

TEACHER EDUCATION AND SECURITY OF TEACHERS IN THE WORKPLACE

By

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Abstract

The paper discussed teacher education and security of teachers in the workplace. Teaching is an engagement with learners to enable their understanding and application of knowledge, concepts and process. This engagement is carried out in schools, colleges and universities by a teacher. Teacher and his education are very significance aspects of any nation. This education gives a new shape to the individual and the nation as well. As an integral component of the educational system, teacher education is intimately connected with society and is conditioned by the ethics, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of the knowledge, the emerging expectations and changes operating in education e.t.c, calls for the appropriate response from a futuristic education system and provide the perspective within which teacher education programmers need to be viewed. Teacher education is discipline which educates the progressive generations on what has gone by, where we are, where we want to go and what we like to create, observing healthy and meaningful longevity. Teacher education significantly contains the areas where a lot of innovative ideas and strategies can be tried out and fully practiced in an environment (workplace) where these inputs are rationally utilized for the actualization of the goals of the workplace (school). Therefore, these teachers just like other workers in an organization need to be secured and protected from any risk or danger for more efficient and effective production in the school system. Conclusively, the paper stated that teacher need to feel a sense of security before being able to contribute to the success of the school system and as well suggested active participation of teachers union, provision of policies and resources that will guaranteed safety by the government among others.

Keywords: Teacher Education, Teachers Security and Workplace.

Introduction

Teaching is an engagement with learners to enable the learners understanding, their application of knowledge, concepts and process which is carried out in schools, colleges and universities. Teaching is a jugglery of words which needs to be practiced through proper training, acquisition of various skills, competence and relevant knowledge about the learner and the subject matter in the contemporary world which is done by one called “teacher”. Teachers are indispensable resources in the administration of any school system. Teachers are beautiful gifts given by God as creative as well as blight creatures to any nation. Teachers work in the

classrooms and become vital creatures in the life of students who through their knowledge, patience and love give strong shape to students whole life. Teachers share academic knowledge, ethical values, competence, virtues that help one to shape and reshape one's personality as better human being. Teachers represent an open book and try to share their life experience for better tomorrow, are impartial and become an embodiment of patience. During teaching as described by Vedantu (2022), teachers uses creativity so that students can concentrate on their studies. This shows that teachers are respiratory of knowledge and have the patience and confidence to take responsibility for the future of the student so as to make them happy and successful and this can be achieved only through teacher education.

Teacher education is a discipline which educates the progressive generations on Swhat has gone by, where we are now, where we want to go and what we like to create with good health and long life. Oyeka (2020), described teacher education as the professional education specialized training within a specified period for preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. Teacher education as asserted by the education commission is a sound programme of professional education that is essential for the qualitative improvement of education. The commission emphasized that investment in teacher education can yield very rich dividends because, the financial resources required are small when measured against the resulting improvements in the education of millions. The commission was of the view that training and orientation of teachers is very vital so that they will understand and accomplish its's changing role effectively.

Concept of Teacher Education

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The teachers are the key personnel who play in important role to bring about this transformation and the quality and the event of learner achievement are determined primarily by teacher's competence, sensitivity and motivation. Teacher education is a programme that is related to the development of teacher's proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Ogunyinka, Okeke and Adedoyin (2015), teacher education refers to the professional education of teachers towards the attainment of attitudes, skills, and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of a given society at any point in time. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills as well. Teacher education as opined by Tijani, Rahamat and Ibrahim (2013), includes training and education occurring before commencement of service (pre-service) and during service (in-service). This means that teacher education is a formal process of making the teachers truly professionals by acquiring the right pedagogy from a recognized body that is charged with responsibilities of training effective and efficient teachers. Inyanuoluwa, Ishola and Sulaimon (2020), stated that teacher education refers to the policies, procedures and provisions designed to equip prospective teachers with the knowledge, attitudes, behaviours, approaches, methodologies, and skills they require to perform their tasks effectively in the classroom and wider community. This stated clearly the major functions of a teacher, which features imparting knowledge using acceptable method(s) and effective instructional materials in the classroom. Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers. It is meant to be involved in various community programmes and extension activities such as adult education and non-formal education programmes, literacy and development activities of the society. It is ever evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, teacher education has to keep abreast of recent development and trends and that is why in the 1986, the National

Policy on Education stated that the status of a teacher reflects the socio-cultural ethos of the society.

Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teacher learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavor, worries and frustrations in fruitless teaching, sons, joy, sons freedom and creative adventure (Aggroval, 2016). More also, the collective commitment to the development of exemplary teacher education programme is unwavering. Central to the deliberations about direction of teacher education has been the adoption and enactment in all the teacher education programmes. Joshi (2015), acknowledge a set of six (6) principles that define in comprehensive ways, conceptual framework for the teacher education which include; knowledge, meaningful experience, personalized learning, community, critical reflection and growth. Supporting the idea of Joshi (2015) and to achieve the objectives of teacher education, National Policy on Education (NPE) (2004), emphasized that all teachers in the educational institutions must be professionally trained and that teacher education programmes must be structured to equip teachers for effective performance of their duties. It also reflects the national vision of attaining global economic relevance. The national objectives of teacher education as stated in NPE (2004), are listed as follows;

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

Currently, the roles of teachers towards the development of any nation cannot be overemphasized. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes as well as the extent of its appropriateness. Teachers build up ethical principles and obedience in pupils and students, help to shape to shape and re-shape the character of children under them, motivate and inculcate skills, knowledge and build up personalities in a country both psychologically, bodily, publicly, expressively and spiritual following primary objectives, principles, norms, way of life, plans, strategies, rules/regulations guiding the country. Samsu (2017), acknowledged that the provision of new teachers with the greatest chance of success, need to have completed a teacher education. Programme which provide them with the knowledge, experience and guidance. When this does not happen, we not only risk the teachers leaving the profession quickly but keeping the education of entire class of student at risk.

Leaving the profession of teachers and the students of risk is one of the challenges facing teacher education. In the pasted decade as dictated by Geldens and Herman (2014), that the conventional methods of professional teacher education have been subjected to criticism nationally and internationally due to changing of theories of learning as well as changing of expectations of the society. According to a study conducted by Adamu, Abiodun and Afolabi (2012) on the challenges for teacher education in Nigeria, it was revealed that, the various perceived challenges facing teacher education in Nigeria include; professionalization of teaching, socio-economic and political environments, personnel in terms of quality and quantity, instructional resources and infrastructure. Similarly, Omotayo (2021), opined that one of the problems of teacher education in Nigeria today is associated with poor preparation of teachers for the challenges of teaching. This means that quality of teacher education determines

the quality of teachers that are produced to teach in our school system today. Therefore, if the nation aspires to produce the quality of teachers who are skillful for the challenges of imparting knowledge as stated by Omotayo (2021), then, the quality of teacher education should be improved and revitalized and proper funding of educational sector which will reduce excess strike action in the nation because a teacher can craft and blight a nation.

Teachers' Security in the Workplace

Workplace simply means a place where people work such as an office or factory. It is a location where people perform tasks, jobs and projects for their employers. Eseyin, Anichobi and Osah (2017), defined a workplace as a place where inputs are rationally utilized for the actualization of objectives of the organization. According to Ezeyin et al, the various inputs used in the production process must be properly utilized in order to generate an optimal output from the production process. Schools are the workplace for both the students and the teachers and there are various inputs that are used in school system for the achievement of educational objectives. The impact of teachers is determined by the achievement of students' learning outcome in the school which is their workplace (Lacireno, Morgan, Mello & Ed, 2014). Therefore, teachers are vital input needed in the school (workplace) so as to ensure the attainment/achievement of goals in educational system represented in schools. Schools are one of the vital institutions in our communities and is essential to keep them as safe as possible. School security system as described by Zaun (2020), can be linked to fire a harm system or any other emergency system in the campus. By this, it is expected of the schools to have all the tools required to respond to any emergency as quickly as possible. With an integrated security solution, schools can connect school security system (SSS) to CCTV cameras which will alert the person monitoring them to an emergency immediately to ensure the best possible outcomes Prinsloo (2015) supported the above view stating that, a safe school is vital for effective teaching and learning. These teachers just like other workers in a organization will not be able to risk their lives and welfare for the organization (school) and as such, they require protection from harm to be able to work properly and productively for the school. Furthermore, the presence of security fencing in the school will not only prevent intruders from gaining access to school compound ground rather, it will also deter wannabe variables or students from committing crimes in the campus. School fencing also helps to reduce the crime of trespassing, theft, vandalization if physical barrier is visible. The need for security in the workplace especially teachers is for a better service delivery in the educational sector. Safety at work provides confidence and boost willingness for work in a formal organization. The extent of safety in the school determines the extent at which the teachers can ensure the attainment and achievement of the educational objectives stated. To be safe is to be protected from any form of danger or harm or to be secured asserted by Prinsloo (2015) and Masitsa (2021). Workplace security is therefore, the absence of threats of danger to worker's life, property or opportunities in the process of carrying out duties in the school (workplace) is the number one priority. Installing a high quality security system around and in the school brings proper relaxation from both teachers, students and parents at home knowing fully well that their children at school are safe an secured at all time without being distracted from their learning which is the happiness of the teachers that their physical material and intellectual threats are protected and secure thus creating an efficient and effective production during school hours.

Conclusion

Teachers are indispensable resources in the administration of any school system. Teachers can craft and blight a nation. Teacher education needs to strengthen and stress upon the attributes of a profession such as the systematic theory, rigorous training over a specified duration, authority,

community sanction, ethical code and culture, generating knowledge through research and specialization.

The safety of the teacher at work is an important factor that determines how well the teacher will be able to carry out his or her responsibilities in the school. Teachers need to feel a sense of security before they will be able to contribute to the success of the school systems. Workplace security includes providing all the necessary facilities and equipment that will enable the teachers to feel protected at work and free to contribute to the success of the school. The safety of the teachers at workplace is very important for the school to succeed and the teacher to contribute freely towards the achievement of the educational goal. Conclusively, any effective teacher education curriculum must call for effective systematic task analysis of teachers at various levels and inclusion of relevant contents which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in the classroom.

Suggestions

The following suggestions are made on teacher education and security of teachers in the workplace for better delivery in the school system;

1. Active participation of teachers' union so as to protect the interest of the members and as well intervene in any case that poses danger on the teachers' safety.
2. Teachers should be trained on work ethics such as healthy interpersonal relationship with the school and the community. This training will help the teachers to avoid situations that pose as danger to the teacher and also how to negotiate and avoid harm when danger arises in the dispensation of the teachers' responsibilities.
3. The government should provide all the needed policies and resources that will guarantee the safety of teachers at workplace and as well provide other resources needed for the teachers to feel secured at school.
4. School administrators should ensure that these policies, programmes and resources provided by the government are implemented properly and accordingly.

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