

Capacity Building Of Teachers Quality For National Sustainable Development

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ABSTRACT

Education is the greatest hope of a nation, particularly for a developing country such as ours. Without any doubt Nigerian has for long realized its importance, teacher education should be basically related to every phase of development in Nigeria for wherever one turns, be it economic, political or social spheres of activities, one is faced with the ever recurring problem of trained manpower needs: but no adequate training can take place without competent teachers to handle the programmes. The paper highlights the perennial problems of teachers and teaching and the management of education in general to concretize education foundation most importantly laying the foundation on the quality of teachers emphasizing more on teacher's education, since no education system can rise above the quality of its teachers. Problems of education were discussed among which include lack of qualified teachers, few instructional input, shortage of classroom and a host of others, Finally some recommendations were proffered like government ensuring the implementation of national policy on primary education, agencies concerned with registration of teachers and regulating their training should evolve more vibrant methodologies for delivering on their mandate, adequate funding, employing only professionally trained, talented as well as screened teachers, and new salary structure for teachers to enhance job satisfaction for teachers which will leads to sustainable national development.

Keywords: Teacher Education, Teacher Quality, Capacity Building, Sustainable National Development

INTRODUCTION

Education has been the bedrock of development all over the world. Nations and individuals all over the world now agree that the way out of series of bondages plaguing them is through education. Thus, the educational standards set up for the school must be challenging to meet the needs of the students and the society Olaniyonu. Adekoya and Gbenu, (2008). Education as a development agent, is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond.

As rightly observed by Janguza (2015), education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Education at the lower level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment, if a good foundation is laid because it is the primary education graduates that gain admission into secondary education and later proceed to higher education. In this regard, the quality of output from primary education will definitely produce future professionals, such as technologists, engineers, educationists, lawyers, some of whom will become lecturers in higher institutions.

Teacher education or teacher training refers to the policies, procedures and provision designed to equip prospective teachers with the knowledge, attitude, behaviors and skills required to perform their task effectively in the classroom, school and wider community. Education is the sector that will develop every other sector, so if its messed up the entire sectors of the development will be messed up. If education is developed it will develop the nation for that reason the federal government should pay more attention to the educational sector if actually they desire sustainable development and focus more on teacher education.

Quality Teachers As a Tool For Restructuring The Education Sector For Sustainable National Development In Nigeria

A house that has a shaky foundation will eventually collapse sooner or later, that is why it is advisable to employ the services of experts when one is set to build a house. In laying an enduring foundation for the entire education sector to build on and for sustainable development in Nigeria there is need for teacher education, most especially laying the foundation in quality of teachers which is our bone of contention in this study.

The teacher is the facilitator of learning. Without the teacher, most of the goals and aims of education cannot be achieved. The teacher holds the key to

learners' educational attainment; if he can use the key effectively, the needed foundation will be laid in the primary and other levels, hence the need for him to be properly trained. The FRN (2004) recognizes this fact and emphasizes that teacher education shall continue to be given major emphasis, since no education system may rise above the quality of its teachers. Presently, the training of teachers for this level of education is done at Colleges of Education, National Teachers' Institute, Institute of Education and Faculties of Education in Universities and School of Education in Universities of Technology. This is because the government has phased out teachers with Grade two Certificate (TCII), and pegged minimum qualification for teaching in the primary school at Nigeria Certificate in Education (NCE). These institutions that are mandated to train teachers for the primary schools should endeavor to enrich their programmes so as to equip these teachers for better foundation laying in our children. Competent teachers should be employed to train these teachers, and students without the required entry qualification should not be admitted in the teacher training programmes.

The programmes should be reviewed from time to time to suit the changes in the educational system due to technological and scientific changes in the society. At the end of the programme, only the competent teachers should be sent into the system, because it is only this set of teachers that can lay a solid foundation in the primary school level. Nakpodia (2001) also points out that teachers that are already serving should be retrained in order to make them functional in their jobs. This could be done through in-service education programmes or courses which include workshops, seminars, conferences, induction or orientation programmes, part time or sandwich courses and effective supervision by the bodies concerned. Effective supervision can go a long way in helping the teachers in our primary schools to lay solid foundation for other levels to build on

Fafunwa (2001) maintains that the Universal Basic Education covers non-literate Nigerians who make up 45% of our population in addition to all children of school age which represents another 20% of the population making a total of about 70% of Nigerian's population. He believes that 70% of education budget should be allocated to this level of education, because according to him, a system that neglects primary education, which is the very foundation of the entire educational system will not have good secondary or good university education, nor will its people progress, and as a result there will be no sustainable development

Qualitative Teacher Education as a Means for Teachers Capacity Building in Nigerian States

The NCE is the minimum basic qualification for entry into primary school teaching. This came about in an attempt to create a uniformity of standards. In the past, affiliated staff of other faculties and departments had carried out functions which should have been carried out by qualified teacher education staff. The result was that there was no uniformity in standards, particularly in B.Ed, programs. In 1998 the teaching qualification requirements at the senior secondary level were the Bachelor of Education degree or the single subject Bachelor's degree plus a post-graduate diploma in education. However, holders of specialized qualifications like the National Diplomas (awarded by polytechnics) can be employed to teach in secondary schools and technical colleges. For teaching in colleges of education, at least a Master's degree is required, while a doctoral degree is required for teaching in universities. Lecturers in colleges of education are required to have a Teaching Qualification, in addition to their degree.

Some of the major issues in teacher education that need attention are:

- The shortage of primary school teachers needed to attain the proposed 1:30 (1:40 in the Transition years), the teacher-pupil ratio is far from being met and is more currently Operating at 1:76.
- The low numbers of graduates going into the teaching profession are of grave concern. The major causes are due to inadequate funding levels and poor salaries. However, the Prompt payment of salaries in 1998 improved the situation.
- The fact that teachers have become marginalized and the profession is the most impoverished of all sectors of the labor force in Nigeria (UNESCO 1996). In almost every area of the system the conditions of the work environment, access to information, resources needed for supplies and equipment, salaries and benefits are extremely poor, access to new technologies is virtually non-existent.
- Teachers' quality throughout Nigeria is unequal. There are also inequities in the availability of qualified teachers in the different States.
- Most current primary school teachers are yet to attain the minimum qualification (NCE) as required by the National Policy on Education.

Most Colleges of Education offer Courses which are not appropriate or relevant to the level and needs of most primary teachers

- Teachers largely receive an education that is suited more for junior secondary level.
- The courses are largely of an academic nature as opposed to the development of processes,

skills, and career development geared towards the primary school.

- There is an oversupply of NCE and graduate teachers in some disciplines and subject combinations while there is a general shortage of teachers in Physics, Mathematics, Home Economics, Business Education, Technical Education, Primary Education Studies, Nursery Education and Computer Science.

Recently the human rights lawyer, Jiti Ogunye, has given insights into how the Kaduna state government could legally sack its 21,780 primary and secondary school teachers who recently failed the competency test conducted by the government. He argued in a Facebook post that on Saturday that 'the teachers cannot be mass-sacked, but the government can employ imaginative ways of sacking them within the ambit of the law.

The case of the teachers has spurred controversies in the recent days after evidences emerged that the teachers performed woefully in the competency test conducted by the government, some of the scripts released showed that many of the teachers supplied ridiculous answers to basic questions while about two-thirds of the teachers failed to score up to 75 percent in the grading which make many Nigerians to lament on the sorry state of basic education in the state and across the country.

The Kaduna state government has since vowed to sack the affected workers and recruit 25,000 qualified teachers in their state despite threats by the local chapters of the Nigerian Union of Teachers, NUT, to embark on indefinite strike.

In his intervention, Mr. Ogunye maintained that the poor performance of the teachers in basic and elementary competency test is less the failure of the teachers than it is of governance and the Nigerian education system, adding that it is a rot the nation will have to confront. He said "The issue of quota system, educationally disadvantaged states and nepotism in our public tertiary education and mediocrity in the workforce begins with a faulty, caricature primary and secondary education. He finally suggest that the teachers who cannot perform the task of teaching must be trained to determine whether some of them can be salvaged for this issue does not call for mocking of the teachers but for examination of our systems that are in a state of all round failure.

Teacher education should be basically related to every phase of development in Nigeria for wherever one turns, be it economic, political or social spheres of activities, one is faced with the

Recurring problem of trained manpower needs: but no adequate training can take place without competent

teachers to handle the programmes. In the area of formal education competent teachers are needed for nursery schools, elementary and secondary institutions, technical and vocational education, extra moral work, in-service and pre-service training, training on the job, training within industry as well as general education for personal satisfaction. At a less formal level, the competent teacher is a good citizen, a community leader, an innovator and an enlightened parent. His influence extends beyond the confines of the classroom. In rural areas he is looked upon as one of the mainstays of the community or village, if he happen to be a university graduate at that, his influence is even greater as everyone expects him to be a reservoir of all knowledge and skills hence his education is more than necessary for the reconstruction of educational sector and a machinery to sustainable development in Nigeria at large

Constraints to Educational Sector in Kano Nigeria

Over the past decade, Nigeria has been plagued by frequent political unrest. This political instability has generated negative effects on the education system. Although education had been in crisis for many years, the situation has recently been made worse by frequent strikes staged by students, faculty and teachers. Much of the difficulty lies in the fact that the sector is poorly funded. These results in shortages of material and human resources for education: lack of qualified teachers; a brain drain from the public sector; few instructional inputs, shortage of classrooms, and a host of other problems.

These difficulties have been most pronounced at the foundation levels of education. Both primary and secondary school levels have been negatively affected. In 1997 the Federal Minister of Education, following a nation-wide tour of the schools, stated that the basic infrastructure in schools such as classrooms, laboratories, workshops, sporting facilities, equipment, libraries were in a state of total decay. The physical condition of most schools was reported to be pathetic. The persistent outcry on the problems of primary education in Nigeria tends to raise the question of whose responsibility is to manage this foundation laying level of education. Emetaron (2005), contends that although primary education is the constitutional responsibility of local government, the sector has consistently remained an orphan which explains its piteous state of affairs. This is a serious matter which should be carefully addressed by all stakeholders in the education sub-sector. Oladipo (2005). has however lamented that efforts made so far to make education qualitative and functional have not yielded desirable results in Nigeria due to socio-cultural and political diversity of the nation, hence, the observed variations in the implementation of the national policy on education. If education is the right of every Nigerian child and adult, efforts should be

made to remove every form of socio-cultural and political barriers against the successful implementation of primary education policy objectives in Nigeria. Omoregie (2005) submits that during the launching of Universal Basic Education (UBE) in Sokoto in 1999, the President, Chief Olusegun Obasanjo blamed the fallen standard of education on the acute shortage of qualified teachers in primary schools. If this is a true report, then the problem of acute shortage of qualified teachers in primary school must be addressed. This may border on teacher motivation and retention, as some talented teachers may have been frustrated out of the system due to poor and irregular payment of salary, low status of primary school teachers as perceived by parents and the public as a whole. Another problem that tends to affect good foundation laying in our primary school is the number of subjects taught by each teacher.

Oladipo (2005), in his study on primary education policy implementation (the Nigeria experience), notes with dismay, that there are 14 subjects on the primary school timetable. The curriculum is overloaded resulting in superficial teaching by the teachers. He submits that teachers agreed that not all the subjects on the time table were taught. The teachers also gave reasons for their poor performance to include shortage of teachers, lack of space, equipment, interest/commitment on the part of most teachers, and too many subjects in his class. This is why a teacher with poor foundation in mathematics and elementary science will definitely lay poor foundation in children in the elementary science at the primary school level. If that anomaly is not corrected by good mathematics and integrated science teachers at the Junior Secondary School level, then the future of our children in this age of science and technology is in jeopardy. Examination malpractice in Nigeria schools is currently a big business involving syndicate and stakeholders in the school at all levels. Unfortunately, this started as a proverbial small mustard seed, planted by teachers with the support of some parents at the primary school level. Notably, some teachers who do not teach effectively and cover their scheme of work do resort to helping pupils to cheat in internal and external examinations. By so doing, a wrong foundation is laid in the children. As they pass common entrance examinations to secondary schools, the same virus of examination malpractice is nurtured and they cheat from class work to external qualifying examinations like West African Examination Council (WAEC), National Examination Commission of Nigeria (NECO), and the Joint Admission and Matriculation Board (JAMB).

A report captured by Olugbile (2007) indicates that Nigeria loss N107b to exam malpractices in five years. Moreover, it added that examination malpractices have metamorphosed into organized crime controlled by syndicates with links in education ministries,

examination boards, and educational institutions. Accordingly, supervisors, invigilators and examiners are now part of the syndicate rings extorting money from students in examination halls or prior to it. This is a death trap in our educational system that must be removed at all cost starting from the primary school level. Janguza (2017) lamented that Nigerians education system has lost its glory by virtue of being in the 145th position of primary education advancement in the world's record. he said lack of funds, conducive environment and incentives for the teachers are the major factors that threaten the education sector.

Effort made on Capacity Building of Teachers towards Sustainable Development in Kano Nigeria

All over the world, capacity building of staff, save as a tool for motivation of work which result to effect service delivery and profit oriented outcome that always lead to sustainable the development. A survey and screening exercise conducted in Kano State (2013) for teachers of primary school. It is observed that about 40% were unqualified. The effort made by the state government was to embark on training and retrain of teachers in the state to acquire the minimum teacher qualification NCE in the relevant areas of their specialization in addition the state government continue with the capacity building of teachers quality through workshop and seminar on the effective teaching techniques for primary school teachers across the state In collaboration with State Universal Basic Education Board. (SUBEB) and National Association of Educational Administration and Planning. (NAEAP) Kano Chapter and host of others. On the same vain the state government embarks on massive promotion of staff to boost their moral for effective service delivery

RECOMMENDATIONS

On the above premise, it is therefore recommended that:

1. Government should ensure that the implementation of national policy on education by state owned and private institutions are closely monitored to ensure the restructuring of the educational sector,
2. Funding for primary education teachers should be shared among the Federal, States and Local Government on a reasonable ratio in their annual budgets for education.
3. All primary schools in Nigeria, irrespective of where they are located should be given a face lift with modern infrastructure, Administrative building, classrooms, introductory technology workshops, library equipment and all relevant materials to ensure effective teaching and learning to make the teachers work easier and interesting.
4. Teaching in primary schools should not be open to whoever wants to teach for a living. Only professionally trained, talented and well screened teachers should be employed to teach in primary schools to make the education standard for sustainable development.

5. A new salary structure for teachers should be implemented to enhance their job satisfaction and retention to better the education sector.

6. Only experienced primary school teachers should be assigned to teach and lay solid foundation in junior classes to concretize the system for sustainable development in Nigeria.

7. To check incidence of examination malpractices in primary schools, teachers should be made to teach effectively and cover their scheme of work sufficiently. Moreover, only teachers of proven integrity and good conduct should be assigned to supervise/invigilate internal and external examinations. Those caught in examination malpractices such as students, teachers, invigilators and supervisors should be made to face the existing law which should be activated to better the system.

8. Just like the governor of Kaduna state the federal government should conduct a competency test on all the teachers of the federation to fish out the incompetent teachers and send them for training to save the competent ones among them for sustainable development in Nigeria.

9. Improving the status of teachers has gone beyond money, it includes building their capacities to ensure they deliver better quality education for sustainable development in Nigeria.

10. Agencies concerned with registration of teachers and regulating them through training should evolve more vibrant methodologies for delivering on their mandate

11. Government to retool teachers better in fast evolving ICT world to enable them take full advantage of the ICT to deliver the curriculum and equally resource our schools so that Nigerian teachers will have better working environment and most especially recognize the teachers as nation builders who will surely restructure the educational sector that will lead to sustainable development in Nigeria.

12. De-politicize education through recruitment and deployment of teachers.

13. There should be teacher quality policy in Nigeria.

14. Rebate the abolished teachers training collages. (TTC).

14. There should be community re-orientation on Teacher Quality.

CONCLUSION

The product of our primary schools are the ones that are fed into our secondary schools, they equally proceed to higher institution and subsequently to the labour market who are expected to bring about the desire positive change that could lead to sustainable development, hence, the teacher education is necessary for building quality of education. The quality of student admitted into higher education in Nigeria need to have qualified teachers. It is therefore expected that the concerns raised shall be passionately looked into by the stakeholders in the restructuring and capacity building of teachers with a view to ensuring that a solid

foundation is truly laid at the primary school level as a way of ensuring technologically and scientifically oriented outputs for other levels of education which will ensure sustainable development in the country

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