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# ADEQUACY OF EDUCATION RESOURCES FOR QUALITY TEACHER PRODUCTION IN NIGERIAN COLLEGES OF EDUCATION

1

Oyeniran, Saheed, Ojo, O. James & Ottan, Jamiu O.

## **Abstract**

*Higher education is central to economic and political development and vital to competitiveness in an increasing globalizing society. Quality assurance in Colleges of Education is at the heart of effort to produce highly skilled and informed teacher that is in line with the philosophy and national objective of teacher education in Nigeria. This paper examines the current quality assurance practices in the Colleges of Education as it affects teacher production. In recognition of the importance quality assurance plays in the production of teachers, special attention was paid to adequacy of resources such as human, financial and physical. The study adopted a survey research type. An instrument titled "Assessment of the Adequacy of Educational Resources in Colleges of Education Questionnaire" (AAERCEQ) was used to collect data for the study. The coefficient of reliability of the instrument was found to be .60. Stratified sampling technique was used to select ten academic departments in each of the Colleges of Education selected. The study found that educational resources were short in supply both in private and public Colleges of Education. It was on this premise that recommendations were made on the need for stakeholders to collaborate with colleges in the provision of educational resources.*

## Introduction

Today, more than ever before, education is recognized as a means by which human resources of nations are developed for cultural, economic, political and social development. Education produces the scientists who do basic research and generate new things. Education produces scientist who adopt and appropriate technologies; education produces the

diplomats, the envoys and the ministers who represent nations at international fora. Business at such fora, definitely are governed by certain laws, rules, regulations, conventions and etiquettes which all participants acquired through education. Above all, education produces teachers and educational managers who contribute to quality human resource development at all levels. Therefore, for education to fulfil these fundamental roles there is need for quality assurance measures at different stages of education. Without effective quality assurance measures in the system of education, the expected end result of educational programmes will not materialize. These are some of the factors that motivated the researchers to carry out this study.

#### Quality Assurance

Quality assurance refers to planned and systematic production process that provides confidence in product stability for its intended purpose. It is a set of activities intended to ensure that product satisfy customer's requirement in a systematic reliable fashion. Quality assurance is based on two principles, that is, the principle of free for purpose, this means that the product should be suitable for the intended purpose, and the principle of right first time; meaning mistake should be eliminated in the production process. It also includes the regulation of the quality of raw materials assembly for the intended users, products, components and services related to the production and management, production and inspection processes. It is important to realise that quality is determined by the intended users, clients or customers. Adeogun and Osifila (2007) defined quality assurance in the school system as are all activities that are conducted in order to achieve or maintain a certain quality level in every participant. It is an avoidance of defect in the education process. Cole (1996) opines that quality assurance in any educational institution indicates that students' learning is well supported with adequate resources and that those actively involved both in school administration and teaching have clear job.

The term 'quality assurance' refers to "systematic, structured and continuous attention to quality in terms of quality maintenance and improvement" (Vroeijerstijn, 1995). As cited in Watty (2003), a further review of the literature on quality assurance reveals two schools of thought: The first attaches quality to a context and as a consequence quality becomes meaningful. For example, references to the quality of assessment, student intake, academic programmes, teaching and learning, the student experience and programme designs are not uncommon. Any attempt to

define or attach meaning to the term is largely ignored and one is left to assume that it is 'high quality that is being referred to as opposed to 'good' or 'poor' quality. A second way of thinking about quality relates to a stakeholder-specific meaning. Here quality is considered, having regard to a variety of stakeholders with an interest in higher education, each having the potential to think about quality in different ways. In particular, the early works of Vroeijenstijn (1992), Middlehurst (1992) and Harvey and Green (1993) highlight the importance and value of considering quality from a variety of stakeholder perspectives. Harvey and Green (1993) identify five categories or ways of thinking about quality. As cited in Watty (2003), key aspects of each of these categories can be summarised as follows:

- i. Exception: distinctive, embodies in excellence, passing a minimum set of standards.
- ii. Perfection: zero defects, getting things right the first time (focus on process as opposed to inputs and outputs).
- iii. Fitness for purpose: relates quality to a purpose, defined by the provider.
- iv. Value for money: a focus on efficiency and effectiveness, measuring outputs against inputs. A populist notion of quality (government).
- v. Transformation: a qualitative change; education is about doing something to the student as opposed to something for the consumer. Includes concepts of enhancing and empowering; democratisation of the process, not just outcomes. Watty (2003) suggests that the dimension of quality as perfection can be removed, since fitness for purpose and transformation seem to be the two most appropriate definitions of quality, according to small-scale research with a sample of senior managers in higher education institutions.

Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff—they are the heart of the institution who produce its graduates, its research products, and its service to the institution, community, and nation (World Bank, 2007). This is why quality assurance is seen by Babalola (2004) as the proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and

school environment before things get out of hands. Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Fasasi, 2006).

#### Teacher Production

Teacher Production is the process of making teachers available to the end users. The end user in this case is the educational system. Adenigbagbe (2000) described teacher production as a means of preparing and producing trained teachers for all levels of our educational system. Hence according to Adenigbagbe, it becomes an integral and corporate service attached to institution of higher learning such as universities, colleges of education, polytechnics and teacher training institutions. The production of high quality teachers will go a long way in assisting the school to achieve the stated objectives. The importance of teachers and the role they play in the process of education is of great importance to any educational system. This is why Balogun (1998), observed that in more advanced countries, there may be close substitute for teacher roles in the form of teaching machines with programmed instruction but in the third world countries such as Nigeria, teacher undoubtedly remain the managers of knowledge. Based on this premise, teacher education in Nigeria should be the basis for the production of high quality teachers which will improve the quality of Educational system as a whole. This is because it is stated in the National Policy on Education (2004) that no education system can rise above the quality of its teachers. In the same vein, the summit of nine high population developing countries held at New Delhi, India in December 1993 reiterated the relevance of qualitative teacher production to the quest for improved basic education for all (UNESCO, 1998). Also, the report of the Federal Ministry of Education 2004 noted that "nearly all issues whether related to the goals, learning achievement, organisation of programmes or performance of education system involves an analysis of the roles of teachers in terms of their behaviour, performance, remuneration, incentives, skills and how they are used by the system. In view of this, the ways and manners teachers are produced and made available to the educational system is an integral part of National Development and must be based on sound philosophy which must be relevant to the needs and aspiration of the society. This is why Harris

(1993) opined that teacher production should be based on sound philosophy and on such rationale that should guarantee the acquisition of necessary knowledge components and professional skills which will enable pre-service teachers to both school and educate the pupils. Any teacher production programme that will serve the need of educational system would take into consideration the quantity and quality of teachers at a particular point in time. This is because for the educational system to fully achieve its goals and objectives teachers must be available in the right quality and quantity.

In the opinion of Ali (2001), the annual production of teachers for primary, secondary and tertiary levels, schools must take into cognizance and address those issues which have direct bearing on the quality, quantity and the variety of available pre-service and in-service teacher education programme in-so-far as they relate to planning for their production, providing necessary and proper framework and enabling facilities for training them, monitoring and evaluation of their training ensuring a sustained new teacher employability capacity, by controlling the number and variety of teachers produced, ensuring stability in their turnover rate as well as providing necessary research based facilities for producing dependable empirical evidence necessary and useful for improving teacher education programme in Nigeria.

#### Teacher Production and Quality Assurance

Quality assurance in teacher production involves the setting of standards for the various processes and activities that lead to the production of teachers by the training institutions. The basic principles underlying quality assurance in the production of teachers is the fact that the teachers produced must be fit for the education sector and that any form of mistake must be eliminated in the production process, so that highly qualified teachers are produced and employed to teach in our various schools. This involves planned and systematic production process that provides confidence in the suitability of the teachers produced for its intended purpose. Quality assurance in the production of teachers entails a set of activities intended to ensure that the teachers produced satisfy the requirements of the education system. The set of activities that ensure quality in the production of teachers are highlighted by Okebukola (2005) as follow:

- i. requirements for entry into teacher education programme
- ii. programme duration

- iii. course content i.e total number and nature of subjects/topics, relative weighting of subjects etc
- iv. practicum during programme
- v. quality of teacher trainers
- vi. standard of instructional infrastructure and facilities
- vii. the school environment from holistic perspective
- viii. actual delivery strategies, time tabling, extent of the syllabus actually covered, teaching methodologies and application of relevant instructional aids.
- ix. quality and quantity of co-curricular activities to students teachers
- xi. examination i.e quality of examination items, examination supervision, moderation of results, grading system etc
- xii. internship prior to professional registration licensing

He further noted that quality assurance entails handling these and other various elements of teacher education in such a way that the goals of teacher education as enumerated in the National Policy on Education (2004) are effectively accomplished

The philosophy of teacher production in Nigeria is anchored on five-value-objectives of teacher education as enumerated in the National Policy on Education (2004). The goals, among others, are at the end of an appropriate teacher education programme, teacher should:

- i. be highly motivated, conscientious and efficient in the classroom;
- ii. possess the spirit of enquiry and creativity;
- iii. fit into the social life of the community and the society at large and be committed to national goals;
- iv. acquire the intellectual and professional background adequate for their assignment and be adaptable to the changing situations;
- v. be committed to the teaching profession.

Translated into the perception of teacher producing centres, these national objectives could be reduced to three major thrust to be achieved in the making of effective teachers. (UNESCO, 1998). These are:

- i. the possession of a body of knowledge and understanding;

- iii. the possession of a professional skill and techniques;
- iii. the possession of certain positive personal qualities;

These three attributes are interrelated.

Ensuring quality in the production of teachers involves three stages. The first stage is to ensure that high quality' applicants are selected for the production process. These applicants are the students who enrolled in the teacher education programme. They constitute the most important inputs in the production of teachers and they must be of high quality. In other words, high standard must be set by the teacher training institutions for the admission of students and this must be in form of high entry requirement into teacher education programme. This is based on the fact that the quality of inputs will determine the quality of outputs.

The second stage involves the processing or transformation stage. This stage involves imparting the values and norms of the teaching into the would-be teachers. This involves professional teacher preparation, general education and content preparation. This programme must be carried out with high quality personnel, equipment and facilities to ensure that teachers of high quality are produced.

The third stage which is the last stage in teacher production has to do with internalising of the would-be teachers to the teaching profession by undergoing a period of internship to prepare them for the real business of teaching.

#### Statement of the problem

Colleges of education are very strategic to the education industry as they provide the middle level manpower needed to drive the sector. In order to ensure the quality of the manpower produced, the resources needed for the survival of the system must be available in the right quantity and quality. This study will beam its search light on the level of availability of educational resources in these institutions. This is to examine the extent to which resources are available in the colleges for the teacher education programme.

#### Purpose of the Study

This study was designed to examine the adequacy of educational resources for quality teacher production in colleges of education. It was also designed to examine the level of adequacy of educational resources in both private and public colleges in the state.

### Research Questions

In order to address the problem identified in this study, the following research questions were raised:

1. What is the level of educational adequacy in the colleges of education?
2. What is the level of adequacy of educational resources in the public colleges of education?
3. What is the level adequacy of educational resources in the private colleges of education?
4. What is the level of adequacy of educational resources in each of the colleges of education?

### Research Methods

Survey research design was adopted for this study. This is to assess the opinions of the respondents on adequacy of educational resources in the colleges of education. There are five colleges of education in Kwara State. These comprise of three public and two private colleges of education. Four colleges comprising of 80 departments were selected for the study. Random sampling technique was used to select 43 academic departments for the study. An instrument titled "Adequacy of Educational Resources Questionnaire" (AERQ) was used. A number of steps were taken to ensure the reliability of instrument and the coefficient of reliability was found to be 0.65. The instrument was validated by two experts in the field of Educational Management and Measurement and Evaluation. The instrument contains 43 items divided into seven sub-variables. These sub-variables are staffing, teaching facilities, teaching equipments, microteaching laboratory, library services, staff development programme and funding. Each head of department was asked to state the level of adequacy of these resources in a four point Likert Scale of most adequate, adequate, fairly adequate and not adequate. The computed scores were converted to mean level of adequacy of educational resources. Therefore the mean ranges from 1.00-2.54 = low, 2.55-3.54 = average, 3.55-4.54 = high, 4.55-5.00 = very high.

### Presentation of Results

**RQ 1:** What is the level of adequacy in the colleges of education?

Table 1: Adquacy of Educational Resources in the Colleges of Education

S/N	Variables	N	Mean	Standard Deviation	Level of Adequacy
1	Staffing	43	2.45	0.49	Low
2	Staff Development Programme	43	1.85	0.63	Low
3	Teaching Facilities	43	2.19	0.61	Low
4	Teaching Equipment	43	1.67	0.71	Low
5	Micro Teaching Laboratory	43	1.73	0.70	Low
6	Library Services	22	1.95	0.56	Low
7	Funding	22	1.41	0.73	Low

Table 1 describes the adequacy of educational resources in colleges of education in Kwara State. The table reveals that educational resources were found to be low in terms of level of adequacy. Despite this, there was increase in the provision of staff (academic and non-academic) and teaching facilities as the mean scores were 2.45 and 2.19 respectively. Hence, the results indicated generally that resources required for producing teachers in terms of quality and quantity are inadequately provided. This implies that there would be low professional competency in the production of teachers in colleges of education. Ottan (2010) posited that the professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young people's right to, and democratic exercise of critical creativity. There has to be a general thrust in the creativity of the teacher. This general thrust depends on the level of learning opportunity a teacher is exposed to in the training through adequate provision of resources required to produce a qualified teacher.

**RQ 2:** What is the level of adequacy of educational resources in public colleges of education?

Table 2: Adequacy of Educational Resources in the Public Colleges of Education in Kwara State

S/N	Variables	N	Mean	Standard Deviation	Level of Adequacy
1	Staffing	22	2.49	0.94	Low
2	Staff Development Programme	22	1.90	0.85	Low
3	Teaching Facilities	22	1.98	0.76	Low
4	Teaching Equipment	22	1.98	0.69	Low
5	Micro-teaching Laboratory	22	1.63	0.77	Low
6	Library Services	22	1.95	0.32	Low
7	Funding	22	1.39	0.91	Low

In Table 2, public or government owned colleges of education in Kwara State were described with regard to adequacy of educational resources. It was shown in the Table that all the resources were found to be low; that is low level of adequacy. The mean scores for staffing (2.49) were the highest scores in the Table. This means that priority is given or placed on provision of staff (academic and non-academic) and little effort was given to staff development programme, teaching facilities, teaching equipment, micro-teaching, library services and funding.

**RQ 3:** What is the level of educational resources in the private colleges of education?

Table 3: Adequacy of Educational Resources in Private Colleges of Education

S/N	Variables	N	Mean	Standard Deviation	Level of Adequacy
1	Staffing	21	2.41	0.99	Low
2	Staff Development Programme	21	1.79	0.99	Low
3	Teaching Facilities	21	2.40	0.70	Low
4	Teaching Equipment	21	1.40	0.99	Low
5	Micro-teaching Laboratory	21	1.86	0.87	Low
6	Library Services	21	1.94	0.87	Low
7	Funding	21	1.38	0.88	Low

Table 3 shows the level of adequacy of educational resources in private colleges of education in Kwara State. The Table revealed that the levels of adequacy of resources were low as regard staffing, staff development programme, teaching facilities, teaching equipment, micro-teaching

laboratory, library services and funding. The Table also showed that staffing and teaching facilities were given more attention as the mean scores were 2.41 and 2.40 respectively.

**RQ 4:** What is the level of adequacy of educational resources in each of the colleges of education?

**Table 4:** Adequacy of Educational Resources in Kwara State College Of Education, Ilorin

S/N	Variables	N	Mean	StandardDeviation	Level of Adequacy
1	Staffing	12	2.64	0.93	Average
2	Staff Development Programme	12	1.94	0.78	Low
3	Teaching Facilities	12	1.97	0.89	Low
4	Teaching Equipment	12	1.38	0.66	Low
5	Micro Teaching Laboratory	12	1.67	0.82	Low
6	Library Services	12	2.46	0.83	Low

The level of adequacy of educational resources in Muhyideen College of Education is presented in Table 6. All the resources were found to be low except the teaching facilities (2.58) which were found on average level of adequacy but there was improved effort for the provision of staff, teaching equipment and library services as the mean scores were 2.24, 2.13 and 2.15 respectively.

**Table 7:** Adequacy of Educational Resources in Ilemona College of Education, Kwara State

S/N	Variables	N	Mean	Standard Deviation	Level of Adequacy
1	Staffing	12	2.24	1.11	Low
2	Staff Development Programme	12	1.53	1.15	Low
3	Teaching Facilities	12	2.58	0.71	Low
4	Teaching Equipment	12	2.13	1.15	Low
5	Micro-Teaching Laboratory	12	1.88	1.00	Low
6	Library Services	12	2.15	0.95	Low
7	Funding	12	1.57	0.85	Low

Table 7 presents the adequacy of educational resources in Ilemona College of Education, Kwara State. The level of adequacy of all resources were found to be low as regard the staffing, staff development programme, teaching facility, teaching equipment, micro-teaching laboratory, library services and funding. However, the table showed increased effort in the provision of staff, teaching facilities, teaching equipment and library services.

#### Discussion of Findings

The finding of this study showed that educational resources in the colleges were inadequate. The study revealed that the level of adequacy of educational resources in the colleges was low. (Adeogun and Osifila, 2009). For example, the study indicated that in all the institutions examined the staffing condition was also low except in College of Education, Ilorin where the staffing condition was on the average (table 4). In a situation where the staffing condition is low, this will affect the quality of teachers produced would be adversely affected. This is because no education system can rise above the quality of its teachers. Lecturers need to be exposed to various programmes relating to their professional development, such as conferences, workshops, seminars etc for, this is another factor that can improve the quality of would-be teachers. Where this is lacking it means they would not be exposed to these programmes and this would affect their exposure to new trends in teacher education programme which invariably will affect their quality of instruction.

The inadequacy of teaching facilities and equipment with which lecturers can work effectively is a reflection of quality of teachers produced in the selected colleges. This is because the available resources in the colleges would be overstressed. In this situation, there will be rationalisation of these facilities in teaching students which eventually will influence the quality of the students produced.

#### Conclusion

Educational resources are vital to the survival of the school system. This is because no meaningful instruction can take place where education resources are inadequate. In this study, it was found that resources in the colleges of education examined were said to be inadequate.

This will lead to over-working of these resources by both academic staff and the students. Furthermore; there would be rationalisation of educational resources which also influence the quality of the teacher

produced. These situations will greatly influence the achievement of the objective for which the colleges of education were established.

#### Recommendations

Based on the findings, the following recommendations were made:

1. Government and other stakeholders should collectively devote more resources to ensure that resources needed in colleges of education are provided toward effective utilization.
2. Staff development programme that would provide such staff current (up-to-date) knowledge and ideas for improvement on the job should be made mandatory.
3. Evidence of staff personal development programme should be used as part of prerequisite for promotion of staff on the job.
4. The college provosts should rationally source for money and materials through sales, donations and exhibitions so as to assist in the provision of educational resources.
5. The host communities and other stakeholders should assist the colleges in the provision of educational resources.

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# ATTITUDE AND USAGE OF BLOG AS A DETERMINANT TO PRE-SERVICE TEACHERS' ACADEMIC ACHIEVEMENT

2

Christopher Tayo Omotunde

## **Abstract**

*Blogs are popular form of easy-to-use personal publishing that has attracted millions of bloggers to share their personal thoughts, opinions, and knowledge on the web. The versatility of blogs as a communication medium has attracted interests from educators. Blog service offered to learners and teachers through the internet is an important instrument to provide learners with effective activities and social interaction. Blog technology provides the users with opportunities to create web pages without any design knowledge, write their ideas on these pages, and add comments on the pages. This paper investigates the attitude and use of blog by pre-service teachers as a determinant of their academic performance. The result shows a significant relationship between pre-service teachers' academic performance and the usage of blog. It is therefore, pertinent that educators begin to introduce blogging to their classroom activities.*

Keywords: Blog, Academic Performance, Attitude, Pre-Service Teachers.

## Introduction

The use of Information Communication Technology (ICT) is not strange to the average Nigerian child. The issue is how much of ICT is utilized in Nigerian learning institutions. The world is experiencing a wave of social and technological transformation as the society is becoming more oriented to the usage of ICT. Today, we live in a society in which instantaneous worldwide communication through electronic media (internet, computer

etc.) have become common. The pervasiveness of these technological devices in our lives, however, tends to obliterate the developing countries. These Information Communication Technologies (ICTs) have blurred the boundaries of our personal worlds. People, though living as citizens of a single nation are now culturally, materially, psychologically and especially, engage with the lives of people in other countries as never before (Gana and Osuji, 2005).

Over the past years, the rapid changes of information and communication technologies have brought about the innovations in communication and information sharing. These innovations have contributed to further enhance the teaching and learning process in higher education. Time and space problems have been eliminated through these changes and communication, interaction and information sharing between individuals have also become easier.

Education has been experiencing an increased interest in using Internet and Information Communication Technology (ICT) tools. While ICT has been widely used in distance and online mode of education, its being increasingly used along the face-to-face lectures to augment and support classroom learning, the use of online discussion forum has emerged as a common tool and effective way of engaging students outside the classroom (Balaji and Chakrabarti 2010).

These rapid advances in ICT have brought about activities that serve as a replacement for face-to-face instruction (e.g. virtual course) or as an enhancement of the face-to-face learning experience (i.e. online learning activities that are part of a course given face-to-face). Online learning, web based learning or e-learning according to Khan (1997) is an innovative approach of delivering classroom instruction to a remote audience, using the web as the medium. Ascough (2002) opined that online instruction has the following features:

- ◆ It provides a learning experience different than in the traditional classroom because learners are different.
- ◆ The communication is via computer and world wide web
- ◆ Participation in classroom by learners are different
- ◆ The social dynamics of the learning environment is changed and discrimination and prejudice is minimized.

Several more applications are being developed to increase the flexibility of web technology. These applications (Web 2.0) are being adapted into teaching and learning to support asynchronous and synchronous

communication, carry multimedia elements and are easy to use (Abimbade, 2011). This Web 2.0 applications has however, opened up new learning possibilities for educational programs and blog is a promising example of these new applications.

Blog was proclaimed “word of the year” in 2004 by Meriam-Webster online dictionary. A blog, short for “weblog”, is a web site in which items are posted on a regular basis and usually displayed in reverse chronological order. Like other media, blogs often focus on a particular subject, such as education, technology, or politics (Pitler, 2007). A blog is “a frequently updated website consisting of dated entries called posts arranged in reverse chronological order so the most recent entry appears first” (Brownstein and Klein, 2006).

There are many types of blogs such as library and education blogs. Altun (2005) classifies blogs with regards to their purposes as follows; Personal, Group, Press, Project management, Library, Institutional and Instructional. The contents are available online and users who have subscribed to blog will write new post, visitors can read the post and submit their comments. Most blogs are primarily textual but there are also audio, video and photo blogs (Wang, 2008).

Since the advent of blog, Blogs offer several potential benefits to the process of teaching and learning. They have a main role in higher education as they motivate learners to explore academic topics more fully. There are many assignments that teachers can use to create meaningful blog activities. These activities are built around skills such as analysing, brainstorming, chronicling, collaborating, communicating and comparing (Lamb and Johnson 2006).

The applications of weblogs in education are almost endless. They are recommended by professors and educators for a number of reasons. Gray and Prahalad (1996) stated that using blogs for instruction

1. Makes learning independent of time and space;
2. Encourages learners to be active throughout the course period;
3. Helps learners improve their writing;
4. Captures changes in thinking;
5. Invites people to collaborate;
6. Makes education more informal;
7. Involves external people;
8. Facilitates the use of images;
9. Reduces costs;

10. Encourages people to try out things;
11. Self-publishing encourages learners to be more responsible and thoughtful.

Zare-ee, Shekarey and Vajargah (2009) indicated the following benefits:

- ◆ Blogs can contain links, images, sound tracks and the like, making them much more interesting than traditional textbook;
- ◆ They spread ideas rapidly, making them an efficient tool for information transmission in the current rapidly changing world;
- ◆ They provide room for the right of freedom of expression, which is a crucial element for any democratic educational system.

Blogs in the classroom are sometimes used as “online diaries” where students write about their own experiences or share their ideas related to course topics. However, the power of the blog comes when others interact with an individual’s posts, creating a forum for discussion and conversation. Blogs may contain the written word, but more blog providers such as [blogger.com](http://blogger.com) offers services such as posting pictures and hyperlinks to other websites or uploading multimedia files.

In contrast to more traditional forums for online discussion, blogs are open to the world to see. This provides visibility for students to share their ideas with the larger world. Quible (2005) states that blogs are natural in business communication courses because they enable students share their writing with a larger audience. Glogoff (2003) noted that students used the class blog for a purpose other than from what is initially intended, causing them to create a new blog for a more general audience. Blogs also have the facility to provide readers with the opportunity to interact with the page, which is not a common feature of standard web pages. Readers become the co-authors of blogs through adding their opinions and comments.

Instructional activities supported with blogs provide democratic environments where learners can present their opinions and comments freely. In traditional instructional settings, negative implications stemming from the attitudes of teachers, course contents, student characteristics and number of students interfere with students’ ability to deliver their ideas efficiently. Gülbahar (2005) claims that students prefer the virtual environment in order to pose their questions and comments, as they consider in-class discussions insufficient. In this respect, blogs can be used as interactive tools where individuals have equal opportunity to share

their ideas and experiences, and present themselves to the social environment efficiently.

Instructional blogs can be used as tools to provide students with constant feedback outside the classroom. Feedbacks concerning students' in-class activities include significant messages which could affect students' future learning endeavours. Since blogs are independent of time and place, they serve as efficient tools to provide students with feedback outside the classroom as well.

Another important feature of blogs is their structure-enriching social interaction among teachers and students. Researches on case where blog have been used in the classroom suggest that blog can enhance a variety of courses in different ways. Glogoff (2003) incorporates the use of blog in communication distance learning courses whose participants were scattered across the country. Students claimed that the use of blog in the course helped them to learn more about technology and also made the material in the course more relevant to them. Likewise in a foreign language class, writing and reading blogs are one way in which students can gain different perspectives about the target culture which they are studying (Ducate, 2005).

Despite the many advantages, Al-hebaishi (2012) stated that blogs also have some disadvantages:

- ◆ Limited opportunity to access the Internet outside the campus, some learners may go to an Internet café to work on their assignments;
- ◆ The frequent need to develop more advanced computer programs in order to make full use of the content published in a certain blog;
- ◆ Technical problems due to Internet downtime service such as poor connection speed and difficulties to log onto the blog or post other types of files like pictures, videos...etc. ;
- ◆ Lack of feedback and correction as they increase instructors' workload when making corrections and comments, especially in the case of large classes;
- ◆ The poor language used by some learners who are unable to write down their ideas in a compelling, correct and clear manner;
- ◆ Lack of privacy, learners should be instructed neither to post personal photos or information, nor to leak private matters to the public;
- ◆ The issue of accuracy, blogs are created and produced by individuals, so they may include biased or inaccurate information;

- ◆ The issue of accessibility, blogs is publicly accessible, strangers are able to read messages or leave inappropriate comments.

#### Attitude and blogging

Students' attitude towards educational blogging is a well-researched topic. Based on the premise that attitude determines behaviors and on the work of Everett Rogers in Abimbade (2011), O'Malley and McCraw (1999) suggest that attitude towards blog is determined by three factors: the prior educational condition, characteristics of students and perceived characteristics of the blog. Students will then act in accordance to their attitude towards educational blog.

According to Adedjoja and Abimbade (2013), the acceptance of blog depends on the attitude of students and the instructors towards it. In Kun, Jamie, David and Niamboue (2013) various studies have attempted to investigate learners' attitudes toward the use of blogs in higher education (Coutinho, 2007; Ellison and Wu, 2008; Halic, Lee, Paulus and Spencer, 2010; William & Jacobs, 2004). William and Jacobs (2004) reported that a majority of MBA students at the Harvard Law School and Queensland University of Technology indicated a positive attitude toward the use of blogs in teaching and believed that the use of blogs contributed to their learning. Teachers and pre-service teachers also show a positive attitude toward the use of blogs in teaching and learning. Yang (2009) found that Taiwanese English as Foreign Language (EFL) teachers appreciated the use of blogs for promoting critical thinking skills, reporting that the use of blogs for discussion was more effective than face-to-face discussion. Coutinho (2007) and Zeng and Harris (2005) obtained similar results.

#### Gender and Blogging

Gender appears to be a fundamental category for ordering and classifying social relations in the world (Evans, 1994). Over the years, researches have shown that male dominate in the use of computer even in a situation where male and female are given equal access, men are more likely to be the main user of ICT than women (Pitler, 2007). However, recent research has found out that the original gender gap in computer and internet use appears to have narrowed to the point of nonexistence, DiMaggio, Hargittai and Celeste (2004), Hargittai (2008), Feller B. (2006) suggest that men and women use these technologies in different ways. Fallow (2005) suggests that men are more avid consumers of online information than

women, while women and more enthusiastic communicator. A quick survey of some other source suggests that male and female bloggers and now more visible on the internet.

#### STATEMENT OF PROBLEM

Although blogs are considered to be one of the best ways of combining Information Communication Technology (ICT) with teaching and learning methodologies in a classroom, the application of academic blogging in higher education, particularly in Nigeria is still at its infancy. The majority of Nigerian pre-service teachers are neither familiar, nor skillful in employing this tool in the process of learning. Exposure to this tool during pre-service preparation program is thought to be helpful in promoting willingness to use it for classroom activities and also to enhance their academic performance. It is in light of this that this study attempts to examine the attitude and usage of blog by pre-service teacher as it affects their academic performance.

#### HYPOTHESES

1. There is no significant difference between male and female pre-service teachers on the usage of blog for instruction.
2. There is no significant relationship between attitude and pre-service teachers' usage of blog
3. There is no significant relationship between usage of blog and pre-service teachers' academic performance.

#### METHOD

An ex-post facto research design was adopted for this study. Two hundred 400 level pre-service teachers of the School of Language of Adeyemi College of Education, Ondo, participated in the study. The pre-service teachers are offering DET 402 (Radio, Television and Film Utilization) course. The course blog for DET 402 is an elective course in the teacher preparation program and was created in the 2011-2012 academic session. The course is a 10 week syllabus. The participants attended face-to-face lectures and they were engaged in blogging which was used as an alternative for classroom discussion and submission of assignments and comments. The primary purpose of the blog was to examine how the usage of academic blogging affects students' academic performance in the course. The blog name for the course was "DET 402: Radio Television and Film Utilization". The course blog was developed by the instructor

who provided participants with up-to-date issues which were integrated into the course content in a comprehensive way. All blogging activities were assigned. Participants were encouraged to comment on the posts and to print out the course contents.

RESEARCH INSTRUMENT AND DATA ANALYSIS

The research instrument used for this study includes students' achievement test in DET 402 and Blog utilization questionnaire (BUQ). Data collected was analysed using t-Test and Pearson Product Moment Correlation to determine relationship between variables. The level of significance for the study was set at 0.05.

RESULT

A total of 200 surveys were distributed to languages pre-service teachers. All participants responded resulting in a 100% response rate.

**Hypothesis 1:** There is no significant difference between male and female pre-service teachers on the usage of blog for instruction.

Table 1: T-test on gender utilization of blog for instruction

	Gender	N	MEAN	STD DEV.	T	Df
Utilization	Male	86	47.3529	14.10649	1.625	198
	Female	114	43.7807	16.19557		

Table 1 reveals non-significant difference between male and female pre-service teachers in the usage of blog for instruction ( $t = 1.625 > 0.05$ ). Therefore, the null hypothesis is not rejected.

**Hypothesis 2:** There is no significant relationship between pre-service teachers' usage of blog and attitude

Table 2: Pearson Product-Moment Correlation Analysis on students' usage of blog and attitude

	N	MEAN	Deviation	R	Remark
Attitude	200	45.325	15.36652	.295	Not sig
Usage	200	44.525	8.44666		

Table 2 shows that there is no significant relationship between pre-service teachers' usage of blog and their attitude ( $r = 0.295 > 0.05$ ). Therefore, the null hypothesis is not rejected.

**Hypothesis 3:** There is no significant relationship between usage of blog and pre-service teachers' academic performance.

Table 3: Pearson Product-Moment Correlation Analysis on Students' usage of blog and academic performance

	<b>N</b>	<b>MEAN</b>	<b>Deviation</b>	<b>R</b>	<b>Remark</b>
Usage	200	45.325	15.36652	0.013	Sig.
Achievement	200	10.65	3.59054		

Table 3 reveals a significant relationship between usage of blog and pre-service teachers' academic performance ( $r = 0.013 < 0.05$ ). Therefore the hypothesis is rejected.

#### DISCUSSION AND CONCLUSION

This research investigated the attitude and usage of blog as a determinant of pre-service teachers' academic performance.

##### Gender and Usage of Blog

The study reveals there is no significant difference between male and female pre-service teachers in the usage of blog. This finding agrees with Hurley and Vosburg (1997), Kiano and Salani (2004), and Kay (2006) that there is no significant difference between male and female students' use of technology. Both male and female are moderately willing to use the technology for their learning experiences.

##### Attitude and Usage of Blog

The study reveals there is no significant relationship between pre-service teachers' attitude and usage of blog. This goes to show that pre-service teachers know the importance, benefit of the technology such that these demographic variables in this day and time no longer stand as issues that affect their attitude. This finding contradicts a study by Gregory (2007), who examined how effectively students in various faculties use blog and the predominate factors that influences the use of educational blogs. The result of the study shows perceived ease of use and relative advantage on students' attitude towards blogging. However, this study supports the

findings of William and Jacob (2008) that attitude does not affect students' usage of social media for instruction.

#### Usage of Blog and Students' Performance

The study shows there is a significant relationship between the two variables. The result indicates that the use of academic blogging is an important factor to the eventual performance of students in classroom activities. The more Nigerian schools embrace the usage of blog, the better the performance to be expected. Effective utilization will avert what Ige (2009) described as a "great danger and bleak landscape for poor and non-existent use of ICT applications in school. Further studies also reveal that the use of technology relies on the attitude towards such technology. According to Abimbade (2011), the acceptance and use of blog depends on the attitude of students towards it and this in turn affects their learning outcome.

In Conclusion, although it could be argued that the results cannot be extrapolated to reflect the views of the entire population, the findings of the study provides a degree of guidance for educators and stakeholders to taking advantage of the benefits of blogging and its positive effect on students achievement.

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**THE ROLE OF THE SCHOOL IN THE  
MANAGEMENT OF SCHOOL -  
COMMUNITY RELATIONSHIP IN THE  
21<sup>ST</sup> CENTURY**

3

Dr. (Mrs) Suleiman Habiba

***Abstract***

*The ultimate goal of any educational system is to produce an individual who will be functional and useful to the community and the society at large. This paper thus explores the synergy between the leadership of the school and that of its host community in achieving this purpose. In doing this the paper examines the actual and expected cooperation and working relationships between the school and the community. It exposes the contributing agencies and strategies that facilitate these school- community relationships. Recommendations were made on how to ensure and sustain healthy school-community relationship and these include; transparency and accountability in the affairs of the school a strong, virile and functional PTA, showing sincere interest in the community activities and incorporation of community members in the affairs of the school.*

Introduction

Education the world over is acknowledged as an essential tool in the process of the development of the individual. The fundamental purpose of investing in education is to inculcate in the individual, skills, values, and attitudes to improve the quality of life; enhance their productivity and their capacity to learn new skills and aptitudes which will enable them function effectively in the society. According to Batley, (1996), education is so essential to human development that access to basic education is considered as the right of everyone and not merely an ingredient in the receipt for economic development. Education for decades

has remained a tool in capacity building and maintenance of the society. It is a weapon of acquiring skills, relevant knowledge and habits for survival in the changing world. Education is widely regarded as a veritable instrument for social change, national development and integration. Society and its many structures are subject to constant change, the education system which serves as an agent of change must be dynamic, innovative and sensitive to societal expectations, aspirations and goals.

Thus, Eden (2004) referred to it as a major force in economic, intellectual, social and cultural empowerment. Its value in bringing about character change ranks as important as its ability to reshape human potentials for desired development. Encyclopedia Americana (1989) shows the function of education as both social and individual. While the social function of education is to help an individual become a more effective member of the society by passing to him the collective experience of the past and present, it also makes him to have the ability to handle new experiences successfully.

Nigeria regards education as an instrument per excellence for effecting national development (National Policy on Education: 2004). This belief is incorporated into the philosophy of education, which is reflected and emphasized in the objectives at each level of the Nigerian Education System. According to Ijaiya (2003) every nation dreams of literate citizenry because it makes the people easier to carry along. Such society is likely to be proactive, and good for national development. They are likely to be more politically conscious, economically productive, more alive to civic responsibility and sensitive to their rights which are basic for development. The passionate desire, and awareness of the common Nigerians to give their children a change in life, has given rise to a high demand for primary and secondary education throughout the nation, which has resulted in a large increase in the number of primary and secondary schools being established in Nigeria. Students' population has increased at an explosive rate that it is almost impossible for the Government to properly cater for them. In similar vein, Adebola and Atanda(2004), opined that the rapid expansion of students' enrolment in Nigeria since the attainment of political independence and followed by enrolment explosion in recent years have made education a thorny responsibility for Government to shoulder. The result of this unprecedented increase in students' population has been inadequate finance, failure to pay salaries, shabby and inadequate physical facilities and repeated failures in National examinations.

To Bello and Lawal-Ojibara (2011), the growing appetite of the Nigerian society to give quality education to her youth's calls for a joint

effort of the Government and all members of the society as it will go a long way to assist in solving perennial problem of poor provision and management of educational facilities. Another reason for community involvement is the fact that indiscipline has become the order of the day, and mostly rampant among secondary school students and overcrowded classrooms. For the school administrators to get the problem solved and pave way for effective teaching and learning, which will lead to the attainment of educational goals. Therefore, the need for the community to intervene and help in solving the problem of indiscipline in our schools cannot be over emphasized. Thus Okorie (2002) posits that good discipline is absolutely essential to the success of any educational programme and it is a joint responsibility of the school, the parents, the government, and the society at large.

#### Leadership

In every organization, the school inclusive there is always someone charged with the responsibility of steering the affairs of the organization, for the goals of the organization to be attained. Such a person is called a leader. A leader therefore, is a person charged with the responsibility of executing policies and decisions likely to be taken within the organization in order for the stated goals and objectives of the organization to be achieved. According to Ogunsaju (2006), the principal/ Head master is the educational leader in the school, responsible for the daily coordination of various activities going on in the school. He is the manager of the school and through the head of departments of various disciplines; he coordinates all the educational programmes existing in the school. The principal/ headmaster have responsibility for teacher and property owned by the school and those supplied to the school. He is responsible for projecting the good image of the school both inside and around the community where the school is situated. The accomplishment of all this functions depends solely upon his administrative and managerial skills.

#### School

School is a formal setting where the transmission of knowledge, skills, values, attitudes and culture of a society, from generation to generation is carried out. It is a highly formalized system of educating the youths and it provides the means for continuity of past experience and culture. School is a planned social institution which acts as an instrument of society for teaching the young. (Balogun, Okon, and Musazi 1981). To Adrjola (200), The school is an open system that interact with its environment, and within

the environment are members such as family, parents, pupils, teachers and the entire community, interacting with one and other for, in any social institution, there is bound to be interactions. According to Olaniyi (200), School is a formal agency, of education established by members of macro-community, society to mould the habits, attitudes, interests, and feelings of children and transmit the social norms, culture, values, and tradition from one generation to another.

#### Community

Community refers to a usually small, social unit of any size that shares common values. It is a group of people who may or may not necessarily belong to the same ethnic or religious group, but who live together and share common ideas. Community members interact with one another; contribute to the development of their community for, they share a common objectives.

#### School - Community Relationship

A school community relation is all about great public relations. Public relation is a process used by schools and other organization to influence opinion in an attempt to gain support for the school| organization. This is usually done with the use of news releases, reports, newsletters, and other methods of sharing favorable information with the public. The goal of school - community relations is to help develop and maintain relationships with the immediate community and beyond. School community relationship is an important aspect of school administration that deals with the deliberate and sustained effort to establish and maintain mutual understanding between the community and the school. Jaiyeola (1994) describe school- community relations as part of the operational areas of school administration in which the community surrounding the school participate in school programmes and activities.

School - community relations is regarded as the interaction between the school and the community which is aimed at bringing about mutual understanding and cooperation for the purpose of bringing up citizens which will be useful to their community and the society at large. Olaniyi (2000) opined that school - community relations is a two way flow of ideas and activities between the school and the community, which provide the basis for mutual understanding and effective team work. According to Ajayi (2010) school- Community relation is two way interaction of give and take between the Community and the School. The school receives its inputs from the community and sends its output back to the Community.

The inputs from the community include educational objectives and curriculum, students, teaching and non-teaching personnel, fund and facilities. The inputs are processed into outputs in the schools through teaching, research studies, and guidance and counseling, etc. The outputs which consist of cultured, disciplined and productive individuals are sent back to the community to serve it in various capacities.

In the same vein, Jaiyeola and Atanda (2004) are of the opinion that community and the schools are interrelated. A school is viewed as an institution set up to bring about desirable changes in the lives of learners as well as the community as a whole. School gain from the community and vice-versa, for, the school cannot operate in isolation from the community, if its existence is to be justified. It therefore, means that for the school – community relation to be meaningful, active participation and involvement of the stake holders and the community is required.

Factors that influence School-Community Relationship

There are various factors that influence School-Community Relations. It is important for the school administrator to be conversant of these factors in order to promote healthy school-community relations. Some of these factors according to Ajayi (2000) include:

Effective communication is very important in building a solid relationship between the school and the community, suspicion is removed and effective social interaction is ensured. School-Community relation is influenced by the leadership style of the school administrator. If the school administrator is democratic in his style of administration, he will maintain good human relations with members of the community and consequently, healthy community relations. Also, if a school is located close to the community, parents are likely to visit such school regularly than where such school is located far away from the community. The relationship between the school and the community may be influenced by the local politics of the community in the appointment of the school head. If the community succeeds in having an indigene as a head in the school, its members are likely to cooperate more with such school head. The community might have the need for the use of some facilities in the school such as hall, classrooms and playground for some of its activities such as meeting, rallies, extra moral classes e.t.c. where these facilities are made available by the school administrator for the community use, there will be healthy relationship between the school and the community.

Strategies to Facilitate Effective School-Community Relationship  
In order to facilitate effective and healthy school-community relations, the school head and his subordinates have much to do. Olaniyi (2000) highlighted the following as measures of ensuring positive school community relations:

Some of such measures includes, accessibility to the community members; involvement of community members in school activities; establishment of functional Parents' Teachers Association; establishment of home visits; avoiding partisan politics and obnoxious religious matters; demonstration of flexibility; integrating community problems into school curriculum;

Parental commitment-establishing positive relationship between the school and community agencies, Motivation of teachers and school personnel.

Ojedele (2000) also, opined that to promote healthy school community relations, measures such as bringing the community members closed to the school; encouraging community members to contribute toward the provision of school facilities; allowing the use of school facilities by community members and organizing adult literacy programmes for the community members who are illiterates, will go a long way in fostering healthy school – community relationship.

Agencies of school – community relationship

There are agencies which the school leadership can used to foster cordial relationship between the school and the community. They include the following;

*Parents Teachers' Association:* this is an association of the parents of pupils and school personnel as a way of bringing about improvement in the school activities. Ogundele (2000) opined that when the PTA operates in an atmosphere free of rancor or suspicious, the school administrator can be rest assured that bond between the school and the community will be strengthened. He further viewed the association as a vital force in interpreting the school to the community. Ojedele (2000) opined that healthy school-community relations should be the target of all school administrators and that is enhanced by PTA.

*School-Based Management Committee:* this is another agency of the school-community relations. It is a committee constituted of community and school members in decision-making processes and the implementation of

educational programmes and policies in schools. The essence of this is to improve productivity and peaceful co- existence.

*Old Students' Association:* this is an association of ex-students of a school. This association is formed to see to the development of their Alma matter by the old students and to interpret the needs and aspirations of the community to the school and vice versa in order to build cordial relations between the two.

*Mass Media:* this can be used to keep the general public informed about the progress and activities of the school (Ukeja, Akabogu and Ndu 1992). It is one of the agencies which keep the school and community together and bridge the communication gap between the two.

Another agency of the school-community relations is the Board of Governors which comprises of people saddled with the responsibility of school administration in which its members are usually drawn from members of the community and the school head with a representative of school staff.

Leadership in the school should take cognizance of the fact that all the people who work in the school are important to the overall success of the school.

Schools cannot afford to function in isolation and independent of the communities. Now more than ever, it is essential that schools form relationships with the community for mutual benefit of both the students and the schools in areas of funding, curbing act of indiscipline, provision of infrastructure facilities, etc. school principals should continuously funnel news to the public about their school programmes, successes, and needs. School leadership should cultivate the habit of keeping all stake holders informed so as to developing a mutual trust that will reap benefits for the schools and the entire community.

The Role of the school principal in forging an effective school – community relationships

The process of establishing relationship with parents, social service agencies, and businesses could be very helpful in building a cordial relationship with the community. The following suggestions could go a long way fostering good school - community relationship

As the head of the institution, the school leader should be accessible to parents and members of the public. He should not adopt an attitude

which will discourage people from approaching he should not give the impression that he is either too busy or too important to see particular types of people. As a public relations officer of the school, he should try to be courteous to people, treating them with tact, consideration and sympathetic understanding.

The school head should demonstrate an active interest in the community life through promoting the involvement and participation of the school in suitable social activities and extra-mural programmes. For example, the school can help in the organization of cultural activities, club meetings, and social welfare programmes. Some of your staff can serve as members of local committees. The school can initiate, support or help in social programmes such as a clean-up campaign, recreation clubs, the programme to help the 'destitute, further education programs, etc.

The school head should be very tactical not to get the institution involved in local politics, religious issues or any other sectarian matters which are of delicate nature. The best policy is to maintain complete neutrality in your official position.

School head should encourage the study of certain aspects of community life in the school curriculum, for instance, its history, geography, culture, religion and the people's way of life. Knowledgeable and experienced people in the community could be invited to teach in the school or lecture on aspects of communal life. Educational visits could also be arranged for pupils to places of interest in the community. In this way, you will be able to demonstrate in practical terms the school interest in promoting and sharing the cultural life of the community.

Members of the community can be invited to visit the school or to attend or participate in some of its activities, such as Speech and Open Day, sporting activities, school social programmes, staff parties, and so on. Such occasions will afford the public the opportunity to see aspects of school life and to learn about its achievements and difficulties; they will provide an opportunity for communication between the school and members of the community. Such occasions can also be used to interest the public in some particular aspects of school life, and to make appeals for public aid, in cash or kind, for various projects, etc.

#### Conclusion

The relationship between the school and the community where the school is located play a significant role, in the attainment of the school's goals. The school is established by the community to serve its purpose while the school will equally strive to meet the needs of the school. The extent to

which the school is able to meet the needs of the community will determine its effectiveness, therefore, school heads should strive to go in to mutually beneficial relationships to reap the gains of such. For instance developing relationship with youth development, mental health, and human service and other agencies could be beneficial to both the school and the community at large.

#### Recommendations

Considering the enormous benefits of school-community relations, it is recommended that;

1. A strong, virile and functional PTA should be ensured.
2. There should be transparency, accountability and frequent reporting of school's activities to the community members.
3. Members of the community should be made to realize that the school is meant serve them and for the school to be able to serve them well, their cooperation is needed always.
4. School should always strive to improve the economic life and activities of the community members, where the school is situated
5. School staff should always show interest in the community activities.

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# QUALITY ASSURANCE IN EDUCATION MANAGEMENT: A KEY TO SUSTAINABLE TEACHER PREPARATION IN NIGERIA

# 4

Maryam Adamu Garba

## **Abstract**

*In Nigeria today, there is a national desire not just to raise the quality of the teaching force to match the present demands but also to change the status of the teacher as their host societies are changing. Unless teachers are properly prepared, the target of making quality education available for the 21<sup>st</sup> century will be a mirage. There is still world shortage, under qualified teachers, educational managers and some who need in-service training. In view of this, the paper discusses concept of educational management as an essential part of achieving the central goals of promoting effective teaching and learning, objectives of teacher education as it provide teachers with the intellectual, professional background adequate for their assignment, make them adoptable to changing situations. Also teacher preparation should includes: minimum standards for teacher education in the institutions involved in the teacher preparation, curricula of institutions involved in teacher preparation, staffing, facilities and the need for quality assurance in educational management to sustain teachers preparations in Nigeria and proffer some recommendations such as a longer period of time as is done in the medical, legal and engineering professions should be adopted in teacher training.*

## Introduction

The survival in most cases of education as well as its productivity depends to a great extent on the type of management the industry has. Bush (1995) in this relation observed that the control of substantial budgets, a concern

for the staff welfare and the need to ensure effective teaching and learning, all require high order manager:- at, skills and, understanding. This Perhaps- is because without skill oriented and knowledge based management, the formation of educational plans, polities programs as well as their implementation may not be successful. It was in line with the above that the paper discusses Quality Assurance in educational management: A key to sustainable Teacher preparation in Nigeria.

Educational management is described as a tool of any measure of societal, development. Education is without any doubt in need of effective management. As management is concerned with effective utilization of scarce available resources for the attainment of educational objectives, management in education is but a weighty, crucial and paramount duty which no ordinary person can perform. Thus, right from the ancient time when the business of education is under the firm control of priests especially in India, Egypt, Mesopotamia, Athens and many other places, no formal school was without organized management. For this reason many Scholars are of the view that no nation whether developed or developing, consumer or producer can make the best use of its education sector without effective management.

#### Conceptual Perspective

Educational management is a field of study and practice concerned with the operation of educational organization (Bush, 2003). Educational management is a process of enabling schools to set and achieve their objective by planning, organizing controlling their resources to gain the (achievement) motivating of the staff (Cole, 2002). In the same line, Inah (2004) defines educational management as the administrative policies, programs, schemes and procedure, which would effectively boost the performance of schools toward the achievement of educational objectives.

In support of the above assertion, Okon (2001) see educational management as all those processes involved in the efficient and effective conduct of the affairs. The obligations and activities of a school. Educational management can therefore be define as the mobilization and co-ordination of all the resources available in educational setting, effectively and efficiently utilizing them for attainment of educational goals and objectives considering the operating environment. This perhaps is because without skill oriented and knowledge based. Management, the formation of educational plans, policies and programs as well as their implementation may not be successful.

Teacher education involves the procedures designed to equip prospective teachers with the knowledge, attitudes, skills and behaviours they require to perform their skills effectively. This they are able to get in the course of their training. The process by which teachers are educated and trained can therefore, be referred to as “teacher education”. Teacher education has been defined basically as part of the educational process of training that deal with the art of acquiring skill in the teaching profession.

Oyekan (2006) defines teacher education as the provision of professional education and specialized training within specified period for the preparation of individuals who intend to developed and nurture the young ones into responsible and productive citizens. On the same line Aleyideino (2002) defines teacher education as a form of education designed, to groom those who teach or would like to teach or would be engaged in relevant professional services to our schools, colleges and ministries of education as needed.

The aim of teacher education is to provide personnel equipped with the knowledge of the subject matter and the teaching skills to teach in our school systems.

#### Quality Assurance

Quality is most often defined as fitness for purpose in relation to user and customers need. Quality also means product conform to standard, specification and requirement. Babalola (2006) posits that quality is the ability of education to satisfy customer’s needs including the learning environment process and student outcomes (graduate).

Further more, Babalola asserts that the graduate should be able to go to the society and give their worth by their level of performance in the society. Quality could mean an approved criterion against which others are measured and judged in terms of both standard of the processes and products as well. Similarly Wakijissa (2010) affirms that quality in education covers the curriculum content\instructional strategies, assessment and evaluations, policies and procedures which determine the achievement and/or performance of learners.

Assurance is a proactive means ensuring quality in any organization (Harman, 2010). Quality assurance may means a systematic management and assessment procedure adopted by educational institutions and systems, in order to monitor performance against objectives. Quality assurance in education, therefore aims at preventing quality problems and assures that the product of the system conform to standard.

Okebukola (2011) defines quality assurance, using system approach that involves a host of activities that are designed to improve the quality of input, process and output of the higher education system. It equally ensures accountability in respect of the investment of public funds on education. The input segment includes students, teachers, curriculum and facilities. On the process side, emphasis is on teaching/learning interactions, internal efficiency, research, evaluation procedure and management practices. The output induces the quality of graduates as well as the system's external efficiency.

#### Objectives of Teacher Education

The National Policy on Education NPE (2004) stipulates that "since no education system can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. It states further that the goals of teacher shall be to:

- (a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our education 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 teachers with the intellectual and professional background adequate for their assignment and make them adequate to changing situation;
- (e) Enhance teacher's commitment to the teaching profession.

The policy also states that the minimum qualification of entry into the teaching profession shall be the Nigeria Certificate in Education (NICE). It provides for a plan, in which teachers can transfer from state to state without loss of status. The reality of the stipulation of the NPE shows that this has been largely in practice.

#### Teacher Preparation

Since the role of the teacher in the education process is so critical, it demands that teacher is adequately prepared to meet the challenges of quality education, education delivery. Teacher preparation should include:

- a. Minimum standards for teacher education in the institutions involved in teacher preparation.

- b. Curricula of institutions involved in teacher preparation
- c. Staffing
- d. Facilities (Tahir, 2006).

Minimum Standards:-

Most people who take up teaching do so as a last resort. Such people are people who either could not pass the Joint Admission and Matriculations Board (JAMB) Examination into universities or those whose WAEC, SSCE or NECO results are not good enough to give them places in the universities. For teacher education programmes to be more result-oriented, the requirements need to be raised to reduce the influx of drop outs, and unwilling candidates into the programme. Perhaps, this will ensure that only those who are genuinely interested in the teaching profession apply. It may pose problems for supply of teachers.

Curriculum on Pedagogy:

There is the need to review the curricula or the teacher training programmes of our training institutions to make it more relevant to the need of the people. Lassa (2000) states that general studies related to the students intended field of teaching and learning practice 'are at the NCE level. The National Commission for Colleges of Education (NCCE), introduced the Primary Education Studies (PES) into the training curriculum, but it has not actually remedied the lapses. In line with the above assertion, LEAP study. (2003), suggests that programme should be enriched and improved upon for quality product. The report states that PES programme are under-resourced. Lecturers are often unqualified to teach about primary school methodology and courses tend to be academic rather than practical.

Obanya (2002) suggests the following to constitute the curricula comment of facilities of education who are supposed to prepare first degree level teachers in education.

- General Education, i.e Broadening horizon of students and exposing them to Information Technology, Communication and personal relations skill team work and self direction leaning.
- Education Sciences (The Foundations, Curriculum and Methods and Management Discipline).
- Specialized Subject Matters with special emphasis on the methods of knowing peculiar specific subject areas

- Specialized Educational Services: Guidance and Counseling, Special Needs Education, Adult/Non-Formal Education, Gender Perspectives in Education etc.

The suggestions according to him are information by:

- The Changing Roles of the Teachers Worldwide.
- The Need to ensure respect for the teaching profession;
- The fact that person with degrees in education may find themselves working in other sectors, and
- Increased sophistication in the wider society.

Furthermore, consideration of these factors would require the facilities of education to reexamine what they reach, how they organize what they teach and how they teach.

How, teacher-educators teach is a very important aspect of teacher preparations. Majority of teachers in our colleges of education prefer to be called lecturers. These (none men lecture) has greatly affected how they teach, which in turn has also greatly influenced their students.

The 2001 national assessment conducted by UBEC revealed that the teaching method most frequently used by teachers in our primary schools is the lecture method. Probably that is what they have acquired from their teachers.

With the above, comes the need to critically re- examines the curricula of (the training programmed for teachers. The requirements for meeting the education for all goals within the Dakar framework for action and the environmental situations in schools necessitate great improvement in the content of the teachers training programs.

In recent report from classroom research corroborated the need for improvement in competencies of student - teachers as well as those on the job. According to Aarons (2003), deficiencies are identified in teachers' knowledge and skills in the area of language. They need more skills in teaching initial literacy, number and basic science concepts in the children's mothers tongue, more ability to manage children's learning needs during the transition to English as the medium of instruction and more awareness of the importance of language across the curriculum. It is also suggested that they need additional terms in promoting active learning, in assessment techniques and in teacher team work.

Teaching Practice is an important aspect of the overall preparation of the Teachers:

Its organization and conduct to a large extent determines the standards of practical experience acquire by the student teachers. However, the organization of teaching practice as now done, does not seen adequate to expose the student teacher sufficiently to the practical experience required. The present situation whereby student- teachers are exposed to total of twelve weeks throughout their three years of preparation needs reviews. This is because time is too short for any meaningful exposure to the practical aspect of teaching.

*Staffing :*

The caliber of staff in teacher training institutions will also determine the products of these institutions. It has been observed that academic staff in a numbers of colleges of education are first degree holders in education, and a few with master's and doctoral degrees. However, there are some without teaching qualifications (Tahir, 2006). In order to produce the highly qualified teachers who are equipped with desirable knowledge, competences and skills, teacher-educators must themselves be professionally qualified for their task.

*Facilities :*

Effective teaching and learning has a close relationship with the facilities available to the teachers. Availability of facilities such as conducive lecture rooms, laboratories, workshop/studies, Information and Communication Technology (ICT), administration blocks, hostel, accommodation, clinic, sporting and recreational facilities electricity, water sanitation and essential for the preparation of teachers. Minimum standard facilities in most of our Colleges of Education, specifically those owned by states are sub-standard. For instance, most libraries in our teacher training institutions are mere reading room because they lack current books and journals that are necessary for knowledge improvement. The teacher is expected to be very vastly knowledgeable.

*Funding :*

Adequate funding of Colleges Education is essential for the achievement of education; students are constantly been harassed over payment of handouts that should be produced by the institution for them does not augur well for the system. Poor funding of teacher training institutions

has been identified in the general malaise that has militated against these institutions.

Teacher Morale:

The low morale and status of Nigerian teachers have affected not only the quality of intakes but also those already on the job. This has been attributed to poor incentives to improve performance, very poorly equipped working environments and non-availability of working materials inadequate social recognition, powerlessness and lack of control over working conditions (Esa 2003; Tahir, 2003).

Late payment of salaries and allowance is also a contributory factor to the low morale and status of Nigerian teachers. Beside the services rendered by teachers have been trivialized such that they are at the lowest ebb of the cline of importance in our society.

The Nigerian National Policy on Education (2004) lays emphasis on professional development of teachers as it recognize in-service as an integral education and shall also take care of all inadequacies.

A good number of teacher have not received any other training many years after the pre-service training. And other teachers are fielded for training on-the-job but have not largely benefited because of inadequate mode of content of training. Intensive training is usually conducted using the cascade mode of traversing. Students however, show that this model is time and resources wasting.

The Need for Quality Assurance in Educational Management

Quality Assurance is a planned and systematic review process of an institution as programmed to determine whether, or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced, there for quality assurance is needed in educational management to sustained teachers preparation in Nigeria.

The need for quality management of education in Nigeria could be summarized as follows:

- (a) Quality Assurance in Educational is highly needed in Nigerian education in order to cater and sustain for the growing demand for education as our population multiplies on daily basis, the demand for education also escalates at every ladder of schooling i.e from nursery up to tertiary levels. So in order to satisfy this multiplying demand for education, these are the need for well articulated, efficient and skillful management.

- (b) Funds are constantly allotted to education industry, there is need for proper and judicious utilization of such funds.
- (c) Education being the largest industry in Nigeria with a great number of commission, boards and other agencies requires effective coordination of all the functions of such organizations to ascertain goal attainment.
- (d) The quality of education schools provide need for effective monitoring and evaluation which comes in many forms of managerial activities without which hardly the quality of education could be maintained.

To exude that all matters arising and challenges emerging ore controlled to a maximum.

Assurance is a pro active means of ensuring quality in any organization (Harman, 2010).

#### Conclusion

Quality assurance flourishes on national stability and national stability is the pivot around which the development of a nation revolves. In this exposition, an attempt has been made to provide conceptual perspectives of the term quality assurance. The various facets' of objective of teacher education, teacher preparation and educational management were explained in the context of present day education in Nigeria.

#### Recommendations

- a. A longer period of time as is done in the medical, legal and engineering professions should be adapted in Teacher training, for instance 5 years.
- b. Teaching practice should be made for one year with effective supervision by college teachers and school principals.
- c. Teacher - educators should show example by teaching and not by lecturing. This will simplify lessons.
- d. Institutions responsible for training teachers must be adequately equipped in order to be able to sustain beginning teachers by giving them quality training.
- e. There should be provision of ICT education and full implementation.
- f. Monitoring should be done by an experience teacher that will provides guidance to the classroom teacher in such areas as preparing lesson notes; lesson delivery, development and utilization of instructional materials, etc. at primary to NCE level.

- g. The low morale and status of teachers, the curriculum of the teacher training programmes and the issue of professional development the training of teachers should be worked on and improved.
- h. Teachers should be abreast the new pedagogies and innovations to be effective, as well as perform their duties diligently as professionals.
- i. There should be provision of continuous in-service training for teachers.
- j. Alternative means of raising funds that are within the prescribed financial regulations and procedures of the government should be sort internally generated revenue should be channeled to improve the quality of teaching and learning through the, provision of necessity infrastructures and facilities.
- k. The content should be improved so as to enhance the skills and competencies of Nigerian teachers and also to make them complete favourably with teachers outside the country. Training institutions should ensure that their products are able to give life Long - skills to pupils and also be able to give them for the moral training to prepare them for the inevitably of change in the society.

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## PREPARATION OF SPECIAL EDUCATION TEACHERS FOR THE NEW GENERATION: ISSUES AND PROSPECTS

5

Akande Mercy M.

### Abstract

*Teaching is a complex activity. It requires more than a grasp of teacher education programmes. The teacher needs to be grounded thoroughly in special education content and pedagogy. This is true especially in special education in which the theories of teaching are central to its practice. In teacher preparation, teachers of special education are expected to be knowledgeable in their subject area. They should be patient, accommodating and have high abilities in the various areas of special education (i.e.) in identification, diagnosing and handling the exceptional children. In addition, issues on special education teacher preparation were raised and suggestion made to address some of these issues.*

### Introduction

It is universally acknowledged that education is an effective means of social reconstruction and to a great extent; it offers solutions to the problems of exceptional children who are faced with multi-dimensional problems in our society. Therefore, teachers who play major roles in educating exceptional children need to be properly trained. Aggarwal (2004) believes that proper education of special education teachers enable them to have adequate knowledge of how these children grow, learn and develop latent potential.

Bauer and Shea (1989) see special education as a subsystem of regular education – with its purpose to provide appropriate educational experiences to children who were perceived as different from other students in some ways. Smith and Neisworth in Ekeleme (1991) view

special education as being concerned with arrangement of educational variables leading to prevention, reduction or elimination of conditions that produce significant defeats in academic, locomotive or adjustive functions in children. Meyen (1990) categorized children with special needs or exceptional children as: hearing impaired, visually impaired, physically handicapped, mentally retarded, emotionally disturbed, gifted and talented, learning disabled and severely and multiple handicapped. The National Policy on Education (NPE, 2004) sees special education as “a formal education training given to people (children and adults) with special needs”. The people are categorized into: the Disabled, the Disadvantaged and the Gifted and Talented. In preparing teachers to cater for children with special needs, the aspect of National Policy on Education (NPE) (2004) that addresses Teacher Education in alliance with Section 10 subsection 94 and 95 of the National Policy respectively.

In view of the above, teacher education will be examined in line with its impact on preparation of special education teachers for the new generation: Issues and Prospects.

#### Brief History of Teacher Education in Nigeria

The first attempt at founding teacher training institution in Nigeria was in 1859, by the Church Missionary Society (CMS) in Abeokuta (Imogie, 2010). The institution was transferred to Lagos in 1861 and finally moved to Oyo in 1896. It later became the famous St. Andrew's College, Oyo. Other missionaries are: the Baptist Teacher Training Institutions in Ogbomosho in 1897. Kabiru (2005) observes that the Presbyterian Church of Scotland under Rev. Hope M. Waddell founded the Hope Waddell Training Institute in 1892 in Calabar to train teachers and preachers in the South. In the North, teacher training started with Nassarawa School in 1909 under government stimulation and the activities of Sudan Interior Missionaries (SIM). The Institution then produced Grade II teachers but approved to produce NCE and B.Ed. teachers (Kabiru, 2005).

#### Teacher and Its Qualities

Teacher Registration Council of Nigeria (TRCN) (2002) sees a teacher as a person who had undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitudes and skills to learners. Olayinka (1991) in Ekweme and Igwe (2001) see the teacher as “a professionally qualified person who in an education institution helps individual pupils or learners to acquire appropriate skills, abilities, competencies both mental and physical as an equipment for the individual

to live in and contribute for the development of their society". To further buttress the position of the teacher, Okorie (2004) in Ringim (2012) states that the teacher is a person whom the society delegates the education of children to in formal education setting. He went further to say that, a teacher is specifically selected, trained and educated for the job of dispensing knowledge to others according to their need and capabilities. The teacher guides pupils through planned activities so that they may acquire the richest possible from their experiences.

The teacher, in addition to his academic scholarship and professional training must possess other attributes to make him a good teacher. Some of these attributes are:

- be well educated;
- be alert, intelligent and knowledgeable, humane and sympathetic;
- be devoted and committed to his teaching job;
- be friendly;
- possess good and warm personality; and
- creative and resourceful.

Birchmore (1958) opines that a good teacher must be fair, patient, considerate and must have no favourites. He should have a thorough knowledge of the subject matter and be able to explain difficult concepts simply; and in spite of his knowledge of subject matter, he should admit his shortcomings. He must understand the intricacies of science and also the dynamics of his subject as well as keeping abreast in the development in his field. He must be a learner and must continue to learn.

In addition to the general qualities of a teacher are few identified attributes of a special education teacher:

***Confident:*** In special education classroom, teachers need to be self-assured and leave no room for self-doubt, as this can cause a teacher to lose control. When unusual students are taught, teachers should always take the lead.

***Initiative:*** Some auditory learning disability, injuries and other handicaps make special education students awkward communicator. As a teacher, you need to be watchful and involve so as to foresee their needs and address their concern when they lack the ability to tell you about them.

***Even Tempered:*** Students with intellectual disability, emotional disturbances or autism can lose temper when teachers are not direct, firm,

kind and helpful even in difficult situations. Watch out for emergency crisis and respond promptly. To sum up, teachers should be creative in teaching methods and be able to address any emergent issue of exceptional children.

#### Teacher Education

In any educational set up, teachers are specially trained for specific levels of education i.e. early childhood, primary, secondary and special education. Each level requires competent and professional qualified teachers in order to achieve the goals of teacher education. Pre-service teachers at any level of education need professional preparation to equip the trainee with knowledge in content and specialized teaching skills as in the case of special education.

Teacher education is that component of educational system charged with the responsibilities of training teachers to acquire competencies and skills of teaching for improvement of teachers for the school system (Imogie, 2010). In Nigeria, teacher education programme is guided by the National Policy on Education (2004) with its goals clearly stated as to:

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

(NPE, 2004, Section 8, Paragraph 71, items (a)-(e) p.39)

#### Concept of Special Education

United Nations Educational Scientific and Cultural Organization (UNESCO) (1994) sees inclusive education which is synonymous to special education as incorporation of persons with disabilities in the mainstream of education system". The principles above are that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other needs. Heward and Orlansky (1980) state that special education is "the individually planned and systematically monitored arrangement of physical settings, special equipment and

materials, teaching procedures and other interventions designed to help exceptional children achieve the greatest possible self-sufficiency and academic success”.

The National Policy on Education (2004) defines special education as “a formal education training given to people (children and adults) with needs”. These people are categorized into the Disabled, the Disadvantaged and the Gifted and Talented (Section 10, paragraph 94, p.47-48). In furtherance of the pursuit of teacher education, the National Policy on Education has its aims and objectives of special education as to:

- ✓ provide concrete meaning of the idea of equalizing educational opportunities for all children, their physical, sensory, mental, and psychological or emotional disabilities notwithstanding;
- ✓ provide adequate education for all people with special needs in order that they may fully contribute their quota to the development of the nation;
- ✓ provide opportunities for exceptionally gifted and talented children to develop their talents, national endowments/traits at their own pace in the interest of the nation’s economic and technological development; and
- ✓ design a diversified appropriate curriculum for all beneficiaries.

The above aims and objectives of special education can be seen as additional services that are provided for persons with special needs to assist them develop their potentials and/or in amelioration of their disabilities.

#### Teachers’ Preparation for Special Education

Teachers’ preparation is the process whereby the prospective pre-service teachers are provided with opportunities to develop in cognitive, affective dispensations and psycho-motor competencies which endow them with qualities, capacities and capabilities for teaching. Ringim (2012) sees teachers’ preparation as a process of development prospective pre-service teacher with necessary knowledge and skills that will enable them to effectively direct teaching. According to Shuaibu and Agene (2012), teachers’ preparation refers to the education, training and preparation of pre-service teacher in a specialized area of knowledge. This could be in sociology of education, psychology, foundation or in special education (as in the case of this paper) in subject contents and the actual practice work of a teacher. Teacher preparation is organized in such a way that the

prospective teachers offer core courses either as single majors or double major known as teaching subjects. These subject areas are run concurrently with educational courses as stipulated by NCCE programmes.

The main purpose of establishing Colleges of Education is to prepare well qualified non-graduate professional teachers for expanding school system – junior secondary schools and the teacher training and technical colleges. Afe (1989) in Ekweueme and Igwe (2001).

Curriculum for Teacher Education in Special Education

The preparation for teaching as full professional function as in other professional bodies, involve considerable expenditure of human and material resources on the part of the individuals and the nation. Moreso, the demands on the teachers today in order to meet the challenges of the teaching profession are ever greater than before in terms of in-depth knowledge, increased skills in teaching, right attitudes and improved human relationship. The curriculum of teacher education in Colleges of Education is structured on the following components:

- (a) General Studies (basic academic subjects)
- (b) Foundation studies (principles and practice of education)
- (c) Studies related to students intended field of teaching (e.g. English Language, Biology, Chemistry, Mathematics etc.)

The aspect that concerns this paper is introduction to special education. This allows prospective teacher to acquire knowledge about the disabled, the gifted and talented and the disadvantaged. The National Policy on Education (NPE) (2004) classified them into three categories:

- (a) The disabled persons comprise of:
  - ✓ visually impaired (blind and partially sighted);
  - ✓ hearing impaired (deaf and partially hearing);
  - ✓ physically and health impaired (deformed limbs asthmatic);
  - ✓ mentally retarded (educable, trainable, bedridden)
  - ✓ emotionally disturbed (hyperactive, hypoactive/the socially maladjusted/behaviour disorder);
  - ✓ speech impaired (stammerer, stutterers);
  - ✓ hearing disabled (have psychological or neurological educational phobia or challenges; and

- ✓ multiply handicapped (people with more than one disabilities)
- (b) The disadvantaged – people marginalized or excluded for one reason or the other; and
- (c) Gift and talented.

#### Competencies Required by Special Education Teachers

Teachers of special education need competencies and skills that will enable them perform their job effectively in:

- ◆ Identification and diagnosing: Teachers of special education should be able to identify children with needs. They should proceed to diagnose mild and less severe cases to enable them plan for educational placement. In severe cases, referrals are made for further assessment by specialist in clinical areas.
- ◆ Teaching Method: Appropriate Methods of teaching special education by different authors, revealed the fact of ameliorating their problems. These are achieved through the use of special equipment and facilities to maximize the advantage of the child. They need the right equipment for the different disabilities: audio meter to assist hearing; abacus, Braille-textbook for the blinds and methods that will enhance each peculiar disability in their instruction. In addition, parents of the disabled children are taught with competencies to relate with the children at home as well as their mindset toward the child at home.
- ◆ Counselling skills in special education: Special education teachers need to acquire counselling skills to provide assistance to the children and their parents in the areas of ability perception and utilization, self-perception and evaluation and interact and interactional patterns assessment of disabilities; various people should be enhanced with knowledge of working and assisting the disable.

#### **EDU 225 – Introduction to Special Education (1 Credit) C** (highlights the course content of Special Education at NCE level).

- ◆ Historical development of special education with particular reference to Nigeria.
- ◆ National Policy on Education and Special Education.
- ◆ Types of Exceptionalities
- ◆ Causes, characteristics, identification, intervention strategies and procedures

- ◆ Attitudes and beliefs, philosophy of education for exceptional children
- ◆ General problems associated with each type of except quality as well as symptoms.
- ◆ Inclusive Education:-
  - Implementation of inclusive Education
  - Interdisciplinary collaboration in Inclusive Classroom
  - Creating and Managing Inclusive Classroom
  - Methodology in Inclusive Classroom

*Source: Minimum Standard for Nigeria Certificate in Education (4<sup>th</sup> Edition)*

A glance at the course content in the Minimum Standard reveals that the two credit unit compulsory allotted for it, is grossly inadequate to prepare teachers for any meaningful knowledge to perform as expected. In addition to this, facilities for carrying out the work are not available, and where it is sparsely put in place, no competent hands to man them, (except fairly in Federal College of Education (Special), Oyo.

In view of this, much is needed to be done in preparing special education teachers in our Colleges of Education, for them to meet up the challenges of children with needs.

#### Issues in Special Education

The preparation of special education teachers is filled with critical problems such that require urgent attention. Some of these problems are:

- (i) **Poor Instructional Facilities:** It is obvious that effective teaching and learning depends on availability of adequate learning materials, as well as their adequate use. The adequate preparations of pre-service teachers are hindered due to lack of facilities in carrying out of such instructions. Most policy statement on special education equipment and material in college of education are not on ground for use (NPE, 2004, Section 10, paragraph 96, items (iii) and (iv) respectively, pg. 49).
- (ii) **Lack of Provision in the Curriculum:** In most Colleges of education (with exceptions) of FCE (Special), Oyo, there is only one course in special education, which is made compulsory for all students. Despite the fact that National Council on Education has directed that Elements of Special should be made compulsory for all teachers in training at all levels; there are some colleges where no provision are made for its introduction for education students. The concept taught in Colleges of education enhances prospective teachers being aware

of exceptional children. It also helps to identify, handle, assist the disabled children and other forms of exceptionalities.

- (iii) **Inadequate Physical Facilities in Colleges of Education:** In Colleges of Education, the available physical facilities are grossly inadequate for effective teaching and learning of courses in special education. Special education require basic physical facilities like large rooms and proper ventilated lecture theatres, and auditoriums, laboratory for clinical activities and a host of others, there are rarely available in Colleges of Education.
- (iv) **Financial Cosntraints:** The perennial problem hat militates against effective teaching of special education is that of financial constraint. Generally, the government funding of education has been termed grossly inadequate by United Nations Education Scientific and Cultural Organization's (UNESCO) stipulation. The situation has further been compounded by the recent syndromes of budgets that were never released to carry out jobs. In addition special education is capital intensive.
- (v) **Lack of Interest by Prospective Trainees/Low Status:** Special education is not one of the highly rated professions like engineering, medicine, accountancy etc. Again, the lack of awareness and the prospect in special education makes it unattractive when compared to doctors, lawyers, accountants etc.

Hence the preparation of teachers of special education has to be taken with all vigor if we want to reach where the Soviet Union and Americans are since they got there through proper planning and implementation of educating the gifted and talent of their nations.

#### Conclusion and Suggestions

In conclusion, Nigeria as a nation in search of growth and development must address its educational policies and see that its implementation are carried out without bias and hypocrisy. In doing this, its teachers' preparation/training programmes has to be pursue with sincerity i.e. putting the right pegs in the right holes, if she want all her teachers to meet up with global trends and contribute positively to the nation through adequate special education teachers.

### Suggestions

- ✓ Government should redirect its priorities by investing positively in teacher education.
- ✓ Policies put in place must be implemented to letter and periodically evaluate and amend where necessary.
- ✓ Special education programmes should be taken more serious in order to carry the disabled, disadvantaged, the gifted and talented along in the nation.
- ✓ The nation should create database of exceptional children. This can be upgraded periodically. Correct data information of exceptional persons will assist in proper planning for them.
- ✓ Teachers should be recognized and rewarded in their course of service (special teachers of persons with needs). This will motivate them to perform their duties diligently and satisfactorily.
- ✓ Lastly, newly trained teachers posted to schools should be attached to an experienced teacher who will mentor them on the job.

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# THE IMPORT OF LEADERSHIP AND MANAGEMENT ON THE PREPARATION OF AFRICAN TEACHERS FOR THE NEW GENERATION

6

Balogun, Justinah A.

## **Abstract**

*The concepts of Leadership and Management have been identified as key elements to the success of an individual or group of individuals in achieving set goals. In a world that is rapidly changing in values and orientation, teachers are expected to demonstrate leadership traits and managerial acumen in their task of molding the behaviour and thinking of their students. It is, therefore, imperative that teachers undergo leadership and management preparation to effectively deal with the emerging challenges of the new generation whose application of its vast knowledge of information and communication technology (ICT) has impugned their learning ability, values, attitude and characters. The methodology adopted is that of analysis. This paper analyses the leadership and management responsibilities of African teachers as it concern the teaching-learning process and to also, suggest ways of attaining learning objectives in a challenging generation.*

Key words: Leadership, Management, Teacher.

## Introduction

The importance of Leadership and Management can never be overemphasized in a dynamic society like Africa; most especially in education which has been rightly described as an instrument of change and development in the life of the individual and the society. Apart from instilling in the individual the right values and attitudes, it avails him with appropriate skills, capabilities and competence both mental and

physical to enable him function as a responsible member of the society. However, a typical African society is characterized by people with different values, norms, attitudes, religion and social background. It is, therefore, essential that any leader (teacher) who must be successful should possess the ability to handle people effectively regardless of their background. In as much as teachers deal with people, that is, students, co-teachers, management and parents, leadership/management skills become essential ingredients in the course of teachers' preparation for the new generation.

#### Leadership

The concept of leadership suffers the same fate of interpretation like every other theory. There are over four hundred definitions of leadership. Nonetheless, scholars agree that leadership is about influencing the actions or behaviours of other people towards a set goal or objective. It relies more on motivation, interpersonal behavior and the process of communication. In its simplest of terms, it has been defined by Mullins (2005) to mean 'getting others to follow' or 'to do things willingly' or 'the use of authority in decision-making'. While Adair (2003), viewed leadership 'as a combination of example, persuasion and compulsion that results in making people to do things they might not otherwise have done', Davis (1951) in Ogunbameru (2004) sees it as the ability to persuade others to seek defined objectives enthusiastically.

#### Leadership Styles

This is the manner and approach of providing direction, implementing plans, and motivating people. The styles of leadership have been classified within three broad headings namely:

- i. Authoritarian (or autocratic) Style: This focuses on the exercise of power by the leader alone. Here, the leader exercises total control on decision making and authority for achieving goals.
- ii. Democratic Style: This style allows for greater interaction and participation of members of the group in decision making and actualization of set goals.
- iii. Laissez-faire Style: The leader here consciously passes the focus of power to members. Members of the group are allowed to act in the best way they can to achieve set goals.

It is, however, imperative to note that due to individual psychological differences, the style employed by a leader in relation to a person may not

be applicable to another person. This, then, calls the leader not to be rigid with a particular style of leadership, but to apply the appropriate style according to the situation. A leader is expected to know when to be persuasive and when to exact force to achieve the necessary objectives.

#### Management

Management is a process of getting activities completed effectively and efficiently with and through other people. McDaniel and Gitman (2008) maintained that management is the process of guiding the development, maintenance and allocation of resources to attain organizational goals. It is not theoretical but active; it is about changing behavior and making things happen, developing people, working with them, reaching objectives and achieving results (Crainer 1998). By implication, Management in practice involves playing a formal or informal leadership role with the aim of achieving a particular goal or objective (Gboyega 1991). In any society, therefore, there is bound to be an application of management in the affairs of individuals, groups and organization. For instance, a teacher who has a one hour period to impart knowledge in his students would make concerted efforts not only to teach but also to achieve his goal of teaching them to understand. In order to achieve this target, his dexterity at combining the concepts for optimum output in class will be put to test. These overlapping qualities are needed as teachers prepare for the new generation.

#### Distinction between Leadership and Management

Leadership and management have been used interchangeably to mean the same thing but in spite of the interrelationship between the two concepts, there are debates on their inherent differences. According to Miller, Catt and Carlson (1996), while management involves using human, equipment and information resources to achieve various objectives, leadership focuses on getting things done through others. Though accepting the close relationship between the two concepts, Hollingsworth (1999), nevertheless listed six fundamental differences as follows:

- *A Manager administers – a Leader innovates*
- *A Manager maintains – a Leader develops*
- *A Manager focuses on system and structure - a Leader focuses on people*
- *A Manager relies on control – a Leader inspires trust*
- *A Manager keeps an eye on the bottom line – a Leader has an eye on the horizon*
- *A manager does things right – a Leader does the right things.*

Despite the differences between the two concepts, to be an effective manager undoubtedly requires leadership roles.

#### Teacher

A teacher is a person who inculcates ideas, principles and values into the learners' minds in order to produce in them competencies and useful values and skills. For Mgbako (2002) as cited in Idiaghe (2008), the work of a teacher involves the totality of the teacher which includes his knowledge, personality, strategies for teaching, time, energy and interest. Oyekan (2001) stated that teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizen. A teacher can only give what he has. A teacher, therefore, needs to imbue himself with leadership and managerial skills and competence to adequately deliver his mandate to inculcate the right knowledge, ideas, values and skills in the new generation of learners.

#### Relationship between Teacher and the Concepts of Leadership and Management

Teachers are seen as leaders and managers in the school system. Riggs (2013) stated that teachers can lead and foster growth in each other as well as in their students all in the same job. Teachers lead and guide the development of the learners in the three domains of learning, that is, cognitive, affective and psychomotor, using and maintaining the allocated resources to achieve learning. Teachers are expected to model the expectations, in which case the leadership roles are needed to effectively manage educational situations. In other words, teachers impart knowledge and to attain learning the teacher has to manage all resources both human and materials with the application of his leadership roles.

#### Key Functions of Teacher as a Leader/Manager

The leadership/managerial activity of a teacher encompass the five elements of management as espoused by Fayol (1949) in Mullins (2005) and McDaniel and Gitman (2008) as follows:

**Planning:** The teacher as a leader or manager in the classroom has to plan the lesson, prepare lesson note and set learning objectives which he works towards achieving in the course of the teaching-learning process. Also, the teacher will determine needed resources for the lesson and create

strategies to reach the set learning objectives. It is imperative that the teacher is adequately prepared for his interaction with his students as this will earn him their respect.

**Organizing:** The teacher arranges the lesson in a way that specifies the activities of both the teacher and learners for learning to take place and co-ordinate the arrangement of the classroom to suit the purpose of learning. Also, he assign students to duties as well as co-teacher where and when the need arise.

**Leading:** The teacher imparts knowledge by teaching and being a role model to be emulated. He resolves any misunderstanding in the course of teaching, and manages any change(s) that may occur.

**Controlling:** It is the duty of the teacher to measure the performance of the student, compare students' performances to standard set and take necessary action to improve performances when need be.

All these are not only instrumental to the preparedness of the teacher to carry out his basic function of imparting the required knowledge and skills into his students but also underscore his capability and capacity to lead and manage the new generation of learners effectively.

Communication as a Managerial tool in Teaching-Learning Process Leadership and management in a classroom system require effective communication in the teaching-learning process in order to achieve set learning objectives. Ekpenyong (1998) sees communication as the process of exchanging ideas and feelings. In teaching-learning situation, both the teacher and the student are expected to exchange ideas and feelings by using appropriate language that will transfer the intended knowledge from the giver to the receiver. Samuel and Abraham (2005) posit that clarity in language of communication between the teacher and student makes it easy for the target audience to understand the subject of discourse

Effect of Information and Communication Technology (ICT) on Learning

The advent of information and communication technology has provided ample opportunities for individuals, throughout their lifetime, to engage in learning activities and training outside the traditional classroom (Giddens, 2006). There is no doubt about the fact that ICT widens the horizon of a student but the attendant negative effects on learning have

done more damage than good. The new generation of learners has unfettered access to ICT which has seriously affected their sense of value and since learning leads to change in behavior, it then means that whatever a person learns automatically determine the outcome whether positive or negative. It is then imperative for teachers to be fortified with leadership character and managerial competence to be able to deal with this ugly trend.

Suggested ways of attaining learning objectives in a challenging generation

1. The teacher should diagnose instructional and managerial skills, and apply the most suitable for a topic in a particular class.
2. A teacher should be creative.
3. Teacher should imbibe charismatic empathy and humanitarian spirit of understanding the need of the learners (Oyekan 2006).
4. Teacher should be well abreast of ICT to be able to encourage and rebuke learners appropriately when need be.
5. Teacher should attend in-service training to upgrade his teaching competence.
6. Emphasis should be on team working, inquiry, individual self-learning and self- evaluation among the learners.
8. Teacher should not be rigid in choosing teaching method but consider the learning ability of the learners involved.

#### Conclusion

It is increasingly clear by the day that the 21<sup>st</sup> century teacher must rise to the challenge posed to his role as a mentor and care giver to the new generation of students whose horizon has been broadened to the point of self-destruction by our rapidly changing environment. Our calling goes beyond teaching in our areas of specializations. While it is very important to have the full grasp of our subject to be able to impart the necessary knowledge and skills, it is also equally important to pass on moral and ethical values to the new generation of students to make them responsible citizens adequately prepared for future leadership roles. However, this is only achievable when the teacher, in addition to his preparedness, exhibits good leadership character and efficient managerial competence in the course of performing his role.

#### Recommendations

- Leadership and management courses should form part of the curriculum of teacher education.
- Teachers should avail themselves of leadership and management seminars and workshops.
- Teachers should imbue themselves with leadership and managerial skills and competence capable of inculcating the right knowledge, ideas, values and skills that will produce new generation of learners that the society requires.

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## STUDY HABITS AND ATTITUDES OF SENIOR SECONDARY SCHOOL STUDENTS TOWARDS SCHOOLING IN ILORIN METROPOLIS

7

Jekayinfa, O; Aburime, A; Saidu A. & Okafor, U.

### **Abstract**

*This study was carried out to find out the views of senior secondary school students in Ilorin metropolis about their study habits and attitudes towards schooling. The multistage sampling technique as well as simple random method were used to select six hundred respondents across the metropolis. A self designed questionnaire tagged "Study Habits and Attitudes of Senior Secondary School Students' Towards Schooling questionnaire (SHASSTSQ)" was used to gather the required information from the respondents. The instrument has three sections containing items that revealed personal information, study habits and attitudes towards schooling.*

*In the means and rank order of respondents' study habit reading section, I read section by section of my note book before going on ranked highest with a mean score of 3.176. Also, in the means and rank order of respondents attitudes towards schooling it was revealed that item 10 which states that I always have quick answer to the question in all subjects ranked highest, with a mean score of 3.178.*

*The results of the study revealed that problem connected with poor attitudes towards schooling is when student did not have access to school facilities like available classroom, well ventilated library, electricity laboratory equipment, well dedicated teachers etc. Conversely when all these are available, the students would develop positive attitudes towards schooling. also, study habits can be improve if student set aside a specific time to study , study everyday ;create his/her own study space, have a lot of*

*reading to do to prepare for a test or exams etc. Based on the findings of this study, it was recommended that government, parents should provide the necessary and adequate facilities like textbooks, infrastructural facilities, libraries so as to improve the study habits of students and inculcate in them the positive attitudes towards schooling.*

#### Introduction

Education has been regarded as an instrument through which human beings socialize. It is through it that young ones are introduced into culture, spiritual belief and values of their society with the view of making them uphold, maintain and contribute their quota to the development of their society. It is not unwise to say that life without education is aimless. Education as described by Fafunwa (2000) as a valuable treasure and without it, it is like one is living in the world of darkness. Idowu (2005) described education as the pivot on which the wheel of national development revolves and a legacy that the nation can bequeath her citizens.

Education is expected to affect the behavior of an educated person or person being educated. Education is equated at times with achievement, certification or accomplishment (Salawu, 2000). Education is mainly acquired through studying. The ability of an individual to think and find new solutions to his/her problems and society at large is fundamental objective of education in Nigeria today. In order to meet the demands and challenges in our society, government students have to improve in their study habits and attitude as it affect their performance.

Obviously, learning is a life-long human endeavor. It is a cognitive engagement that goes throughout the life span of a student. Salam (2002) posited that the goal of many students while entering schools is academic success. However, this intent may be jeopardized by poor study habits and negative attitude to reading by students. When a student is deficient in his study habits and develops negative performance, academic success may not be achieved and thus, frustration may emerge. Covey (2002) stated that, many students have no systematic strategies of ensuring or developing good study habits. The preventive measures to this ill-favored experience are to prepare students on how to succeed in their studies by developing and appreciating the habits of highly effective study.

Study habit is a basic requirement for any individual's maintenance of a well-informed state of mind and for a student's success in any academic and development endeavor (Adegbija, 2000). Study habits are also

patterns we employ in our study, they are considered as very crucial in the success or failure of students at different strata of the academic endeavor. Banjo (2000) stressed that, study habits and attitude in schooling is one of the factors determining student's academic performance. Good attitude to schooling must produce good results while poor attitude to schooling has to bring about poor academic performance.

Aminu (2001) opined that, study habits and performance in school are interrelated. The relationship could either be positive or negative depending on the factors that determines the achievement of an individual. Study habits and schooling have been identified as some of the psychological traits that may either inhibit or facilitate the academic success. Certain problems, which students encounter in the course of schooling is associated with their study habits. There are about ten (10) possible sources of such habit problems. These sources are:

- a. Time given to study;
- b. Concentration during study;
- c. Response to take home school assignments;
- d. Reading;
- e. Problems associated with consulting teachers;
- f. Note taking;
- g. Work in volume and in quality;
- h. Study preparations;
- i. Problems associated with verbal expression and
- j. Discussions

Kolade (2000) lamented that, one serious problem connected with students performance in school and study habits is poor management of time when studying. Poor management of time for private study of the subjects, when it is carried out at all, manifests in the way students completely neglect some subjects while concentrating too much on others. For instance, as a result of hatred or inability for mathematics, many students do no study it privately; it has been reported that some students leave the classroom when the mathematics teacher enters. It is even surprising or funny to hear some students say that they do not know how to study English language privately at home, the only thing they can do is to look up the meaning of some difficult words in the dictionary.

Another problem connected with poor attitude towards schooling and poor study habits of students is their refusal to carry out the assignments given to them by their subject teachers. This has negative

impact on their continuous assessment scores and grades. Similarly, many students do not care to go over their subject notes until the eleventh hour when examinations are at hand (Omolewa, 2000). All these contributed to low academic performance of students as a result of poor study habits and negative attitude towards schooling.

Good study habits are quite useful and have been highlighted by Akwaga (2000) as essential human skills. Student's study habit, according to him can make the difference between success and failure in school. Oyeleke (2000) pointed out that research has revealed that whenever a student adopts effective study habit, his/her learning skills, understanding of learning materials and his memory processing strategies as well as their general performance in both test and examinations are improve appreciably. He further said, study habits will not only make one to understand better but also increase chances of improving level and rate of understanding and consequently a better performance.

However, it is noticed that, nowadays students are generally plagued by indiscipline such as indolence at general work, academic exercise, lateness to the school and lessons, sneaking out of the class/school compound, hard and dangerous plays, truancy, stealing, lying, and insubordination to the school authority and interaction with bad peer groups. In an environment characterized by these vices, academic performance of students may be negatively affected. It is commonly observed that instead of reading their academic books, male students in an average secondary school engage in soccer at odd times, while the females one are busy watching video drama nearby the school environment. Many male students are even found sneaking out of the school compound to go and watch European soccer tournaments outside, when they are supposed to be in the school busy studying (Abubakar, 2000).

Moreover, poor attitude towards schooling and poor study habits have manifested in the way some students who claim to be studying get a copy of pornographic reading material or photo/pictures and get themselves busy reading or looking at it. In some cases, such materials are accompanied by rude pictures. As a result of poor attitude to schooling and poor study habits of the students, the government (Ilorin metropolis) has formed and implemented the policy of 'arresting' wandering students on the streets at the time any school sessions are going on in classrooms. In addition to this 'arresting policy', the government also mounts members of the civil defense corps to secondary school and colleges to enforce adherence to school rules and regulations by the students (Sanusi, 2006).

No wonder the Ilorin metropolis ministry of education science and technology under the leadership of the Commissioner for Education has been working tirelessly in order to ensure that standards of education in the state, especially the secondary school level become something to be proud of. The Commissioner has been putting up various types of reforms to redeem the secondary education from its former state of decay, and such reforms have been paying off very well. Example are punctuality of students at school; making sure that any students found roaming the streets after 8:00 am are picked up; giving standard tests (examinations) to students in order to ensure the actual class they should belong to; transfer of teacher who have stayed too long in one school; regular seminars and workshops for teachers; giving textbooks to schools to distribute to their students; putting jingles on the media on the importance of caring for children education by the parents and guardians (Sanusi, 2006).

All the steps were taken so that the standards of education especially at the secondary level in Ilorin metropolis are good. The steps taken by the commission have created that desired awareness on the part of every stakeholder in education (parents, students, teachers, government and school heads) to play their own role well so as to achieve educational objectives. In specific terms, the commission is working assiduously towards ensuring positive attitude schooling and good study habits by the students. It is generally believed that the school tone has a great impact on the academic achievement of students. However, it is observed that students nowadays develop negative attitude to schooling as a result of poor motivation either from parents, teachers, government administrators or students themselves and this contribute to poor study habit and attitude to schooling which later result mass failure in public examinations. Odeyi (2009) lamented that the rate of students' performance in the nation's public examination is a source of concern to all stakeholders in educational sector. Olaseni (2000) identified factors such as poor attitude to schooling external locus of control, low socio-economic status, and poor study habit as those responsible for the poor academic performance among Nigerian secondary students in public examinations. Aremu (1997) also identified negative attitude, low self concept, poor study habit and external locus of control as some of the predisposing factors responsible for poor academic performance among students of our various secondary schools in Nigeria.

Moreover, the findings of Olaniyi and Rasaan (2009) showed that, academic achievement of Nigerian secondary school students continues to be on the decline as a result of poor study habits and negative

performance to schooling. Every year these students register for the same examinations without much success.

Omolewa (2006) explained that, problems connected with poor attitude towards schooling and poor study habits of secondary school senior students is the refusal to carry out their assignment given to them by subject teachers. This has negative impact on the continuous assessment scores and grades. Similarly, many government students do not care to go over their notes until when examinations are close. Also, poor management of time when studying or hatred of one subject or the other is a resultant of poor academic achievement of government students. It should be noted that, these problems and many others still persist and this can be justify by considering the performance of student at national level by subject in National Examination Council (NECO) result 2005 to 2008 respectively.

Table 1: Numbers of candidate that failed in Government between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	838,132	897,791	961,455	1,092,215
No. of candidate that failed in government	215,079 (25.66%)	188,360 (20.98%)	201,753 (20.98%)	90,204 (8.26%)

*Source: National Examination council, quality assurance department Minna, 2010.*

Table 2: Numbers of candidate that passed in Government between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	838,132	897,791	961,455	1,092,215
No. of candidate that passed in government	228,710 (27.29%)	434,807 (48.43%)	524,325 (54.53%)	776,745 (71.12%)

*Source: National Examination council, quality assurance department Minna, 2010.*

Table 3: Numbers of candidate that failed in English Language between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	876,859	939,927	1,015,419	1,166,164
No. of candidate that failed in English language	281,665 (33.53%)	222,369 (24.68%)	137,141 (13.86%)	96,248 (8.68%)

Source: National Examination council, quality assurance department Minna, 2010.

Table 4: Numbers of candidate that passed in English Language between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	876,859	939,927	1,015,419	1,166,164
No. of candidate that failed in English	179,354 (21.35%)	442,333 (49.09%)	514,893 (52.02%)	837,541 (75.53%)

Source: National Examination council, quality assurance department Minna, 2010.

Generally, the results within these years (2005 - 2008) in the June/July revealed that 414,765 of the candidates obtained credit and above. The reasons for this may be due to the fact that majority of these students have negative performance to schooling and they do have poor habits as this could be posited to the statement of Adepaju (2005) that the current poor academic achievement of secondary school government students may be connected with poor study habits and poor attitude to schooling. Nonetheless, the thrust of this research is study habits and performance of senior secondary government students towards schooling. Uche (2004) focused on the relationship between students study habits and academic performance. Oniye (2003) worked on study habits, motivation and academic performance. Oyeleke (2000) based his work on study habits tagged 'survival skills'.

Adegbija (2007) was on effective study habits among students. All these studies based their works on how to maintain effective study habits and its relationship between academic performances.

#### Purpose of the Study

The objective of this study is to investigate the study habits and attitude of senior secondary school students in Ilorin Metropolis towards schooling. In specific, the study is designed to find out students study habits and their attitude to schooling. The present study involved variable such as gender.

#### Research Questions

Based on the statement of the problem, the following research questions have been raised to guide the conduct of this study:

1. What is the attitude of secondary school students in Ilorin Metropolis towards schooling?
2. What is the nature of the study habits of senior secondary school students in Ilorin Metropolis?
3. Is there any difference in attitude of male and female students' towards schooling in Ilorin Metropolis?

#### Methodology

The research design used was a descriptive survey method. The descriptive survey is the research method that enables a researcher to obtain the opinions or representative sample of a target population so as to infer the attitude of the entire population (Oniye, 2007).

Therefore, all secondary school students in Ilorin Metropolis constitute the population. The total population of secondary school students in Ilorin Metropolis as at 2014 is 37,045 (Ministry of Education, 2014).

However, based on the fact that not all these students could be involved in the study, a sample of 300 students was selected for the purpose of this study. Hence, multi-stage sampling procedure was used in selecting the respondents. Multi stage technique is the process by which many sampling techniques are used in carrying out a study.

The main instrument for this study is a researcher-designed questionnaire titled 'Study Habits and Attitudes of Senior Secondary School Students towards Schooling'. The reliability co-efficient was 0.68, this indicated that the instrument is consistent accurate and reliable. The data obtained was analyzed using frequency counts, percentages and mean rating

DATA ANALYSIS AND RESULTS

This section presents the results of data obtained from the study in frequency counts and percentages. The presentation below is the distribution of respondents by personal variable of gender. This was presented in tabular form to aid clearer understanding.

Table 4: Distribution of respondents by gender

<b>GENDER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>MALE</b>	<b>150</b>	<b>50.00</b>
<b>FEMALE</b>	<b>150</b>	<b>50.00</b>
<b>TOTAL</b>	<b>300</b>	<b>100.00</b>

Table 4 indicates the distribution of respondent by gender. The table shows that 150 (50%) are male while are female 150 (50%).

**Research Question 1:** *What is the nature of the study habits of senior secondary school students in Ilorin Metropolis?*

Table 5: Means and Rank order of Respondents' Study Habits Item No.

<b>Items No.</b>	<b>Items</b>	<b>Mean Score</b>	<b>Rank</b>
7	I read sections by section of my note book and then study that section before going on.	3.176	1 <sup>st</sup>
10	I review for lessons regularly	3.160	2 <sup>nd</sup>
6	I look for the main ideas in what I read	3.096	3 <sup>rd</sup>
2	I set aside time each day for study	3.076	4 <sup>th</sup>
21	I revise my notes after examination	3.063	5 <sup>th</sup>
3	I concentrate in my study	3.031	6 <sup>th</sup>
22	I usually set out to understand thoroughly the meaning of what I an asked to read	3.028	7 <sup>th</sup>
25	I am usually prompt in starting work	3.001	8 <sup>th</sup>
30	I prepare for examination immediately the school resumes	2.996	9 <sup>th</sup>
18	I prepare for questions that I think would be asked	2.968	10 <sup>th</sup>

17	I distribute my time over several section	2.956	11 <sup>th</sup>
26	I generally put a lot of effort into trying to understand concepts which initially seem difficult	2.928	12 <sup>th</sup>
11	I organize materials to make my points easier to remember	2.913	13 <sup>th</sup>
5	I study assignments in details	2.843	14 <sup>th</sup>
14	Search for main ideas	2.843	14 <sup>th</sup>
1	I do keep up to date with assignment	2.836	16 <sup>th</sup>
24	When doing any piece of work I bear in mind exactly what that particular teacher seems to want	2.801	17 <sup>th</sup>
20	I find it easy to organize my study time effectively	2.771	18 <sup>th</sup>
9	I question myself on what I have just read	2.735	19 <sup>th</sup>
16	I attend class regularly	2.700	20 <sup>th</sup>
29	When taking an essay test, I think of answers to a question before answering	2.626	21 <sup>st</sup>
4	I look over the text as a whole before dealing with individual chapters	2.425	22 <sup>nd</sup>
19	I feel confidence and relax when taking test	2.405	23 <sup>rd</sup>
13	I refine study notes soon after class	2.320	24 <sup>th</sup>
12	I take note in the class	2.283	25 <sup>th</sup>
15	I ask questions in class	2.270	26 <sup>th</sup>
28	I am always ready to acquire new knowledge	2.266	27 <sup>th</sup>
8	I do make note in the margin	2.241	28 <sup>th</sup>
27	If condition are not right for me to study, I generally manage to do thing to change them	2.110	29 <sup>th</sup>
23	When reading I try to memorize important facts which may come in useful later	1.998	30 <sup>th</sup>

Table 5 revealed the means and rank order of respondents' expression on study habits. item 7 ranked 1<sup>st</sup> with a mean score of 3.176 and it states that 'I read section by section' and study that section before going on. Item 10 ranked 2<sup>nd</sup> with a mean score of 3.160 and state that 'I review lesson regularly'. Item 6 ranked 3<sup>rd</sup> with a mean score of 3.097 and state that "I look for the main ideas in what I read. Item 2 ranked 4<sup>th</sup> with a mean score of 3.077 and states that I set aside time each day for study.

Item 21 with a mean score of 3.063 was ranked 5<sup>th</sup> and it states that I revise my notes after examination.

However, item 8 was ranked 28<sup>th</sup> with a mean score of 2.241, it states that I do make note in the margin. Item 27 with a mean score of 2.110 was ranked 29<sup>th</sup> which states that if condition are not right for to study, I generally manage to do something to change them. Ranked last was the item 23 with a means score of 1.998, it states that when reading, I try to memorize the important facts which may come in useful later.

**Research Question 2: *What is the attitude of secondary school students in Ilorin Metropolis towards schooling?***

Table 6: Means and Rank Order of Respondents' Attitudes towards Schooling

Items no	Items	Mean scores	Rank
16	I always have quick answers to questions in all the subjects	<b>3.178</b>	<b>1<sup>st</sup></b>
28	I take part in sporting activities	<b>3.163</b>	<b>2<sup>nd</sup></b>
8	The subjects being taught in school are relevant to my career	<b>3.160</b>	<b>3<sup>rd</sup></b>
27	I am a good ambassador of my school	<b>3.120</b>	<b>4<sup>th</sup></b>
24	My mind is always focused on all the subjects being taught by my teachers	<b>3.106</b>	<b>5<sup>th</sup></b>
4	I enjoy every aspect of the subjects being taught in my school	3.098	6 <sup>th</sup>
5	I will make good grades in all my subjects	3.048	7 <sup>th</sup>
23	I always keep to all my schedules	3.031	8 <sup>th</sup>
9	I hope to pass all my subjects in flying colors	3.006	9 <sup>th</sup>
1	I am happy to attend a school	2.986	10 <sup>th</sup>
12	None of the subjects I offer is boring	2.975	11 <sup>th</sup>
20	I love school subjects more than other activities	2.966	12 <sup>th</sup>
19	I attend all my lessons punctually	2.935	13 <sup>th</sup>
15	All my subjects makes much meaning to me	2.856	14 <sup>th</sup>
3	School activities are interesting	2.834	15 <sup>th</sup>
30	My teachers influence my attitude towards schooling	2.838	16 <sup>th</sup>

22	I have a regular study schedule which I follow	2.820	17 <sup>th</sup>
7	I create additional study periods for myself for a better mastery	2.781	18 <sup>th</sup>
29	Teacher's method of teaching my subjects helps a lot in my performance in school	2.775	19 <sup>th</sup>
14	I am always happy when its time for my lesson	2.741	20 <sup>th</sup>
18	I always attend to my assignments regularly	2.696	21 <sup>st</sup>
10	Enjoy solving problems in all the subjects I offer	2.410	22 <sup>nd</sup>
6	I pay rapt	2.393	23 <sup>rd</sup>
13	Attention to my teachers when teaching in the class	2.376	24 <sup>th</sup>
2	I enjoy studying all registered subjects	2.365	25 <sup>th</sup>
26	I wake up early to prepare for school so as not to be late	2.363	26 <sup>th</sup>

### Research Question 3:

Table 7: Means Standard Deviation and T-test Value of Respondents Attitude towards Schooling based on Gender

Gender	N	X	SD	DF	CAL. T-TEST	CRIT. T -TEST
Male	150	85.66	14.53	598	-.52	1.96
Female	150	86.32	16.97	598	-.52	1.96

The result of the T-test in the table 7 indicates that the calculated t-value is -.52. since the calculated t-value of -.52 is less than the critical T-value of 1.96, the hypotheses is therefore accepted. Therefore, there is no significant difference between male and female views on their attitudes towards schooling.

### Conclusion

The researchers found out that the responses generally on study habits showed that the cultivation of effective study habit is a basic requirement for any individual student's maintenance of a well informed state of mind and for a student's success in any academic Endeavour. Also indicated that stakeholders in education industry should provide the necessary

material like library facilities, laboratory facilities, subject workshop, sport equipment, well ventilated and lighted rooms for school and student in order to make them develop positive attitude towards schooling.

The finding of the study has a lot of implication for teachers and the prospective. The teacher should therefore help the student through their contact to develop positive attitude towards schooling and this would have a positive influence on the study patterns of an individual student. A student whose attitude to schooling is negative is likely to develop poor study habits and this kind of student would have low achievement in their academic endeavors. Also, teachers can positively influence the live of secondary school student through effective interpersonal relationship and application of behavior modification techniques like reinforcement. If student are properly guided on how to maintain study habit by reading their books at the right time before and after examinations, the desire to failure or cheat in examination will be greatly minimize.

#### Recommendations

Based on the finding of the study, the following recommendations are made that:

1. School and other stakeholders should organized regular workshop, seminar, orientation program on study habits related issues like phobia, examination anxiety, stress and tension etc. while active participation at such in service training program should be made mandatory for student, teacher, administration and not teaching staff who take part in the welfares of the student.
2. Government should provide adequate facilities in terms of books, desk, classroom, library, and conducive environment for the teaching and learning process and acquisition of skill so as to improve the study habit of students and in inculcates positive attitude towards schooling.
3. Parents also should adequate academic needs such as relevant textbooks, school uniforms and other necessary materials that will arouse students' positive attitudes towards schooling. Similarly, teachers are to improve on their methods of teaching and make good use of adequate teaching aids as to improve students' attitudes towards schooling.

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# ENHANCING THE FUTURE OF EARLY CHILDHOOD EDUCATORS THROUGH THE USE OF TECHNOLOGY IN NIGERIAN SCHOOLS

8

Umorum Jacob O.

## **Abstract**

*Our world is becoming both increasingly diverse and increasingly connected, which means that children will need new skill sets in order to communicate and collaborate and to work and play together. Modern childhood classrooms today often have children who speak many different languages and who are part of numerous different cultures. Instead of just accepting this diversity in demographics, the early childhood educators who are often faced with multi-lingua classrooms can utilise this diversity as an opportunity to engage young children to explore a nation's cultural diversity and the world in general. This paper discusses how the use of technology in the classroom can be used to address the problem of educational inequality and Cultural Relevant Teaching (CRT), which are two major problems often faced by early childhood educators in Nigeria. The paper recommends that the educational policy makers in Nigeria, and indeed other Africa countries should demonstrate good governance by creating compulsory early childhood education centres with the relevant ICT infrastructure to enhance the performance of the early childhood educators in this 21<sup>st</sup> century.*

Keywords: Educational inequality, Cultural Relevant Teaching (CRT), Early Childhood Educator (ECE), Enhancing the future of Early Childhood Educators.

## Introduction

Early Childhood Education (ECE) is a branch of educational theory which relates to the teaching of young children up until the age of about eight,

with a particular focus on education, notable in the period before the start of compulsory (basic) education. Wikipedia (2013) The United Nation Educational Scientific and Cultural Organisation (UNESCO, 2000), defines early childhood education as the period from birth to eight years old characterised by a time of remarkable brain growth; and foundation laying for subsequent learning and development. The United Nation International Children Education Fund (UNICEF, 2013) sees early childhood as a Pre-school age that corresponds to a critical period of rapid physical, cognitive and psychosocial development of the child. The quality and intensity of care, nutrition and stimulation a child receives during this period, according to UNICEF determines to a large extent the level of physical and cognitive development the child can attain (available at [http://www.unicef.org/nigeria/children\\_1931.html](http://www.unicef.org/nigeria/children_1931.html))

Today's early childhood classrooms often have children who speak many different languages and who are part of numerous different cultures. Instead of just accepting this diversity in demographics, the early childhood educators can utilise the opportunity to engage young children to explore a nation's rich cultural diversity and the world in general if provided with the relevant technology in the classroom. This paper examines two of such technologies in the classroom that can enhance the performance of the early childhood educators in Nigeria.

Children early years education in Nigeria have been the sole responsibility of their parents and extended family. In today's societies, poverty, disease, malnutrition, civil strife and the breakdown of traditional structures place major constraints on parents and communities. The development and safety of children are jeopardized on a daily basis. Parents, families and communities under stress may not be able to respond adequately to the needs of young ones. Many early childhood development (ECD) programmes, particularly in rural and poor urban areas, aim to address these challenges. However, programmes are often limited and unevenly distributed. Wide differences exist in programme quality, and many suffer from inadequate funding, poor co-ordination, and unsustainability. In the light of increasing interrelationships between individuals' needs and rights and national development processes, especially for poverty reduction and economic growth, governments are assuming greater responsibility for ensuring the needs and rights of young children are met. Governments play a particularly crucial role in creating enabling environments that allow children to develop into healthy, well-balanced and responsible adults.

The legal justification for children's rights was established when they were identified as part of the United Nations Universal Declaration of Human Rights adopted by the United Nation (UN) General Assembly in 1948. It stated, "All human beings are born free and equal in dignity and rights" and "motherhood and childhood are entitled to special care and protection." Convention on the Rights of the Child, 1989; and the Dakar Framework for Action and the World Education Conferences for Education for All, held in Jomtien, Thailand in 1990 and Dakar, Senegal in 2000 (UNESCO, 2000)

UNICEF (2013), argues that, although appreciable progress has been made in early childhood care and education Nigeria since 2009 due to government policy requiring every public school to have a pre-primary school linkage, the proportion of children enrolled in pre-primary Early Childhood Care Centres still remains low at approximately 2.3 million children. This represents about 21 percent of the population of children in this age group. The caregivers of these centres are generally unqualified: about 85 percent do not possess basic qualifications and more than half have no formal education. UNICEF further explained that another major issue in Nigeria's early childhood care and development is the poor state of the infrastructure, equipment, facilities and learning resources. Essential learning resources are lacking in most facilities while the national curriculum is not yet widely operational. However, UNICEF is of the optimism that mainstreaming of the early childhood education course into pre-service teacher training from the 2008/2009 session is expected to provide strategic solutions to ameliorate most of the problems analysed above. (available at [http://www.unicef.org/nigeria/children\\_1931.html](http://www.unicef.org/nigeria/children_1931.html))

#### The Relevance of Technology to the Future of ECCE

The role of technology in early childhood education, from birth to age eight, is a controversial topic. Most experts believe computers are not developmentally appropriate for children under the age of three (Elkind, 1998; Haugland, 1999; NAEYC, 1996). However, these same experts believe children three years old and older can begin to effectively explore and use computers. Parents and educators have concerns about potential benefits or harm to young children. Critics contend that technology in schools wastes time, money, and childhood itself by speeding up the pace and cutting down on essential learning experiences (Cordes & Miller, 2000; Healy, 1998). It is also argued that many of the factors that make computers developmentally inappropriate for children under age three are also

present in older children: active learners busily manipulating a wide variety of objects...and in the process of learning about themselves and their environment” (Haugland, 1999, p. 26). Proponents suggest that children should have the advantages that new technologies can offer. Thoughtful observers are concerned that while exciting and potentially valuable things are happening with children and computers, we may not be using these tools in the best ways, or obtaining the results we expect (Healy, 1998; Kleiman, 2000).

To evaluate whether computers are developmentally appropriate for children over age three, we need to determine the developmental needs of these children. Children this age are developmentally within Piaget’s preoperational stage. This means they are concrete learners who are very interested in using newly learned symbolic representation - speaking, writing, drawing (including maps and geometric figures) and using numbers. Further, children this age are extremely active and mobile. They often have difficulty sitting still; they need frequent changes in learning modalities; and they want a variety of physical experiences involving dance, physical play, climbing and sports. Preoperational children are also continuing their mastery of language, and exploring various facets of social behavior.

Howard Gardner has shown that young children exhibit a diversity of learning styles, and that the optimum way for many children to learn is not the traditional teacher-directed, verbal approach (Gardner, 1987). We must be sensitive to these different learning approaches, especially as we serve an ever larger diversity of children.

Clearly many of these developmental needs match up well with appropriate use of technology in the classroom, especially exploration, manipulation of symbolic representation, matching alternative learning styles, and quickly changing learning modalities that individual students can control and pace to meet their individual needs. It is also a very powerful tool for students with specific learning disabilities.

Research suggests appropriate and effective uses of technology in early learning and provides guidance in selecting the tools and creating the environment essential for successful technology use. Studies point to how technology - computers and other tools such as tape recorders and cameras - can be used to support and encourage the development and learning of preschool and primary age children. The critical factor is a balanced approach to technology in learning, with thoughtful planning to provide for the important needs of childhood.

Knowledge of children's development and studies of children and technology use can guide understanding and inform decisions. Recent research on brain development has focused attention on the capabilities of young children, the stages and styles of learning, social-emotional development, and successful educational practice. A National Research Council study (Bransford, Brown, & Cocking, 1999) reports that "Children lack knowledge and experience, but not reasoning ability" (p. xiv). Appropriate stimuli, such as close interaction with caring adults and engaging hands-on activities, enhance the brain's development (Healy, 1998). The National Research Council study states that "early learning is assisted by the supportive context of the family and the social environment, through the kinds of activities in which adults engage with children" (p. xii). It also suggests that "a number of the features of the new technologies are consistent with the principles of a new science of learning" (p. xviii). Two key conclusions are: New interactive technologies make it easier to create environments in which students can learn by doing and Technologies can help people visualize difficult-to-understand concepts. The early childhood experts recommend technologies that are developmentally appropriate, allowing children to create and explore. Children can now compose and record music on the computer, write programs that draw mathematical shapes on the screen, and use on-screen manipulative to deepen mathematical understanding. Talking word processing software provides immediate spoken feedback on letter names and letter combinations to novice reader/writers as they experiment with written language. These are examples of the promise of these new tools and resources and the world in general.

Use of technology in the early childhood program must not be a goal unto itself: the purpose is not to teach children how to use computers; they can do this as they get older, just as they can learn to drive a car later in their lives (Wardle, 1999). Appropriate use of technology in the classroom is to expand, enrich, implement, individualize, differentiate, and extend the overall curriculum. And, obviously, curricula goals change with age, and differ from program to program. If a goal of the literacy curricula for a certain age child is to learn to write personal journals, then the computer can naturally support that through writing software, digital cameras, and other methods. A science goal that requires learning the habitat of different zoo animals can be augmented by using specific CD ROMS and accessing zoo web sites. Similarly, studying extinct and endangered animals becomes more real and educational through the use of specific software and websites.

If computers are not fully integrated into the overall curriculum, they can actually negatively impact children's creativity (Haugland, 1992). To integrate computers effectively, these steps must occur:

1. Create a support team that includes people knowledgeable of technology, and people who understand developmentally appropriate practice;
2. Select developmentally appropriate software;
3. Select developmentally appropriate web sites;
4. Select computers that can run the software selected, and that can be easily upgraded
5. Provide adequate and periodic staff training, both on the use of computers, and on ways of integrating the computers into the curriculum:
6. Integrate computer resources in the classroom.

#### ECE Technology Tools for Teachers

Kids are crazy for technology! And it's important to provide early learners with time to simply play, create and use their imaginations. However, teachers must also ensure that students learn to use current technology in this constantly-evolving world. Integrating technology, when done well, not only reinforces key technical skills children need to thrive in the 21<sup>st</sup> century, but it also increases student engagement and enhances learning. Below are two trending tech tools postulated by Bevin that ECE educators can use to attain better outcomes in the classroom (Bevin, 2013)

**Digital Storytelling tools:** Several websites encourage children to tap into their creative imaginations to produce digital stories online. Story Bird supports children in creating visual stories with artwork; Little Bird Tales provides a medium for students to design and narrate their personal work; and Zimmer Twins carries it further by helping kids produce their own animated tales. And digital storytelling not only keeps children engaged, it also encourages higher-level thinking.

**Collaborative Resources tools:** Another source of memorable learning experiences for children is communicating with classes in other schools, districts, states and countries. Using Skype, children can hold video chats with other students over the Internet. The social platform Edmodo connects classes so they can share materials and access

information easily and safely. ePals Global Community connects over half a million classrooms around the world. While students can still benefit from writing to traditional pen pals, these sites may offer a level of cultural contact deeper than what the written word can convey.

Using Technology to address the Problem of Equity, Equality and Culture in Education

In educational palace, in theory, many people would argue that they want everyone to have an equal schooling experience, with access to similar teachers and schools. Likewise, some people may promote the idea that every child home cultures and languages should be equally valued in an early childhood classroom (and all classrooms). The idea is that by making everything equal, they will also be equitable. But, is it truly possible for a child's education to be both equal to everyone else's *and* equitable? There are inherent contradictions in the idea of providing an equal or identical education to all children and to valuing *every* child's home culture and language at the same time. Rhedding-Jones (2010, p.79), therefore put up this rhetoric question. "What is involved for a child in a situation where the school and parents demand totally opposite behaviors in important and sensitive matters about different cultural norms and values?" He therefore argued that in conventional pedagogy, it is practically impossible due to the individualization needed to meet the needs of different children. Schools and schooling have a strong impact on how a child comes to see the world. Therefore, many parents feel concern that by sending their child to school, where a push for **equality** (the absence of differences (Secada, 1989)) might enforce singular ideas about cultural practices, holidays, and linguistic preferences, thereby leading their ward to lose his or her native identities. This concern is supported by Amy Gutmann's writings on the "Family State" where the governing body takes full control over deciding how to define "the good life" and how to school children so that they achieve this, regardless of parental preferences. In essence, in an effort to make everything equal, the existing cultural practices and accepted social norms become privileged above others practices. For this reason, **equality is not always equitable**. As Secada (1989) defines it, equity "refers to our judgments about whether or not a given state of affairs is just" and therefore **educational equity** is "a check on the justice of specific actions that are carried out within the educational arena and the arrangements that result from those actions" (pp. 68-69). Secada goes on to support the idea that equal does not mean equitable by stating

that “the relationships of educational equity to equality of education is problematic.” Instead of pushing solely for equality it would be more socially just to differentiate classrooms instruction and schooling practices to ensure the inclusion of every child and the integration of various global cultures, languages, and perspectives. Gutmann (1999) argues that to provide a “democratic education” to children, schooling must be non-oppressive, non-discriminatory, and involve participatory decision-making. To be equitable, learning and learning contexts need to be responsive to individual children’s needs instead of equalizing based on the preferences of a larger social majority. Global learning experience classrooms can help facilitate this individualization by valuing diverse cultures and exposing children to a range of cultural and schooling practices instead of allowing existing school norms to overpower other perspectives.

Ladson-Billings (1994), who coined this terminology, culturally relevant teaching (CRT) works to create a pedagogical practice that is relevant to specific groups of children and their cultural and political contexts (Hyland, 2010). This means that children’s personal and cultural knowledge is valued and incorporated into the teaching practices used in the classroom. This may force teachers to re-examine their own cultural practices and norms and adapt their teaching style to be responsive to the needs of children in specific communities.

Teachers in today’s schools have to be aware of how globalized and culturally diverse their classrooms might be and work to be sensitive to that cultural diversity. As Stires and Genishi (2008) recommend, teachers can encourage students to value their home cultures and practice their home languages instead of losing that knowledge to focus solely on English or some other foreign culture. Teachers can also invite other languages as well as cultural practices and holidays into the classroom and discuss openly with students issues of power related to different cultures. Finally, early childhood teachers can help young children to begin thinking about the rich benefits of maintaining their home culture and learning a multiplicity of cultures through peer sharing and exchange.

In addition to examining specific groups of students and their home communities, it can be valuable for early childhood teachers to use a critical lens when defining their pedagogical practices. As Hyland clearly describes “critical pedagogy examines the ways that every day school and classroom practices create and sustain both marginalized and privileged identities” (2010, p. 85). So what does this mean for your classroom? Critical pedagogy can be a means for you to help your students

reflect on and discover social justice issues that exist in their communities and in the world (e.g., racial discrimination, the privileging of certain languages). To help bring these issues to life, you can use global learning experiences to connect with children, as well as experts, in other areas of the world to discuss how race, gender, class, and other issues are dealt with in other communities. Through this work, children can begin to see themselves as change agents who can impact the marginalization or privileging of certain identities.

Gutiérrez and Nixon (2008) when examining a K-5 after-school program that helps children use digital storytelling to express themselves, said that “creating, speaking, writing, and performing digital stories using multiple language tools empowers the children to think about their linguistic toolkit as meaningful to their identities as learners” (p.124). “Digital storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music” (University of Houston, 2011).

#### Conclusion

The paper discusses the how of using available resources by educators working with young children and interested in using technology they already have to create global learning experiences in their classrooms. The paper observes that it is impossible to have equal and equitable education due to the individualization needed to meet the needs of different children. Instead of pushing solely for equality, it would be more socially just to differentiate classrooms instruction and schooling practices to ensure the inclusion of every child and the integration of various global cultures, languages, and perspectives. As Gutmann (1999) discusses, to provide a “democratic education” to children, schooling must be non-oppressive, non-discriminatory, and involve participatory decision-making. To be equitable, learning and learning contexts need to be responsive to individual children’s needs instead of equalizing based on the preferences of a larger social majority. Global learning experiences can help facilitate this individualization by valuing diverse cultures and exposing children to a range of cultural and schooling practices instead of allowing existing school norms to overpower other perspectives.

#### Recommendation

The researcher hereby recommends that the government of Nigeria, and other Africa countries should, beyond making political policies for all public schools to have a pre-primary school linkage, should demonstrate good governance by creating compulsory early childhood education centres with the relevant infrastructure such as ICT enhanced early childhood educators, to catch the citizenry young. In the words of Kenneth R. Howe, “The design of the educational system – particularly what opportunities it provides and to whom – is central to the design of a just society”.

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# IMPLEMENTING THE TEACHER EDUCATION PROGRAMME IN NIGERIA FOR THE NEW GENERATION THROUGH THE TEACHING PRACTICE EXERCISE

9

S. S. Okpanachi, PhD

## **Abstract**

*The crucial role of teachers in the implementation of the teaching practice programme is well acknowledged. It is as a result of this acknowledgement that teacher education programme has received attention of governments and individuals. However, the implementation of this teacher education programme is yet to yield desired result. This paper, therefore examines how teacher education programme can be implemented through teaching practice so as to have efficient professional teachers for the new generation. The paper discusses the place of policy document on teacher education programme, teaching practice as a means of preparing teachers for the new generation and its implementation strategy. Among others, it was recommended that teaching practice should be seen and treated as internship in medicine or industrial training in Engineering.*

## Introduction

The need to construct a new paradigm for teacher education and teacher professionalism for the new generation in Nigeria becomes almost an obsessive imperative. This is so because, the new generation Nigeria in trying to conform with the developmental strides of the world has introduced computer science, science and technology and other development awareness in knowledge. Education has been identified as a sure key that opens the door to national development. It is in recognition of the importance of education that Federal Republic of Nigeria (FRN, 2004) described education as an instrument “par excellence” for effecting national development.

Education which is seen as the key that opens the door to national development cannot open itself unless the rightful persons “teachers” turn this key. Teachers are the fountain head of the education process. Consequently, FRN (2004) stated that since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. This therefore means that teacher education should not be ignored by any government that wants to make national development a priority.

Government after government continues to lay emphasis on the production of teachers simply because of its role in the education sector. For instance, during the missionary period, in order to enable learners acquire literacy and numeracy pupils-teacher were used as teachers. It should be noted that these pupils-teacher were not actually teachers but probationary teachers. A well known teacher education started in 1859 when the Church Missionary Society (CMS) established a Teachers’ College in Abeokuta. This metamorphosed into St. Andrew’s College, Oyo in 1896, and the first known teachers’ training college in Nigeria. (Jekayinfa & Okpanachi, 2012). From this point, the development of teacher education continued in form of establishing Grade II Teachers’ Colleges, Teachers’ Grade I, Advanced Teachers’ Colleges to the present Colleges of Education and Degree courses in Education in Nigerian Universities.

In spite of this level of preparation of teachers for the Nigerian schools, teacher trainers seem to be in a dilemma of producing enough quality teachers to service the education industry. Fafunwa (1991) observed that of all the educational problems that beset African countries today none is as persistent or as compelling as the one relating to the training of a competent teacher.

This worrisome development among others led the Federal Republic of Nigeria to state that Nigeria Certificate in Education (NCE) should be a benchmark for the teaching profession. A lot of initiatives have been put in place to prepare this profession. For instance, the introduction of educational technology as one of the major courses in teacher education, the establishment of Teacher Registration Council (TRC) and increase in the number of months of teaching practice to mention but a few.

If teaching is taken as a profession like other professions, then the emphasis of teaching practice is a welcome development. The thrust of this paper therefore is to analyze the implementation of teaching practice which serves as a means to preparing Nigerian teachers for the new generation.

The Place of Policy Document in Teacher Education Programme  
Teachers everywhere in Africa are regarded as the most vital resource in the education industry. It is to this end that in African traditional setting every adult member of the society was referred to as a teacher. If education is the door that opens modernization and development, then teachers hold the key to that door. This is acknowledged by FRN (2004) which stated that no education system can rise above the quality of its teachers. Thus a country which expects high quality products from its system of education must practically invest resources and services of high quality into the system.

The teacher is the yardstick that measures the achievement and aspirations of the nation. It is to this end that Jekayinfa and Okpanachi (2011) noted that the learners rely on the quality of teachers to acquire appropriate knowledge, skills, and attitude relevant to the challenges of the modernization. Indeed teachers as described by Lasser in Jekayinfa & Okpanachi (2011) are: The initiators of the learning process, the facilitators of the learning skills, the assessors of the learning sequence, and the assessors in the entire educational development. Teachers are the dynamic force of the society and a society without teachers is just like a body without a soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for quality teachers. These descriptions about teachers can only be attained if good preparation is given to them at their school level and what they acquire during their internship known as teaching practice.

The place of teachers in the society has made the policy formulators to include a section of teacher education in the National Policy on Education (FRN 2004). The objectives of Teacher Education as contained therein are 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 fit into the social life of the community and society at large and to enhance their commitment to national goals;
- (d) provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- (e) enhance teachers' commitment to the teaching profession (p.38).

Section 8 subsection 72 of the (FRN, 2004) further stated that all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. It further added that the following institutions among others shall give the required professional training provided they continually meet the required minimum standard:

- (a) Colleges of Education;
- (b) Faculties of Education;
- (c) Institutes of Education;
- (d) National Teachers Institute;
- (e) Schools of Education in the Polytechnics;
- (f) National Institute for Nigerian Languages (NINLAN); and
- (g) National Mathematical Centre (NMC) (p.39).

The above provisions as well as a great deal of the provision under the teacher education section of the policy are ideal. However, being able to match theory and practice is another issue entirely. For instance, how many of the above mentioned institutions give required professional training, recognized changes in methodology and in the curriculum and work towards preparing teachers for the challenges of the present generation?

One of the requirements for a profession is the level of internship. Medical doctors have to spend one full year for internship to enable them graduate into the profession. Engineers undergo a one year industrial attachment. Of recent, National Commission for Colleges of Education (NCCE, 2012) stipulated that teaching practice should be a compulsory course for all students that registered for the NCE programme. The document stressed that it is for twenty six (26) weeks duration to be run at a stretch from mid September to December, and January to April (i.e. two terms). It equally pointed out important areas of emphasis to include: Instructional planning and studies in teaching methods;

- Instructional technology;
- Micro-teaching; and
- A minimum of ten supervisions per student before final computation of each student's teaching practice score.
- The implementation of this aspect of teacher preparation needs to be assessed.

### Preparing Teachers for the New Generation via the Teaching Practice

Teaching practice which forms an integral part of teaching profession is defined by so many people in the field of teaching. Olaitan and Ogusiobo (1982) defined teaching practice as the first opportunity for the student-teacher to teach in the actual classroom situation. Agreeing with this definition, Okpanachi (2008) described teaching practice as a period of learning to teach by putting into practice theories that one studied in various courses by the teacher trainee towards making him a professional teacher in a real school setting. It is amplified here that teaching practice is that phase of pre-service education of teachers in which the student-teacher brings together educational theory and actual teaching practice and procedures under competent supervisors.

In the past, there have been a lot of efforts at perfecting teaching through various stages of teaching practice. These range from simulation in classroom, interaction analysis, peer teaching, micro-teaching and observation to teaching practice. Although all these are ways of preparing teachers to withstand the task of teaching, it has not yielded enough result for a new generation teachers. It is to this end that the Federal Republic of Nigeria (2009) increased the duration and the number of supervision of teaching practice from 12 weeks to 26 weeks and 4 times to 10 times respectively.

Within this period of 26 weeks, the student-teachers are expected to achieve the following objectives of teaching practice which in no means will be to their full preparation as would-be teachers of the new generation. These include:

- (a) apply the principles of the professional courses already internalized by them to the teaching-learning classroom process so that the principles could in practice bring about meaningful changes in the learning processes of students;
- (b) develop the skills and competence of teaching;
- (c) organize the scheme of work in (particular) the lesson plan for each day around the major concept and generalizations that are required as necessary to facilitate sequential learning in students;
- (d) become familiar with a variety of teaching strategies and instructional resources that are appropriate to achieve overall teaching-learning objectives;

- (e) study and diagnose the scholastic difficulties of pupils which may arise from behavioural problems and provide guidance and remedial instructions to those who need them;
- (f) apply the principles of evaluation in assessing the effectiveness of student-teachers teaching as this also affects the progress of their pupils' as it improves the quality of pupils performance;
- (g) acquire skill in democratic classroom management and conduct of pupils' activities;
- (h) participate actively and effectively in the various instructional and non-instructional programmes and activities of the school in which they will be serving;
- (i) establish good human relation with individual, small or large groups, staff, parents and other members of the community; and
- (j) provide the opportunity to participate in community activities which will enhance the professional growth of a teacher.

For the above objectives of teaching practice to be actualized, a workable implementation strategy has to be put in place.

#### Implementation Strategy in Preparing New Generation Teachers

When any critical sector of societal development is crises-ridden due largely to problems bordering on the neglect of the fundamentals that should foremost be in place, merely addressing the crises so manifested hardly puts the system back in place. To this end, the implementation strategy in achieving preparation of new generation teachers through teaching practice need to be discussed.

Generally, teacher education lack appropriate and efficacious programming and development. Adesina (1986) contended that teacher education should be based on programming for acquisition of enriched academic knowledge in specific teaching disciplines, enhanced and dynamic teacher professional skills and resourceful personality development. The Nigerian teacher of the new generation is far from being the product of an ideal teacher education system. The situation is worsened by neglect of teacher education sub-sector which in itself requires redirection to make it more responsive to the dynamics of Nigeria of this generation. For instance, right from the training in schools, this sub-sector is highly neglected in terms of care and remuneration. Medical Doctors in training during their internship of one year are given some stipend; some polytechnic students during their industrial attachment or training are

remunerated. But the reverse is the case on student-teachers during their six months teaching practice exercise. If the teacher education agenda required in the new generation is one which is capable of reinventing programmes in teacher training institutions to become capable of attracting people to make careers in teaching, the area of remuneration and adequate care of student-teachers during teaching practice need to be implemented. Administration and organization of teaching practice is one of the strategies that need serious implementation. Okpanachi (2008) asserted that a rear mirror view approach should be taken in considering the “old practice” which were seen as efficient if not effective preparation for teaching practice exercise in the 1970s to early 1990s. Okpanachi (2008) reiterated that this approach would help us see what has been in practice then create innovation where necessary in order to perfect our future teaching practice exercises. Some of these practices of the past according to Afe (1995) include:

- (a) Setting up of teaching practice committee with a lot of responsibilities of teaching practice assignment;
- (b) Sending of special requests to school principals to determine the needs and conditions of requesting for student-teachers;
- (c) Posting of student-teachers to their choices of teaching practice zones;
- (d) Distribution of teaching practice code of conduct pamphlets;
- (e) Teaching practice orientation in order to sensitize the student-teachers to be good ambassadors of their institutions;
- (f) Familiarization visits by the committee members within the first to second weeks of departure to make sure that the student-teachers are well settled; and
- (g) the supervision proper.

Though these old practices seem to be in place, its implementation is just a routine as many reasons like inadequate funding, lack of cooperation from the cooperating schools, attitude and incompetence of the student-teachers and the attitude of the implementers are bottlenecks to its non-implementation. The best approach to strategize the administration and organization of teaching practice is to have check and balance approach. Its organization should not be left solely in the hands of the committee members, college management and ministry of education should have a role to play.

The desired result of teaching practice could only be realized if there is on effective and efficient supervision. The objectives of supervision as a process of helping, directing and guiding the activities of student-teachers during training should be paramount in the discharge of their duties. Supervisors should not see themselves as demi-gods or colonial overlords who at any point of mistake try to catalogue faults on the student-teachers. That is why, it is good to select competent, dedicated and efficient not only qualified supervisors for teaching practice. What this means is that paper qualification should not be only yardstick in selecting supervisors. Ene (2008)'s view on supervisor-supervisee interaction in teaching practice can be used as a means of implementation strategy in preparing new generation teachers. In his view, supervisors are not high court judges, looking for faults or are they assigned to chronicle deficiencies of the student-teachers. They are "comrade-in-chalk with the supervisee" (p. 44). To this end, he proposed pre-observation conference; classroom observation and post-observation conference stages. He represented the above theory in a diagrammatic form.

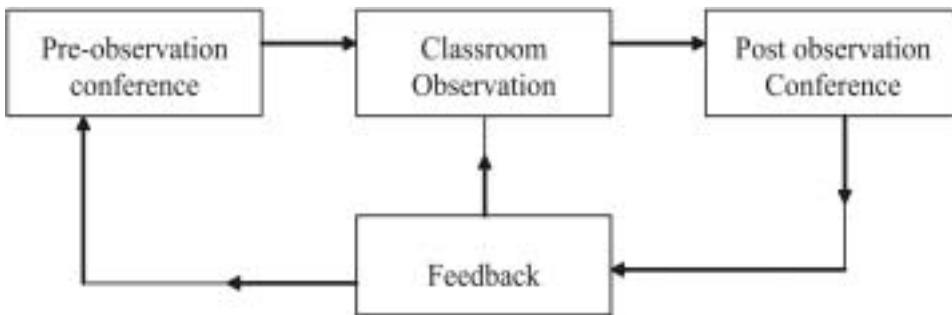


Figure 1: Supervisor-supervisee interaction in Teaching Practice.( Ene,2008).

In Ene (2008)'s view, supervisors should not form the habit of rushing to the class and rushing out of the class without following the three specified levels of supervision. In the first level-pre-observation conference, the supervisor is to call all his supervisee in the school to ask them of their problems, areas of weakness and strength and equally go through their lesson plan and make necessary correction(s) before going to the classroom. The second level is to observe the actual teaching in the classroom, while the third level is to correct them in any area they have not been able to do well while teaching in the classroom for further

perfection. Through this strategy, the rush in and rush out syndrome would be avoided and teaching practice supervision will be improved for the new generation. In addition to this strategy, supervisors should be provided with adequate resources like touring advance, night allowances, kilometer allowances and other incidentals to enable them implement the process and procedures of teaching practice supervision.

#### Conclusion and Recommendations

Despite laudable statements about teacher education programme, the journey towards the attainment of professionalism in teaching continues to be an elusive one. There is a total conviction by educationists that the Nigerian education sector is sick. Teacher trainers seem to be in a dilemma of producing best quality teachers in good enough number to service the education industry. Teaching practice which forms an integral part of teaching profession is saddled with a lot of problems as it is not juxtaposed with internship of other professional bodies like medicine and engineering. Since the problems of teacher education programme are fundamental ones, the strategy for addressing them must be a technocrat and a society-driven one. Against the backdrop of fundamental problems of how to achieve the objectives of teacher education, implementing teacher education through teaching practice is proposed. When a good, dedicated and professionalized teacher is made at this stage, he/she lives with it for life.

#### Recommendations

Based on the foregoing therefore, it is recommended that:

- (i) Teaching practice should be seen as internship as it is in other professional bodies. Allowances and other remunerations given to medical students and engineering during their internship should equally be given to student-teachers on teaching practice.
- (ii) Administration and organization of teaching practice should be made in such a way that will create seriousness among both the teacher trainers and student-teachers.
- (iii) Adequate modalities be put in place to ensure the roles of supervision and not rush in and rush out syndrome as it is the practice of the present day supervisors. All financial claims due for them be given to them before going out for supervision.

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# IMPROVING THE TEACHING OF ADULT EDUCATION IN NIGERIA: CHALLENGES, PROSPECTS AND COUNSELING IMPLICATIONS

# 10

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## **Abstract**

*Adult education has been culture bound or culture specific to a particular community or society. It is a process whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes or values. Adult education can take place in the workplace, through "extension school e.g Harvard extension or school of continuing education. Other learning places include community colleges, colleges and Universities, libraries and lifelong learning centers. The practice may also include training and development which is often associated with professional development. A common problem in adult education in Nigeria is lack of professional development opportunities for the adult educators. Most adult educators come from other professions and are not well trained to deal with adult learning challenges and most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years. Adult education in the form of college or university is distinct; in their institutions, the aim is typically related to personal growth and development as well as occupation and career preparedness. It might not only sustain the democratic society, but to even challenge and improve its social structure. This paper focuses on the objectives of adult education, categories of adult education, methods and techniques of teaching adult; problems and prospects of adult education in Nigeria. Counseling implications, conclusion was drawn and finally recommendations were made.*

## Introduction

Adult education, also known as continuing education, is a broad term for the practice of teaching and educating adult. It plays a significant part in lifelong learning. Unlike education for children and young adults, which is often

mandated through legislation and strictly structured into steadily advancing levels of achievement, a adult education can be broken into several different fields of specialization (Kunga 2009) vocation education, personal enrichment and or some adult, remedial training in literacy and other skills. The techniques and tools for adult education are also very different from education for children reflecting the different abilities, motivation and needs of these students.

Adult education has grown in importance in modern times, partly as a result of industrialization which requires more skilled workers, and advance in technology leading workers to continue to update their skills and knowledge, and also due to increasing consciousness of the rights of all people to have a chance to fulfill their potentials. This brings greater happiness and satisfaction to individuals. At the same time, this benefits society as a whole by supporting the development of each member of the society in ways that allow them to contribute more fully and effectively to their community. Adult education, therefore, like that of the youth and also costs across the entirety of human care, is vitally important to the success and development of any society and country at large. It serves as a complement to education where certain individuals lost the opportunity to affect school formally or are unable to finish and had to drop-out for certain reasons.

According to Yusuf (2012), adult education has been the least appreciated of all education programmes, yet is the only tool that can truly guarantee equality of education opportunities for all Nigeria; moreover, adult education seeks to redress the in balance of education received during childhood and youth periods.

Objectives of adult education

The objectives of adult education include:

**Helping individuals to solve problems of every life:** - Adult education is designed to help individuals solve problems/challenges of everyday life because without education, man cannot identify the problems that are within his/her society. Through education is easier to address the problems of everyday living.

**Helping development:** - An adult man is a wise and dedicated person that is responsible for leadership, so as to be able to achieve certain goals toward National unity, integration and development.

**Helping the individual/citizen to take his/her rightful place in the society:** as we know each individual has vital roles to play toward sustainable development and nation building. Through adult education, a citizen should be able to know and understand the kind of function or roles he/she has to play.

**Ensuring the survival of democracy:** - For every society an adult man/person is regarded as a reasonable, responsible, dependable competitor that is in a position that can enhance development as a result of experience previously acquired.

**Promoting peace, international understanding and co-operation:** - Through adult education an adult person should be able to maintain peace within the society and the world at large.

Categories of adult education

There are many different types of adult education, most fall under one of the four categories below: -

**Vocational/career/professional:** - perhaps the bulk of education worldwide is vocational or professional related, a-multi-faceted type of adult education. Adult with little or no marketable job, skill or experience may attend vocational education programmes at community colleges, technical colleges and event at universities, where they can earn certificate or degrees in technical or manual professions. These types of programmes are popular in both developed and developing countries as these skills are in demand everywhere. Adult may also attend these programmes out of a desire to change careers perhaps find a field of work in which they can be more successful.

With technology becoming a major factor in the global economy, continuing education for those already employed has become popular, as it is seen as giving older worker with less experience in regard to emerging technology opportunity to compete in the world of more experience job market. Outside of the technological fields, some licensed profession, such as education and health, require follow-up classes every few years to maintain licensing.

Many businesses promote, and even require, employees to attend workshop or seminars to improve their productivity; skills, and knowledge. These seminars can be on a range of topics, from method to improve performance, team building and effective management, to industry trends and updates (Akinpelu 2009)

**Education for family and society:**-community organization and religious institution often provide adult education classes on issues confronting families.

A significant sector of adult education in America is English for speakers of other languages (ESOL), also referred to as English as a Second Language (ESL). These courses are key in assisting immigrants not only with the acquisition of the English Language, but also the Acclimation process to the culture of the United States. In many countries that have large immigrant populations, such as the United States, classes are also offered, and sometimes required, to help attain citizenship. These can include classes about the host country's civil, legal and historical issues that are important for all citizens to know. (Magaji 2007)

**Personal Enrichment:** A trend in adult education that emerged at the end of the twentieth century is the offering of classes, workshops, and seminars aimed at teaching skills and knowledge intended to better individuals emotionally, physical, or culturally, adult can attend such classes at community college, university, or community and religion centers. Adult education geared towards emotional betterment can include seminars and workshop on everything from self-esteem and self-image issues to psychological support group meeting (such as Alcoholics Anonymous). This type of education often is less classroom/lecture oriented, and is more focused upon creating a group space that is conducive to healing and therapy.

Adult physical education includes everything from health improvement to personal achievement: Yoga, aerobic, personal fitness lessons, sports activities and martial arts are just a few of the example. These are often taught at local gymnasiums or health club, or at small centers devoted to a particular practice. They can be both community sponsored and free to adults, or they can be businesses that charge for classes. Physical education for adults also includes outdoor activities, such as camping, boating, fishing, hunting, and extreme sport. Adult education for cultural betterment runs the gamut from classes and workshop involving cooking, dancing, fine and performing arts, meditating, and learning a foreign language. Classes may provide information about other cultures and traditions that may or may not be used in everyday life (such as different cooking styles); sometimes the mere experience fulfills the participants' goals. Yusuf (2012)

**Remedial:** social movements have emerged since the middle of the twentieth century to help adults with little or no education. Most often this takes the form of literacy, even in the industrialized world there are a high number of illiterate adults who struggle to perform daily functions, find employment, and act as productive citizens. Often some community volunteers and government outreach programs provide free reading and writing classes to adults.

While illiteracy is perhaps the most significant issue, there are other essential skills that are often taught to adults in order to help them remain productive citizens. How to manage personal finance, making a resume and applying for a job, and personal organization are a few of the basic skill that are often taught to adults in remedial education. Source (Brook Field 1992).

Method and techniques of teaching adult education

### ***Demonstration***

This is the method that has been found to be very useful in teaching adults. Demonstration shows how something is done, how it works and the procedures to be followed in using it to make it work. It is advisable in this method that the teacher should make his actions and materials visible to the learner. The material should be readily available. For this method to be effective, the class should be

encouraged to form small group to try out things themselves by demonstrations. This method however, though valuable in learning skill, it is time consuming so the teacher has to take note and use time wisely. Source (shetzers 1979).

### ***Dialogue***

Question that allow student to interpret and incorporate facts into their experience are especially helpful to adult learners, however, dialogue can get out of hand unless ground rulers are set. These ground rules might include topics such as, must learners raise their hand wait or can they jump in, are there times when dialogue will not be appropriate, etc, it is also important to solicit opposing viewpoints and encourage participation. Source (Hilgond 1958).

Problems and prospects of adult education In Nigeria

As would be expected in any new field or discipline the development of adult education is characterized by problems that need to be solved. According to Kreitlow and associates (1981), this has become an issue in adult education; a phenomenon trend or practice must be significant enough to affect present and future practice. Individuals must hold different views on the best course of progress. It is natural to have problems in life either ideologies career pursuit or other areas of endeavor. Therefore the field of adult education is not free from problems. Just like there are problems inherent in the formal education systems so also are there problems facing adult education in Nigeria. Only few of such problems will be discussed in this paper.

### ***Poor funding***

To eradicate illiteracy and inculcate the right values of adult education; money has to be spent, there is inadequate budgetary allocation to adult education programmes in Nigeria and this has deterred progress of the programmes. Even though most adult education worker do so on voluntary basis they would still need money to enable them move freely and function well. Finance, therefore, is a major problem in adult education programmes in Nigeria the funds are either not released for adult education programmes or when released are not used judiciously for the programmes for which they are released, this is a great set back of adult education programme in Nigeria.

### ***Lack of Qualified Instructors***

Facilitators and teachers of adult education very often do not know the psychology of the adult learners. They do not understand the teaching methods, management and techniques, class control, supervision and assessment systems. This explains why some of them feel "old dogs" cannot be taught new tricks and do not know that when you understand the old dogs and know what you want to teach and how to teach, old dogs learn the new tricks. When a teachers

does not know what to teach, he cannot teach anything. Inexperience affect the performance of adult teachers to the detriment of the learners who may lose interest and some dropout of the programmes (Egonu 1987)

### ***Organizational Frameworks***

Adult education in Nigeria is loosely structured. By the provision of the national policy on education (2004), adult education falls under the responsibility of the ministry of education at the federal state and local government levels. However, the area of their responsibility is not well defined such that they either duplicate one another or overlap. It is therefore important that a separate ministry be created for adult education for proper management. Each level of government will have its responsibilities spelt out. This would create job opportunities for interested specialists to work and adult education programmes will feel any sense of responsibility towards the program.

### ***Multiplicity of programmes***

Another setback to adult education programmes in Nigeria is the variety of programmes that comes under the umbrella of adult education. The programmes are many that some are poles apart while some carry the least resemblance to what is called adult education. Adult education programme seem to keep multiplying hence Akinpelu (2009) noted that as ne problems arises in the social, economic, and political environment of the adult citizens, they are conveniently passed on to adult education to solve. The result, he continued is that the determinant of what pass for adult education now seems to be that the activity in question has the adult as its beneficiary or its victim. The criteria that adult education must be an activity that is of educational intent and purpose is gradually being abandoned. What differentiates adult education from other forms of education is the process of teaching and learning in it regardless of whether it is an old man or woman or a young boy or girl. It used to be adult education if the education is out of school and the process is andragogical.

It is important to differentiate between what adult education is and what is recreational, social action programmes, political action, or content. For example few of the many programmes recognized and treated as adult education programme recognized and treated as adult education programme include: literacy education, continuing education, civic education, community development, rural development, agricultural extension, health extension education and workers education. This makes adult education too large to comprehend and to manage.

### ***Location of Class Centers***

Distance of adult education center is yet another problem that is faced by the programme. Some learners complain of distance of the centers being too far from their homes. They have to trek long distance to get to such centers. This

problem is more serious with the elderly in the rainy season or hot season. In the rural area where there is no means of transportation, the problem of mobility becomes discouraging to the learners. In the urban areas, the story is not better; the learners have to trek to get to their centers. Such burdens, learner can bear for sometimes but will give up when the suffering becomes too much and particularly when they feel that what they are gaining is not commensurate with the suffering involved (egunyomi and Aderinoye 2011). It is better to introduce adult education centers close to the leaners to encourage participation'. This will make them want to get to the center when they know they do not have to either trek long distance or struggle for transportation to get to their centers.

### ***Counseling Implication***

The specific implications of the accumulated body of research on counseling practices are beyond the scope of this paper. Guidance and counseling service are based on the total development of the individuals be it mental, vocational, emotional and personal social aspect, to list a few intellectual development along is not adequate of the individual are important and should be guided. Shetzer and stone, (1979). Indicate that individual fail to seek assistance for many reasons; among them is "... The reputation that a school counseling service is for special grouped on." This is why Ipaye (1983) contends that: ". Counseling requires time listening to an individual with a problem, working with an individual who want to gain some usable information's requires the counselors spending some time with individuals.

Need of the counselors to the adult education include the following:

- The counselors and teachers need to be acquainted with the idea to place a much large reliance upon both technology and the available learning experience in and outside the community.
- The need of counselors/teachers to understand the adult's development levels either concrete reference to purgation theory of development, the needs of the adult vary only among adult, but from time–time and within the same adult.
- The counselors/teachers must seek to deal with feelings as well as facts. We are in the most of an era of intense concern with the quality of life. We should realize that a school feels of anxiety and stress are inevitable, the teachers/ counselors should not subjected (restricted) the adult to a deep fear in his subject area. Because the adult may remain forever frightened.
- Counseling to give sufficient courage incentives and inner–will strength, adults can learn to improve behaviors, therefore bringing it more in accord with their vision of the kinds of persons they would like to be in future.

- Learning how to identify these behaviors as seeking to build his / her inner strength and how to effectively bring it about is among the most important.
- There is need for counselors to provide information's to the adult education regarding the school policies and how they would affect the growth and development of themselves and to discover their potentialities.
- Counselors help in discussing the curriculum of adult education and the need to discover how it affect the adult learners, teachers and students to find a way of modifying it in case of problem.

#### Conclusion

Education is recognized worldwide as an ingredient for change and development education is a multicultural provides an environment that values diversity and portrays it positively. It brings about national development and up-liftment of an individual whatever the age gender, ethnicity, class or disabilities; religion etc. whatever the need to be educated in order to fit to the changing world, it is therefore, important to assist the adult learner in transitioning through these critical times in their lives yet immersing in professional growth and development; throughout our lives we will be continuous learners attaining new knowledge and skills.

#### Recommendation

Based on the foregoing title; the following recommendations are made this paper:

- There is need for teachers/ counselors to increase the validity of learning alternatives where the environment of the school is modified so that it becomes more rewarding place.
- Adult should not be force to endure whatever condition we choose to improve upon them
- The teacher/ counselors can assist the process of appreciation towards the above mention points or write-up from my observation and principles of practices of guidance and counseling, I consider these points as a tools that will enhance the counselors/teachers to cast their task effectively for the benefits the young once and adults as well.
- Government should assist the adult learners in transitioning through these critical times in their lives yet immersing in profession growth and development.
- Teacher's employers and family member should all encourage the adult learner in achieving their desired professional development goals.
- There is need to explore the new expectations and possibilities of adult education with the wealth of materials that is now accumulating on the

subject matters, this things to sustain the subject of adult education and its programmes.

- The needs to be give prominence and priority as a matter of urgency so as to enjoy from so many things the stands to gain from it.
- Effective instructional strategies for all adult education in the classroom should not evolve solely, from the teacher's culture; they should be drawn primarily from the culture of students and communities
- Adult education students should be allowed to study outside their domain without threat to their lives. They would rather choose what they want to learn based on their individual needs versus being told what to learn.
- Above all there is need of guidance and counseling.

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