

QUALITY IN TEACHER PRODUCTION: IMPERATIVE FOR IMPROVED TEACHERS' QUALITY

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Abstract

The purpose of the paper is to determine access and quality in teacher production set out by the National Commission for Colleges of Education (NCCE) and complied by Colleges of Education in Kogi State. The researchers formulated four null hypotheses and designed a 14 item questionnaire that was administered on 200 lecturers randomly selected from 2 colleges of Education in Kogi State. Using Chi-square for data analysis, the findings reveals among others that set out criteria for teaching and learning facilities, as well as admission policy are at variance with what is utilized in these institutions. As regards to these, the researchers make some recommendation that if NCCE insists on strict adherence to the quality of teacher and incorporating these recommendation, quality teachers will be produced in these institutions.

Introduction

Improving teacher quality has become the education mantra of the international community since the turn of the millennium. In improving access and quality in teacher education (Akiba and Letendre, 2009), Nigeria appears to be one of many countries instituting increased standards and certification of teachers (Steiner-khams & Stoipe, 2006). Educational policy makers around the world have paid attention to teacher quality as a major vehicle to improve students learning (OECD 2005, 2006). Attracting competent candidates for the teaching profession, retaining highly-qualified teachers by providing support and incentives and ensuring students access to high quality teaching have been major foci of educational reforms in many countries (OCED, 2005).

In Nigeria, access and quality teacher is seen as the crucial driving force for improving student achievement and thus, promoting a nation's

economic competitiveness in the global society. According to Akiba and Letendre (2009), in order to strengthen our nation's competitiveness in the global marketplace, as well as our security at home, we must be certain that teacher proficiency must be high.

The production of quality teaching staff is a vital tool in ensuring quality of colleges of Education. This is because; no education system may rise above the quality of teachers. (FRN, 2004). Mustapha and Ugodulunwa (2005), see quality as the success with which an institution provides an educational environment which enable students to effectively achieve worthwhile learning goals including right to academic standards.

Quality in education system means the extent to which that education system achieves its set goals. This implies that the products of the education system are able to solve the environmental and societal needs of that nation. Okebukola, citing National Universities Commission (NUC) in Ugodulunwa and Mustapha (2005) opined that quality simply means fitness for purpose. Therefore if the quality of an education system does not fulfill the purpose for which it is set, it means that it is of low quality.

The ultimate goal of Nigerian education is quality of its teachers; the teacher must be well armed to carry out this responsibility quality education. Badmus (2005) supporting this view, stated that for education to be qualitative, the teacher, who is the instrument and Chief character in the classroom, must first be qualitatively equipped to perform the task. This is because one cannot in any way offer what he or she does not have. Teacher education therefore should be a priority venture to the government and the entire education programmes. In line with the opinion, the Federal Republic of Nigeria (2004) in the National Policy on Education (NPE) stated that ".....teacher education shall continue to be given major emphasis in all educational planning and development.

The traits of quality teachers include:

- A capacity to respond appropriately to students, individually and collectively, and to the context, through their teaching practice.
- A refusal to let anything get in the way of their own or their students' learning and what they perceive as needing to be addressed.
- A capacity to engender a high level of respect and even affection from their students and colleagues a by-product of their hard work and professionalism.
- A great capacity for engagement in professional learning through self-initiated involvement in various combination of professional development activities, some provided by the employing authority, others sought out by the individual.
- A great capacity to contribute to the professional learning of others, and a willingness to do so.

(Source: Teaching Talent: The best Teacher for Australians classroom" Copyright May 2008 Business Council of Australia (p. 12)).

To achieve quality education requires quality teachers, since no education system can rise above the quality of teachers that operate it, it is in the bid to produce quality teachers for the education system that the Federal Government introduced some quality measures. .

National Commission for Colleges of Education (NCCE) Minimum Standards for Quality of Teachers

The NCCE Minimum standards stipulated criteria for admission of students, recruitment of staff, provision of teaching and learning facilities and curricula content to be adhered to by all NCE awarding institutions in Nigeria. Specifically, the NCCE stipulated that: Student – teachers to be admitted should satisfy the entry requirements of Senior Secondary Certificate Examination, and Teachers Grade II Certificate in addition; the minimum standard also stipulated a minimum of first degree with second-class-lower as the minimum qualification for teaching in these institutions. Furthermore, it stipulated facilities for teaching and learning taking into due consideration the students population. The facilities that must be provided and in the right quantities include classroom spaces, with enough sitting capacities, functional library, office spaces, textbooks, journals and non-text materials, internet facilities, computer systems that are enough, water, sanitation, nonteaching staff, relevant instructional materials and funds.

Statement of the problem

The future of any nation depends on the quality of its Educational system which in turn depends on the quality of teachers. The maxim that no Educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff shows that the role of the teacher and teacher education programmes in national development is paramount.

Teacher education programmes are structured to equip teachers with the necessary knowledge, attitude and skill for effective performance of their duties .Unfortunately, much lapses and inadequacies have plagued the process of teacher education in the nation so that the desired qualified teachers are not produced. The present crop of teachers can no longer create the desirable changes in the behavior of learners, Students are no longer brought to terms with the demands of culture and prevailing changes in the society. Instead of producing pupils and students who are creative, pro-active and full of positive thinking, their behavior are rebellious, cultic, immoral, with unquenchable appetite for examination malpractice. The desired national development is far fetched. NCCE has put in place quality measures to achieve quality teachers by institutions that produce these

teachers. The researchers tend to assess the Colleges of Education in Kogi State that ensure quality teacher production in their colleges.

To achieve this objective, this study is guided by four null hypotheses.

1. There is no significant difference between the prescribed qualification of lecturers and the actual qualification of lecturer that teach in state colleges of education.
2. There is no significant difference between the prescribed teaching facilities and the actual teaching facilities existing in state colleges of education.
3. There is no significant difference in the prescribed learning facilities and the actual learning facilities existing in state colleges of Education.
4. There is no significant difference between the prescribed criteria for admission and the actual criteria for admission used by state colleges of education.

Methodology

Research Design:

The study is a sample survey, designed to elicit information from lecturers in two colleges of education in Kogi State on the adherences of their institution to quality measures prescribed in the minimum standards.

Population of the Study

The population for this study comprised 200 lecturers from the colleges of education in the State. A purposeful sampling technique was used for the study.

Instrument for Data Collection

The instrument for the study is a 14 item questionnaire designed for the study. The instrument was tested for reliability using Cronbach alpha and a Coefficient of 0.83 was realized.

Method of Data Analysis

The data collected were analyzed using chi-square (X^2) test of independence at 0.05 level of significance.

Results

In relation to hypothesis one, the result showed that there is no significant difference between the prescribed qualification of lecturers and the actual qualification of lecturers that teach in colleges of education in the state.

Table 1: Chi-square of significant difference between the prescribed qualifications of lecturers and actual qualification of lecturers that teach in the colleges of Education.

Variables	O	E	X^2 - Cal	df	X^2 - Critical
Agree prescribed	180	200	232.4	1	3.80
Actual disagree	20	200			

The result in the table above reveals that, the calculated X^2 - value = 232.4 is greater than the critical $X^2 = 3.80$ at 0.05 alpha level $df = 1$. Based on this, the null hypothesis is rejected and replaced with alternative hypothesis which implies that a significant difference exists between the prescribed quality of lecturers and the prescribed qualification.

Table 2: Chi-square of Significant difference between the prescribed teaching facilities and the existing facilities in the College of Education in the State

Variables	O	E	X^2 - Cal	df	X^2 - Critical
Agree prescribed	160	200	422	1	3.74
Actual disagree	240	200			

The result in table above reveal that, the calculated $X^2 = 422$ is greater than the critical $X^2 = 3.74$ at 0.05 alpha level, $df = 1$. As a result of this, the null hypothesis is rejected and replaced with the alternative hypothesis, which shows that, there is significant difference between the prescribed teaching facilities and the existing teaching facilities at the college of education in the state.

Table 3: Chi-square of Significant difference between the prescribed learning facilities and the actual learning facilities in the colleges of education in the State

Variables	O	E	X^2 - Cal	df	X^2 - Critical
Agree prescribed	190	200	23.8	1	3.82
Actual disagree	280	200			

The data analysed above showed that, the calculated $X^2 = 23.8$ is greater than the critical $X^2 = 3.82$ at 0.05 alpha level, $df = 1$, based on this, the null hypothesis is rejected and replaced with the alternative hypothesis

which show that there is significant difference between the prescribed and actual learning facilities available in colleges of Education in the State.

Table 4: Chi-square of significant difference between the prescribed admission criteria and the criteria used for admission by the College of Education in the State

Variables	O	E	X^2 - Cal	df	X^2 - Critical
Agree prescribed	170	200	13	1	3.81
Actual disagree	220	200			

The results analysed above showed that the calculated X^2 - Value of 13 is greater than the critical $X^2 = 3.81$ at 0.05 alpha level $df = 1$, as a result of this the null hypothesis is replaced with the alternative hypothesis.

Discussion of Findings

The findings of this study showed that the Colleges of Education in Kogi State surveyed do not adhered to the prescribed criteria and the actual criteria used. This finding has a lot of implications for access and quality teacher production, if we consider the fact that the trainees must have the pre-requisite cognitive ability on which basis the prescribed teacher education curriculum will be built. Otherwise, it would entail building on shallow foundation no matter the amount of effort put in. It is a truism that no body has ever succeeded in building on a shallow and faulty foundation.

The importance of providing the required facilities cannot be over emphasized as no effective teaching can take place without the provision and use of teaching resources. Therefore, the data analyzed on table 2 revealed that, there is a significant difference between the prescribed facilities for teaching and those available in these institutions. Effective teaching demands the use of apt teaching resources, in the same vein, classroom spaces and seats are limited, text and non text materials for teaching are not available, office space, water sanitation are, inadequate and teaching and learning environment are un-conducive. Okebukola (2000) stated that, students in our tertiary institutions do not have the opportunity to relate theories to practice as facilities for teaching are in short supply. They equally confirm that facilities for teaching and learning are borrowed for accreditation exercise and returned as soon as it is over.

As a result of globalization and knowledge explosion, limiting learning facilities to obsolete materials and out dated teaching mode cannot facilitate the production of quality teachers required for the twenty first century. The data analysed in table 1 revealed that there is a significant difference between the prescribed qualification of lecturer and the actual qualification of lecturers and teacher in these institutions; this implies that the process access and

quality will be adversely affected; since the quality of teachers prescribed is not the quality used in these institutions.

Conclusion and Recommendations

The study has revealed that the colleges of Education in terms of teaching and learning facilities area at variance with the actual facilities. In these institutions, also the quality of academic staff employed by these institutions is at variance with the prescribed quality.

Recommendations:

Based on these, the study recommends the following to ensure access and quality teachers that are produced to teach colleges of education in Kogi State.

- Trained teachers who are already in the system should from time to time be exposed to innovation and new phenomena in the profession. Awareness of innovative practice will make them move in line with the changing trend of things.
- Plans must be put in place for regular in-service training as an act of continuing teachers' education. This will aid teachers to update their knowledge in teaching.
- Ensuring that only individuals with the degrees in education and M.Ed should be employed to lecture in our higher institutions, the business of education must be left for trained teachers and educational administration.
- Trained teachers in the educational system should be encouraged by being promoted as at when due. This will make them put their best into the profession, as well as encourage students, teachers to longed into the profession.
- Teachers must be taught the need to follow planned curricula of studies in our educational system, this is because of schooling is to make sure that the right attitude and skills are inculcated through what is taught and how it is taught.
- The status of teachers and the teaching profession must be raised within Nigerian Society through public enlightenment and better remuneration of teachers. Teachers should also be taught to appreciate their profession as a noble one instead of being ashamed.
- The admission criteria should be broadened to incorporate affective and psychomotor qualities not just the cognitive.
- The Federal Government should consider supporting State Colleges of Education financially in order to ensure that they have adequate funds to run the institutions. This is important since their products serve the whole country, it then follows that if they are of sub-quality it will adversely affect the efforts of the Federal Government in

providing quality that will deserve for the nation. The researchers believe that if the board insists on strict adherence to the access and quality and incorporating these suggestions, quality teachers will be produced in these institutions.

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