

THE ROLE OF TEACHER EDUCATION IN ECONOMIC GROWTH AND DEVELOPMENT IN NIGERIA.

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Abstract

This paper aimed at discussing the role of teacher education in economic growth and development in Nigeria. Education is the most grounded instrument used by man for his socio- economic growth and development. It is an instrument set up by the society for its progression. An uneducated man/woman is an unproductive and an economic liability. This in the manner takes off no other alternative to us for survival but through education, and education can as it were be maintained through teacher education which must be given due consideration so as to deliver a great and quality instruction framework that will in turn deliver quality graduates who will be specialists in their different areas as to contributed to the financial reconciliation of the country or nation for a solid standard of living. The different financial economic, social, political and regulatory deterrents within the way of a great and quality educator instruction regardless it is observed that the modern National Organisation on instruction, with its firm commitments and strong verbalization of Nigeria's collective instructive desires to correct the past ills within the framework, is the measurable reply for the country's financial reconciliation, restoration and self-reliance. It was seen that teacher education face a lot of challenges which include among others poor funding, lack of proper teaching practice, lack of teaching materials and quality teachers etc. It was concluded that there is no doubt that there is a need for much improvement and repositioning of the present day teacher education in Nigeria for economic growth and development. Recommendations were proffered among others that in view of the invaluable role of teachers in the life of any nation the government should increase the funding of teacher education sector for economic growth and development.

Keywords: Role, Teacher, Education, Economic, Growth, Development, Nigeria.

Introduction

There is no doubt that education is considered as express way to a higher life and also the upliftment of the society at large. Infact it is also seen as a reliable instrument for social, economic and political development of the education is a life-long process through which all the activities/features of man both (moral, emotional, physical and intellectual) development facilitated for him to be useful to himself and the nation/society into which he is born (Ijaiye & Lawal, 2004). It is a process through which the society/nation generates the knowledge and skills required for its survival economic growth and sustenance. It helps people's understanding of themselves and the whole world. It improves the quality of peoples lives and leads to broad social benefits to individual and society/nation, at large (Kazeem & Ige, 2010). Education, according to Osundare (2009), is the overall light-giver. It clears a path through the cage and; it is the instrument that takes man ashore from the rough clueless waters. This development has put lots of responsibilities on teachers who are the foremost operators of any education system. It's therefore not an overstatement that the professionalization of teaching and making the teacher the centre of educational programme in Nigeria, will enhance teachers' productivity, reduce the systematic problems within the educational sector, ensure effective service delivery, engage other sectors of economy/society similarly as placed education as instrument par excellence for national development (Okemakinde, Adewuji & Alabi, 2013).

However, teachers have obligation to the development of education and teaching as a profession and these noble objective can be realized by the training and retraining of teachers through in-service education (Eduwen & Osagie-Obazee, 2016). In the past, for example Nigeria has witnessed serious problems in the teacher education programmes. It is known that a well organized teacher education programme should strive to achieve the set objectives of societal demands and expectations. Teacher education is even rotating and dynamic and it is very important for the government at all levels to ensure adequate provision of competent teachers to face these challenges in a fast changing society such as Nigeria.

Teachers are indispensable in every nation, education opens the door to modernization and it is the teacher who is in-charge of the key to that door. However, if we have allocation to the sector, the best planning, policies and designs, the ultimate realization of any set of aims and objectives for education still depends on the teacher. Teacher education is an important driving wheel of economic, social and political development of a nation and the world at large. This brings about the absolute commitment of tertiary institutions to quality teacher education service delivery. Although we claim to have well-trained teaching staff, and implement adequate curricula for socially responsive teacher education and if education is to “prepare the individual for a happy and useful standard of its living within the society and the world at large, and this “useful living” can only be made possible in a reformed and reliable economy. This paper discussed the role of the teacher who is a product of the teacher education programme in enhancing economic growth and development in Nigeria.

Teacher education as an institution

Teacher education is an institution designed for the professional training of people who engage in the art and science of teaching. Osuji (2009) opined that teacher education is the professional education of teachers towards attainment of attitudes, skills and knowledge that will make them efficient and effective in their work/job in accordance with the need of the society/or the world at large. It includes training/education of service (pre-service) and education/training during service (in-service or on the job). Moreover, teacher education can be defined as the policies and programmes designed to equip prospective teachers with the knowledge, behaviour, attitudes, and skills they require to perform their tasks efficiently and effectively in the classroom and the society at large.

According to (Eduwen & Osagie-Obazee, 2016), opined that teacher education is therefore a formal programme designed to produce academically qualified and competent members of personnel who will continue the process of transmitting worthwhile knowledge to the present generation through the different levels of the school system. It is articulated by the Federal Republic of Nigeria (2004) in the National Policy of Education where the goals of teacher education were stated as follows:

- i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
- ii. To encourage further the spirit of enquiry and creativity in teachers.
- iii. To help teachers to fit into the social life of the community, and society at large and to enhance their commitment of national goals.
- iv. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.
- v. To enhance teachers’ commitment to the teaching profession.

The Origin of Teacher Education in Nigeria

There are three basic systems of education in Nigeria which are as follows the traditional, the Islamic and the Western Systems. The traditional system is embryonic in organization and localized within the home and the village framework. Its emphasis is on character training, learning of the customs, traditions, values, skills and the traditional occupations, with the traditional religion occupying a prominent position. The Islamic system is aimed at turning out Islamic jurists and clerics, while the western (formal) type, organized in schools, colleges and allied institutions has English Language as the Language of Instruction, along with other aspects of the western culture like Christianity, a new political system, etc were introduced into Nigeria by the British.

The history of teacher education in Nigeria, according to Ejembi (2005) dates back to the 1880s when the missionaries were producing teacher evangelists. Initially, teacher evangelists. Initially, teacher education was informal with children recruited and trained basically to propagate the Gospel. The schools were built within the church premises and the students lived with the missionaries. Such “boarding house” systems had some obvious advantages of strict discipline and helping with the church chores, this system later developed into the apprenticeship system. They were there to serve the church but later the missionary bodies began to establish teachers training institutions to supplement the prevalent apprenticeship system. The C.M.S church took the lead with the opening of a teacher training college within the C.M.S Grammar School in 1859 at Lagos, a few months ahead of the Methodist Mission which opened her own teacher training Institution in Ibadan. The institutions continued to spread in numbers across the country till today.

Ejembi (2005) warns that any system of education that is religiously oriented is unlikely to generate any forward looking change. The traditional and the Islamic system fall into this group and therefore can never liberate their adherents from any socio-economic, scientific technological development and growth. If Nigeria is therefore to be developed and achieve any economic development and growth and become self-reliant, our best bet is the system that is secular and scientifically forward and not that which is based on the belief in a dogmatic, pre-ordained system of society. Science and Arts is the basis of modern technology and it gives that powers that changes for economic growth and development towards the end, the western formal Education is the answer-but its adoption to develop Nigeria and release her potentials for economic growth and development, it is necessary to develop a new educational system that has firm commitments. The new National Policy on Education represents Nigeria’s boldest attempt at articulating her collective educational aspirations aimed at correcting the previous ills of the system and building a progressive, economically reliant and politically united and peaceful Nigeria. Federal Republic of Nigeria (FRN,2013) posited that good life for the individual is very much dependent on a good society.

The good society can only come about through education. The new National Policy on Education and its integrated teacher education programme is capable of producing the educative process that can “integrate the Nigerian child into a sound and productive citizen” that would value the dignity of labour (FRN, 2013) This implies that the teacher must be given good quality education, to facilitate a good quality education system for a rapid economic emancipation and reliance.

The new national policy also provides among others that the system should produce teachers who should strive among other things to:

- a) Meet the manpower needs of the nation.
- b) Transform Nigeria from a consumer to a producer nation recognized among the industrial nations.

- c) Enthroned order in our morally deprived and socially violent society.
- d) Raise the standard of living of all Nigerians through new orientations on productivity and reward.
- e) Facilitate and sustain the unity, development and wealth of the nation. (FRN, 2013).
If these laudable plans are adequately implemented, there is no doubt that such a comprehensive teacher education programme will lead the nation to the desired economic growth, development and self-reliance which is the benchmark of our dream nation.

Preparing the teacher

In preparing the teacher for the great task, the teacher education programme should aim at relating the standard of the teachers to the socio-economic growth and development realities of the society. (Ejembi 2005) opined that, in appraising the worth of the teacher, the socio-economic and the personality variables should be considered although his/her technical competence. The programme should produce teachers who are eligible equipped with in-depth knowledge in their special areas and technical strategies, to enable maximum improvement in reacting to the strategies of development in an economically reliable Nigeria. The training of teachers should recognize the distinction between what Ejembi (2005) refers to as curriculum knowledge” and” pedagogical content knowledge” to be able to function well as follows:

The curriculum for teacher-education in Nigeria includes:

1. General studies
2. Foundation Studies –History, sociology, psychology, philosophy, Guidance and counseling,
3. Academic Disciplines (Any two Teaching subjects)
4. Teaching practice.

If these objectives and study areas are followed, the qualitative aspects of Nigerian education could be assured so that the Nigerian economy can be reconstructed and the nation made self-reliant in order to move towards becoming the best in the 21st century. Many institutions were established to provide professional training needed for self and societal economic growth and development. Some of these institutions are:

- The Grade III Teachers’ Colleges (Now extinct)
 - The Grade II Teachers’ Colleges (phased out)
 - The Advanced Teachers’ Colleges (phased out)
 - The Colleges of Education
 - The National Teachers’ Institute
 - The Institutes of Education affiliated to Universities.
 - The Faculties of Education in Nigerian Universities
- The professional bodies that handle teacher education include:
- The Curriculum Association of Nigeria.
 - The National Educational Research Council
 - The National Board for Technical Education
 - The National Association of Education Planners and Administrators.

However, all these institutions, Olugo, (2004) argues that, Colleges of Education are better for the preparation of teachers because according to her, at that level, teacher trainees are taught pedagogic content of knowledge while at the University level, they are concerned with “Lecturing”. She goes further to recommend that “the Universities should produce education graduates in administration, management, curriculum design, psychology, sociology, counseling etc. Her reason for this is her fear that “graduate” teachers from the universities

may emulate their lecturers by lecturing method instead of teaching by organizing and directing the pupils' learning activities.

Although the secondary school level has become the entry

Point for all the tertiary and professional institutions, infact there is a very large population and massive expansion of schools at that level nationwide. The high population of schools have their attendant problems

The high rate of delinquency, violence, cult groups and others in the schools – the same pool from where our teacher training institutions have no way to draw their intake. However, these delinquent behavior spreads over to the training institutions although is one of the problems of teacher education in Nigeria, indiscipline is one of the vices which can adversely affect all the efforts to bring the economy on the recovery way if not controlled. Infact with an improved teacher education programme, it can be controlled right to nurture a viable economy which Nigeria can rely for her way to economic growth and development.

Teacher Education and Economic Growth and Development

According to the words of Buxton (2004) a joined together Countries Association specialist, later posit that, books are the store of information, ethics, culture, science etc. in such event that you toy with books, you're tossing absent improvement, civilization and financial development. In the light of this manner, instructors, teachers, lectures are the transmitters of this "supply", and with a good faculty instructor instruction program the "supply" can be improved to create our dream "improvement, civilization and financial development" for economic growth and development in Nigeria.

Education raises the level of the financial prosperity of individuals and the country at large. (Ejembi 2005) opined that, "the educating calling is maybe the foremost vital and key of all callings for national advancement". It takes great and devoted instructors to create well qualified specialists, proficient medical caretakers, competent legal counselors, utilitarian engineers, constant bookkeepers, great pilots etc. It is through these over specified specialists and generators of thought that move the advancement of any country" that our country can be financially restored and all are items of the educators.

Educations is not as it is seen with the scholarly development of the nation, but with the totality of national improvement which support financial restoration. The unused instruction framework is created and organized particularly but different survival needs of the nation will be delivered. These specialists will in turn, go around the economy of the country in a great change for the great of each Nigerian.

One of the pre-requisite of nation mobilization for financial development is the creating of a mainly national awareness. To realize national awareness, there must be national integration and the key to national integration is instruction. Dependability to the country was essentially non-existent in spite of the fact that a lip benefit was paid to it. The unused approach of instruction satisfactory caters for these slips through its provisions for conferring national awareness with the students. The arrangement for learning, goes to assist, to cultivate national integration for ease of labour portability from one state to the another inside the nation to assist the economy to choose up and develop. The modern framework however encapsulates the instructing of unused body of ethical values able of supporting a cutting edge, common, deductively arranged and financially steady society like our dream Nigeria.

Furthermore, with the correct type of instructors created through the correct program of teacher education; doing the proper set of work by creating the correct set of labour that will differently do work. We should know that instruction is costly, quality instruction is more costly, but numbness is most costly we can attempt to manage instruction through a subjective

instructor instruction program, no matter what it takes for the solidarity and financial restoration of the nation Nigeria for economic growth and development.

The Problems of Teacher Education in Nigeria

Many years ago teacher education in Nigeria has suffered challenges emanating from socio-economic, political and technological advancements. The challenges affecting teacher education in Nigeria are as follows:

1. **Enrollment and Appraisal of students:** However, it has been said that it is as by a handle of disposal that the under studies select educator instruction as the shape of higher instruction he or she will seek after. In Nigeria today, there is over supply of trying instructors for most subject regions, the exemption being the sciences and specialized disciplines. The way to guarantee quality control and professionalism is to assess and survey the persons qualities or admissions characteristics of under studies as well as to center to programs on new skills, attitudes and values that enable them fit into the society and upgrade their knowledge for economic growth and development in Nigeria.
2. **Accreditation of Higher Institutions in Nigeria.**
The accreditation of teacher education programmes in Nigeria, all institutions and faculties leaves much to be desired. They are in the hands of the administration of the management. However it is sad to observe that present methods of accreditation of faculties in the higher institutions for the running of teacher education programmes is unbearable. There are so many uncoordinated and unorganised bodies and authorities involved such as University senates, the National Board for technical Education (NBTE), the National Universities Commission (NUC), Federal and State Ministries of Education through such bodies as the Joint Consultative Committee on Education (JCC) the National Council for Education Commission for Colleges of Education (NCCE) and the Teachers registration Council of Nigeria (TRCN) that maintains a national register and code of conduct for teachers.
- 3 **Lack Of Funding:** Teacher education is characterized by poor funding from all levels of government, this has resulted in the inadequate provision of teaching and learning facilities, obsolete textbooks, dilapidated school buildings, overcrowded classes and ill-equipped classrooms lacking in sophisticated information and communication Technology (ICT) system although, it is sad to note that the Nigeria Government gives less than 26% of her national budget to education which is very poor and below the standard prescribed by UNESCO. In fact the quality of products from this system is in doubt due to poor funding.
4. **The Quality of Teacher Education In Nigeria:** The quality of teachers is a very big problem in teacher education in Nigeria. This is because those that are teaching are not qualified to teach and those that are qualified to teach are not teaching well. The NCCE is there to accredit the teacher education by assessment. The quality of teacher education in Nigeria is very poor.
5. **Teaching Practice:** Teaching practice is an important part of teacher education programme. However, little attention is given in the effective organization of teaching practice in our teachers colleges. In short there is a wide variation in the amount of time that students spent in teaching practice. Some colleges, institutions, of higher learning organize teaching practice for whole term, some in six weeks and some in a whole year. The differences affects standard and quality of teacher education in Nigeria.
6. **Training in-Service Education:** The administrative organization and curricular proposals are made, changes in the educational system depends on teachers that concerns, it requires the hand work of well-trained and educated teachers in Nigeria school system who are

agents of civilization and teachers of the country. Infact improving the quality of teachers and establishing innovations in education are very important in in-service education.

Teaching as a profession

The need for the professionalization of teaching has become the talk of the day in view of the advent of new technology and knowledge explosion that demands better trained teachers at the various levels of our educational sector. However, professionalism should be seen as the ability of the practitioners of an occupation to enforce its rules and regulations in terms of the prestige, ethics, work conditions, admission into the fields, training, certification and registration. Although teaching in Nigeria is yet to be fully accorded the full accreditation as a profession because it has no direct method of control poor remuneration of teachers and lack of political stability will be on the part of teachers' registration council of Nigeria to enforce its code of ethics and standard of teaching Profession for economic growth and development.

Conclusion

This paper has explained the role of teacher education in the economic growth and development. However the challenges confronting teacher education in its demand for the economic growth and development is ranging from enrollment, intake and appraisal of students, quality control, teaching practice, in-service education, system of institutional accreditation. Poor funding to professionalization of teaching were uncontrollable. There is need for much improvement and repositioning of the present day teacher education in Nigeria for economic growth and development.

Recommendations

The recommendations made are as follows:

1. Government should increase the funding of teacher education sector by owning a minimum of 35% of its annual budget on the training and professional development of teachers through in-service training, seminars, conference, workshops on ICT programs and provision of infrastructural facilities for economic growth and development.
2. Also we need to re-organize the teachers Registration Council of Nigeria (TRCN) as to improve to be more proactive in enforcing the code of ethics and standard of the teaching profession in Nigeria
3. The criteria or qualification of candidates for training as teachers should be reviewed upward to a minimum of five credits including Mathematics and English. Therefore, education seize to be a dumping ground for candidates that regard teaching as the last opinion.
4. Government should be more committed to the welfare of teachers through regular promotions and recognition of teachers in decision making process on matters affecting their profession.
5. Teachers themselves should guide against unhealthy rivalry and disunity among its members. A major weakening force in the teaching profession today is the proliferation of organizations within the parent body of the Nigeria Union of Teachers (NUT) such as All Nigeria Conference of Principals of Secondary Schools (NACOPSS), Conference of Primary School head teachers of Nigeria (COPSHON), National Association of classroom teachers (NACT) and the latest being the Academic Staff Union of Secondary Schools (ASUSS). Improvement in all these will help in enhancing the economic growth and development in the 21st century.

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