

TEACHING QUALIFICATION REGRADING: GRADE II TEACHERS' CERTIFICATE RESUSCITATION FOR HEALTH KNOWLEDGE ACHIVEMENT IN NIGERIAN SCHOOLS

By

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Abstract

This paper present students health knowledge achievement for secondary school level as predicate of teachers training and certificate quantification in Nigeria” through a review of related literature. Issues discusses are: learning, its definition and value; teachers’ qualification and academic performance; Grade II Teachers Certificate; West Africa School Certificate; Grade II Teachers Certificate +Nigeria Certificate in Education; Certificated teachers; WASC+GRADE II certificated Teachers; Teaching maturity accession cadre Grade II. It was recommended that: the teachers college should be revamped and the product of teachers colleges should be paid GL 08 (special salary structure); Teachers college should be re-introduced and graded as advance teachers colleges and but every Nigerian child should be made to attend a teachers college before choosing their qualifying subjects (career intent).

The Federal Government of Nigeria has been sensitized enough by the introduction of mass literacy programme (vehicle of adequate learning and teaching) tagged universal basic in 1996 by Gen Olusegun Obasanjo for Nigeria in the western region. Fafunwa (1991) then considered the UBE programme as the beginning of educational revolution in Nigeria. Unfortunately the Universal Primary Education programmes embark upon was short-lived as a result of certain factors. How then would illiterate Nigerians be produced? What categories of teachers should teach the literate Nigerians? Were the factors that militated against the growth of UBE avoidable (George 2005)?

- (i) The charge of baton of government from the military to the civilian government.
- (ii) Lack of trained teachers

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- (iii) Population explosion resulting to inadequate materials in the schools.
- (iv) Lack of infrastructure and equipment
- (v) Inadequate finding of both capital and recurrent project.
- (vi) Lack of public awareness of the program before implementation
- (vii) Apathy to Western Education which was believed to corrupt the recipient

Lack of trained teachers pre-disposed the UBE into confusion, sordid implementation strata, and non-comprehension of knowledge dissemination and acquisition. Several Nigerians never valued western education since it is not immediate money fetching business; preached against age-long religious beliefs; targeted abandonment of old custom of polygamy, the culture of cheat, slavery, over-indulgence in brotherliness (people minding their own business); people resulting into living in quarters away from the Africa society.

The effect of the in availability of qualify teachers to teach coupled with shortcoming were enormous and persisted from 1976 to 1999 when chief Olusegun Obasanjo began a reformation (UBE) to include Junior Secondary Education, Adult Education and Special Education. How had the UBE programme fared even today 2011? Had there been dramatic change to implementation of the UBE to train qualitative teachers?

Inability of the Federal Government of Nigeria to still recognize production of adequate trained teachers to significantly influence positively the “morbid” and “sordid” implementation of Universal Basic Education persists. Perhaps the concept of UBE (ensuring that every citizen enjoys the fundamental human right to education) is not perceived. In the Nigeria context, Basic Education (primary, Junior Secondary (JSS) and Nomadic education as well as adult literacy) are not adequately funded. What is the UBE to initiators? George (2005) submitted that the Universal Basic Education to the initiators include the following:

- i. Free tuition
- ii. Qualitative teaching
- iii. Qualitative learning
- iv. Compulsory education
- v. Young Nigeria to enjoy U.B.E for six (6) years of primary school education and three (3) years junior secondary school education.
- vi. Facilitation of literacy to reduce widespread disparities both in quality and access across the nation

Purpose of Study

This study sought to:

- i. Explain learning, it definitions, values and its necessity.
- ii. See the minimum entry qualification in the teachers teaching profession

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- iii. Elucidate succinctly on the Federal Republic of Nigeria's objective of Universal basic education with the purpose of exhibiting the sole requirement of teachers' training scheme in Nigeria.
- iv. Exhibiting the process of classroom behavior (both teacher and students) to elicit reason for low and high academic performance and academic achievement in Nigeria schools.
- v. Explain the process of teaching material collection and construction to enhance health knowledge dissemination in Nigeria schools.

Significance of the Study

This study will sensitize the teachers and students on the teaching and learning procedure in Health Education in Nigeria schools. This will be carried out through the publication of the results of this study.

The curriculum planners and book writers will also benefit from the results of the study since the stumbling blocks to effective implementation of the curriculum are well uncovered. This will be done through the publication of the results of this study

Furthermore, the results of this study will remind stakeholders in education sectors of the necessity to intensify effort at re- defining the objectives of education with the purpose of providing qualitative education in Nigeria. The results of this study will be communicated to the stakeholders through the publication. .

Concept of Learning and Academic Perform

Leaning entails the process of knowledge acquisition via a series of activities that accentuates experiencing. Baltimore (1993) inferred that learning takes place better in situation of adequate reinforcement. Smith (1991) observed learning as the ability of teacher to induce his behaviour, knowledge, ideas, opinion, and concept in to learner, with the intent to experience changed behaviour and must use visual and audio visual aids to teach. Pavlov (1927) enlisted that unconditional stimulus elicit and exhibited unconditioned responses (teachers, natural positive behavior teaches student natural positive behavior). Learning when made easier, soothing and encouragingly tasking induce learners (student) into zeal to achieve adequate academic knowledge.

Baltimore's (1993); Smith (1999) and Pavlov's (1929), submissions:

- i. Learning being a task for the mental capability
- ii. Learning for emulation of some action and reaction
- iii. Learning for experience search
- iv. Learning for better living & better life
- v. Learning for understanding and confirming to norms and standards of the society

Intuitive learning and behaviour is spiritual (can be grouped to ontological philosophy (Adeyinka 2005) transformed in to computer composition, analysis coding and decoding and internet service (Yusuf 2005). It is the understanding of ones

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abilities, capabilities, potentialities and intra-psychic functioning, which are involved in a knowledge of ones interest, personality structure ways of perceiving (Onivehu and Ziggah 2005). These authors had perceived learning to enhance personality change to enhance better society. However, Nigerians attitude towards education has not given adequate credence to learning for adequate changed behavior. This observation become imperative judging from the manner at which the federal Government operate educational concepts (UBE), NPE, SUPEB, LGEMB, SMB, TSC and what have you) in terms of (i) provision of man power resources (ii) Adequate classroom & classroom behaviour (iii) Teaching materials.

Teachers' Qualification and Academic Performance

As Universal Primary Education was attempted in June 1974: and was pursued, and launched in 1976; the National policy on Education earmarked the Nigeria Certificate of Education as the minimum teaching qualification in the primary schools. The pivotal graduates (WASC + Teachers, Grade II certificate holders) in great number had been produced and posted to primary schools in the Local Government Area that adopted the Universal Basic Education. If NCE had been the minimum entry qualification into the teaching profession as at twenty one (21) years ago how had the staff disposition in primary school fared? How many Graduates? How many postgraduate teachers are on ground this year 2012? How many of the teachers obtained in – service training for training? How many teachers may have graduated on sandwich - Degree/NCE programmes in Universities and colleges of Education in Nigeria? When are the sandwich courses done every year? What type of academic teaching had the sandwich students received in the tertiary institutions (half baked). What had been the fate of the pupils/students left behind by teachers on sandwich courses? Do teachers receive adequate moral and financial support from the government (TSC, Ministry of Education, Local Government Education authority, and Federal Ministry of Education)? Really, is Nigerian Government prepared for qualitative education? What qualification categories abound in Nigerian schools?

Category A: Grade II Teachers Certificate Teachers

Contemporarily, Grade II Teachers Certificate is in its extinct, and this teaching qualification is the pivot upon which teachers' profession is anchored. A Grade II Teacher acquires the Certificate through – himself/herself – 6 years at home, 6 years in the primary school and (5) five years in the teachers college (6+6+5) (17) years before entry into the teaching profession. At Teachers' college, most attributes for a professional teacher are instilled. Coolness of mind, tolerant, patient, love of pupils, respect for elders, rational thinking, non-involvement in art of cultism, sound moral standard, non-indulgence in early sex, patriotism and good governance.

The Teacher, who is to proceeds to Nigerian Certificate of Education, must have taken practical teaching thoroughly in teachers' college. Such a teacher must have even taught for two years; and would have learnt the art of living for longevity:

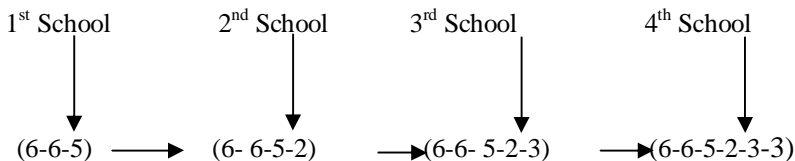
- i. Consumption of wholesome food at least three time daily
- ii. Attending the toilet regularly

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- iii. Taking adequate rest and having regular sleep
- iv. Having regular bath
 - v. Cleaning of teeth every morning and after each meal
 - vi. Making use of handkerchief after blowing the nose and splitting sputum
- vii. Using mosquito net or coil to prevent mosquito bite and indeed the spread of malaria fever.
- viii. Living in well ventilated bedroom day of night
- ix. Maintaining healthy environment i.e. clearing of bushes, burying all empty tins, mosquitoes, maggots and dangerous animals.
 - x. Preventing the breeding of houseflies
 - xi. Keeping the toilet clean
 - xii. Ensuring effective disposal of faeces, sewage refuse and infection
- xiii. Protecting our water supply from all pollution and possible infection, wearing adequate clean dry clothing (not half dressing & half naked as in our tertiary institutions)
- xiv. Washing of hands before eating and after using the toilet
 - xv. Always covering our food before eating with clean plates and cutleries
 - xvi. Exercising our body regularly.

Teaching in healthy living encompasses training and producing a wholesome citizen, which will conform, reinforce the societal norms and standards in Nigeria. But what knowledge had the WASC and Sandwiched NCE Certificate Teachers acquired? Are they endowed to teach adequately? Would Nigerian parents have preferred Grade II Teachers Certificate + NCE Certificate Teachers to teach? Are we then appealing to the Federal Government to revisit teachers, Grade II Colleges and re-institutionalize advance teachers colleges termed Colleges of Education? Re-visitation of Teachers Colleges in the Federal Republic of Nigeria would provide graduates for Nigerian University of Education that should be establish to cover each state of Nigeria Teacher of teacher are better produced through the schools of Education:-

(i) Teachers' Colleges → Advanced Teachers' college → College of education University



The implication of my submission is that Nigerian child that must be thoroughly educated has the following years for him/her. (i) 6 years at home, 6 years primary education, 5 years in the teachers college (ii) 6 years at home, 6 years primary education, 5 years in the teachers college, 2 years advanced teachers college (iii) 6 years

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at home, 6 years primary education, 5 years in the teachers college, 2 years advanced teachers college, 3 years college of Education (iv) 6 years at home, 6 years primary education, 5 years in the teachers college, 2 years advanced teachers college, 3 years college and 3 years university of education.

Teaching Maturity Ascension Cadre

School	Certificate	Teaching induction	Teaching cader	Grade level	Remark
School 1 6+6+5=17years	Grade 111 teacher certificate	5 years	Asst. Education officer (iv)	GL; 08	To serve for 3 years before proceeding to school 2
School 2 6+6+5+2=19 years	Grade 11 teacher certificate	7 years	Ass. Education officer (iii)	GL,10	To serve for 3 years before proceeding to school 3
school 3 6+6+5+2+3=22 years	Grade 1 teacher certificate	10 years	Asst. education offices (ii)	GL.12	To serve for 3years before proceeding to school 4
School 4 6+6+5+2+3+3=25 years	Nigeria certificate of education + (B.Ed)	13 years	Edu office I to princ Education officer	GL14	To serve for 3years before proceeding to school5
School 5 6+6+5+2+3+3+3 =28years	B.Ed (Education) M.Ed (Education)	16 years	Chief education officer	GL16	To serve for 3years before proceeding to school
School 5 6+6+5+2+3+3+3 +4=32 years	Ph.D(Education)	20years	Director Education officer	GL17 and above	Teacher/serve for 40 years as cumulative years of service

Sources: Adapted from Ministry of education and Teaching Service commission Teachers' salary structure seminars/workshop on teachers & Teaching 23-24th January 2008: NUT office Lokoja.

Table 1 above revealed teaching maturity ascension cadre, it was divided into school, certificate obtained from schools teaching induction, teaching cadre, grade level obtainable and payable per cadre and the remark. The school connotes the years

such school would last from the day the child was born to the time he/she start to teach. Teaching in Nigeria is likened to teaching in Sparta and Athens, where the child is allowed staying in the home for only the first 6years of his life. Thereafter, he/she enters the agog (school academy). In Sparta, the child is re-visited, but in Nigeria may provide antidote to social malaise, injustice, education devaluation, immoral standards and bad government. Health and physical education is the only subject that is wholesome, predispose, enable, reinforced all activities in human life towards a useful, purposeful practical healthy and safely accomplishment in Nigeria, couldn't everybody be integrated in to his /her profession? Can health education (physical education incorporated) be taught in all school from kindergarten to university in Nigeria, to introduce PT in to school for moral, philanthropic, healthy, chastity, religion, psychological and culture well-being of Nigeria without considering diseases or infirmities?

No Teacher Teaches adequately without introduction of health and physical education. Teachers are therefore trained to achieve excellent classroom behaviour; perception of the attitudes, motivates, character, behaviour of themselves and their students. All students are pruned and trained to acquire the exemplary behaviour character of the teachers. The teacher possesses the propensity to utilize all teaching material to teach:

1. The teacher employs natural teaching material i.e. material that students are familiar with within their environment
2. The teacher select the teaching material regarding the class taught, age of the student, interested of student, purpose for which lesson are for and of course are the realities of the objective of their environment
3. The teacher teaches with the intent of the loco parentis, who assures to train a total man that he/she (teacher) can benefit from always. The teacher's soft mindedness, pitiful; and reliable, and serve as a model for the student to draw inspiration from.

Conclusion

Thus far, this study had seen :(1)some teacher effort to institutionalize education in Nigeria (2) Non –availability of qualify teachers (3)connotation of learning (4)the entry qualification for teaching (5) Teacher grade ii certificate + college of Education certificate teachers (6)WASC, T.C +grade ii teachers +N. C.E(8)proposed certificate of teachers, money payable to them as salary progressive training period .

Recommendation

Based on the study so far, it is hereby recommended that:-

1. Nigeria schools (from primary to university) should start education like Spartans and Athenians to eradicate the morbid the standard of education prevent in the federal republic of Nigeria
2. Health and education (physical training) should be re-introduction in to school to make up the student

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3. Universal basic education should be –visited with the sole aim of giving free education to all citizens.
4. All student should be made to attend a teacher’s college and there after to attend higher college for specification in different fields
5. The proposal for teachers’ education made by these authors is case study.

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