opportunity for self evaluation (Anikweze, 1998). However, the table also shows the mean assessment of physics teachers’ effectiveness from the three methods of evaluation.

Table 3: Comparison of Mean Assessment of Physics Teacher Effectiveness by STEV, PEEV and SEEV: Summary of ANOVA.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ASSESSMENT METHOD</th>
<th>N</th>
<th>MEAN</th>
<th>S.D</th>
<th>S.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>STEV</td>
<td>180</td>
<td>53.70</td>
<td>3.43</td>
<td>0.25</td>
</tr>
<tr>
<td>2.</td>
<td>PEEV</td>
<td>18</td>
<td>57.20</td>
<td>4.21</td>
<td>0.99</td>
</tr>
<tr>
<td>3.</td>
<td>SEEV</td>
<td>9</td>
<td>82.80</td>
<td>2.94</td>
<td>0.98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOURCE OF VARIATION</th>
<th>SUM OF SQUARE (SS)</th>
<th>DF</th>
<th>MEAN SQUARE (MS)</th>
<th>F</th>
<th>SIG. OF F</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETWEEN METHODS</td>
<td>4543.02</td>
<td>2</td>
<td>2271.51</td>
<td>151.4</td>
<td>df (2,24)</td>
</tr>
<tr>
<td>WITHIN METHODS</td>
<td>360.52</td>
<td>24</td>
<td>15</td>
<td></td>
<td>3.40</td>
</tr>
<tr>
<td>TOTAL VARIATION</td>
<td>4903.54</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows an F-ratio of 151.4 which is significant beyond 0.05 level of probability with degrees of freedom (2, 24). The null hypothesis (H₀) was therefore rejected. The result indicates that there is a statistically significant difference between the mean assessment scores on physics teacher effectiveness using the three methods of evaluation (STEV, PEEV and SEEV).

Table 4: Multiple Comparisons of Means: Tuckey’s Honestly Significant Difference (HSD) Test.

<table>
<thead>
<tr>
<th></th>
<th>STEV X₁ = 53.7</th>
<th>PEEV X₂ = 57.2</th>
<th>SEEV X₃ = 82.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEV X₁ = 53.7</td>
<td>-</td>
<td>1.02</td>
<td>8.48*</td>
</tr>
<tr>
<td>PEEV X₂ = 57.2</td>
<td>1.02</td>
<td>-</td>
<td>6.08*</td>
</tr>
<tr>
<td>SEEV X₃ = 82.8</td>
<td>8.48*</td>
<td>6.08*</td>
<td>-</td>
</tr>
</tbody>
</table>

Studentised Mean = 2.98* = Significant  df = 17  α = 0.05

The post Hoc Analysis using Tuckey’s Honestly Significant Difference (HSD) test to determine the direction of superiority of means as shown in Table 4 indicates that the ratio of 8.48 (teacher self assessment) is superior to others. The Studentised mean of 2.98 is greater than the calculated Studentised ratio of 1.02 (df = 17, α = 0.05). This test further indicates that STEV and PEEV were more objective and valid in the assessment of the physics teacher.
Table 5: Summary of Correlation Coefficient (Pair-Wise) for Three Methods of Evaluation

<table>
<thead>
<tr>
<th>S/N</th>
<th>EVALUATION METHODS</th>
<th>CORRELATION COEFFICIENT (r)</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>STEV AND PEEV</td>
<td>+0.60</td>
<td>Positive and Strong</td>
</tr>
<tr>
<td>2.</td>
<td>STEV AND SEEV</td>
<td>+0.29</td>
<td>Positive and Weak</td>
</tr>
<tr>
<td>3.</td>
<td>PEEV AND SEEV</td>
<td>-0.01</td>
<td>Negative and Weak</td>
</tr>
</tbody>
</table>

Table 5 shows the correlation coefficients of the three methods of assessing physics teacher effectiveness. This reveals that students’ assessment and peer assessment (STEV and PEEV) correlated positively and strongly indicating that the two methods were related positively. STEV and SEEV had a weak positive correlation. This implies that the relationship between them was weak while PEEV and SEEV had a negative and weak correlation coefficient.

The correlation coefficients obtained in Table 5 were transformed to t-values and tested at a probability level of 0.05. This is to establish whether the relationships were statistically significant.

Table 6: Testing the Significance of the Correlation Coefficient (r)

<table>
<thead>
<tr>
<th>S/N</th>
<th>ASSESSMENT METHODS (PAIRWISE)</th>
<th>R</th>
<th>Calculated t (t_cal)</th>
<th>Critical t (t_table)</th>
<th>α</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>STEV-PEEV</td>
<td>+0.60</td>
<td>3.00</td>
<td>2.92</td>
<td>0.05</td>
<td>SIGNIFICANT</td>
</tr>
<tr>
<td>2.</td>
<td>STEV-SEEV</td>
<td>+0.29</td>
<td>1.35</td>
<td>2.92</td>
<td>0.05</td>
<td>NOT SIGNIFICANT</td>
</tr>
<tr>
<td>3.</td>
<td>PEEV-SEEV</td>
<td>-0.01</td>
<td>-0.24</td>
<td>2.92</td>
<td>0.05</td>
<td>NOT SIGNIFICANT</td>
</tr>
</tbody>
</table>

Table 6 shows the summary of t-test analysis for the pair-wise correlation coefficients of the methods of evaluating physics teacher effectiveness. The result indicates that the relationship between student assessment and peer assessment was significant at 0.05 level of probability. However, the relationship between STEV-SEEV and PEEV-SEEV were not significant at the 0.05 alpha. Hence, Hypothesis 2 (H_{02}) was not rejected for STEV and PEEV.

Discussion

The results of the study showed that the scores of physics teachers’ self-assessment of instructional effectiveness were higher than the scores of students’ assessment and peer assessment methods (Table 3). However, there was a strong agreement in the assessment of physics teacher effectiveness by students and peers of the physics teacher indicating a high degree of objectivity in their assessment. Based on the great difference between physics teacher self-assessment and the assessments by students and peers of the physics teacher, this study placed more premiums on the assessment done by students and peers of the physics teacher. Hence, self evaluation of physics teachers in Nasarawa state secondary schools could not be relied upon.

A major finding of the study suggests that peer evaluation and student evaluation are valid methods of assessing teacher effectiveness based on their correlation. Furthermore, there was no significant difference between the means obtained from these two methods. This result is in agreement with Rose (1993) and Imhanlahimi (2006) who was strongly opposed to the use of teacher self evaluation in the assessment of instructional effectiveness because of the
tendency to over-score self as found out by earlier researchers (Lovegrove, 1975; Anikweze, 1998). Nwosu (1995) equally found out that chemistry teachers were biased in their self assessment of teaching effectiveness. The result of the study however, is incongruous with Cox (1990) who argued in favour of the reasonability of teacher self assessment. The findings of this study are in agreement with Seldin (1999) who argued that student evaluation of teacher effectiveness is one of the several forms of evaluation used to shed light on teaching effectiveness. Evidence from the study further attests to the usefulness and accuracy of students’ evaluation as an index of determining teacher effectiveness. This is in agreement with Chamberlain (2009) who argued that it is only by the evaluation of our performance by a third person (or persons) that we can ever hope to receive objective feedback as to the quality of our output. Hence, peers of the physics teacher can provide valid assessment of the physics teacher instructional effectiveness.

Findings from the study suggest that using a single method to evaluate the teacher’s instructional effectiveness might not be adequate. The practice over the years has been the use of peer evaluation (observation technique) only to assess teacher effectiveness. This study has revealed that incorporating two methods (student evaluation and peer evaluation) for this task offers more valid, efficient and objective means of evaluating the teacher.

Conclusion
Based on the findings of the study, the physics teachers’ performance was satisfactory with overall mean score of 55.5% indicating that they were effective in their instructional delivery. One can therefore conclude that they are not responsible for the poor students’ performance in physics at both internal and external examinations.

The magnitude of the relationship between student assessment and peer assessment of the physics teacher effectiveness shows a strong positive correlation (+0.60). This implies that high assessment scores from peers of the physics teacher should give a corresponding high assessment score if assessed by students. On the contrary, the use of self evaluation cannot provide an objective and valid assessment of the physics teacher. Therefore, using the two methods (student and peer) in the evaluation of the physics teacher will check for bias. This will ensure standards and quality assurance.

Recommendations
Based on the findings of this study, the following recommendations were made:

1. Teacher evaluation instrument should incorporate both student and peer assessment of teacher effectiveness in instructional delivery as this will check bias and ensure quality assurance in teacher evaluation.
2. Since student evaluation correlated highly with peer evaluation, school administrators should exercise caution in using only peer assessment for evaluating physics teacher effectiveness and rather prefer to use both peer and student evaluation.
3. Schools in Nasarawa state should ensure frequent inspection of their teachers to monitor their instructional delivery using a combination of the two methods as the results can be used for both formative and summative purposes. It will be unfair to use only STEV or PEEV method as indicators of teachers’ effectiveness; a combination of the three strategies is likely to give a picture of the teacher.
4. Physics teachers in the state need to improve on their effectiveness in terms of instructional delivery as this will improve the overall performance of students in both internal and external examinations.
Suggestions for Further Research

The comparative analysis of these methods can be carried out in other science subjects such as, Biology, Chemistry and Mathematics. The study could also be carried out in any other subject in Nasarawa state or in other geographical locations in Nigeria to further test the efficacy of these evaluation methods.

References


QUALITY ASSURANCE IN THE TRAINING OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE

BY

AGBARA, PATRICK

Abstract
This paper discusses the various factors militating against Quality Assurance in the training of English Language Teachers in Nigerian Colleges of Education. These factors include the qualities of the curriculum, facilities, teaching, educational leadership, supervision, public support/interference and the students’ entry qualification/performance assessment. These are variables that can guarantee Quality Assurance in the training of English Language Teachers, if they are properly put in place.

Introduction
Nigeria is moving rapidly towards the professionalization of teachers. This is evident in the setting up of the Teachers’ Registration Council (TRC), a body set up by the government to ensure amongst other things, the standard of knowledge and skill to be attained by persons seeking to be registered as teachers, regulating and controlling the Teaching profession.

However, before this can be fully actualized, several issues concerning the Nigeria teacher and teacher education have to be resolved. One of such is the standard or the quality of training being received by the trainer and the trainee. As noted by Ndu (1990) the great debate as to whether the standard of education is falling or not is unending because stakeholders use “different sets of criteria to judge the school system”. Though this study is not on the falling or not falling standard of education, but Ndus’ remarks here are vital as it helps to illuminate the quality we are looking for in our teacher education programmes.

Conceptual Framework
Quality Assurance
It is pertinent at the beginning to ascertain what we mean by quality assurance. However, it is not easy to give it precise meaning as it can be interpreted differently by different people. For example, to the parent of a school child, quality is how good his child’s examination result is. To an inspector of education it is better general standards; while to a professor, it is good teaching and learning practices, etc.

Therefore quality can imply:

- Efficiency in meeting set goals
- Relevance to human and environmental needs and conditions
- Pursuit of excellence and human betterment, etc

Efficiency in meeting set goals entails attempting to measure exactly where learners have got to; considering quality of process along side quality of product and maximizing output from a given input.

On the other hand, quality as relevance as earlier mentioned means we need education which is relevant to our context, to our needs and to humanity. Education should also be able to develop the human potentials in individuals and ensure the survival of humanity. This paper therefore examines the quality of training of second language teachers in Nigeria with specific reference to the English Language teacher in Colleges of Education.
Teacher Education
Bage (2001) in Rhoda (2000) defines Teacher Education as that:

“form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach and will teach particularly but not exclusively in the primary and post primary levels of schooling. In its extended dimension, it encompasses also the professional preparation of school administrators, supervisors and guidance counselors.

Bage further cites Adamu and Salihu (2001) that:

Teachers are persons whose primary profession or occupational function is to help others learn and develop in new ways of life. Teachers are trained and lined (sic) by societies to help fulfill the purpose of providing a certain type of educational experience.

Objectives of Teacher Education
The National Policy on Education (1981 revised) contains the following objectives of Teacher Education in Nigeria:

- to provide highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- to encourage further the spirit of enquiry and creativity in teachers.
- to help teachers fit into the social life of the community and society at large and enhance their commitment to national objectives.
- to provide teachers with the intellectual and professional background, adequate for their assignment and to make them adaptable to any changing situation(s) not only in the life of their country but in the wilder world and finally.
- to enhance teachers commitment to the teaching profession.

Objectives of the NCE English
These include:

- helping students to develop the four language skills – listening, speaking, reading and writing;
- helping students to become confident and competent in the use of spoken and written English;
- enabling students to develop interest and acquire critical skills to appreciate literary works;
- equipping successful student to teach English effectively at the primary and secondary school levels; and finally
- prepare students for further studies in the subject.
(Source: NCCE 2008).

Ensuring Quality in the Training of English Language Teachers
There is a common saying that no education system can rise above the quality of its teachers. It is also very correct as put by the philosophy behind the establishment of the teaching of English in Colleges of Education that “modern man hardly contemplate communal life without the instrument of language”. Keeping in view the above assertions, we now proceed to examine how we can ensure quality in the training of English Language teachers.
Quality of curriculum

The federal government has exhibited some degree of curriculum leadership at the NCE level in the effort to ensure quality. It set up the NCCE who is both a regulation body and producer of the NCCE Minimum Standards document through input from the teachers on the job. The NCCE also ensures quality of the curriculum through regular reviews.

However, as Attah (2008:5) posits, the content or the framework within which the teaching of English courses in Nigeria tertiary education is embedded has remained the same since independence. Neither the curriculum nor classroom practice ever emphasized the use of the language in realistic or meaningful situations. He further suggests that both the curriculum and the classroom practices be modified so as to equip students with functional skills. He therefore, advocates a shift from the structuralist principles to the communicative approach both in the selection of learning experiences and actual classroom procedures.

Our NCCE curriculum should be steered towards functional skills like freelance journalism, writing bibliographies, novels, plays or speeches. The curriculum should also emphasis the acquisition of appropriate registers and adequate vocabulary control. The English language teacher needs to acquire skills in Nigerian English (speech and grammar) so that he can contribute to globalization. This is in line with the thinking of Alaezi (1990:38) because he sees qualitative education as “the events at which awareness of both subject and object is made possible i.e., the events at which awareness of better life and living is made possible through education. There can be no quality in a curriculum that lacks an overall function of affecting the awareness of man meeting his basic needs and the needs of the society through the type of education he has acquired. A functional curriculum as advocated here tallies with the third objective of teacher education i.e. to help teachers fit into the social life of the community and society at large and enhance their commitment to national objectives. We therefore need to re-examine our curriculum contents so as to make it more functional and tailored to the needs of our people.

Quality of facilities

The provision of adequate and up to date facilities is very vital in the training of English language students in any tertiary institution. The NCCE realizing the importance of facilities recommended an enabling environment in the provision of adequate classrooms and lecture theatres, laboratories/studios, staff offices, books in the library and other specialized facilities. Where these are lacking, the quality of instruction given to the students will be seriously undermined. Take for example a crowded classroom where the teacher cannot interact freely with the students. There can only be quality assurance where adequate provisions are made for relevant equipment and support staff to man them.

A well delivered lecture depends on the planning that has gone into it. The teacher needs a conducive office accommodation to enable him plan his lessons ahead. Many institutions lack water and electricity supply therefore where some facilities are available, they are hardly put to use e.g. language laboratory. It is therefore important to address the issue of available facilities when one is planning to ensure quality in the training of English language teachers. It is also important to address the availability of up to date and relevant textbooks. How can we ensure quality in the training of our English Language teachers when the textbooks and journal available are not current.

Quality of teaching

It is generally believed that the quality of education in any school system depends largely on the quality of the teacher who is at the heart of the education process. For the language teacher to be effective in the classroom, he must be highly qualified, sent on regular retraining programmes, conferences, seminars and workshops. In this way he will be better
prepared to impart knowledge to his students. We cannot guarantee quality when unqualified teachers abound in the training of English language teachers.

The NCCE in its minimum standard for the teaching of English language specifies a mandatory tutorial and encouragement of academic associations. It is however disheartening that in many of institutions, this is not the practice. The tutorial enables an experienced and probably better qualified teacher to fill in the gaps that might have been left by the subject teacher. This ensures quality is built into each course.

**Students entry qualification/performance assessment**

The NCCE minimum standard has a general and additional admission for student wishing to offer English Language at the NCE level. However, until quite recently, many institutions do not adhere strictly to the policy of a credit in both the English language and literature at the O’Level. Therefore, many students come in unqualified. There are many still that come in direct from secondary schools without passing through the preliminary programs of the institution offering them admission. The consequence is that quality is neglected in place for quantity. The students have to work extra hard to grasp concepts especially in literature courses and education subjects. In this wise JAMB should continue to be the only admission agency while colleges can build in further quality by conducting post-JAMB examinations.

Regarding the evaluation of students, teachers should continue to give continuous assessment but this should be closely monitored by heads of departments. This is because many teachers see continuous assessments as their own means of favouring students. In many cases it is not even given but concerted. This cannot ensure quality therefore continuous assessment should be made to pass through the internal examination organ in each institution.

**Quality of education leadership**

The leadership envisaged here includes the provosts, the administrators at the state and federal levels, and the members of the Commission who are political office holders. As long as the government continues to be guided by political interests in approving unqualified officers to man educational institutions and offices, the quality of training received by teachers cannot be guaranteed. There are many institutions where many of the leaders are not professional teachers. Where this happens, they often neglect advice given by professionals in the system. At times they also manipulate the various educational inputs which decline the quality of training given to students. To ensure quality we must strive to put square pegs in square holes.

**Quality of the supervisory cadre**

By supervisory cadre, we mean the external moderator who approves the results sent to him by the internal examiner. If the supervisor is experienced, well qualified and competent, he builds quality into the teaching of English language teachers through his assessment of the examination. It is not proper for an external examiner to just sign the results without doing a proper assessment of the results sent to him. At times quality is also neglected by the Academic Board of some institutions that alters results already approved by an external examiner. Worse still is the fact that in some institutions, some students commission officers in charge of their results to issue their result to them when they still have an outstanding carry over. To ensure quality, the NCCE and the academic board of institutions should put in place proper arrangement for the collation and issuance of results to students. The heads of departments should be involved in issuance of results and not just at the academic office as obtainable in some institutions. These will ensure quacks are not released into the labour
market thereby endangering the teaching of English language at the primary and junior secondary school levels.

**Public support/interference**

The support given by the immediate community in the training of English language teachers matters a lot. The public should complement the efforts of government in trying to provide education to its citizens through donations of educational materials, scholarships, payment of educational tax, etc. Where these things are available, the quality of training is enhanced.

On the other hand, the public should avoid interfering with educational policies of government and institutions. When students are rusticated or asked to carry over courses, there shouldn’t be interference from parents, highly placed individuals or groups as this does not ensure quality.

**Financial resources**

There is a saying that for one to have a good soup, he must be prepared to spend money, there can be no educational success without good funding from the government and the public. The budget allocation of many State Colleges of Education is far below expectation. In some institutions, there is almost a zero impress to the department for working materials. Facilities available in the training of English language teachers must be maintained. This is impossible without fund. To ensure quality therefore, it is recommended that the NCCE should insist that State Governments pass their yearly allocations for their Colleges through the Commission. This will ensure that the Colleges get adequate attention and improvement in their annual budgets.

**Conclusion**

Every planned educational curriculum has quality built into it. There are many factors that contribute to bringing about qualitative training of English language teachers. These are out of school variables like public support and interventions school variables like quality of teachers, students, facilities and style of teaching. It is also realized that quality in education deals with issues of relevance, validity, functionalism, excellence and efficiency in the achievement of educational goals and priorities (Fagbule, 1980 in Nwogwugwu, 1990:112).

Quality can therefore be increased, improved and assured through the employment of highly qualified teachers, through a suitable learning environment, through the development and exposure of English language teachers to relevant educational programs. Quality can also come about through effective interaction between teachers and students and the institutions and the local community.

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STRATEGIZING CHRISTIAN RELIGIOUS STUDIES CURRICULUM FOR SUCCESSFUL IMPLEMENTATION OF VISION 20/2020

BY

AJIBOLA ILESANMI

Abstract

This paper recognizes the fact that, previous government in Nigeria have designed and launched various short, medium and long term developmental plans with little success. It argue that the apparent failure of some of the previous packages should not deter planning or setting a target as Vision 20/2020, what is important is putting all hands on deck to ensure that it does not go down the drain as some of the preceding ones. It is in this direction that this paper looks at the role Christian religion plays as a major factor in developmental issues in Nigeria, in achieving the vision 20/2020 target. This paper proposes that the current curriculum of Christian Religious Studies in Nigerian higher institutions is neither adequate in sensitizing students on developmental issues nor adequate in effecting any meaningful achievement in realizing the objectives of the current government effort at making Nigeria one of the 20 largest economies in the world by 2020. The paper therefore offers recommendations ranging from inclusion of liberation theology in the curriculum of NCE/B.Ed CRS curriculum: grassroots catechesis to modification in the existing CRS curriculum to make Christian religious education relevant to the ideals of Vision 20/2020.

Introduction

Nigeria like other third world countries struggles to improve on her economic, social, political as well as technological life. The present government has decided to do this with clear specification under various roadmaps among which is the Vision 2020/2020 that was prepared in 1966/1997 by the then Military Administration but was not implemented. The objective of Vision 2020 as identified by President Yar’Adua is that “by 2020 Nigeria will be one of the 20 largest economies in the world, able to consolidate its leadership role in Africa and establish itself as a significant player in the global economic and political arena”.

Arguably, previous regimes had launched similar short, medium and long term measures to improve the welfare of Nigerians; these were all aimed at the same goal as the current 7 Point Agenda and Vision 20/2020 with little or nothing to show as its successful legacy. Thus, pertinent questions come to mind, these include questions arising from the conscientious desire to sincerely reduce poverty by the government: How real is the intention to truly generate employment, promote entrepreneurship and ensure a conducive environment in which business will flourish? Other questions boarder on the relationship between de iure plan and de facto implementation and so on. There have been answers in response to the problem of difficulty in the implementation and attainment of such goals. One of such responses is what has been identified by Ileokwu (2008) as “a conspiracy within a cartel to achieve a private goal with our collective patrimony”. While this reason could be accepted as a valid reason, a more profound reason is traceable to the moral choice of individuals whereas was bred the conviction for the conspiracy arose.

However, we must keep in view the need to fight the major problem of corruption and poor economic management that has underpinned our national development. Since political as well as diplomatic resolutions seem not to be yielding the desired effect in this direction judging from the need to restate the same developmental plan of previous regimes in new clothing, this paper proposes a religious alternative via a resort to religious solution, and
reorientation of our attitude to poor economic management and corruption. It is in this connection that this paper argues for the place of a review of the current CRS curriculum for effective implementation of Vision 20/2020.

**Religion and Vision 2020**

Defining religion is a task that must be done cautiously as it varies according to the perception of the one who is doing the definition. In spite of this, however, Ajibola (2008) said:

\[ \text{the word may not necessarily be said to be ambiguous. For a great number of people and in fact, to the conventional man, religion is an organized system of beliefs, ceremonies, practices, and worship that centre on a Supreme Being. While the common thing is to associate religion with the worship or affiliation to a deity or in some cases two or more deities, there are instances where people have religion in which no specific deity or deities are worshiped. In either case, the practice of religion could be personal and independent or communal and largely dependent on organized religion.} \]

In this paper, it is the organized religion such as Christianity, Islam, Traditional Religion, etc., that is being referred to as taking a comparative analysis of such religion. Alghatam (2005) observed that all organized religions have three things in common which he rightly identified as:

1. 

   Up-holding human being at high esteem as an individual.

2. 

   Rejecting the concept of discrimination due to race, ethnicity, colour and under any other pretext.

3. 

   Seeing the universe as one and intertwined with all its components and parts.

   The first characteristic entails caring for that which is most precious to God namely: human being by means of facilitating a dignified life through satisfying the basic needs and rights of the person, politically, socially and economically. While the second entails the recognition of equality of everyone in the sight of God, the third intimates the human person of the indispensable place of the other person in the realization of the common good of all.

   In spite of these development compliant characteristics, we often read, hear and even proffer reasons as to whether Religion could be rightly considered as a panacea to the ills in the society considering the many faces of negative instances of religious adherents involvement in certain acts that are inimical to social development. However, this paper believes that there are aspects of religion that can complement as well as motivate development; this is in spite of the recognition that religion can also obstruct or undermine government efforts towards the same. “One the one hand”, religious people and institutions could serve as agents of advocacy, innovation and empowerment. Here, we may consider the role of figures as Archbishop Olubunmi Okojie and Desmond Tutu as instances. On the other hand, religious adherents and even religious institutions can incite violence, oppose empowerment, deflect advocacy through emphasis on other worldly and cast aspersions on service delivery.

   Obviously, there are always two sides to a coin and two aspects of reality. The perception of religion as “agent provocateur does not deter de facio” religious role in development. From the over weighing positive ability of religion, this paper considers the intersections of religion and development from a variety of perspectives with the aim of bringing out the effective impact that religion could offer in the realization of the objective of Vision 20/2020.

   We must keep in mind from the onset that typical issues that undermine serious development discourse must necessarily have bearing with human moral choice and values
that are conveyed, enforced and sustained by religious weight. For example, attaining a status of being ‘one of the 20 largest economies in the world’ presupposes readiness to beat down corrupt practices to the barest minimum; and experience has shown that conscientisation in this directions is a pre-requisite. The moulding of conscience, to a large extent, is the function of religion.

An average African is said to be chronically religious. Religion transcends his reasoning and daily activities to the extend that one may conclude that if an event or an agenda has no reflection of the place for the divine it may in fact be considered as good as non-existent. (Mbiti, 1977). “the outcome of the Global Civil Society Report” 2004/5 also argued that: there is no way we can understand the logic, strategies and dynamics of civil society anywhere in the Third World unless we bring the transcendental dimension back into our analysis. Religious devotion is fundamental for many social movements in the South, from Latin America to Africa and South Asia. (cf. Anheir, Helmut, Marlies Glasius and Mary Kaldor, Eds. 2004).

The road map to development as proposed in the Vision 20/2020 could be made workable when it is recognized, in line with the ongoing that an average Nigerian irrespective of his present disposition is basically religious and that reforms and programmes for development must be made workable on the recognition of this premise.

In Nigeria, the practice of religion has served as an effective index to the political and social temperature of the country. Consequently, we found political movements and advocacy campaign drawing upon religious motivations and the support of religious leaders to attain given goals. For instance, the mobilization of Christians and Muslims in the fight against HIV/AIDS in quelling political upheaval in guise of religious riots, creating awareness for mass literacy programme are indicative of the collaborative role of religion in attaining developmental goals. It is no wonder then that even the international Millennium Developmental Goals campaigns are actively collaborating with faith groups to mobilize the faithful for support in attaining their goals.

**The Strength of Christian Religious Education Curriculum in attaining Vision 20/2020.**

The current curriculum of Christian Religious Studies at post secondary institutions does not directly address issues of social-economic development of the country. Outside CRS 323: Ecumenism and Inter-Religious Dialogue and CRS 214: Religion and Social Change (a 1 credit, elective course) at NCE level and their parallel at B.Ed. level, i.e. E.D.C.S. 207 and E.D.C.S. 316, no other course could be said to have direct bearing with serious national issues in the CRS Curriculum. The curriculum of the undergraduate CRS students (cf, Objectives of the CRS curriculum, ABU, Zaria) is aimed, for instance:

*at providing Christians the opportunity for fuller intellectual appraisal of their faith, biblically, historically and doctrinally with a view to equipping them to be able to take seriously the inevitable challenge of healthy practical Christian living and mission in context.*

Consequently:

*the course content is blended in such a way as to make provision within the programme, for the training of potential theologians and scholars in the field of CRS, for the Ministry of Church in Nigeria and worldwide.*

The objectives of CRS in higher institutions in Nigeria as identified above are not precisely directed at any socio-political innovation or reconstruction, therefore the course, as it is, is inadequate at contributing much in realizing the objectives of Vision 20/2020. The
curriculum is directed at the individual spiritual upliftment and at best the scholarly training of the individual for ecclesiastical purposes.

While religious education basically centres on issues and challenges on the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human must necessarily have to do with human social, moral and spiritual development. Thus, the study of Christian Religious Studies at these levels should develop students’ knowledge and understanding of Christianity in itself and in relation to other religious traditions as well as offer answers to human existential and developmental problems. It is only in this way that the peaceful co-existence of Christians and other adherents of other religious as well as joint exploration of other avenue for development could be exploited via religious studies.

The ongoing is possible when we explore the various functions that religious education could perform in the task of integral development. Some of such function has been identified by York Diocese’s Excellence and distinctiveness, 2006 to include the following:

i. Encourage students to learn from different religious beliefs, values and traditions, while exploring their own beliefs. By this religious education ensures an atmosphere of peace that encourages investment and facilitate trade and commerce in the country. The attainment of such atmosphere is paramount to the attainment of the objectives of Vision 20/2020 and the 7 points agenda.

ii. Encourage students to develop their sense of identity and belonging. Religious education in this way enables the students grow individually within their communities and as citizens in a diverse society as Nigeria. The place of patriotism in this direction cannot be over emphasized. Individual religious figures as studied in Christian Religious Studies, especially in the history and religion of various Countries, may serve as motivating force in modeling the attitude of students on strong patriotic figure.

iii. Prepare students for adult life, employment and lifelong learning.

iv. Enable students to develop respect for and sensitivity to others, in especially those whose faiths and beliefs are different from their own. This provides an opportunity to enhance the polity, which by the programme of Vision 20/2020 is expected to be “peaceful, harmonious and a stable democracy”. (cf. President Yar’Adua at the Inauguration of the National Council on Nigerian’s Vision 2020 and the National Steering Committee on Vision 2020).

v. Promote discernment and enables students to combat prejudice. This serves as the bedrock to fighting for and ensuring justice in the land. It could also serve as the salient voice that instigates a revolution that offers, according to Leo XIII. Rerun novarun, the “hope of a new, alternative world in which God’s gifts are shared in a just way and where all human rights are respected”. This, I believe, could be surmised as the philosophy of Vision 2020.

Strategizing the CRS Curriculum for Integral Development

From all that has been said above, there is no gain saying that religion could be used in the fight against many impediments in the way of the realization of Vision 20/2020. What must be done is to create the avenue to harness the right means for the set goals. In this way the ideals of liberation theology in the curriculum of CRS in tertiary institution is very much in line with the realization of the goals of Vision 20/2020.

Liberation theology has been defined as “an attempt to read the Bible and key Christian doctrines with the eyes of the poor” (Berryman, 1987:4). It is rooted in commitment to the poor and in realizing the common characteristics of religions as identified earlier; namely: caring for and facilitating a dignified life of God’s people through satisfying the basic needs
and rights of the individual; the recognition of equality of everyone in the sight of God and in facilitating the indispensable place of everyone in the overall good of all.

The principles of liberation theology operate on the belief that the ongoing characteristic and plausible role of religion in development is relegated to the background. Thus there is something basically wrong with the way that society is structured, thereby breeding unjust institutions that in turn cause much suffering among people and segregate people along line unfair status discrimination.

The economic situation in Nigeria is reflective of the deep rooted effect of poverty on the lives of the citizen. This has often been identified as being at the root of corrupt practices, indiscipline, inoperative government policies, et. The liberation theologians have reasoned that much of these effects results from an oppressive, dehumanizing, enslaving, evil economic system. Although such structures of injustice can be found in any society, including the economically advanced countries, they are most visible in societies that are undergoing major transitions such as in Nigeria.

The road map to development as proposed in the Vision 20/2020 could be made workable when it is recognized, in line with the ideal of liberation theology that human beings are called by God to re-create society and make it more just. This must be done in recognition that while “it is true that institutions make men”… it is also true that in the beginning men make institutions” and therefore can still regain the paradise that is almost lost (Dawsev, 2001). In Genesis, we read how Moses defiantly opposed the tyrannical Pharaoh’s rule and struggled for the elevation of the socio-political status of his countrymen. This struggle became the exodus theme and was resolutely carried on by most of the people’s leaders. The same message was documented on various pages of the Old Testament as chatter to profound development of the society. The life and times of the then archbishop of San Salvador, Oscar Romero, who was assassinated while celebrating Mass on March 24, 1980 is a good example. He gradually realized that he must take sides, either for the poor and the oppressed of his country and against a repressive government, or for the government and against the people, he opted for the former he died for it, his death served as the seed for regaining a dying paradise.

The case for inclusion of liberation theology in the curriculum of CRS at tertiary level and readjustment of the existing one to reflect an all embracing seed of integral development must take cognizance of the following concerns:

- That the study and practice of religion is not to be regarded as a closed ended thing but a study and practice that must find its true expression in community.
- That the end result of the study of religion in school must ginger respect for our cultural diversity and deep desire for patriotic engagement.
- It must serve as good basis to the development of profound love for others and readiness to collectively operate the facilitating machinery of the common good.
- It must be able to task the religion on its relevance to the social and economic needs of other adherents of religion and citizens generally.
- Address the major issue of the pursuit of justice and putting an end to menace of corrupt practices.

The Programme must be aimed at:

- Identifying key religious values in relation to our founding principles as a nation.
- Fostering a sense of purpose in the student by keeping in view main national goals of education in Nigeria as outlined in the National Policy of Education (2004).
- Encouraging the student to work co-operatively as intended by God and demonstrated in various example of the salvific work of God.
- Helping students develop personal qualities as imparted via religious teachings.
Providing opportunities for engaging in the democratic process and effectively participating in developmental efforts.

It is the belief of this writer that this drastic re-working of the CRS curriculum will:

- Orientate the CRS students’ desire to address the plight of the needy and instill a discipline to avoid furtherance of institutions of oppression in the country.
- Relate to programmes of developmental import as collaborating with God’s work.
- Work harder with other religious adherents on basis of being children of the same God: after all, religion is fast become thicker than blood.
- More readily resolve conflicts which militate against unity and collective interest
- Be better equipped to assess the extent of the power of their religion to contribute to social development of their immediate community and the society at large.

Conclusion
This paper argues for the need for profound review of the current CRS curriculum as it is currently inadequate to offer serious contributions to the developmental agenda of the present government. It proposes an inclusion of liberation theology in the curriculum and refocusing the current one to positively address our contextual needs as idealise in the goals of Vision 20/2020. In this vein the relevance of religion in national developmental programme was established and how the same could be strategically employed to facilitate the ideals of Vision 20/2020.

Recommendations

- Revolutionary review of the current CRS curriculum to include the study of liberation theology. This review should be done in such a way as to bring in a change that must be aimed at the integral development of the individual with goals and objectives that are complaint with Vision 20/2020.
- Review of the goals and objective of the current CRS curriculum must be to reflect a conscientious move toward participatory partnership in the government developmental efforts.
- The campaign on Vision 20/2020 must be taken to the Churches and the Mosques for more awareness and better participation of its realization.
- Catechesis for children in Churches and Mosques: this avenue could be used to intimate children of the value of religious dialogue, which they may in turn urge their peers to imbibe. If the bed is well laid early enough for religious tolerance and peaceful co-existence, the pupils will surely be good apostle of a better religiously tolerant Nigeria: a peaceful atmosphere will facilitate a conducive environment for trade and commerce.

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QUALITY ASSURANCE IN THE TRAINING OF TEACHERS OF FRENCH AS A SECOND LANGUAGE IN THE NIGERIAN COLLEGES OF EDUCATION

BY

IGONOR JOSEPH

Abstract
This paper discusses how quality can be guaranteed in the training of teachers of French in the Nigerian Colleges of Education. It looks at the contribution of such teaching and learning variables like Curriculum implementation, the teachers’ activities, the learners characteristics, the environment and the quality of course books and learning facilities at the department of French. The paper concludes that attention is to be paid to the quality of these variables in order to guarantee the quality of teacher training in the Nigerian colleges of education.

Introduction
Learning to speak a foreign language can be fun in its own right and learning it to be of assistance to oneself and one’s country is even more commendable. The signal that the Nigerian government has often sent out through policy statements and official pronouncements is that bilingualism and indeed multilingualism is a desirable thing for the citizens. The vital roles of language as a means of promoting knowledge, social interaction, national cohesion and preserving cultures have often been acknowledged by the Nigerian government. To the extent that primary school curriculum requires that every child is to learn the language of their immediate environment as well as three major Nigerian languages namely: Hausa, Igbo and Yoruba (NPE, 2004).

While the study of indigenous language is of paramount importance, the learning of international languages like French has also been encouraged and has been adopted as auxiliary to English, the main language of administration and education. The Nigerian government took a fundamental policy decision in 2002, making French the second official language, as well as giving it a status of core subject in both junior and senior secondary curriculum (NCCE 2003; NPE 2004). This arose from the fact that French is widely spoken by our neighbours and have seriously facilitated linguistic, commercial, cultural, social and political activities within these countries. This way too, the language has come to enjoy relative prestige in diplomacy, scientific, cultural, educational and commercial circles in many francophone West African countries. For Nigeria to enter a relation of mutual benefits with these nations, it is imperative, at least to some extent, for her to communicate with these countries in their own official language French. It is understood from close observation that English too is receiving the same attention in these francophone countries.

The Department of French in the Nigerian Colleges of Education is specifically set up to produce high quality teachers of French who will be responsible for ensuring quality teaching of French in primary and secondary schools (NCCE 2003). The quality of French graduate rolled out varies from institution to institution though the general impression is that the performance rating of French acquired in the Colleges of Education did not march with learners practical linguistic and communicative competence outside the school system (Igono: 2005, Simire: 2002). One of the scholars described the performances of graduate of French language from the colleges of education as appalling. Given this situation, how can we ensure that quality is assured in the training of French teachers in the COEs?

This paper takes a look at the contribution of such teaching and learning variables like curriculum implementation, teachers activities, learners characteristics, the environment and
the quality of course books and learning facilities with a view to draw attention to the quality of these variables in order to guarantee the quality of teacher training in the Nigerian colleges of education.

**Determination of Quality in the Training of French Teachers**

The concept of quality is such a relative concept and at times, it can be broaden to have long-term implications. But quality as used in educational programme evaluation is intended to describe two inter-woven phrases: quality teaching and the quality of the products that emanate from the teaching process. It is a description that reflects the role of conglomerates of factors for instance, the curriculum implementation, the teachers’ characteristics, the learners’ characteristics, the environment, the supervision and administration and any other variables that make teaching and learning successful.

Because the exact impact of each of these factors is hard to quantify, one simply use, at the end of the day, criteria like the one below to measure the outcome of teaching and learning process.

1) whether the learners have developed the ability to use the language effectively for purposes of practical communication;
2) formed a sound base of the skills, language, and attitudes required for further study, work and leisure;
3) gotten insights into the language and civilization of the countries where the language is spoken;
4) developed an awareness of the nature of language and language learning;
5) whether learning a second language provide enjoyment and intellectual stimulation;
6) acquired positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilizations;
7) acquired learning skills of a more general application (e.g. analysis, memorizing, drawing of inferences). See Cook (2007);

Whatever the case, the quality of the teacher trainees will depend on the quality of the contributing teaching/learning variables some of which have earlier been mentioned. To guarantee quality in the French teachers produced in the colleges of education, the quality of some of these factors have to be ensured.

**Quality Assurance in French Language Curriculum Implementation**

It is generally held by SLA Specialists that “if instruction is based on a sound syllabus and motivating techniques are employed, acquisitions will result” (Ellis, 1985:242). In the design of French pre-NCE syllabus, raising the competence of aspiring adult French language learners to the level of that of senior secondary school certificate holders was the target. To this end, learners of French were expected to have not less than 16 hours of contacts with their teachers in a week. In practice however, it is often realized that a lot of interferences get in the way; learners are soon very tired, the teachers are unmotivated, they are taken in by their personal problems, and they are ready to give up and all these call for concerted efforts to improve learning.

One should not lose sight of the fact that adult experience in French learning is not the same as that of children because young children can learn a new language very easily. If they are encircled by people speaking a diverse language, they soon learn to speak it as well as their native language. But as people grow older, it becomes more difficult to learn other languages. People slowly drop the ability to learn the rules and pronunciation of words in another language. “People who learn a new language as adults usually have a “foreign accent” when they speak it. Overcoming difficulties in French language learning therefore
entails good teaching” (Comrie, 2007). Besides, adult learners in general, according to Ellis (1985) dislike having a course book imposed on them in a rigid way. They prefer a variety of materials and the opportunity to use them in ways they choose themselves.

There are various sides to this. The recognition that teaching cannot be equated with learning; the fact that a sound syllabus must take into account how learners learn and the fact that there are non-learner factors that have to be taken into account. We may have a well designed syllabus but without the right environment and provisions of language support facilities, it will be hard to have a successful language experience. If the curriculum is to be well implemented, then the department of French has to be well equipped.

The Quality Teacher and the Quality of his Teaching

The process of teaching a language like French in a non conducive environment at whatever level is a Herculean task. Nevertheless, with experience and perhaps competence, a lot of French teachers have been able to stimulate and guide learners towards achieving certain defined behavioural objectives. “Good teaching” as asserted by Onwuka (1996), “is a product of two things: what is taught and how it is taught. The principal role of any chosen methodology is to determine these”. There are several areas of language teaching which one needs to pay attention to in order to ensure quality assurance in French language teaching and learning.

While Brumfit (1979) will argue that the success of language teaching anchors on following a well-worked out plan which directs and organizes what the teacher does, Gagne (1983) showed that most successful teaching and learning experiences are significantly directed by conventional wisdom and only a few verified principles governed the sequencing of sound teaching, though teachers, have to often modify their teaching strategies in line with what the learners considered to be their pivotal reason for learning a language. It is suggested here that language teaching is a quasi-haphazard activity. And language teachers need to be conscious of this in their inputs, presentations, evaluation and feedback.

Input is defined by Ellis (1985), as “the language to which the learner is exposed which can be either spoken or written, an aspect of grammar, word order, vocabulary acquisition or oral drills”. Input functions as data by which the language learner determines the rules of the target language and way the language functions. It is now a common believe among SLA researchers that for second language acquisition to be realized, there must be some form of language input made available to the language learners. If there are no adequate L2 data at the reach of the learner in the form of inputs, then learning will be made difficult. It is therefore suggested based upon this fact that Specific forms and patterns of the target language should be modeled in such a way that learners can easily internalized the stimuli (input) be it through imitations or memorizations. Availability of appropriate stimuli is an essential determining factor in L2 acquisition. It is important that we ensure that the inputs selected for the teaching of our students in French possess the qualities of appropriateness, adequacy and comprehensibility geared towards stimulating the learners to communicate.

The natures of language input made available to learners determine almost always the kind of conversational and instructional exchanges that are solicited. This is very crucial given the role of class discussions and instructional exchanges as Chaudron’s (1988) collaborations of researchers and practitioners’ on classroom process indicate that “conversation and instructional exchanges between teachers and students provide the best opportunities for the learners to exercise target language skills” and put their hypothesis about the target language to the test. It is also a chance for the learner to get useful feedback. What these views point to is the relevance of the nature of inputs, classroom activities and how these activities are organized and allowed to take place.
Interaction is the core of L2 classroom process and efforts need to be made in order to stimulate and encourage it. It is through such interactions that learners can manifest their learning, production and communication strategies. Though this discussion did not attempt to prescribe activities that are deemed relevant to the acquisition of French language in the classroom. It is however good to note that series of SLA studies indicate that teachers of foreign languages should modify and adapt their inputs and the rate of their speech, vocabularies, syntax and discourse in order to facilitate comprehension and easy re-utilizations of assimilated language resources.

It is also suggested that teachers, should also modify and moderate their choice of language in the class in order to ensure that the language of explication does not override the frequency to which learners are exposed to the target language. Swain and Lapkin’s (1982) experience shows that:

… in the typical foreign language classroom. The … fullest competence in the TL is achieved by means of the teacher providing a rich environment, in which not only instruction and drill are executed in the TL, but also provide opportunity for disciplinary and management operations.

This is worthy of note these days that most foreign language teachers thought that the use of communicative method which permits the use of mother tongue for some degree of explication has given them license not to speak the target language again in the class. It essential that the rate at which we use the mother tongue and/or English does not dominate the rate at which we communicate in French in our classes as can easily be observed in most French classes.

In a discussion of this nature, it is also crucial to make a statement on question techniques in language classes. This is because questioning form a functional and fundamental part of our teaching. It is both an instrument and a strategy for proper evaluations as well as means of facilitating comprehension. Onwuka (1996:418-419) listed ten basic principles of good questions among which are that good questions should be relevant to the topic on hand and should be clear, easily understood and answerable. This entails a proper lesson plan. Without a good lesson plan, questions can become a tool for distractions. French teachers should therefore endeavour to modify and moderate their questions to be able to solicit the right responses from the learners and give the learners the opportunity to participate. This way the language class becomes lively and animated.

**Quality Assurance in French language Learners**

The Department of French like most of its counterparts draws in-takes mainly from two sources: direct entry JAMB and Pre-NCE programme with the latter forming the bulk of student in-takes. To prepare these students who have little or no background in French, the French teachers have to assist the leaners to acquire basic linguistic knowledge as well as experience of real life French language communication. The creation of intensive and extensive programme where the learner is selected, taught and graded within the various activities organized to promote the use of the language are all geared towards the development of both performance skills and the competence needed to produce appropriate and comprehensible speech.

To ensure quality therefore, the teachers will have to ensure that the learners remain motivated and devote their energy and time to the study of French. The students should possess mental and emotional readiness required to cope with the French in NCE programme and obtain the French language proficiency (both oral and written) which are needed for intellectual, analytical and social interactions in the students’ professional success.
Quality Assurance in the Learning Environment

Learning French in an environment where the language is rarely used in everyday conversation can be very difficult. One is often forced to memorize French words and learn its rules. This explains the hardship faced by most French learners generally and especially the students of French in colleges of education. Learners of French in colleges of education are expected to learn French not only to know it and communicate in it (Fancelli, 1998:7) but also expected to know how to teach it to the young pupils in both primary and post-primary schools.

Learning a second language entails two things: the language instructions should be directed at raising the students’ consciousness about the formal properties of the $L_2$; and the language exercise should provide opportunities for the students to engage in natural communication in the language that is being learnt. For students learning French in the Nigerian Colleges of Education, the only environment where the language is sparsely spoken is in the classroom. This has a lot of negative effects.

It is often noted that students not only forget the little they learnt in the class as soon as they leave but have their motivation dampen when suddenly an occasion presents itself and they cannot perform. Language is a living thing and if it is not fed, it dies. The only way the students can feed their language and make it grow is both to learn and to speak it. Learners of French must receive more drills and more occasions to speak and as they speak, they also learn further.

Quality Assurance in Course Materials/Infrastructure

One of the most painful aspects of the problems of second language teaching in Nigeria is the dearth of course materials and infrastructure. A well-stocked library and the provisions of facilities like radio-cassette recorders, television, satellite receivers and language laboratory are necessary aids to effective language learning.

It is readily the case that most departments do not have enough commonly used textbooks in their departmental libraries, not to talk of recent course materials for use by the students. This day that Colleges of Education, especially those owned by the states, are poorly funded, it is a luxury to talk about functional language laboratory. But we know that this is a vital tool for effective and efficient language learning. We know that ETF has given educational institutions hope in recent times by providing some of these facilities in some Colleges, the Colleges on their own must do more if they are to ensure standard teaching and learning of French.

Conclusion

Quality is not an idealistic concept. It is a pragmatic one that requires that we set realistic target and strive to reach it and it is reachable if more efforts are made. It is observed in this paper that quality will be assured in the training of high quality French teachers if adequate attentions are paid to the language learners, what the language teachers do in the class when they claim they are teaching and sufficient course books and learning facilities are provided.

This discussion brings to mind the role of a language teacher and indeed all teachers as stimulators of learning and causing people to learn and the place of environment as a determiner of ill-motivation, low-motivation or high motivation in the learning of foreign language like French. Besides, since most of the French language learners lack the necessary background knowledge for a good start in the language, effort should be made to encourage them to learn. And this can only be done if we are experts in the preparations of our lessons, in the modifications and moderations of learners’ behaviours and in the counseling and
feedbacks that we give to them. These are the ways we can assure quality in the training of French teachers.

References


LITERATURE AS A MEANS OF UNDERSTANDING NIGERIAN SOCIETY FOR THE ACHIEVEMENT OF SOUND SECURITY SYSTEM BY 2020: EXAMINATION OF OKEJI’S AJA LO LERU

BY

OYEDEJI CLEMENT KOLADE

Abstract
This paper looks at literature as an instrument of understanding the society. It discusses the concept of literature as noted by various authors and examines a work of one notable writer among the contemporary Yoruba novel writers. The text examined this work is Ajad Lo Leru written by Oladejo Okediji. The work artistically addresses the issue of crime and criminality in the Nigerian context with a view to alerting the stakeholders in the Nigerian security system to find lasting solutions to the issue of crime which is on the alarming rate in the society.

Introduction
Discussing literature as a means of understanding the society, there are two key words that need to be conceptualized. These are ‘literature’ and ‘society’. The two concepts are interdependent. Society is a canopy under which literature finds shade. In other words, literature is a product of society. Literature on the other hand could be referred to as the totality of all happenings in the society.

Being a multi-tentaculous octopus, literature does not have a single definition; that is why some scholars who have tried to define literature viewed it from different perspectives. Wellek and Warren (1970) defined literature as a great book, which whatever their subjects, are notable for literary from or aesthetic worth in combination with general intellectual distinction. Cobin (1996) looked at literature from another angle. He defined literature as anything that one says or writes that reveals a synthesis of experience and imagination, regardless of the form it takes. We can deduce from Cobin’s definition that literature is all about human experiences and imagination.

Ogden (1997) in his own view sees literature as imitation, as a form of expressing one’s feeling, and as containing explicit didactic element. Pearse (1981) in his own point of view sees literature as written or oral composition deriving from and mirroring a society and the historical experiences of that society and its people. Pearse’s definition could be more acceptable in the sense that some concepts are embedded in it which are paramount to what literature is. These include written or oral, mirroring a society, historical experience of the society and the people in it. And it is made known that literature can be written or oral. Also, literature is likened to a mirror which reflects the society and shows what abounds in it. Historical experiences of a given society can easily be manipulated into literature. Then, society as mentioned by Pearse is inseparable from literature.

There are three genres of literature, namely: drama, prose and poetry. These genres contribute in no small measure to the sociological implications of any society that values them. By sociological implications reference is made to moral teaching, entertainment, didacticism and acquisition of knowledge about politics, religions and economy. Invariably, better understanding of society cannot be achieved without literature; this is because literature affects all societal dimensions.
A Look At Oladejo Okediji’s Aja Lo Leru

Having discussed what literature is in relation to society, a look at this selected Yoruba prose text will go a long way in demystifying the issue of literature serving as an instrument of understanding the society. The text selected, Aja Lo Leru, is chosen because of its prophetic preoccupation, verisimilitude and stylistic components. The text in tagged prophetic and verisimilitude in nature because despite its age-long existence, the content is as evergreen as the plot is still relevant and fresh in Nigerian society today. Also, the author’s language use makes it unique and loved by readers.

Okediji is one of the detective novel writers like Kola Akinlade and Akin Omojajowo. Being a product of the society, he is familiar with every bit of the happenings around him. The plot of his novel is quite familiar to the readers, and the settings drawn from towns and villages that are well known by the readers. The plot of Aja Lo Leru revolved around the City of Ibadan and its environs. Places like Moniya, Ikereku, Idi-Aro among others in Ibadan city are mentioned in the novel.

The novel centres on crime and criminality in our contemporary society. Some of the cankerworms that make life unbearable and inhabitable for people in the society nowadays are robbery, drug abuse and trafficking, kidnapping, cultism, ritual killing, bribery and corruption, cheating, partiality and favouritism. Some of these vices are well discussed in the prose.

To successfully pass his message across, Okediji (1969) created three different worlds in Aja Lo Leru: the world of the helpless people, the masses represented by Angelina; the crime world where the likes of Tiamiyu, Salami Kemberi, Janpako, Gbekuta, Taiwo and other dreadful gangsters rule: and the world of the police, the Law Enforcement Agent, where Lapade and Audu Karimu represent different epochs and policies in the history of the Nigerian police.

The novel presents series of crime to which urgent solutions are needed to rid the society of various elements that make life difficult for people in our society. The author is more worried about the inability of the law enforcement agent to track down the activities of the hoodlums that are terrorizing the society.

In the Nigerian society, hemp smokers do not even consider the masses; they smoke hemp in public places. Kidnappers kidnap children anyhow, and when helps are sought from the law enforcement agent, one tends to incur more losses as the police would demand for money before even stepping into the matter, and when they eventually do, nothing comes out of it. There are indiscriminate killings, people go out and never return home only for their remains to be discovered at one place or the other. Cases of high way robbery, both day and night have become daily routine. The criminals in Okediji’s work even go to the extent of planting India hemp for both consumption and commercial purposes. Orderliness and welfare of the masses were replaced by anarchy and insecurity of life and properties. The existence of law enforcement agents does not effect any change; for this reason, there is loss of confidence in the police.

The police who supposed to be on guard and see to the extirpation of these vices are only interested in enriching their pockets. They are less concerned about the security of the masses for which they are instituted. The police force in our society is full of men who are devoid of will-power; intelligence and commitment who are so toothless that they can never bite. This is the kind of police force presented in Okediji’s work and it is seen in the character of Audu Karimu and his team who lack intelligence, strength and strategies to perform their duties effectively.

The creation of Lapade and his helpmate; Tafa Igiripa, seems to speak the mind of the author regarding the solution to the problem of crimes that pervade the society. Normally, there are modalities for true detection of crime. A sensational crime must be committed, after
which every one becomes a suspect. The assistance of law enforcement agent is sought, precisely the police whose investigation department is responsible for investigation. To unravel the mystery, every suspect is interrogated, and eventually the villain is uncovered.

To Okediji, this modality can no longer work as criminality is getting advanced in the society. The gangs are now in syndicates. They are die-hard, well and fully equipped with sophisticated weapons and are ready to kill at any time. They are well organized and so strategic in carrying out their operations.

Okediji is of the opinion that extirpating crime in the society is a collective task, and that every element in the society has roles to play. Even Okediji’s work shows that the services of ex-convicts are also needed to complement the efforts of the trained detectives. This is why Lapade makes effective use of Tafa who is an ex-convict. Truly, Tafa is so instrumental to the success of Lapade in tracking down the syndicates. He was the one that helped Lapade to trace the hide-outs of the syndicates and acquaint Lapade with the signs and slangs that the criminals use to ostracize the uninitiated even when they find themselves among the common people.

Not only this, the author believes that getting rid of crime in the society is not an easy task, and that it requires blunt and serious actions because the criminals are always ever after the police who might want to cross their way. So, he is of the view that criminals should not be handled with leniency when they are caught. Ironically, the police nowadays are not capable of tracking down criminals. Some reasons deduced from the novel for this are:

i) The force presently lack men of good-will and power,
ii) The force is flooded presently with men that lack intelligence,
iii) The present police force is stocked with people that are not patriotic and lack commitment.

In addition to what is obtainable in the novel, the present police force encourages crime. Whenever there is a crime case, especially robbery, and a report is made to the policemen, they always find excuses they either tell one that there is no fuel in their van or that Oga is not around to order them to go out. People have lost confidence in them to the extent that reporting trivial cases to them costs one money and energy. To write statements in police station, you have to pay for both the paper and biro apart from their ‘normal’ wetin you carry. Little wonder why the Nigerian Police was cartooned in one of the national dailies, precisely the Daily Sun, where it was written that the US police do train, even the Iraqi police; but in Nigeria, pot-belle is part of police routine.

Audu Karimu is a caricature of Nigerian police in Okediji’s work whose ineffectiveness and lack of skills are confirmed by Tiamiyu, one of the syndicate members, when he tells Lapade who holds him in hostage that police is no threat to them (the criminals). Taiwo is even able to bring Karimu down shamefully with some simple logical questions when the latter wants to charge the former of some criminal cases. When things are going in the wrong directions like this, it is a clear indication that there is need for complete overhauling of the police system.

The author is not trying to disrespect the law, neither is he trying to ridicule the law enforcement agencies, but he is trying to sensitize the government, the law enforcement agencies themselves and the community at large to be aware of the laxity in the security system and be able to brace up for the challenges that emanate therefrom. The Nigerian Police Force and the National Drug Law Enforcement Agency (NDLEA) would have one thing or the other to gain in an endeavour like this. They would be aware of the fact that there are bad heads among the so-called agencies. Furthermore, they would gain the knowledge of the strategies and the hide-outs used by hoodlums and other criminal syndicates in the society. This would help them in their operations anytime they want to track down criminals.
Therefore, the presentation of Lapade and Tafa as independent detectives point to the fact that police force should be sensitive to the people around them. They should not count solely on their own ability, because what they are not able to see, other people can see; and where they lack strength, they can equally be helped. The minority team of Lapade and Tafa was able to nail the hemp planters, destroy their hemp plantations and handed over the kidnappers and other criminals to the police, the job that well equipped policemen could not accomplish. There are many Lapade and Tafa who can help police in their work, especially in the area of giving them information about crime and criminals. This kind of people should be giving audience by the police whenever they come with pieces of information that are useful to them, and take immediate action in order not to discourage them. There are people with exemplary qualities in terms of strength and wisdom like Lapade who can be of assistance to our law enforcement agencies. These people, if they cannot completely be co-opted into the police force, they should be contacted and be well appreciated when the need arises for their service.

Metaphorical Implication of the Title Recommendations

The title *Aja Lo Leru* is metaphor. It was adapted from one Yoruba proverb that says “Aja lo lery, iro ni pepe n pa” literally means that in a typical building ‘roof’ (ceiling) is stronger than ‘shelf’. It carries heavier load than the shelf. It is even capable of carrying more objects or items than the self. The metaphorical implication of the proverb therefore is that ‘Lapade’ is regarded as the Aja (ceiling). This is because of his being courageous, committed, skillful and intelligent, the qualities which afford him success and triumph over the criminal syndicates; while Audu Karimu and his men (police in general) in Okediji’s creation is regarded as ‘shelf which cannot carry or hold as much load as the ceiling. Lack of substance like ingenuity, commitment, intelligence and strength to succeed in tracking down the hoodlums in the society as police force, despite their ever increasing number, makes the author compare them with shelf which is too light to carry heavy load.

The ineptitude of police in Okediji’s creation makes Angelina to voice out when she was raining kudos on Lapade after the latter handed over Tolani the kidnapped girl to her, an assignment that policemen could not do. She said:

“Baba e ma wule soro mo. Aja lo leru, iro ni pepe n pa”.

The skills and dexterity found in Lapade as a retired policeman would make one to even believe that the police of yesteryears were more committed and dedicated than the present day police. Lapade retired but the ingenuity, skills and dexterity in him did not retire. The inference from this is that the retired police experience still counts in training and recruitment of police nowadays. This is not a matter of entering police force through god-fathers. Men of proven integrity, commitment and strength should be allowed to join the police, not just any job seeker.

The role played by Tafa Igiripa is also worthy of mention. He really assisted Lapade in his work. When the road was rough for Lapade, Tafa was always there for him to come to his rescue. This shows that even the ‘repented’ ex-convicts can be useful in detective work. Based on this, repented ex-convicts can be co-opted into the detective wing of the Nigerian Police Force and paid salary as they have roles to play. Even if they are not going to be highly rated as their police counterparts, they too will have something to fall back on and would not go into crime again. This would invariably curb crime in the society.

Conclusion

As established by Pearse (1981) and Wellek and Warren (1970) Literature mirrors the society and we can unequivocally say that literature is an indispensable instrument of understanding the society. In as much as the precepts, the norms, the language and the
contents that form literature cannot be divulged from the society, and that the literature itself is meant for the society and is written by members of the society, literature will still continue to be better instrument of understanding and assessing society.

References


STRATEGIC PLANNING AND CONSTRAINTS IN TEACHER EDUCATION IN NIGERIA

BY

MAL. IBRAHIM MOHAMMED TANIMU

Abstract
Planning is a set of managerial decision designed to prepare an organization for the future. It involves clarification of goals, establishment of policies, mapping out programmes, campaigns and determining specific methods or procedures for achieving set objectives. These activities though look simple, however, faces a lot of constraints at different stages. Therefore, this paper examines specifically theoretical and practical dimensions of strategic planning in teacher education as well as recommendation on how to minimize or control the identified constraints.

Introduction
The national educational goals which are derived from the philosophy as contained in the National Policy on Education (NPE 2004) are as follows:
1. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
2. The training of the mind in the understanding of the world around; and
3. The acquisition of appropriate skills and the development of the mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

Therefore, if our educational system is to achieve the national objectives stated above, it becomes imperative to plan for the production of well qualified, well trained, efficient, devoted and dedicated teachers. Akinyemi (1969) as guidance in formulating teacher preparation programs submits as here under:

The purpose of a teacher preparation programs should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress.

Thus, production of teachers with characteristics outlined above require educational planners to come up with strategic plans for teacher education in Nigeria. The technique of the planning recommended here is a four model technique. This paper will also discuss practical and mathematical formula for teacher education planning and finally various constraints to this attempt would be featured.

Strategy
Strategy first gained currency at the end of the 18th century (Burka, 2007). The term strategy comes from Greek word ‘stategos’ narrowly defined as the ‘Art of General’. The General deceive an enemy with the plans he made for a campaign and with the way he moved and disposed his forces in war. Strategy often defined as the art of projecting and directing campaigns. However, the term strategy has expanded far beyond its original military meaning. Nations found it necessary to adjust and correlate political, economical,
technological and psychological factors along the military elements in the management of national policies such as teacher education programme.

Firstly, the term strategy (in educational administration) means a scientific founded preparation for and regulation of education development. Technically, it represents a qualified application and coordination of tactical lines approach resulting in the attainment of ultimate objectives of educational development. Strategy attempts to provide answers to the most elementary and general problems of the country’s educational level during a given prospective period. Therefore, strategy can be formulated only after the objectives to be accomplished through educational development have been determined. Hence, national objectives and national power are the irreducible elements of national strategy. The second feature of strategy as the sphere of educational development planning assumes the formulation of ways and means which ought to bring the attainment of goals including priorities. This step includes analyzing possible causes of action, and utilizing the national power elements in varying combinations, to develop the best national strategy possible, taking into account the opposition that may be met as the strategy unfolds. It should be noted here that options should be developed to provide choices for contingencies (Burka, 2007).

Thirdly, strategic planning assumes a time table which would coordinate activities aimed at attaining the designed objectives. Finally, all aspects of the problem confronting the nation must be thoroughly examined and accurate evaluation made of the character, size and capabilities of the various available elements of national power. Thus, it is necessary to decide on who will be responsible for the accomplishment of goals and how the activities, scope and form of mutual cooperation should be organized or formalized.

The Concept of Planning

The term planning has enjoyed wider application across discipline. For instance planning activities for an engineer may slightly differ from that of school administrator, medical doctor, or economist. The contents also differ from one doctrine to another or country to another, such as planning in socialist system like that of Russia or China differs from that of capitalist economy like the USA.

Plan as defined in Longman involves thinking carefully about something you want to do in the future, and decide exactly how you will do it. In another definition it is a set of actions for achieving something in the future, especially one that has been considered carefully and in detail. In another vein, Aggarwal (2006) defined planning as a rational process of setting clear objectives, choosing the most efficient and effective means for pursuing them, and then following through with practical action.

Therefore, planning from above can be considered as a process which essentially involves determining in advance the specific course of action (what is to be done) with a view to make optimum use of limited organizational resources, towards specific goal attainment. Thus, the process or planning includes classification of goals, establishment of policy, and mapping out of programmes campaigns, and determining specific methods or procedure and fixing daily schedules (Newman 2008). The product of the planning process is called a plan. It is a blue print for action towards organization goal attainment in the most effective and efficient manner.

Teacher Education

Teacher education formerly called teacher training, which is defined as education and preparation of individuals enabling them to become professional teachers (Brickman, 2008). Although anyone aiding another individual to learn can be called a teacher, but special skills and abilities are necessary to succeed in the teaching profession.
While an article from Encyclopedia Britannic view teacher education as "any of the formal programmes that have been established for the preparation of teachers at the elementary and secondary school levels". Similarly, dictionary of education in Aggarwal (2006) defines teacher’s education as all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the education as profession or to discharge his responsibility most effectively.

**Strategic Planning In Teacher Education**

The development of strategic teacher education planning takes into consideration political and economic factors and conversely political strategy must be firmly based on economic power realities (Burka, 2008). Strategic planning in this context represents qualified application and coordination of tactical lines of approach towards teacher training resulting in the attainment of ultimate teacher education objectives or goals.

The goals of teacher in Nigeria as contained in the National Policy on Education (NPE 2005) shall be to:

- a) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- b) encourage further the spirit of enquiry and creativity in teachers;
- c) help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- d) provide teacher with the intellectual and professional background, adequate for their assignment and make them adaptable to changing situations; and
- e) enhance teachers commitment to the teaching profession.

Strategic planning in teacher education is essential as an emergency measure for effective implementation of Universal Basic Education (UBE) and consequent transition of the product of the programme into university. The program requires quite a large number of teachers at different levels whose training and production require statistical or mathematical plan.

A good planner should note the following characteristics features for strategic planning:

- Firstly, it assumes the formulation of goals characterizing the result to be achieved through teacher education development planning.
- Secondly, it assumes the formulation of policy, ways and strategy which ought to bring the attainment of goals including priorities.
- Thirdly, it assumes a time table which would coordinate or supervise activities aimed at attaining the goal.
- Fourthly, strategy is necessary to decide on realization of the goals, i.e. to decide on who will be responsible for their accomplishment and how the activities, scope and form of mutual cooperation should be organized.

**Techniques of Teacher Education Planning**

Planning as discussed earlier, determines what direction a teacher education program should go and the approaches to be adopted by the educational administrators/planners to get better results. There are different planning models at the disposal of the planner. They include: A four model educational planning technique, a five model, a six model and a seven model techniques as the case may be. For strategic teacher education planning technique a four model is suggested as illustrated below:
The four model technique is good for short term planning, and the planner here is expected to determine the objectives to be achieved. In the Nigerian situation the objectives to be achieved were stated earlier on; the objectives though laudable can only be achieved if resources are available in quantity and quality.

It should be noted here that the planners are not providers of funds for planning therefore, must know how much funds are available for the implementation of teacher education at present and in the future. This is very essential because policies in developing countries like Nigeria failed because such policies were not married with the financial capability of the country. This means that there should be a proportional relationship between the objectives to be achieved and the available resources (human and material).

Next stage, involved drawing appropriate implementation strategy in a very clear term, if strategic teacher education planning is to be successful. Hence, implementation should not be a threat provided there are adequate resources with the technical know-how. This requires substantial expertise and the administrative will to achieve the desired teacher education objectives.

The fourth stage is to put in place effective supervision and monitoring strategy to ensure that the program is executed according to the original plan, through regular inspection and continuous supervision. (NPE, 2005). Therefore, educational planners who intend to use a four-model planning technique should put into consideration all the characteristics of this model to ensure that all the elements at the various stages are given due attention for the successful implementation of specific educational goals.

**Practical and Mathematical Formula for Teacher Education Planning**

A good educational planner should be adequately equipped with certain mathematical formula that would guide him/her for a result oriented effort. The mathematical formula propounded by Kantrovich (1939), Dawey and Arsrong (1965) proved to be relevant in teacher education planning. Kantrovich presented a mathematical plan, now known as linear programming, a theory designed to maximize the efficiency of economic variables such as productivity, raw materials and labour. However, the linear programming, mathematical and operation techniques used in administrative and economic planning has been found to have passed the test of time and can also be used for teacher education planning in Nigeria as follows:

1. Firstly, the planner calculates or identifies the actual number of school going age children through an accurate national population census. To determine the number of school going children (N). Thus the actual population/total (T) of the country minus the number of non school going age. i.e. adult (A)

   \[ \text{N} = \text{T} - \text{A} \]

   E.g. if a country has a total population of 580,000,000 million people (T) and those that are not of school going age (A) 320,000,000 million. Therefore, the number of school going age

   \[ \text{N} = 580,000,000 - 320,000,000 \]

   \[ = 260,000,000 \text{ – School going children} \]
i) To determine the number of teachers to be trained/employed (Tt) can be done by first considering teacher student ratio (TR) and then divide the school going age population (N) and then divide by the student ratio (SR). Thus, if teacher student ratio is 1:40 and the school going population is 460,000,000. Therefore, Teachers to be employed (TE) = A/R = 260,000,000

\[ \frac{40}{40} = 6,500,000 \text{ Teachers} \]

ii) To determine payment of salaries (S) the wage fund theory based on both demand and supply of available fund for wage payment (W) this can be worked out through this formula;
No. of workers (NW) (6,500,000)

\[ S = \frac{\text{Amount of fund allocated for wage payment (W)}}{\text{NO. of workers (NW)}} \]

\[ = \frac{₦325,000,000,000}{6,5000,000} = ₦50,000 \]

Furthermore, the same calculation can be done for other school facilities such as classes to constructed, tables, chairs and books, etc.

Conclusion
Strategic teacher education planning is essential at this critical stage of development in Nigeria, more especially during an emergency situation of the implementation of universal basic education. Therefore, I have attempted in this presentation, to explain the concept of planning, strategy, teacher education and strategic teacher education planning. Furthermore, a four model technique which seems to be much relevant for teacher education program was well illustrated, practical approach including mathematical formula and linear programming was extensively explained to guide planner. While various constraints to teacher planning were enumerated and discussed. The paper finally suggested ways of remedying the problem or constraints for future references and adoption for improvement of strategic teacher education planning in Nigeria.

Recommendations
In order to facilitate the effective implementation of the plan scheme, one of the first thing is to be ready with a national PLANNING STRATEGY. This strategy according to Ambrose (1985) should clearly mapped out in a series of events and activities in operational form. This strategic planning must involve all the educational planning and research units in all the Ministries of Education in Nigeria under the umbrella of a National Education Planning and Research department. Furthermore, the following measures are recommended:
1. Political stability should encourage by all sundry in Nigeria, through adequate enlightens and sensitization programmes. Political environment should be created, so that teacher education may be deliberately drawn up in such a manner that the available domestic resources can sustain;
2. There should be close relationship between educational planners and policy makers through consultation among them, as well as involvement of the planners in policy making;

3. Pre-service and in-service for both teachers and educational planners should be encouraged through adequate allocation of funds to the sector;

4. Teacher education planning should be left in the hands of experts, i.e. well trained and skilled personnel;

5. Educational planners must be provided with relevant tools and materials that are essential for projections of children of school age, the number of teachers that would be need to cope with a scheme and educational facilities required such as calculators and computers for calculation and analysis;

6. Reliable population census should be conducted on a regular basis for meaningful strategic teacher education plan. Thus, State and Local Governments should also be directed by law to established agencies in their various areas to keep birth and death records to enhance meaningful decision before next census; and

7. The public should be adequately enlightened about educational program before its inception to secure their operation (Ovwigho, 19999).

References


THE RELEVANCE OF ENGLISH TO THE ADVANCEMENT OF QUALITY EDUCATION IN NIGERIA

BY

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Abstract
The focus of this paper is to examine the influence of English on the advancement of quality education in Nigeria. This paper examines the roles of English in the formulation of policies and curricula in education, English of general education, English and quality education, the future of English in a multilingual setting, and the big 3. This paper concludes that English in its use is a venture of human development that could influence the advancement of quality education in Nigeria. The need for navigation or English in Nigeria is also advocated. Finally, the paper advocates the proper equipping of teachers in the basic programme with training in the orthographies of languages of the immediate environment.

Introduction
All over the world there is a realization that only through the right or quality education can a better society be built. Education according to Kandel (1959), is a living thing inspired by the cultural foundations of the people whom it seeks to serve. Education is the impartation of knowledge based on the actual environment in order to make an individual fit for the work he would be called on to do during adult life. In Nigeria’s case, the vehicle used for this impartation is the English Language. Consequently, if education is good for Nigeria, the language used for the impartation of such knowledge needs to be appraised. It is important to state here that right from the onset of education in Nigeria, following the eventual overthrow of native institutions and the subsequent introduction of formal or semi-formal education, the English Language has been in use till this present time.

English and General Education
Nigerian educators use the English Language to express the Nigerian perception and English language owes its uniqueness to communication. When viewed from this standpoint, one can decipher the importance of English in the advancement of quality education in Nigeria, especially in the midst of over 450 indigenous languages spoken in this geographical entity called Nigeria.

The English Language in Nigeria is literate language or a language Nigerians rely on to promote or enhance literacy (education). From these viewpoints, the English language plays a prominent role in education in Nigeria as well as in the development of human capital and this to a higher extent, pictures the interlocking nature of language and educational development. Drawing from this assertion, if education constitutes a linguistic competence continuum, separating it from language will amount to a great disservice.

Otagburuagu (2002) asserts that “English language instruction helped to mitigate the effects of multilingualism in Nigeria and as the language of education delivery (17). it has promoted literacy”. Similarly, Awonusi (2005) corroborates this stance:

The dominant nature of English allows it perform both instrumental and integrated roles...besides, it is the language of access of global services and technology and also the dominant language of education delivery (17).

At the close of the twentieth century and in spite of its legislated position as
the official language, English had metamorphosed from the official language of education, government and business to the unproclaimed lingua franca as well as the convenient language of both official and intimate “record keeping” and communication.

At the close of the twentieth century and in spite of its legislated position as the “official language”, English has metamorphosed from the official language of education, government and business to the unproclaimed lingual franca as well as the convenient language of both official and intimate “record keeping” and communication (Udofot, 2003).

And Despite protests and legislations to the contrary, it is gradually being consciously and unconsciously groomed as the possible mental language of unity in a multi-lingual setting like, Nigeria which has been polarized along two linguistic lines-linguistic majority (Oyeteda, 2003:105).

Never in the history of education in Nigeria has any assessment criterion been placed on any subject area of the education sector as it has been done in the area of language, especially the English Language considering its influence in the advancement of quality education in Nigeria.

In his inquiry into the declining level of literacy among trainee teachers in Nigeria, Ogum (2007) also reveals that poor speaking and writing skills, limited experience, among others have collectively contributed to a decline in the quality of trainee teachers. Basically, the advancement of nations of the world can be viewed in terms of the qualities of their respective education system. Teachers operate the education balance wheel and English teachers in particular provide all the necessary criteria for the assessment of the quality of education. For instance, the quality of Nigerian education in comparison with Ghana’s is judged by the quality of English spoken hence Ghana is rated higher than Nigeria.

The basic thrust of this paper is an inquiry into the influence of English language as the language of pedagogy in Nigeria and the advancement of quality education. What is the socio-linguistic relevance of English? How much have factors associated with the language pedagogy impeded or enhanced Nigeria’s quality of education and national advancement? To prove the worth of English in Nigeria, Emenanjo (2002:1) avers:”…. As a linguist and a behavioural scientist, I believe that the problem in Nigeria is that of communication”. Therefore, it is important to raise questions concerning the state and desirability of the language of pedagogy in Nigeria.

**English and National Policy Formulations/Curriculum on Education**

The question that yawns for an answer is: the appropriate language of education and literacy in Nigeria? The language provisions of the National Policy on Education are ambiguous. In one broad promulgation, it endorses the mother tongue as a medium of instruction in early formal education; that every Nigerian child be made to learn one of the three major languages: Yoruba, Hausa and Igbo in addition to the mother-tongue (NPE 1981, revised 1984). What is real and obvious is that certain education policies and curricula are made without government’s deep involvement. For instance, it is apt to admit that government has not been overtly involved in pre-basic language curriculum. In the lower basic, mother-tongue (or language of the immediate environment) is a mere guess because of obvious multilingual and orthographic complexities in Nigeria. Teachers in the basic programme are not properly equipped with training in the orthographies or languages of the immediate environment.

Sequel to the averment above, Ogum (2003) highlights the circumstances noting that, there is the problem of employing quality teachers required at all levels to cope with policy needs. Basically, three indigenous Nigerian languages only are offered popularly as courses at the NCE and Bachelor’s degree programme in over 90 universities in over 450 indigenous
languages in Nigeria. What we opine is that, this kind of instability cannot help our education as it is high time Nigeria started settling for English and set out plans for our advancement. Obviously, there is improper planning and provision of language needs for teachers in Nigeria.

The Nigerian child should not be allowed to be caught up in the horns of this dilemma and to suffer language shock in school. When the child grapples with the mother-tongue and English in the learning process, the result is poor performance because the learner is not competent enough to express learning experiences adequately in the language of pedagogy. Linguistic incompetence impedes straight forward thinking. The studying of a so-called national language is a form of linguistic imperialism.

The high point of our examination in this segment of the paper is that the instability/inconsistency in the language of pedagogy in Nigerian school systems creates interference experiences which are averse to effective learning and quality education. Quirk and Greenbaum (1973), have identified the inhibiting first language (L1) factors on the acquisition of English as a second language (ESL) as interference variety”. That influence may well account for why people relapse from basic literacy to near illiteracy. It is evident that part of Nigeria’s education advancement dilemma is rooted in the language of pedagogy problem in the educational institutions. This stems from our language policy in the education policies.

**English and Quality Education**

It is certain that quality education is an elusive concept that may have diverse interpretations and meanings, since meanings are relative. Ndili (1983); cited in Okonkwo (1990) explains that some people see quality education from the point of view of “relevance validity, functionalism and efficacy of an educational system in the achievement of national goals and priorities”. Others tend to equate it with standards.

Here in this paper, quality could be conceptualized in terms of the following three dimensions or parameters: instrumental, process and product. The above view is akin to that of UNICEF (2006) provision: that quality of education can be defined in terms of five parameters or dimensions as follows:

i. what learners bring to the class (their characteristics)
ii. nature of environment
iii. nature of content
iv. nature of processes, and
v. nature of outcomes.

It is clear that from the report card of what should be the quality of Nigerian education, English plays prominent role. For instance, with the introduction of UBE, the secondary education curriculum (SEC) has been re-structured to include the following core subjects: English language, Mathematics, one Trade with Entrepreneurship Studies, Computer Studies/ICT and Civic Education. The analysis of the inclusion at both Basic and Secondary levels show that these subjects aim to strengthen skills acquisition, language development and value orientation.

The question is: does Nigeria Institute policies for quality education? If the answer to this question is in the affirmative, effort should be geared towards a proper re-engineering of Nigeria’s language policy to enhance quality education. According to Okoh (2005:165), this could be achieved by the “nigerianization of Nigerian education…based on well articulated Nigerian political ideology/philosophy, a clearly defined knowledge of the ends to be pursued in the Nigerian nation and, a knowledge of Nigerian history that is, who we are who we want
to be”. Okoh (2007:22) says “Nigerian education ought to create men and women who are intellectually active,…’”

Nigeria’s educational system is language-oriented education and if we must lead Africa as its giant then our educational system must be properly structured and the content must be brought to the needs and interests of the learners. That our educational system allows the use of English as the language of pedagogy is not a mistake at all.

This paper therefore, intends to show how a good knowledge of English, if well defined in the educational policies and curriculum could benefit Nigeria’s education. English is a necessity in education because it ensures better understanding of the curriculum content and values as the language of pedagogy in Nigeria. According to the Random House Dictionary of English Language, quality means “character with respect to excellence”. This paper accepts that retardation in terms of children competence in English, affects the quality of education in Nigeria. As earlier pointed out, the bilingual nature of our educational system poses a threat to our aim of quality education. The promotion of English will definitely impact positively on the quality of our education. In summary, Nigeria has to establish quality-assured procedures, quality assured English content in the curriculum for the purpose of attaining standards in her educational system. This agrees with Utuen’s (2007:48) proposition that: “for literacy skills to be used in a principled manner, language planning strategies must be employed. Language planning refers to organized efforts to find solutions to language problems in a society”.

English and Multilingualism (The Big Three)

Here, the role of English, as a consequence of the National language policy as contained in the National Policy on Education vis-à-vis the government policy of the “Big Three” languages are examined. One wonders the future of English in Nigeria in the present situation of multilingualism and ethnicity.

Many scholars have recommended the multilingual approach which supports the elevation of one or more Nigeria languages to the status of National Languages. Others have recommended a one-language option for the purpose of national cohesion and integration. However, the multi-ethnic situation in Nigeria and the consequent emotional feeling of ethnic identity and fear of marginalization of the less populous ethnic group have favoured the prevalence for English because of its neutrality, its colonial origin notwithstanding. Oyetade (2003:107) notes that:

...government pronouncements with regard to the status of the three major languages (Hausa, Igbo, Yoruba) have awakened the language loyalty of Nigeria’s minority language speakers. They have risen to resist what they regard as attempts to make them socially, economically and politically subservient to the speakers of the dominant languages.

English has co-existed in Nigeria with her many indigenous languages since the 19th century. English has been used and is being used for expressing Nigerian experiences and situations and this has resulted in English developing linguistic patterns that has identified it as a distinct variety of world English. Bamgbose (1995:26) has observed for instance that “the English language has undergone modification in the Nigerian environment. It has been pidginized, nativized, acculturated and twisted to express unaccustomed concepts and modes of interaction”. However, “Nigerian English has developed in Nigeria, as has been the case in other countries of Britain, Africa and Asia, largely through the education system although the antecedent of Nigerian English – the English based pidgin-developed through trade”. (Elugbe and Omomor, 1991:11).

Nigeria has not had a comprehensive language policy as an organized attempt to find solutions to language problems in the country. It is in connection with the National Policy on
Education and the constitution of the Federal Republic of Nigeria that can talk about language policy and planning of Nigeria. In Nigeria, the National language policy formulated in 1977 and revised in 1981 assigns to English the role of serving as the language of instruction (pedagogy) from the fourth year of a six-year primary course to the tertiary level. The fact that English is to be taught as a school subject right from the first year of primary education points to its relevance in the advancement of quality education in Nigeria.

Thus, English is in theory and practice the official language in Nigeria used in education, government, etc: It is (unofficially) the neutral lingua franca. This can be partly explained by the fact that many Nigerians cannot write their mother-tongues while many of them in recent years, the Afro Saxons (CF Mazrui, (1975) speak English as their first language and can hardly speak their parents’ mother-tongues. It is for these reasons that Banjo (1996:68-76) describes English in Nigeria as the language of record keeping because it is used in government offices, private organizations and international transactions. A recent research shows that there is hardly anybody in the open market in Uyo, Akwa-Ibom State that cannot speak English in whatever form.

The above discussion shows that English has enjoyed a pride of place in the Nigerian society. The national policy on Education has cultivated this prominence by recommending its being taught right from the first year of primary education. Literacy in English and/or oracy guarantees acceptance in and outside the country. It is the measure of our quality or standard of education. It is our hope now and in the future given the present, whenever the older generations who are apparently resenting the pervasive use of the English by the younger generation cannot finish a sentence in their Mother Tongue without a word of English. English has left indelible marks prominent among which are code-mixing, code-switching, diglossia and permanent borrowings of English words and expression into Nigerian languages and vice-versa.

**Conclusion**

English holds the key to the advancement of quality education in Nigeria. This English language-oriented approach to quality education is the best in order to achieve the MDGs. In the light of the above, one can deductively conclude that English as the language of pedagogy in Nigeria is a catalyst to rapid educational advancement in Nigeria. This paper has examined education imperatives vis-à-vis the language of pedagogy and Nigeria’s advancement in education.

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ROLE OF THE FUTURE FAMILY IN THE UPBRINGING OF CHILDREN

BY

M. O. OJUKWU

Abstract
The main areas of emphasis in this paper are the Roles of the future family in the upbringing of the children and the problems associated with these roles as a result of some emerging new concepts in the family. Different roles of the future family in the upbringing of the child are discussed, types of emerging families are highlighted, the nature as well as problems associated with them are identified and analysed. It is pointed out that family roles include those of moral and cultural development, education, giving sense of satisfaction and purpose, etc while emerging families concept are those of single family, Gay and Lesbian families. In all, it is posited that children upbringin
g best practiced in two-parent families while the future families in Nigeria will be one where husband and wife are mainly workers that would have dual roles in the upbringing of children.

Introduction
The importance of the family in the upbringing of the children cannot be over emphasized. Cherlin (2002) stressed that for the first several years of life, at least families provide the main-setting in which children’s fundamental needs are met. Children must be fed, taught, loved, nurtured, socialized, disciplined, cherished, educated and prepared for independence. The family lays the psycho-social, moral and spiritual foundations in the overall development of the child. However, attention has been drawn to the fact that parenthood is a responsibility requiring the full co-operation of both parents in the family who must ensure the total development of their off-springs.

Such certainly may not be totally true for children in single parent families which has been pointed out by Agulanna (1999) to be stressful for both the child and parent or children from Lesbian and Gay families as well as children from step families or divorced families. Such families may be faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and re-organization of routines and schedules. Naturally, these conditions would not be conducive for effective parenting and children upbringing (Agulanna, 1999).

The aim of this paper therefore is to examine the different roles of the future families in Nigeria in the upbringing of their children. In doing this, a working definition of the family is given and different roles of the future family are discussed. Types of emerging families are highlighted while nature and problems of their children upbringing are identified and analyzed. Finally, the paper points out some child-care needs of the future family and concludes thereafter.

THE CONCEPT OF FAMILY, WHAT AND WHO THE FAMILY IS

Scholars are not in agreement regarding a single definition of the term family. Hence, there are various opinions as there are experts in the field. Doob (1985) defined family as a social unit comprising of two or more persons who live together and are related by blood, marriage or adoption. This form of family, he asserted, could be nuclear, comprising of the father, mother and their offsprings living separately from other relatives or extended family. Ogenyi (1998), noted that the family is a unity of two adults of opposite sex who are not
related by blood but are married and live in the same household, have economic co-operation and reproduction.

In all, the family’s basic function is to produce, nurture, and socialize the next generation of family members. The family in addition to production and raising of children is also expected to provide psychological and economic support to them. Its structure, or form, stems from the relationships among the members.

Smith and Apicelli (1982) noted that with the changes in the economic and legal system, today’s families are run far more democratically than in traditional times’. Husbands and wives tend to make decisions together, than in traditional times and children, especially adolescents are often consulted on issues that affect them.

Families are urgently needed because they meet the basic needs of individuals better than any other group now known. Families are expected to bear and rear good citizens who will be capable of carrying the responsibilities of today’s complex society.

Without a family unit to deal with the idiosyncrasies of aged parents and the emotional needs of adults as well as the insecurities of children, the possibility of producing adequate and functioning people to man the industrial system would not be there. Would be produced to man the industrial system. The family is the main source of mental and emotional health in society and in its members.

BASIC ROLES OF THE FAMILY IN THE UPBRINGING OF CHILDREN

(a) The Role of Moral and Cultural Development

Smith and Apicelli (1982) posited that the family plays an important role in children’s moral development. Young children are reared in a family that practices a specific morality. If the family adheres to a religion, many dos and don’ts may be explained in terms of religious values, such as Christian or Islamic ethics. Where religious beliefs are not stressed, families still have philosophies about right and wrong that they teach to children. Very young children learn early by reward and punishment what the family will or will not accept.

Smith and Apicelli (1982) also stressed that today’s families teach children their culture, guide their behaviours and provide their economic support. They further pointed out that the family today also places even greater emphasis that traditional families did on satisfying emotional needs of children.

(b) The Role of Education of Children

Today’s families take interest even denying themselves basic needs in order to see to the education of their children. Duvall (1977) observed that few families in earlier centuries saw no reason for keeping children in school after they had received an elementary or basic education. There was much the young could do around the house and on the farm, and they learned in action how to do a man’s or a woman’s work. With industrialization, technological and Information Communication Technologies, families moved off-farms and children are no longer an economic asset. They needed to have more education to cope with the complexities of modern living. Families have the basic role to provide this education to their offsprings before support from the government or elsewhere.

(c) The Role of Giving Satisfaction and Sense of Purpose

The family gives children a sense of basic satisfaction and worth that the industrial and technological world can only occasionally provide. It is in the family setting that adults and children enjoy life and one another. In family gatherings and celebrations, around the family table. In family rituals; family trips and in many other family activities that family members
find satisfying. The parents in the family feel that essentially they live for one another and for the children for whom they are responsible.

(d) The Role of Assuring Continuity of Companionship:

Perhaps only the family can provide the child all the above. The expectation of performance means much to modern children. Friends, neighbours, colleagues, teachers, clergy and others may or may not remain close-by for more than a few years. Jobs change, neighbourhoods shift, children are promoted and graduate from school. In most cases, family associations alone can be expected to endure.

The continuing presence of sympathetic companions encourages family members to relate the happiness of the day, to share the disappointments and the satisfactions of life as they occur in ways not expected outside the family. Who but members of one’s family can delight so fully in the flush of success or share so completely the burden of failure? Companionships lasting over the years rank high as functions of the family in the upbringing of the children.

(e) The Role of Guaranteeing Social Placement and Socialization

The family supplies most of the love, nurturing and care that children need in order to develop a basic sense of trust in other human beings. Families also train young children in the skills they need to become more autonomous, such as walking, dressing and feeding themselves. Later they provide guidance, support and discipline children in order to become competent and acceptable members of their society. In other words, family member socialize their children.

As families socialize their children, they act in two broad ways (Peterson and Rollins, 1987). First, they provide emotional support, love, affection, warmth, nurturing, and acceptance. Emotional support shows children that parents care about their actions. It makes children feel more positive about themselves. Because children want to continue receiving such support, they try to act in ways they think will please their parents. Secondly, parents exercise control – they seek to limit or change children’s behavior. Sometimes parental control is coercive, consisting of the use of threat of punishment or force. But control also may be inductive, that is, based on setting consistent limits, explaining the reasons for these limits to the child requesting that the child comply and praising her or his compliance. Parents may also exercise control by threatening to withdraw their love if the child does not behave well.

It is also generally recognized that lifelong patterns of behaviour, values, goals and attitudes of children are strongly associated with the characteristics of their parents, especially as these are expressed in the child rearing and family life styles. Although later experiences outside the home also have important influences on the developing child, the availability of these experiences to him and the ways in which he uses them are strongly affected by what he has learned in his home.

(f) The Role of Inculcating Control and a Sense of What is Right

Within the family, individual members can best learn the rules, rights, obligations and responsibilities essential for the survival of the society. Family members feel free to criticize, to correct and to order, to praise or to blame, to reward or to punish, to entice or to threaten each other in ways that would be unthinkable elsewhere. In these ways, the family is an instrument or agent of the larger society. Its failure to perform adequately means that the goals of the larger society may not be attained effectively. The kinds of promise and punishment experienced by a child in his earlier years instill in him the sense of right and
wrong that will be carried into adulthood. This will form the bedrock of his moral values and in his definitions of the good, the right and the worthy. The family functioning as a choosing agency, evaluates and selects from among many ways of life; and so is the primary source of human values that spread outward within society as a whole.

(g) The Role of Provision of Support

Families do provide support to their children. This includes material support such as food, clothes and shelter, as well as emotional support such as love and nurturing. According to Cherlin (2002) the need for the former is obvious. Without material support, the child is in physical danger. Yet without emotional support, he or she is likely to grow up without a sense of security or a capability for trusting and loving other people. Secondly, families should provide control. They must supervise and monitor their children’s behaviour not only to help them avoid physical harm but also to teach children the limits of acceptable behaviour. This control, developmental psychologists consider needs to be consistent, rather than varying and unpredictable, firm but moderate, rather than explosive and punitive.

EMERGING FAMILY TYPES:

The known family is the traditional family of two parents: the husband and wife. But in recent times, many different types of families have emerged and are now being gradually accepted. Such includes, the single family, Gay and Lesbian family, etc. An attempt is made here to examine some of these families and the effect they have on children upbringing.

(a) Two Parent Family

Most literature on parenting focuses on mothers rather than fathers an understandable emphasis, since mothers do more child upbringing/rearing than fathers in nearly all societies. But during the 1980s and even more so in the 1990s, scholars conducted a great deal of research on the role of fathers in child rearing. The best of these researches suggest that fathers do make a difference in their children’s lives (Marsiglio et al, 2000). For example, Mosley and Thomson (1995) examined information on two-parent Families from 1987 – 1988 National Survey of families and Households. They found that (both white and Africa – American families), when fathers were more involved with their children, reading to them, helping them with home work, or restricting their television viewing, the children had fewer behaviour problems, got along better with others and were more responsible.

(b) Single Parent Family

Several studies have shown that single parent families do not monitor and supervise their children as well as married parents. For instance, in a national survey of high school students, those in single-parent families were less likely to report that their parents kept close track of how they were doing in school than students from two-parent families. They were also less likely to report that their parents almost always know where they were and what they were doing (Astone & McLanahan, 1991).

The presence of only a parent is sometimes a handicap, even after lower income is taken into account. An analysis of four national surveys found that low income, and decline income, could account for about half the disadvantages of living in a single – parent family, such as the higher risk of dropping out of school or giving birth prior to marriage; yet half of the higher risks remained (McLanahan and Sandtuer, 1994). Other studies of adolescents have found that single parent family engage in less consistent parenting and more arguments (Hetherington & Chingem Peal 1992, Dornbush et al
1985). After all these, Cherlin (2002) concluded that all things being equal, it is better for children to be raised by two parents than by one.

(c) Lesbian and Gay Parent Family

According to Cherlin (2002) there are other living arrangements, more recent in their emergence and less common that has consequences for children upbringing. One of the newest arrangements for children is to live with an openly lesbian or gay parent. There are some theoretical reasons to expect that children raised in either type of lesbian or gay family might differ from children raised by hetero-sexual in their sexual identities, attitudes and behaviours (Bailey & Dawood, 1988).

Cherlin (2002) posited that writers influenced by Freud have theorized that a boy will have difficulty adopting the adult male role if he cannot see how his father behaves and is not subject to his father’s authority. In addition, social learning theory has been applied to sexual development. (Mischel, 1966). The basic idea is that children learn their sexual identities and almost everything else by imitating the adults they see. It follows, then, that the less contact a boy has with heterosexual male role models or a girl with heterosexual female role models, the less likely it is that they will develop heterosexual identities. Moreover, social learning theory implies that children who are exposed to examples of homosexual intimacy – such as parent and same sex partner sharing a bed – would be more likely to manifest a homosexual orientation when they reach adulthood.

(d) Divorce, Remarriage and Step Families

Cherlin (2002) had produced evidence to suggest that divorce and step family life do not inevitably scare children. On the other hand, it is clear that a minority of children do experience lasting problems that appear to be caused by divorce and remarriage.

Many studies have shown that the well being of children in step families is no better, on an average, than the wellbeing of children in divorced, single-parent households. To be sure, most children in step families do not demonstrate serious problems (Amato, 1994). Still, both groups of children show lower levels of wellbeing than children in two biological-parent families.

THE FUTURE FAMILY AND CHILDREN UPBRINGING

Cherlin (2002) asserted that families provide superior setting for raising children. It is acknowledged that many single mothers and fathers are good parents but they read the evidence as showing that for the most part, one parents can’t provide care and supervision as well as two. Popenoe (1996) maintained that because of incontestable biological differences, fathers tend to be firm and encourage autonomy, whereas mothers tend to be nurturing and providing emotional security. Children, he argues, need both but they only get both in a two-parent family.

THE FUTURE FAMILY DEVELOPMENTAL FAMILY

Future families are expected to play the role of more emphasis on development in the upbringing of the children. Interest in the wholesome development of human personality has increased in recent years. Traditionally, parents defined their gender and mental roles rigidly and expected their children to obey them without question. Developmentally – oriented parents today are more concerned with a child’s development than with his blind obedience. They value development and encourage growth in their children and each other.

It should be stressed that developmentalism does not imply unrestrained permissiveness, but rather the establishment of relationships conducive to optimal
development, along with the freedom and the controls that promote growth in both parents and children.

Modern child upbringing requires a firm set of family values and the willingness to pursue them diligently. The rights of each member of the family, regardless of age or sex, are protected. Responsibilities are shared by all family members according to their capacities. Neither laissez-faire, anarchy nor unrestricted license is fostered. On the contrary, self-disciplined and goal directed individuals and families are valued.

The role of families in the modern upbringing of children will include:

- training the children for self-reliance
- encouraging the children for independence and teaching them how to adjust in life, helping them develop socially, securing and providing them with toys and companions and supervising the children’s play. Families will also see to the emotional wellbeing of children and keep them happy and contended. Families also provide for the children’s mental growth, read to the child, provide stimulation and education.

THE FUTURE OF FAMILY AS DOUBLE EARNER FAMILY

Majority of the future families in Nigeria will be families where both husband and wives work, where husbands and wives are double salary earners. In this wise, the husband and wife will play dual roles in the upbringing of their children. In such families according to Smith and Apicelli (1982) working mother confers with her son’s or daughter’s nursery teacher before going to work. The working mother has a double burden, but many of such mothers enjoy their jobs and their parenting roles.

THE FUTURE FAMILY AS ROLE MODELS

In the future families, husband and wife would serve as role models to their children as regards male and female marital roles. Working mothers influence their children’s attitude about male and female roles but in different ways and in different situations. Studies in this respect reported that daughters of working mothers rated high on such traits as self-esteem, independence, social adjustment and achievement orientation. It is likely that the working mothers are providing a role model of female success and competence for their daughters. In addition, children of working mothers usually take on more household responsibilities that children of mothers who do not work. They develop a storage sense of confidence because of their contributions to managing the home (Smith & Apicceli, 1982).

CHILD-CARE NEEDS OF THE FUTURE FAMILY

Due to increase in the proportion of mothers working outside the home, more than half of all preschool children today and in the future would be cared for by others while their parents work or attend school. In Nigeria where the official work hours are from 8.00a.m. to 4.00pm, working parents – dual earner families could solve their child-care needs by employing any of the following:

a) Relatives Assistance

Grand parents, in-laws, cousins and sometimes even friends who live close by might provide part-time parenting assistance for a dual earning family. If parents and children happened to live in an extended family household and one adult family member is usually available, child-care assistance is a build-in benefit.
b) **Hired household Help**
Families who can afford it might hire a house keeper/care-giver who can do household chores as well as look after children during parents’ working hours.


c) **Day-Care Centres**
Day-care Centres for preschool children may be located on schools, community centres, churches, and sometimes offices and factories. Some Centres will accept infants of weeks old.

d) **Family Day-care**
This type of day-care is provided in the home of another family.

e) **Nursery/Kindergarten School**
This is a step between day care and kindergarten for preschoolers. Schools and teachers are usually government approved. Nursery schools generally have a stronger educational emphasis than day-care centres. Many have a half-day programme.

**Conclusion**
The family and parents constitute the most important persons the child has contact with during the child’s early formative years and they lay the child’s foundations for the attitudes towards people, things and life in general. Oyebanre (2000) says it all when he posited that the foundations laid by the parents may influence later attitudes and behavior of the child. Therefore, families that fail to make important contribution and play adequate roles in the upbringing of their children may bring about poor personnel and moral adjustments in their children. The kind of families under whose control the child grows up will affect their moral and social development by determining the kind of relationship they have with different people in the society.

**References**


FOLLOW-UP STRATEGIES AS PANACEA FOR IMPROVING IN-SERVICE TRAINING FOR TEACHERS

BY

AJAO T. AYOADE (JP)

Abstract
These are changing times in education systems around the world. With the start of the new millennium, many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is the professional training and retraining of teachers. Societies are finally acknowledging that teacher are not only one of the ‘variables’ that need to be changed in order to improve their educational systems, but they are also the most significant change agents in these reforms. This change makes the field of teacher training and professional development of teachers growing and challenging areas. It is against this background that the paper identified non-availability of regular in-service training opportunities for teachers as the bane of Nigerian teaching profession. Therefore, it made a clarion call on those concerned to put in place a well-articulated in-service training for teachers. The paper then solicited for well thought-out effective follow-up strategies as panacea for improving in-service training for teachers.

Introduction
Education, the world over is regarded as an important tool for achieving national objectives. In Nigeria, the seriousness attached to education was underscored in the National Policy on Education (FRN,2004). Education is therefore a necessity as it helps to prepare and equip learners for all aspects of life. It also provides learners with the basic foundation to function and develop in the society. To achieve this requires a core of highly qualified teachers who are equipped with desirable knowledge and competencies and are empowered to perform their multiple tasks in the classroom, school and community in a truly professional manner. Teachers are therefore the most critical factor in the education system as the quality of education in any country is reflected by and related to the quality of men and women who serve as teachers (Tahir, 2006). In support of this, Adeyanju (2004:18) is even emphatic that:

what most affects student’s performance is the quality of the teacher in the classroom. With respect to Nigeria primary schools, if by teacher quality we mean teacher possessing a judicious combination of a strong relevant academic knowledge, and mastery of ‘proven methodologies’ as well as a high degree of commitment to achieving good standards in pupils, only a handful of teachers may be so ascribed.

Worse still, most of these teachers are Nigeria Certificate in Education (NCE) holders whose subject specializations bear very little relevance and appropriateness to the primary school curriculum. So, merely recruiting a large number of NCE teachers into the primary schools may not be tantamount to injecting quality into the schools. May be, it is in realization of this that the NPE (FRN 2004:18) made an ambitious provisions for in-service education for teachers in Nigeria. It began by re-affirming that:

...no matter the efficiency of the pre-service training we give to teacher, there will necessarily be areas of inadequacies. In-service education for teachers will continue to fill these gaps.... And will be systematically
planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancements.

The NPE statements are mere declaration of intent and cannot be easily enforced. Consequently, the above statements have simply been reduced to mere wishful thinking, since none of the governmental authorities with responsibility for primary education ever ventured into evolving a comprehensive programme of professional development for primary school teachers along the lines provided by the NPE. Tahir (2004:74) supports this argument by quoting from NPEC document thus:

Indeed, even the mild reference made on setting aside 1% of statutory grant of local Governments for training of staff at that level including primary school teachers, in the various edicts of State Primary Education Boards, merely addresses only the funding component of the programme. It is difficult to ascertain the existence of any synergy between Local Government Service Boards and the State Primary Education Boards in matters of developing and coordinating an effective primary school teacher professional development programme. In general, primary school teachers have very little or no opportunity for continuing professional development (NPEC, 1999:27).

Therefore, it may not be out of place to say that in the Nigerian context, for most teachers, the pre-service programme is the only formal training they ever undergo and little or no opportunity exists for regular in-service professional development. This is why Audic (198:116-117) advised that:

Pre-service training must be considered the basis for a process of continuity to stimulate a growing demand for in-service training. Given the rapidity of change, teaching more than any other profession, needs constantly to adjust the knowledge on which it is based, whether academic or related to practical, cultural or social aspects. Pre-service training is not enough to guarantee the expertise required throughout an entire career. Therefore, in-service training is essential in developing the necessary skills.

Not this alone, we have to equally realize that we are now living in a dynamic world with ever increasing knowledge, ideas and techniques at such marvelous rates that apparently sophisticated and fascinating inventions soon become obsolete and unimpressive junk in a matter of years. The scientific and technological advancement symptomatic of the contemporary jet age ramifies virtually all fields of endeavour including curriculum studies. Thus, we find the content of education, teaching methodologies and lesson delivery techniques constantly changing and becoming richer and more challenging for teachers to implement. Hence, employed teachers irrespective of how well qualified and equipped at the point of entry into the teaching profession, would need opportunities to update their knowledge and repertory of skills. The innovations that daily erupt in approaches to teaching and hearing needed to be mastered to enable practicing teachers adapt to changing circumstances. Furthermore, the demands of pupils from their teachers are also changing. Time has passed when teachers were regarded as the sole sources of knowledge and their utterances were accepted as authentic and immutable truths. Today, only teachers who are fast in acquiring new ideas and skills can maintain their relevance to their pupils. In fact, some pupils from educationally advanced homes, most often, require the teacher to confirm the knowledge and ideas they have already acquired as different from waiting on the teacher as the sole source of knowledge. The teacher that would keep his head afloat, in the midst of such challenges from pupils, must keep abreast of new dimensions in learning styles and teaching strategies (Anikweze, 1995:150). Therefore, in-service training should be made a
compulsory part of the teachers’ professional development effort. And whenever such is being organized, the following guidelines according to Gray (1972:160) must be considered:

a) full pre-course information should be sent to all who have enrolled;
b) printed handouts summarizing the contents of lecturer should be distributed to all participants;
c) group discussion should be regarded as an integral feature of the course;
d) wherever possible, opportunities should be available for participants to have individual discussions with course trainers;
e) an opportunity should be made for participants to submit a piece of work since it appears that participants are willing to undertake a greater workload on in-service courses than is generally anticipated by course organizers;
f) theory should be presented with relevance to practice;
g) as far as possible, social contact between participants and course organizers, and among participants, should be encouraged;
h) arrangements should be made for effective follow-up support for the participants.

Follow-up and Follow-Through

First, it might be helpful to distinguish between ‘follow-up’ and ‘follow-through’. Follow through would imply action taken by teachers as a result of attending a course. The term follow-through might be broken down into ‘implementation’ and ‘development’ (Rudduck, 1981:161). Implementation is the appropriate action to follow a course, which is designed to communicate a specific skill or technique. Development on the other hand implies that teachers who have attended a course are able to take initiatives in building on or even transforming what they learn. The advantage of follow-through is that it reminds us that continuity from classroom-to-classroom is an important perspective in in-service work. It refers to implementation activities or development activities where teachers who attended a course take the initiative in utilizing what they have learned in ways that lead to the improvement of their practice (Rudduck, 1981:166).

Follow-up on the other hand implies moves by course trainers in support of the teachers’ attempts at implementation or development after the training is over. Follow-up is essentially supportive and it is critical to effective implementation of professional development in the classroom. Beeby (1980:466) outlines the rationale for follow-up thus:

'without continuing encouragement and support (upon completion of workshops and courses), the average teacher has a remarkable capacity for reverting back to old practices under a new name.'

Joyce and Showers (1980) use the term ‘transfer’ to explain the rational. Their notable procedural professional development model suggests the use of coaching (intense lesson observation and feedback) to follow-up training and support teachers’ efforts to transfer training to the classroom.

In our opinion, Fulani’s (1991) phenomenology of change forms an underlying theoretical framework for follow-up. In the words of Fulani (1991:4):

Neglect of the phenomenology of change- that is, how people actually experience change as distinct from how it might have been intended – is at the heart of the spectacular lack of success of most reforms.

The process of implementing change is a complex, difficult and often painful process. It can be very deep, striking at the core of learned skills, philosophy beliefs and conceptions of education, and creating doubt about purpose, sense of competence and self-concept (Havelock and Hubernman, 1977). It inevitably involves loss, anxiety, uncertainty and
struggle as people grapple with the meaning of change. Consequently, teachers need adequate support to enable them to cope with and successfully implement change. As professional development ultimately seeks to bring about change in teacher practice, professional development providers and trainers need to consider phenomenology of change in order to ensure implementation. Follow-up support facilitates this.

Even though, the extensive support in the literature for follow-up is not adequately substantiated by empirical research, some significant empirical evidence has emerged. For instance, Harvey’s (1999) study uses evidence from the evaluation of the Primary Science Programme in South Africa to explore the effectiveness of coaching. Coaching involves the provision by a colleague or an ‘expert’ of intensive classroom support to teachers’ effort to apply new practices to their classrooms (Joyce and Showers, 1980). In the case of Harvey’s study, this involved the observation of lessons and the provision of feedback to the teacher about the effectiveness of strategies, which teachers had been introduced to at workshops and observed in the lesson. The findings showed that teachers who received coaching made substantial changes (in their classroom teaching), whereas most teachers who received workshops only reminded similar to the control group who received no training (Harvey, 1999:191).

A few studies in developing countries reported by Avalos (1985) and Hayes (1995) support this finding. Harvey’s studies also reflect findings from a similar experimental study conducted in USA in 1982 (Joyce and Showers, 1988). In an earlier study, Joyce and Showers (1980) found that 10 to 15 practices with feedback of a specific skill or teaching strategy are needed by teachers to enable them to use such skill or strategy effectively and creatively. Miles and Huberman (1984) support their claim and found that it may take 6 to 18 months of practice under supervision before a teacher achieves mastery of a skill. Spark’s (1983) study cited in Esu (1991:1992) summed it up that “…unless those who organize in-serviced training visit the teachers in the real world of classrooms following the in-service training, little transfer of knowledge may take place”. This statement makes effective follow-up strategies essential for bridging the gap between end-of-course resolutions and back-in-school achievements.

**Follow-up Strategies and Back-in-School Achievements**

The phrase ‘real world’ of classrooms and school is used quite deliberately. One of the difficulties of short in-service courses, especially if they are short residential courses, is to maintain contact with the everyday world of the classroom. Miles (1964:454) helps us to think about the short course as a ‘cultural Island’. One of the major problems is linking the experience of the course with the rhythms and routines of ‘mainland’ life. For example, the group excitement that good, lively courses can generate may induce participants to make over-optimistic estimates of the difficulty of the task of implementation or development in their ordinary professional settings. What seems possible in the sympathetic and supportive community of the cultural island may seem frustratingly difficult back on the mainland, especially if only one member of the mainland community (the school), went off to the cultural island, (the in-service course). Miles (1964:483) remarks that:

*The very detachment and euphoria which make time-limited systems (i.e the temporary system of a course) so fascinating and productive help to blind the participants to what they will be up against when they return to ‘ordinary’ life with its role conflicts, work pressures, and vested interests... At best, the decisions reached on the cultural island may be unworkable, inappropriate or very difficult to communicate to those on the mainland.*
This is a phenomenon that we probably all known, whether as a course participant experiencing loss of commitment in the face of an unreceptive school community or as a course trainer observing the short-fall between end-of-course resolutions and back-in-school achievements. It is important therefore to ensure that a course does not have to carry more responsibility for implementation or development than it reasonably could be expected to. A short in-service course cannot affect substantial shifts in a teacher’s professional perspective unless some of the tasks of ‘unlearning’ old ways can be tackled before the course starts. The task of promoting ‘new learning’ might then be more confidently approached during the course itself. Further, there is the problem of carry-through of the ideas. Responsibility lies with the course trainers to ensure that if substantial development or change in the permanent system is the aim of the short course, then course participants must leave the course with at least a framework for action and a sufficient understanding of the principles that inform it to enable them to continue the task of building and critically reviewing it when they are back amid the everyday pressures of their own schools and classrooms.

There is usually a tough undergrowth of cultural norms that characterizes individual classrooms and schools, and this has to be pushed back if an innovation is to put down roots. The coherence of an existing set of norms is not easy to displace, and it would be unrealistic to expect that new ideas alone, however exciting they may seem during the course where they are communicated, will be sufficient to carry the would-be innovator through into radically new modes of action. If a short in-service course is to equip teachers to make such radical changes in practice, then it accepts an ambitious task. Rowntree (1974:162) makes a useful proposal here. He suggests that the experience of ‘exploration’ or ‘induction’ which a course offers is likely to be more effective if it is aimed at the working group rather than at the individual teacher. So, for maximum yield, teachers might attend courses in working teams rather than as solitary emissaries from their schools. Team attendance presupposes a commitment on the part of the school to review what the course offers and try to implement it. Attendance at a course then assumes something of a ceremony which blinds the members of the team together through their shared experience thus given the new approach a firmer base in the school from which it could be growing.

Another strategy for building bridges to the mainland is for course leaders to help anticipate during itself, the difficulties of implementation by frequent reference to the realities of classroom habits (or parental attitudes or inter-colleague tension, etc). Alternatively, links may be made by discussion of evidence drawn from schools and classrooms (whether videotapes of classrooms in action, examples of pupils’ work, samples of textbooks or photographs of rooms and buildings, etc).

While it is important to face the problems that surround the short in-service course as a vehicle for change, it is important to recognize its distinctive potential as a force for change. For many reasons, permanent systems – whether persons, groups or organizations – find it difficult to change themselves. So much energy is exhausted in keeping the system of school or classroom going that ‘the fraction of energy left over for matters of diagnosis, planning, innovation… is ordinarily very small’ (Miles, 1964:443). The temporary system of the short course has a potential for nurturing interest in change and development and it operates in two ways. First, it creates a vacuum from which the ordinary pressures of time and responsibility are excluded, and energies normally spent in maintenance activities can be re-mustered and redeployed. Second, it offers a setting in which individuals can feel free to take the risks with ideas which they might be reluctant to take in their normal professional settings where colleagues are present who expect them to behave in predictable fashion and whose expectations they may feel obliged to meet. Where this sense of liberation finds expression, as it often does on short courses, in maximizing the opportunities for socialization, then the course is unlikely to be more than an instrument of recuperation; but where the sense of
liberty finds expression in the exploration of intellectual matters, then the potential for change or development which can be carried back into the permanent system is high (Redduck, 1981: 165). Then, the course trainer’s task is to find ways of linking the experience of the short in-service course to the experience of school and classroom. This might be done, for example:

a) by ensuring that the course is a response to problems or needs identified by teachers and located in classrooms and schools;

b) by ensuring that classroom practice or the conditions of schools are a constant reference point during the course;

c) by ensuring that there are systematic summaries of what has been explored on the course which participants, a structured synopsis prepared by course trainers, or annotated examples of works completed (e.g. the art folios) on the course;

d) by identifying tasks, during the course, that are to be carried out experimentally in classrooms or schools after the course is over;

e) by teachers attending the course in teams (that is, with at least two teachers from each school represented) so that the team has a shared sense of the realities of their own setting and perhaps a stronger commitment to corporate action after the course is over because they have a shared experience of the course itself.

It is pertinent to say that the short residential in-service course, by virtue of its power to release teachers, for a short time, from the routine pressures of work and home, is a powerful force for change and development as well as for professional recuperation. It could also serve to expand the range of ideas and techniques available to the teachers as well as help the teachers to consider possibilities for development. All these are possible only if course trainers put in place effective follow-up strategies.

The following are examples of few of the school-based follow-up support strategies which course trainers could use:

a) Lesson observation
b) Learner assessment
c) Progress meetings
d) Checklists
e) Demonstration lessons
f) Video
g) Workshops handouts
h) Diaries
i) Self evaluation forms
j) Peer coaching.

These strategies according to O’Sullivan (2002:187) has three functions: supportive, evaluation (formative and summative) and training. As all the follow-up strategies ultimately aim to support teachers’ efforts to implement the training in their classrooms, the evaluative and training functions also has an underlying supportive function. This is shown in the table below which is adapted from O’Sullivan (2002:187).

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Dairies ✅
Self evaluation forms ✅
Peer coaching ✅

Table 1: Functions of follow-up strategies (O’sullivan, 2002:187)

**Conclusion**

The democratization of education will be meaningless without a corresponding provision of teachers who are both adequate in number as they are proficient in teaching. To overlook the latter is to establish massive mediocrity. For very many reasons, especially lack of commitment to excellence, we have tended to be too easily satisfied with teaching certificate. Rather, it is a process, which continues throughout the career of the teacher. Therefore, proving continuous growth opportunities for teachers is an absolute necessity not only for their intellectual and professional sustenance but also for learner achievement.

Put differently, it is one thing for teachers to be trained to a high standard of professional ability; it is another to ensure that they maintain that standard, let alone that they improve on it in the years that follow. In fact, a consensus is building that the quality of our nation’s schools depends on the part of students, we have to offer more powerful learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for students learning or to participate in the solution of educational problems (Feimer – Nemser, 2001:1014). Therefore, all hands must be on deck to provide teachers with the necessary in-service opportunities, but this must be accompanied with a well thought-out effective follow-up strategies.

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STRATEGIES FOR QUALITY ASSURANCE IN TEACHER PREPARATION AND PRODUCTION IN COLLEGES OF EDUCATION

BY

ABDU BASO

Abstract

Quality assurance is an important pre-requisite in ensuring quality education systems throughout the world. For education as for industry, quality improvement is no longer an option but a necessity. To achieve this, schools and colleges have to establish high standards to ensure quality in education for development. This paper intends to discuss the concept of teacher education and quality assurance, objectives of teacher education, challenges before teacher education and the strategies for quality assurance in teacher preparation and production in Colleges of Education.

Introduction

The National Council of Vision 2020 (NCV2020) identified “education as an indicative parameter to attain the goal of reaching the top 20 economics by the year 2020”. The march towards actualizing this dream essentially lies with “modern and vibrant education system which provides for every Nigerian the opportunity and facility to achieve his maximum potential and provide the country with adequate and competent manpower. Based on the above assertions the bone of contention is the issue of the quality of education available to Nigerians.

The National Policy on education (FRN, 2004:39), recognizes the importance of teacher education and recommends that “since no education system can rise above the quality of its teacher, teacher education shall continue to be given a major emphasis in all educational planning and development”.

Adamu (2007), states that “teacher education is considered universally as the key input to quality education. Absence of professionally qualified persons leads to mediocre teaching and learning becomes a nightmare for the child”. In line with the above, teacher educators have a professional responsibility to improve and sustain the quality of education, which is the bedrock of modern development.

Juran (2002), in his writing believed that there is no shortcut to quality. He further asserts that management controllable defects account for over 80% of all quality problems. In view of this submission, quality assurance at any level of the educational system requires proper planning, implementation and monitoring by the management.

This paper discusses the roles Colleges of Education are to play, in producing good quality teachers who are highly motivated, committed and efficient with high intellectual and professional skills, adequate for the challenges of launching Nigeria into the top 20 economics of the world by the year 2020.

Teacher Education

According to Uzor (2002:163), teacher education is a process whereby man tries to preserve various behaviourable forms by teaching them to the young as looking towards it for anticipated change. It can further be defined as the sum of all the processes involved in teacher preparation.
Quality Assurance

Quality assurance is a mechanism that lays down exactly how the process in the system should be followed and the standards to be achieved (Juran, 2002).

Quality assurance can also be defined as an in-built mechanism to ensure the quality of the end-product while being processed..

Challenges before Teacher Education

The desire for qualitative teacher education as a pivot for 2020 vision can be realized, if the pressing challenges are clearly identified and adequately addressed. The following are some of the challenges that require urgent attention because the year 2020, which is eight years from now is relatively short in educational pursuits.

Population Explosion

Facilities in most Colleges of Education are seriously over stretched. The admission of students into these colleges has increased in geometrical progression while the resources to provide for the facilities have increased in arithmetical progression.

As a result of this unfortunate situation, lecture rooms and theatres, laboratories, libraries and staff offices, etc. have become grossly inadequate. It is a fact that when an optimum number of students are allocated to a teacher, it will enhance his performance in the classroom. The NCCE standard ratio of 1:25 has for long been violated by a good number of Colleges of Education through-out the federation. High teacher-students ratio is a reality in most Colleges of Education in Nigeria. Large classes pose difficulty in enhancing critical and analytic thinking, capable of preparing and producing qualitative teachers. Moreover, this is often responsible for the inability to conduct interactive teaching, which is capable of promoting the development of transferable skills. Moreover, this also explains why students from our higher institutions of learning graduate without proficiency and competencies in their subject areas. These are serious challenges against quality assurance in teacher education.

(ICT) in Teaching and Learning

Adamu (2007), state that “to impact more knowledge within a shorter period entails proper structuring of knowledge and use of new transactional strategies including ICT resources. “The use of ICT in teaching and research and as effective feedback mechanism and viable evaluation process has become a necessity among teacher educators. With computers increasingly becoming more available in our teacher training institutions, they could be applied to enhance quality in the preparation and production of teachers, in our colleges of Education. Teachers in higher institutions of learning, could apply the use of Computer - Assisted Instruction (CAI) in the following areas:-

a) Record keeping and information retrieval e.g. entries compilation, analysis of results/attendance etc.

b) Laboratory computing device e.g. Application of Computer Assistance Instruction in teaching Maths, Geography etc.

c) Simulation: e.g. use of models in the computer to teach Biology, Languages, P.H.E., Geography etc.

The use of ICT could therefore increase the student’s access to information, and amount of personalized instruction a student receives. Moreover, Computer-Learning experiences often engages the interest of students, motivate them to learn and increase independence and personal responsibility for education.
Library Knowledge and Operational Skills
The present teacher education curriculum does not make adequate provisions for the preparation of a teacher with basic library literacy; talk less of a qualified teacher librarian. The GSE 110 in the NCCE minimum standard has fallen short of meeting the National Policy on Education requirement for teachers’ preparation and production of a teacher librarian for the primary and secondary schools (Kwa, 2007).

Therefore, a teacher without basic library science knowledge is at the risk of remaining with one option in his/her method of teaching. While knowledge of library is the remedy to “the dominant use of the lecture method and role learning” which according to UNICEF’s situation assessment were due to poor quality preparation and inadequate resources (Kwa, 2007).

Admission Requirements and Competence
The admission exercise in Colleges of Education like in the universities is conducted by the Joint Admission and Matriculation Board (JAMB). Students are admitted based on credits acquired and JAMB’s aptitude test. However, there are disparities between the actual performance of students and their admission competences. According to Saminu (2007), majority of students applying for admission in Colleges of Education are of average ability because they could not get admission into universities.

Though this assertion may not necessarily be correct, many students who got admission into some colleges did not fulfill the conditions of five credits including English language and mathematics. In the final analysis, they graduate from such colleges half-baked and got recruited to teaching. Similarly, those that have acquired the required number of credits and the cut-off mark for admission are of poor background from ill-equipped and staffed secondary schools. Suleiman (2004) posits that examination malpractice is responsible for making the examination results not reliable.

Effective Delivery Methods
This involves a determination of whether lessons are well presented, using appropriate method and instructional materials. The teacher that uses relevant instructional materials appeals to several senses of leaning e.g. seeing, hearing, listening, etc. as a result, the chances of forgetting are thereby reduced to the barest minimum.

The supposition of this approach entails the art of carefully preparing, presenting disciplining and controlling the class activities. To ensure effective delivery, teachers are expected to be well-prepared, encourage active participation, stimulate and motivate students.

Effective delivery also entails the determination of teachers’ ability to establish sound rapport with students, effective handling of questions, preparation and planning, effective style of presentation and utilization of instructional materials, classroom, etc.

Curriculum Contents
The course contents of the NCE programme should tally with the curriculum of primary and junior secondary schools. The curriculum contents of teacher education programme should provide for critical thinking, innovation, creativity and productivity. This will enable us to produce teachers who are knowledgeable, committed, conscious of their professional demands.

Recruitment of Low Quality Teachers
It is a common fact that recruitment of teachers at all levels of educational system have been politicized. Unqualified and under-qualified persons are employed to teach in our
 Colleges of Education due to political bearing. Jatto (2007) also states that standards of teaching and staff recruitment have declined considerably between the institutions. This unfortunate situation is more prevalent in State Colleges of Education. Hence the rate of decline in teacher preparation is more common in such colleges.

**Effective Conduct of Teaching Practice**

Teaching practice is an essential and integral part of teacher preparation during the pre-service period. In the recent past, it has been observed that there is pervasive decline in the overall performance of students in schools which points out the need for more effective supervision of students/teachers during the exercise. A good number of students on teacher education programme have found themselves in the profession by accident. As a result, there is the tendency for most of them to be indifferent to the practical aspect of the training. Hence it becomes imperative to alert the supervisors about the state of affairs and to prepare their minds on the task ahead.

According to Odediran (1990), “it is on record that most students show lukewarm attitude to their academic pursuits and this has contributed tremendously to general decline in academic performance, teaching practice, inclusive. It is worth nothing that, most supervisors have found the task of supervising students as tedious and boring. This coupled with problem of incentives, lack of necessary vehicles for mobility to and from the stations a supervisor has to traverse.

**Regular Monitoring and Inspections of Teachers**

The NCCE is the only regulatory body legally responsible for the inspection/accreditation of courses in the Colleges of Education. Such inspection usually comes up after every 5 years, except when there is the need for urgent follow-up accreditation. At the colleges level, the administrators, Deans, HODs and course coordinators are expected to ensure that teachers carry out their duties as presented in their appointment letters.

**Provision of Friendly Environment**

Learning environment characterized by personal joy and happiness will facilitate interest and attention among learners. However what is obtained in a good number of Colleges of Education is below a condition which will ensure optimal learning.

The lecture rooms, theatres and laboratories are either inadequate or are in shambles, with broken seats, ploughed surfaces, etc; and at the same time choked up with enthusiastic learners.

**Funding Teacher Education Programme**

Teacher education programme is responsible for producing effective and committed teachers who in turn will be expected to produce highly talented manpower for all sectors in the country. Education is known to be capital intensive, involving heavy expenditure in the provision of infrastructures, equipment and materials, maintenance, services, salary and allowances etc. As such, inadequate funding will stifle the input and output in the teacher preparation and production.

**Strategies to Overcome Challenges of Quality Assurance**

The teacher is the pivot of the education process. So the type of education given to a teacher is bound to show in the students that passed through him/her. In effect, if the foundation of the teacher education programme run by Colleges of Education and Faculties
of Education in Nigerian Universities is poor or weak, the products (teachers produced) will be of low quality.

Ukeje in Madueke (1995) also said that education is the key that unlocks the door to modernization, but it is the teacher who holds the key to the door. The teacher is in fact the hub of any educational system and the key to the attainment of educational quality. This is because in the final analysis it is the teacher who translates educational policies into practice and programmes into action (P.56).

- Teacher education programmes in Colleges of Education should be geared towards producing higher calibre of teachers that can effectively and efficiently teach. More opportunity should be created for lecturers in colleges of education and faculties of education in Nigerian universities to conduct researches and discover new knowledge, ideas, and educational techniques and impart them on their students.

- Politicized employment of unqualified and under qualified teachers in Colleges of Education should be stopped henceforth. Strict compliance with NCCE minimum standard on the recruitment policy of 2nd class (Minimum) should be observed. In addition, passing of a written test and oral interview should be put in place as a condition for employment in the teacher training institutions. This will ensure that those employed are competent and have pre-requisite knowledge and skills to impart the appropriate knowledge to the teachers.

- In view of the Federal Government goals of reaching the 20 economics by the year 2020, with education as indicative parameters, more funding of education has become a necessity. Funds are much needed to provide infrastructures, facilities and equipment for making learning more meaningful and rewarding. It is also desirable to involve communities, NGOs and philanthropists to assist the governments in this direction by building classrooms, theatres, laboratories, supply of instructional materials, etc.

- Admission of unqualified students into the Teacher Training Institutions should be discouraged. While raising the requirements for the admission will go along way in improving the quality of teacher education. Colleges of education should involve additional aptitude test to filter the incompetent students who may have already got admission through JAMB.

- The NCE programmes should assess the effectiveness of its new curriculum structure by selecting and using appropriate teaching strategies and methods for maximum learning achievement, concepts, skills, and ideas learnt should be concretized and exemplified.

- Effective working environment which is stimulating, supportive, unthreatening should be created to ensure effective delivery. Teachers should endeavour to integrate and effectively use three basic qualities expected of a professional teacher. These qualities are knowing the subject matter, knowing how to deliver it and knowing the pupils with all their individual differences.

- The place of teaching practice in teacher preparation programme cannot be over-emphasized. To this end, strict supervision by experienced teachers with the external supervisor should be intensified. Dansarai (2004) postulated that “teaching practice exercise should be completely evaluated, if not, the exercise will be unproductive or rather counter productive to the objectives of teacher education”. Meanwhile, means of mobility and incentives be given to the supervisors to motivate them.

- Provision of functional infrastructures, teaching facilities for the attainment of appropriate competence in all teacher-training institutions. In particular the educational technology center used for Micro teaching in the institutions should be
expanded more to cater for the increased intake into the colleges. In addition, the centres should be equipped with modern gadgets and made more functional with of a competent person to handle.

Conclusion

Teacher preparation and production in Colleges of Education and Faculties of Education in the universities require immediate attention to meet up with 2020 vision. More infrastructures, teaching facilities, instructional materials are dearly needed to improve the quality of the production. Qualified and competent teachers are required to impart the desired knowledge and skills for the improvement of teacher education. Adequate fund has become necessary if the 2020 vision is to be realized.

References


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