

INTERNATIONALIZATION OF TEACHER EDUCATION PROGRAMME AND ITS GOALS ATTAINMENT IN NIGERIA

Fiokeđu Sam Okorie, Ph.D
Department of General Studies,
Akwa Ibom State University, Obio/Akpa Campus,
Akwa Ibom State.

Abstract

Teachers are very important in every given nation because of their role in moulding the characters of the citizens for the national development of the nation. Teacher education programme ought to be globalized as to attain the goals of education in Nigeria.. The paper examined public private partnership, professional development/capacity building of teachers, instructional development, instructional delivery process, classroom management techniques and school plant management as variables for the attainment of the goal of teachers' education if properly integrated in the teacher education programmes in Nigeria. The paper recommended effective public private partnership, building of the teachers for total development of the would be teachers in Nigeria.

Teacher education globally is regarded as a key target for reform and it has been the subject of discussions by policy makers and stakeholders in particular in relation to effectiveness in teacher preparation programmes (Nwiyi & Uriah, 2008).

Teacher education therefore occupies an important position in the educational sector of the country, this is due to the fact that no educational system can rise above the quality of its teachers. Federal Republic of Nigeria, (FRN 2014).

Teacher education is otherwise known as “train the trainers” in education, this implies that they are the group that trains other teachers in all field of human endeavour, and its goals are enormous as enshrined in the National Policy on Education, 2014. The goals of teacher education are;

- To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- To encourage further the spirit of enquiry and creativity in teachers.
- To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.

- To produce teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- To enhance teachers commitment to the teaching profession.

Inspite of the sound policy framework for teacher education in Nigeria, there has been this expression of concern with regards to the quality of teachers that are produced in our colleges of education and various educational institutes in the country. This paper x-rayed some important variables that would enhance the internationalization of teacher education in Nigeria.

The Concept of Internalization of Teacher Education

Teacher education programmes are greatly enhanced and more relevant for today's world when international and global dimensions are included in programming, curricular design and implementation. The definition of an internationalized teacher education programme can vary, but several basic ideas are advanced in research and literature.

Knight (2013) defined internalization of university general education curriculum as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post secondary education. This definition whether applied to university-wide curriculum or specialty to teacher education, emphasis are on the important of integration. This is not apriority, competing against other educational outcomes. This is integral to the fabric of a programme and produces teachers who are globally competent and who can help their students to be globally competent in turn. It supports and enhances students' achievement across all content areas, at all levels. The Asia society in partnership with the Council of Chief State School. Officers, has provided specific related to curricular and programmatic internationalization. They concluded that an internationalized teacher education programme produces teachers and learners who demonstrate global competence through awareness and curiosity about how the world works informed by disciplinary and interdisciplinary insights. The internationalization of teacher education produces a global competent teacher, one who possesses the competencies, attitudes and habits of mind necessary for successful cross-cultural engagement at home and abroad.

Specifically, globally competent teachers are those teachers who experience an internationalized teacher education preparation and demonstrate the following characteristics as well as guide their students to do the same;

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- Recognize perspective, others and their own, articulating and explaining such perspective thoroughly and respectfully.

- Communicate ideas effectively with diverse audiences, bridging geographic linguistic, ideological and cultural barriers.
- Take action to improve conditions, viewing themselves as players in the world and participating effectively (Nwiyi& Uriah (2008).

Internalization of Teacher Education and Goal Attainment

(1) Training, professional development and capacity building

Training capacity building and professional development programmes are professional activities engaged by school personnel to enhance their knowledge, skills and attitudes. Employees training include any activity that provides information or the development of skills that improve the employee's performance (Opadokun, 2004). It is therefore important that teachers in teacher education institutions should start undergoing training and professional development as soon as they are employed and continues throughout the time on the job. This professional development and capacity building of teachers will enhance teachers' performance and the attainment of the goals will be achieved as student's teachers would acquire the best during their training as teachers because the teachers are well informed on the job effectiveness.

Adesina and Fagbamiye (1988) identified four types of development programme in the educational system.

They are programmes that are aimed at correcting deficiencies of staff at the time of appointment, programmes which enable teaching staff to face the challenges arising from innovation in the school curriculum, programmes which enable non professionals to professionalize and programmes that enable the acquisition of higher qualification.

When non professionals are employed in teacher education institutions, they are advised to acquire educational qualifications such as Post Graduate Diploma in Education for them to acquire the techniques and methodology in teaching learning situations. It is note while to uphold National University Commission policy that Ph.D should be the qualification of teachers or lecturers in the university. This is a welcome development for teacher education lecturers to upgrade their certificate for the internalization of teacher education in Nigeria.

(2) Public Private Partnership (PPP) in the funding of teacher education institutions

Funding of education in Nigeria is a very expensive venture, that requires joint funding for the internationalization of the education in Nigeria, especially teacher education that trains the teacher of teachers.

The communities, private individuals, e multinational companies, Alumni Association of the colleges should wake up to their responsibilities in partnering with the government in financing the colleges of education and institute of education in our universities to equip and create conducive learning environment for effective teaching and learning, so that the products of these colleges would stand out with their

contemporaries outside the country. This would go a long way in achieving the goals for which it was established. The policy of funding education in Nigeria stipulated in the national policy on education that education be jointly funded by the federal, state, local government, corporate organizations, communities, well placed individuals in the society, Alumni Associations and so on. The policy further emphasised private sector involvement in the provision of school facilities, management and funding of educational services in the country as enshrined in section II subsection 109 of the National Policy on Education (2014). This policy may not have been implemented as teacher education institutions are faced with the challenge of lack of fund, inadequate pitfalls in governance, distribution and evaluation of school funding. The paper advocates for full implementation of this public private partnership in funding teacher education institutions so as to achieve the institutional goals.

According to United Nations Education Scientific and Cultural Organization, (UNESCO, 2006) public private partnership is not limited to finance, it include participation in terms of technical, legal and managerial inputs which may result in change of public private interface. For instance, expansion of educational infrastructures in recent times has been very significant. In order to meet the need for internationalisation of teacher education, in Nigeria, there should be expansion of infrastructure, there is the need for PPP to be in conceptualization development, monitoring and delivery of services and facilities in teacher education institutions.

(3) **Classroom management and internationalization of teacher education**

Classroom is described as a room where students/pupils converge for the purpose of learning under the guidance of a teacher, while classroom management involves the organization, maintenance and utilization of various components of the classroom to enhance teaching and learning. The components of classroom involves good chalkboard, seats, ventilation and lightening, good hygiene, colourful charts, maps, a sink with running water and disposable towels for effective teaching and learning to take place. But in teacher education, good laboratories, digital library, E-learning facilities are good facilities that enhance teaching and learning in the colleges of education because real objects are needed to demonstrate teaching.

Classroom management involves activities by the teacher to establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task. It beholds on the teachers to effectively utilize the managerial abilities to enhance teaching and learning which invariably would lead to the attainment of the goals of teacher education.

So, good classroom management would help to internalize teacher education in Nigeria, through effective utilization of educational facilities, classroom control, good ventilation, and lightening which constitute good classroom management.

Nwiyi (2017) in his study found out that good classroom management enhances the attainment of educational objectives in primary schools in Nigeria. He further

stressed that educational facilities were also noted as factors that affect classroom management because no matter how qualified a teacher may be, he still needs a conducive classroom with all the features of a good classroom to enhance teaching and learning. The internalization of teacher education to some extent depends on good classroom management in our teacher education institutions.

Reasons for the Internalization of Teacher Education

There are lots of reasons for the internationalization of teacher education in Nigeria but few were discussed herein.

(1) **Improving the student-teacher preparedness**

The internalization of teacher education will enhance the student-teacher preparedness in the business of teaching/learning at all times in all level of the education sector he or she was trained. It will also enable the would be teacher compete favourably with his or her counterparts all over the world, as long as teaching skills, instructional delivery process, good classroom management and other tenets of teaching is concerned.

(2) **Globalization of the curriculum**

The teacher education curriculum in Nigeria ought to be a globalized one, because teacher education is the same thing over all the world, hence its curriculum should reflect international standard acceptable anywhere in the world so that the products of teacher education can be instruments of change and development of all the sectors in the country.

(3) **Strengthen the research and knowledge production**

Research anywhere in the world is done to improve the system through the result. If teacher education is internalized, it would enhance research and knowledge productivity because research is conducted with the aim of finding out the problem of a particular issue and therefore proffer solutions to solving the problems for the growth and development of the nation.

(4) **Diversification of departments and staff**

Internationalization of the teacher education curriculum would invariably lead to the diversification of the departments and staff alike as many departments will emerge due its globalization of the curriculum. A lot of subunits in the system that would attract personnels in those units or departments for the overall development of the would be teachers or students teachers who would be trained in such areas for the social, political and economic emancipation of the nation.

Management Supervisory Strategies and Attainment of Goals of Teacher Education

The achievement of the goals of teacher education in Nigeria is not easy as perceived by a lot of scholars. This could be why this paper is advocating for the internationalization of teacher education so that the goals of teacher education can be achieved. A management supervisory strategy is viewed in this paper as one of the indices that enhance the attainment of teacher education goals. According to Okorie and Nwiyi (2013) management supervisory strategies include delegation of supervisory function, effective record keeping and teacher's monthly assessment. The most important thing in supervision is supervision of teaching and learning. Nowonder Udeozor (2004) described supervision as a service help provided for the maintenance and improvement of standards through quality control of instructional activities in the school as well as rendering assistance to teachers growth and development. Supervision involves guiding, refreshing, encouraging, improving and overseeing certain given group with the aim of gaining their co-operation and eliciting effectiveness.

Delegation of supervisory function to teachers and students alike will enhance the teacher's effectiveness, in terms of regulation of school attendance, regular class attendance and involvement in extra-curricular activities (Okorie and Nwiyi, 2013).

Effective Record Keeping Strategy

School records are very important in the administration of teacher education in Nigeria. School records provide useful source of information not only for the schools but also for the society at large. Without record keeping knowledge and learning would be hampered (Amirize, 2000). Good record keeping enhances the effectiveness of school administrators because the world is a global village where knowledge is not restricted to individuals hence records should be kept for administrative convenience and easily

accessible to all through modern ways of keeping records such as the computer, internet, E-library, and so on.

Teachers Monthly Assessment Strategy

This strategy involves the scoring of teacher's performance by the students. It is generally believed that when one is aware that his performance is being watched or assessed, he will put his best in accomplishing a certain task. Assessment could be within or outside the school by external assessors. The teachers should ensure that they performed their prescribed functions creditably in order to achieve the goals of teacher education in Nigeria.

Conclusion

Teacher education is a very important educational sector in Nigeria because of its roles in teaching the teachers with the aim of producing citizens who will fit into the society and contribute to the economic, social and political development of the nation. It is very necessary for teacher education to be internalized so as to achieve the goals of teacher education in Nigeria.

Recommendations

The following recommendations were made based on the foregoing;

1. Government should lay emphasis on periodic teachers professional and capacity building development training.
2. Public Private Partnership (PPP) involvement in the management of teacher education should be encouraged.
3. The management of teacher education should learn to delegate supervisory functions.
4. Students should occasionally be used to assess the teacher's effectiveness in both teaching and other roles as may be assigned to them.

References

- Adesina, S. & Fagbamiye, E. (1988). *Educational Administration*. Ibadan University Press.
- Amirize, B. (2000). *Contemporary issues in school operation*. Port Harcourt. Spring Field Publishers.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Abuja: NERDC Press.
- Nwiyi, G.U & Uriah O.A. (2008). Teacher education in Nigeria: The challenges for the 21st century. *Multidisciplinary Journal of Research Development*. 10, (3), 6-10.
- Nwiyi, G.U. (2017). Classroom management and the attainment of education objectives in primary schools in Nigeria. *International Journal of Scientific Research in Education* 10. (2), 127-136.
- Okorie S.F. & Nwiyi, G.U. (2013). The principal's supervisory strategies and teachers' effectiveness in secondary schools in Akwalbom State. *Academic Discourse: An International Journal*, 5 (1) 54-61.
- Opadokun, O.A. (2004). Influence of personnel management practices on academic staff productivity in Nigerian Colleges of Education. Unpublished Ph.D Dissertation. *Department of Management and Accounting, Obafemi Awolowo University, Ile-Ife, Nigeria*.
- Udeozor, R.K. (2004) Supervisory techniques adopted for the development of primary school teachers in Nigeria. Implication for quality education, *Journal for World Council of Curriculum and Instruction*. 14 (1), 80-94.
- UNESCO (2006). Framework for private sector participation in education. www.sust.dev.org retrieved 20/7/2017.

