

1

TEACHER EDUCATION AND VALUES ORIENTATION FOR SOCIAL AND ECONOMIC DEVELOPMENT IN NIGERIA

By

PROF. COMFORT E. MBACHU
Niger Delta University, Wilberforce Island

Abstract

Education is a socialized institution established to inculcate skills and knowledge to the learner. Education transmits the cultural accumulated values of the society to the younger generations. Education from the earliest school years was directed and is still directed to the all round development of the human personality, the spiritual, moral, social, cultural and economic progress and development of the nation, as well as to the inculcation of deep respect for human rights and fundamental freedom. Education as an instrument of change can only be responsive to inculcate the right values to the learners, enhance for socio-economic development in Nigeria when there is constant campaign as its being done today on the need for values – orientation in the educational system, especially in the programmes of teacher education in Nigeria. This paper is therefore centred on the following areas:

- *Concept of values and values education.*
- *Teacher Education and goals of Teacher Education*
- *Who is a professional teacher and qualities of a professional teacher and ethical values expected of a professional teacher.*
- *How and what was the values system of teacher education before now?*
- *What has gone wrong with Teacher Education values system that calls or necessitates for re-orientation? Where have we gotten it wrong?*
- *How to inject or re-orientate values and ethics into the Teacher Education*
- *Concluding message.*

Introduction

Nigeria as a nation is in a state of moral crises – a deepening crises which pervades every aspect of the national life. It is an undisputable fact that there is lack of discipline in virtually every spheres of national life. The much – talked of indiscipline in schools, students’ rioting, exam malpractice are basically a reflection in the indiscipline evident in the larger society today. There is high level of moral decay in our society today; frauds of varying degrees and magnitude, stealing, rape, child abuse, child trafficking, bribery and corruption, political thugery, piracy, banditry, kidnapping, forgery etc. are daily occurrences which Nduka and Iheoma (1982) agree are reflections of a slow and steady drift to moral bankruptcy.

The deplorable moral climate of our country is very glaring. There are dangers of moral laxity to the peace, unity and stability of this country Nigeria. We all can agree that unless something is done very urgently, the values of the Nigerian society will be in a state of flux. Except this moral drift is halted soonest, the society might sooner than later consign itself to self-destruction.

Nevertheless, all hope is not lost, because it is believed that one of the ways, if not the major way of arresting the ominous drift to moral bankruptcy and political anarchy that has bedeviled this country is through values re-orientation in the education sector, more importantly the Teacher Education.

Concept of Values and Values Education.

Values are defined by Erukoha, Asuquo and Inaja (2004) as desired, the preferred, the good or what is important or unimportant to a person at any given time. It is the worth a person sees in a thing. Values are seen as beliefs and specific mode of conduct that are personally and socially preferable and acceptable. They are conscious beliefs about what is right or good and what is wrong or bad. All these influence the orientation of the individual towards what they think and do in the society.

Values are defined by Inlow in Mkpa (1987) as the determiners in a man that influences his choices in life which decides his behaviour. Values are seen as those things which are considered important, upon which weight may be placed. It is closely related to culture because culture is essentially focused on values.

Without values, men are not human and cannot take decisions that can be of benefit to the society. Osaat (2011) defined values as things worthwhile,

desirable, right and good and thus craved for and applied on daily basis to enhance co-existence by the people.

Moral Values, values education and importance of values education.

The value system is a set of values. Moral values are only a subspecies of the genus values, which occupy a central position in all human pursuits and serve as standards that guide our conduct in a variety of ways. Morality is defined as a behaviour in accordance with certain standards of what is good and what is evil – striving for the good and rejecting the evil (Nduka 1982:18).

Values Education

Values Education is referred to or described as a moral or character education. It is an education where the learners are taught values from educators who in-turn are expected to implement what they have learnt in order to live a transparent, upright life in future. Value education ought to start from the home to the school and continues throughout one's existence here on earth.

Values education is concerned with striving personal wholeness as well as generating acceptable attitude towards others and an understanding of right and wrong behaviour.

Importance of Values Education

Values Education helps in building and strengthening positive sentiments for people and ideas.

It helps to build in youths and adults the spirit of wholeness and uprightness. It gives self satisfaction and upholds ones integrity and chastity.

It helps people to be responsible citizens in the society. It encourages co-operation among members of the society.

It builds into people the spirit of tolerant. It inculcates into youths and leaders the spirit of love for members of the society.

The importance we attach to values, which are the central concern of the educational enterprise is further attested to by the fact that one of the objectives of Nigerian education recommended by the 1969 curriculum conference was the inculcation of the right type of values and attitudes for the survival of the individual and of society.

Teacher Education and goals of Teacher Education.

The goals of Teacher Education as enshrined in FRN shall be to:

1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
2. Further encourage the spirit of enquiry and creativity in teachers.

3. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals.
4. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
5. Enhance teachers' commitment to the teaching profession.
 - * Teachers registration Council of Nigeria (TRCN) shall continue to register teachers and regulate teaching profession and practice.
 - * 'only' professionally qualified and registered teachers shall be allowed to practice at all levels.

Efforts towards the improvement of quality education at all levels shall include:

- * 'Appointment' and retention of academically and professionally qualified persons as teachers and heads of educational institutions.
- * Provision of improved conditions of service and incentives to motivate teachers and make the teaching profession more attractive. (FRN 2013:57-58)

Who is a Professional Teacher? His role, his professional qualities and ethical values expected of a teacher.

A teacher is one who exerts some interpersonal influence on another so as to make him change his behaviour. This is Ezeani's (2005) definition. I, the author of this article define a professional teacher as a person who has acquired teaching pedagogical skills and uses such skills to further impart more skills and knowledge to the learner. He is the one who inculcates appropriate societal values to the learner. He is the one who transforms, reforms the learner who come to the learning environment with all manner of behaviours into a better, worthy member of the society with the use of appropriate teaching strategies and proper learning materials.

The Role of a Professional Teacher.

Mbachu (2018), asserts that the teacher is the dominant figure in curriculum implementation. He is the final decision maker concerning the actual learning opportunities to be provided to his learners. He translates the curriculum into real classroom operation. Teachers are the essential drivers of a good quality educational system. Nworgu (2006), adds by saying that "in the productive sector (industry), it is strongly believed that production cannot be complete unless the products reach the final destination – The consumer". The education

industry is likened to the production centre. This literally means that while industries produce goods and services for the consumers, the education industry refines illiterate citizens to literate and educated citizens for the society. Thus, the teacher is the instrument for refining the raw materials to finished products. He is the most portent instrument for ensuring the fullest possible development of the total child who in-turns maximizes his potentials in the development of the society.

Qualities of a Professional Teacher.

A professional teacher is expected to possess the following qualities as listed by Gbamanja (1987), Mbachu (2011), Mbachu and Soberekan (2017) and Iwuagwu (2006):

1. Knowledge of the Subject Matter – A good teacher must have good knowledge of what to teach and how to teach it.
2. Knowledge of the Pupils – A professional teacher must have the ability to understand learners, their interests, abilities, capabilities and their characteristics.
3. Knowledge of the various teaching methods – how to use them and when to use them.
4. Ability to access and use different instructional learning materials to arouse the interest of the learners when teaching
5. Learner Motivation – A good professional teacher must have the ability to motivate learners to learn.
6. Friendly Attitude and Comportment – The teacher must have friendly attitude and must demonstrate love and patience with the learners.
7. He must be emotionally stable and have good disposition, he must not be the one that loses his temper at the slightest provocation.
8. He should be able to create conducive friendly learning environment for learning to thrive.
9. He should be a 21st Century teacher who realizes that learning is a continuous process and must be ready to update his knowledge when the need arises.

He should have good personality – That is to say, he must be peaceful, humble, sympathetic, neat/decent, trustworthy, selfless, modest in dressing, cheerful but firm.

He must be a mirror, a role model for his students to see through and emulate.

Gbamanja in Mbachu (2011) summarizes the qualities by saying:

- A non-teacher cheats
- A poor teacher tells stories
- An average or mediocre teacher informs
- A good teacher teaches while
- An excellent professional teacher inspires and guides.

Ethical Values expected of a Professional Teacher

In addition to the above listed qualities of a professional teacher, the following ethical values are also expected to be exhibited by a professional teacher and in fact all civil servants and public office holders.

1. Commitment
2. Selfless service
4. Honesty - Which should manifest in the way of truthfulness and sincerity to the profession.
5. Discipline which should manifest in the areas of:
 - Self control
 - Moderation and Modesty
 - Respect for school authority and management.
3. Right attitude to work, which includes:
 - Punctuality and regularity
 - Devotion to duty/commitment to work/responsibility
 - Co-operation (getting along with others, I mean good relationship with colleagues and even students)
 - Dignity of Labour.
4. Courage: This include:
 - Physical, moral and spiritual courage
 - Zero tolerance/outright condemnation and rejection of academic frauds and other social vices that have crept into the school system such as; Examination malpractice, sex for grades, cultism, drug abuse, extortion from students for project supervision and exams etc.

How or what was the values system of Teacher Education before now?

As observed by Obanya (2004), teachers in the past had a number of virtues.

- Most of them were well educated in the sense that they learned how to learn and could easily learn whatever they had to teach.
- They were disciplined, in the sense that they exhibited only exemplary behaviour to learners.

- Teacher education then was selective and rigorous, persons who had gone through teacher training institutions were themselves tough.
- The control of teachers by inspectors was strict and so there was a general tendency to maintain high standards.

Obanya (2010) adds on the moral virtues exhibited by teachers of the past to include:

- Love of learning and Knowledge – an important trait for persons in the front line of promoting learning - the knowledge profession.
- Love of Children – The work of every teacher centres on facilitating learner development, thus love of teaching and learning should be mainly for the interest of the learners. Teachers of the past demonstrated it.
- An eye (as well as an ear) for community signals, there was cordial relationship between the teachers, school authority, parents and members of the community.
- Grooming (in appearance, in dressing, in talk etc), a means by which the teachers of the past taught by personal examples.
- Team play – The school work was seen as a team activity among the teachers in collaboration with parents and the community in helping the child to grow.
- Role models – The teachers of the past were role models for integrity, morality, work habits etc.
- Teachers in the past had emotional intelligence, competence, self control, patience, temperance, empathy etc.
- Contentment was the watch word for teachers of the past.
- Willingness and interest to teach.
- Ever ready to render services selflessly.
- Joy and enthusiasm, full of satisfaction with the job.

In the past, teachers were among the best students with interest and passion for teaching. Teachers were often the mirrors of Western knowledge in civilization in the local communities. Students and people looked up to teachers as role models, the teachers enjoyed social recognition. Teachers played multiple roles in society, they were preachers of the gospel, public letter writers, public enlightenment agent, change agent. They were professional support in terms of supervision. They maintained the best standards of conduct and classroom performance. For the above reasons, the teachers symbolized education in

itself. Education was accepted as something prestigious by the populace and so the teachers who dispensed it were highly respected. In fact I refer the teachers in the past as “Heroes of the past”.

What went wrong? What has gone wrong with the value system in teacher Education that has necessitated for the calling for value-re-orientation in Teacher Education?

As earlier said, teaching was a noble profession and teachers were highly respected and were happy and proud to be called “Teachers”.

But as time went on, the situation in teacher education started changing and things started falling apart. Obanya (2010), observed that the gradual move towards political independence led to the expansion of the public services and greater employment opportunities for educated Africans, Nigeria inclusive. Wide disparities in pay arose between teachers and government and private sectors employees. The emergence of other white collar workers in the society equally led to the loss of sole elite status by the teachers. Wide salary gap between teachers and other workers in other lucrative economic sectors was created, and the desire, the quest to meet up and fill the gap kept on increasing. Expansion of opportunities for secondary education meant that entry to teacher education programmes ceased to be competitive. That is to say, both teaching and teacher education programme ceased to attract the best and brightest in the teaching. The resultant effect today is the moral decadence, academic fraud which has become very rampant in the educational sector today across the three levels.

It is no longer news that lack of values and ethics in schools these days have become the major issues of concern to the educators, policy makers, curriculum planners, parents, government and non-governmental organizations.

Apart from the two above issues already discussed, the falling standard of the nation’s value system has been attributed to a lot of other factors which Esu and Enu (2009) called societal moral decay. These moral decay include:

- Corruption in government offices at all levels, in judiciary, law enforcement agencies, in churches, in politics, in business, in the education sector. In the education, the rot or decay include:
- Examination malpractice of various dimensions.
- Certificate forgery to gain admission and to get jobs.
- Sex for grade, sexual promiscuity

- Indiscipline, poor attitude to work
- Cultism, stealing, cheating
- Indecent and obscene mode of dressing
- Drug abuse, gangsterism,
- Perfidious indulgence in reading obscene literature and watching pornography movies.
- Internet frauds, etc

Nduka (1982), decried that in the education sector, especially higher institutions, the success of some female students in some lecturers' courses are determined, or predicted on the granting or receiving of sexual favours. In politics, the wills of the people no longer determines who governs or rules them. God fatherism and rigging, vote buying have become the order of the day in the Nigerian politics.

Money meant for pensioners, infrastructure, developmental projects at Federal, state and local government levels are diverted into individual accounts.

Esu and Onu (2009) lamented that moral values and ethics in Nigeria are compromised under the alter of greed, insincerity, sycophancy, mediocrity, corruption, official high headedness, obnoxious policies for the benefit of few, chauvinism, religious intolerance, government abuse of the citizens' fundamental human rights and institutional failure.

These serious values and ethical problems which have prevailed and have permeated into all sectors of our economy and being carried out with high level of recklessness, and the society sees nothing wrong with it and in fact behave or rather pretends as if all is well.

Be that as it may, no matter the level of pretence and cover up, it is very obvious and glaring that the effects and repercussions as observed by Onu (2007) and Nduka (1982), are highly defective. They seem to be dangling like the sword of Damocles over the economic, social and political future of this country, at the same time reducing the image of Nigeria globally. Nigeria is no longer valued, respected as the giant of Africa. "What a mighty falling!"

How to inject or re-orientate values system and ethics into Teacher Education.

It is an acceptable fact that today the values held by the youths are a reflection of the value orientation prevailed in the society in which they grow. Education generally, especially moral education is seen as an instrument not only for intellectual growth but a powerful tool to inculcate values, moral and ethical

principles into them. These values should include trust, public interest, tolerance, courtesy, honesty, fidelity, truthfulness, respect, hardwork, dedication, devotion to duty, love, forgiveness, co-operation, rationality etc. Osaat (2011) agrees that when this is done, the learners will be made to:

- Possess factual knowledge
- Possess social and prudential skills
- Possess knowledge and understanding of other people's feelings
- Possess personal moral autonomy.

The fact remains that the culture, custom and value system of any society change according to time, place and people, and the young people (youths) are usually the first to be influenced by the variables of changes in the society. The new values are learned and imbibed through various agents of socialization.

These agents include: the mass media (Radio, Television, newspapers, social media, etc), religious institutions (churches and mosques). Educational institutions should be made to coordinate all agents through a well planned moral education.

The government, traditional rulers, political and religious leaders, teachers in particular should provide moral leadership not only by their words but more importantly by their actions, this is what is referred to as "leadership by example".

The family – It is an acceptable fact that the family is the foundation of all sound moral education. Children are mostly influenced by the training they received at home. Parents are therefore advised to be alive to their responsibilities for moral education. Nduka (1982) advised that relevant Ministries should mount public enlightenment programmes to foster co-operation between the home and the school.

Going back to religious Education drawing board to inject moral education into Teacher Education Curriculum Programme.

Ngerem in Iheoma (1982), affirms that there can be no morality without religion, this is because religion is the expression of man's relationship to his creator. He pointed out that Christians and Muslims agree that man is destined to go into the world to accomplish the purpose intended by our creator. He argued that if we are successful in teaching the students all the sciences and arts but fail to give our children a sense of direction to their creator, we have failed and failed woefully. "We cannot cure the moral ills of our country without reference to our eternal destiny".

Without religion – “fear of God”, men and society will remain indefinitely worse. This is because the fear of God enables one live uprightly and sound moral. (Nzerem, 1982:13).

Esu and Enu (2009), agrees that a call for the integration of values and ethics in the school curriculum is a call for ethical enrichment. Ojong (1999), agrees that the vision of citizenship ethical enrichment is a decisive impact to move a nation steadily and permanently in a discernable new direction of self reliance and dedication to excellence in leadership, in discipline, in hardwork, in honesty, in morality, in mutual respect and tolerance.

It is therefore, advised that all institutions involved in Teacher Education should mount relevant programmes for effective religious and moral education, this is because religious education has an important and crucial role to play in any effective moral education programme.

Programme for relevant moral education that have been drawn up for all educational institutions at the three levels of education in Nigeria shall be intensified. The programmes are aimed at inculcating moral values that have been identified by the society.

In order to stem the tide of immorality, cultism, rape, drug abuse, examination malpractices, victimization of female students by male lecturers for refusing to sleep with them, and other unethical practices going on in our higher institutions, laws against such vices should be enacted, enforced and implemented. Government should stop playing lips-service, develop strong political will power, take the bull by the horns and ensure that when laws, policies are made, they should be forcefully carried out, offenders punished for their crimes irrespective of who is involved.

Furthermore, the structural reforms aimed at reducing a nation’s or state’s work force including teachers, as a means of cutting down on government expenditure as callously done by Kaduna State government should be discouraged.

In order to attract competent people into teaching profession, there must be adequate incentives to motivate teachers and help them retain their integrity in the profession.

Teacher Education policies in the National policy on education which states that –

- Only professional, qualified and registered teachers shall be allowed to practice at all levels should be strictly adhered to.

- Appointment of those to head all educational institutions including Ministries of Education at both state and Federal levels shall be professionally trained qualified teachers. We can no longer continue to put round peg in a square hole. You cannot give out what you don't have.
- Provision of improved conditions of service and incentives to motivate teachers and make teaching profession more attractive. These policies must be enforced. In order to produce capable teachers, admission and graduation requirements need to be reviewed to improve the quality of entrants and graduates.

Teacher educators must be sufficiently trained and capable of imparting and modeling desired knowledge, skills and attitudes. Opportunities for continuing professional development, advancement and improvement in the career must be given to the teachers in order to keep abreast in their subject areas and to remain motivated in the profession. Motivated in the profession will require measures that boost the image of the teachers in a society through the formulation of education policies that should specifically address teachers issues. This will entail putting teaching profession at a social par with other liberal professions, and providing working conditions that are in conformity with the International Labour Organization (ILO) and UNESCO joint recommendations concerning the status of Teachers.

Concluding message

Education without morality is likened to tea without sugar. Teacher education is not and cannot be allowed to exist without morality and ethical values, hence the need for values re-orientation into teacher education programme. Therefore, to ensure that the socio-economic development in Nigeria is enhanced, and to save us the time and resources for organizing endless conferences on values re-orientation, it is my candid opinion that these strategies or suggestions put forward be considered for implementation. Thank you and God bless you for listening.

References

Enukoha, O.I., Asuquo, P.N. & Inaja, A. (2004). *Philosophy of Education: An Introduction*. Calabar: NIVS with IBEPS.

Teacher Education and Values Orientation For Social and Economic Development in Nigeria

- Esu, A. E.O. & Enu, D.B. (2009). Values and ethics in School Curriculum. In U.M.O. Iwobi, K. Nwufe, C. Nwagbara, J. Ukwungwu et al (Eds). *Curriculum Theory and Practices; CON.* 284 – 288.
- Ezeani, L.U. (2006). What the teacher – trainee should know about the teacher and teaching. In P.E. Eya, B.U. Maduwesi, D.A. Aboho & L.I. Zaria (Eds). *Contemporary issues in Teaching practice. Onitsha: West and Solomon Publishing Co. Ltd.*
- Federal Republic of Nigeria (2013). *National Policy on Education. Lagos: NERDC.*
- Gbamanja, P.T. (1987). *Curriculum development and Implementation; New strategies for the years, 2000 plus. Port-Harcourt; Paragraphics.*
- Iwuagwu, S.I.C. (2006). The role of the teacher in the school setting. In E.J. Maduwesi & P.E. Eya (Eds) *Perspectives in Teacher Education. Onitsha: West and Solomon Publishing Co. Ltd.* 60 – 71.
- Mbachu, C. E. & Soberekan, W.S. (2017). Towards effective curriculum implementation at the basic level of education for national development and global best practices. *Nigeria Journal of Curriculum Studies.* 24(4) 145 – 159.
- Mbachu, C.E. (2011). Refocusing teacher education in Nigeria in meeting global challenges in the 21st Century. In P. Egbule, J.E., Tabotndip and D.A. Aboho (Eds). *Refocusing Education in Nigeria in the 21st Century. Onitsha: West and Solomon Publishing Co. Ltd.* 192 – 211.
- Mkpa, A.A. (1987). *Curriculum development and Implementation. Owerri: Totan Publishers Ltd.*
- Nduka, O.A. (1982). Historical, Sociological and Philosophical background: an overview of the Historical, sociological, ethical and Religious issues involved in Moral Education. In G.A. Nduka and E.O.

Prof. Comfort E. Mbachu

Iheoma (Eds). New perspectives in Moral Education. Ibadan: Evans Brothers (Nigeria Publishers) Ltd. 18 – 19.

Nduka, O.A. & Iheoma, E.O. (1982). *New perspectives in Moral Education. Ibadan: Evans Brothers (Nigeria Publishers) Ltd.*

Nworgu, U.J. (2006). Making Universal Basic Education Programme to work. *In S.N. Maduagwu (Ed). Administration of Universal Basic Education. The basic facts. Owerri: Springfield Publishers Ltd. 79 – 94.*

Obanya, P.A.I. (2010). *Bringing back the teacher to the African School. A book published by UNESCO Centre for capacity Building in Africa.*

Obanya, P.A.I. (2004). *The dilemma of education in Africa. Ibadan: Heinemann Educational Books (Nigeria) plc.*

Ojong, K.A. (1999). National ethics and discipline in national life. *In G.O. Ozumba, R. Eteng & M. Okon (Eds). Citizenship Education. Aba: AAU Vitalis Book Company.*