



**CHALLENGES OF INVESTMENT IN TEACHER DEVELOPMENT
EDUCATION IN NIGERIAN UNIVERSITIES**

Okogi, Anthony¹

Oghenerhoro, Patience Onoriode²

Southern Delta University, Ozoro, Delta State, Nigeria¹

Delta State University, Abraka, Delta State²

Corresponding Email: tonydynastndidi@gmail.com

ABSTRACT	KEYWORDS
<p>The paper examined challenges of investment in teacher development education in Nigerian Universities. The study made use of secondary data for its analysis. The paper premised on the fact that teacher education programme is directed towards the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In the light of this, the paper observed that challenging factors such as funding and lack of respect for teacher education has been found as what has limited teacher education in Nigeria. This leads to the paper concluding that, achieving quality education would be a mirage if teacher education is not improved and taken cognizance off. The paper suggested amongst others that government should provide adequate funding as well as instructional materials for the training of teachers in the different programme in teacher education in the country.</p>	<p>Teacher Education, Investment, Development, Universities, Students.</p>

Introduction

Teacher development for teachers consists of self-directed or directed programmes and activities designed to enhance their knowledge, skills and expertise in their teaching practice. In essence, it refers to the process of preparing and supporting teachers to work effectively and efficiently with students of diverse needs and abilities, in order to promote inclusive education. Teacher development, also referred to as professional learning by teachers already engaged in professional practice, is the process of developing the necessary knowledge-base and skills teachers require to carry out their roles effectively. This does not only involve learning new theoretical teaching ideas and suggestions but also trying them out and learning how to make them more effective within their teaching contexts. Teachers' ongoing reflection, evaluation and analysis of their practices are necessary elements of their professional development as these can support them to construct new teaching theories and improve their performance (learning-by-doing approach) as noted by Whitford (1994). Indeed, being critical, reflective on teaching experiences and motivated to bring change and improvement are essential for

teacher development. Becoming professional, as Darling-Hammond and Bransford (2005) explain entails being ‘adaptive experts’, which is the intent of teachers’ engagement in such a process.

Thus, professional development in this regard aims to aid teachers in learning how to adjust their teaching to their students learning needs and style through understanding the ‘why’ or rationale behind any pedagogical decision made or choice about their teaching contexts. An effective professional development programme should, therefore, encourage teachers to experiment with new ideas or tools in their teaching contexts, reflect on how these impact their students’ learning, make further decisions to achieve their intended objectives and share their experiences. Its elements should include reflective discussion sessions based on previous and current classroom experience, collaborative learning, reflective diaries and teacher-led activities that provide multiple opportunities for teachers’ choice, autonomy and active learning. These are schools, colleges, polytechnic and universities that provide in-service education opportunities for teachers through planned programmes that intend to address their needs. It is important to note that professional development can also be self-initiated (informal).

Self or personal development refers to possessing personal strengths and characteristics that aid teachers in defining and making sense of their teaching practice and of themselves as individuals. This is achieved through developing the necessary life skills that can help them grow in and outside their profession. There is a range of life skills that assist teachers in coping with the challenges of everyday living. Getting organized, solving problems, engaging and caring about students are among the key life skills that teachers need in the profession. Because teachers’ professional role can be affected by their personal life factors; so they need to develop certain life skills related to their personal lives. These can include balancing their professional and personal lives, coping with family pleasure, stress and negative emotions (like anger, sadness, etc), making effect decisions concerning their health, and so on.

This paper attempts to examine the challenges of investment in teacher education and its developmental programme as observed in Universities in Delta State, Nigeria. The education of teacher means so much to every type of society. This is because the teacher is one of the variables in the discussion that assesses education theory and practice. Conceptually, teacher education or teacher training in this context refers to the policies, procedures and provisions designed to equip prospective teachers (academic staff) in universities with the knowledge, attitudes, behaviour and skills they require to performing their tasks meritoriously and conscientiously in the classroom, school and wider community. In the same line of reasoning, the National Council for Teacher Education stated that teacher education is a programme of education research and training of persons to teach from pre-primary to higher education level. Also, another related meaning of the term suggests that teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Consequently, teacher education is worth the investment. This is because a teacher is the custodian of the heritage of mankind and the exclusive appropriator of new knowledge. Hassard (2012) found the need to invest in teacher education as prerogative. According to him, teacher education is more important today than it has been in half a century. Agabi (2012) views teacher education as an investment rather than a social service. Also, Koning (2014) agreed to the fact that investing in teacher is investing in the future. According to Manos (2015), investing in teachers is investing in learning. Despite the value of teacher education, most developing countries including Nigeria seems not to have invested in the growth and development of teacher education programme. The effect is shown in the

quantity and quality of teacher distributed into the school system in Nigeria. Whereas, the Spring Hill School, Nigeria (2017) observed that quality of education always has a direct relationship with the quality of teachers, teaching aids, curriculum, content and environment. Similarly, Modupe and Osaretin (2018) found that despite the importance of teachers to student learning, teacher performance remains low across Nigeria. It is against this background this paper attempts to address the challenges facing investment in teacher education programmes in Nigeria, using universities in Delta State as a case study.

Theoretical Framework

The paper is hinged on the theory of investment in human capital by Leroy (2010). The theory stated that investment in individuals can be mathematically measured based on the economic value they are able to contribute to society. Human capital and economic growth have a strong relationship. This is because, human capital affects economic growth and can help to develop economy through the knowledge and skills of people. According to Psacharopoulos and Woodhill (1997), human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital. Hence, the theory concludes that investment in human capital will lead to greater economic outputs. Thus, since teacher development is an aspect of human capital, the theory is suitable to addressing the issue of teacher education programme in Nigeria. Studies have conceptualized on the issue pointing to the fact that education of teacher is an investment. For instance, Tejvan (2017) indicates that human capital is a measure of the skills, education, capacity and attributes of labour which influences their productive capacity and earning potential. His definition relates to the education of the teacher because their training is aimed at equipping them with the prerequisite knowledge and skills for effective as well as efficient delivery service in the place of work. According to Tim (2011), States required individuals complete a programme of study in a university-based teacher preparation programme in order to be licensed to teach. This implies that teacher education programme is an avenue for human capital development in the education sector.

Investment in Teacher Education

Investment in teacher education is an investment in human capital. This is because, human capital is the aggregate stock of competencies, knowledge, social and personal attributes embodied in the ability to create intrinsic and measurable economic value. The teacher is seen as occupying a significant role in the economy of nations and investing in their training cannot be over stressed. While it was until 2013 that the main focus of the annual Education for All (EFA) Global Monitoring Report (GMR) was on teaching and learning. The report suggested that government that genuinely want to improve their education systems must develop (and fund) comprehensive teacher policies. This is because a lack of investment in teachers is the greatest barrier to achieving universal education that equips and strengthens a nation.

The International Labour Organization (ILO) (2014) found that an education system is only as good as its teachers; noting that teachers are essential to universal and quality education for all; as they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges.

Equipping teachers to succeed is therefore a priority. This means rigorous training, better conditions for employment, quality-based teacher recruitment, thoughtful deployment and attracting new teachers and talents, especially young men and women from under-represented communities.

The Mastercard Foundation (2018) shows why investment in teacher education is important. It points out that teachers are the key. Teachers are the front-line of education delivery and reach thousands of students over their careers. We know that they are the single most important school-based factor in improving learning. Investing in even one teacher can improve education outcomes and improve life and livelihood opportunities for thousands of youth. In addition, teachers will lead the way in addressing gap in education quality in African by delivering up-to-date, relevant curricula using contemporary teaching practices that focus on the needs of the student.

Area of Investment in Teacher Education

The Education for All (EFA) indicates that one of the areas of investment in teacher education is to invest in teaching and learning materials, especially textbooks and supplementary reading books. It shows that instructional material investment is required in teacher education. Skill development was identified as another area of teacher education needing investment. Birkeland (2018) agreed to the fact that one of the most powerful investment a school can make is in developing its teacher's skills and knowledge. According to her, this area of investment would lead to teacher effectiveness. She opined that effective teaching requires knowledge of the content one is teaching but it also requires practical knowledge – knowledge expressed in doing. Since student learning is at the very heart of a schools' missions, promoting the development of teachers' practice should be leaders' primary concern. New teachers are another area needing investment. This is so because the first few years on the job represents a vulnerable era for teachers as it is a time when they are both teaching and learning how to teach, it is critical to provide them with intensive support. New teachers need help navigating their new environments, learning to use the schools' curricular or preferred instructional approaches, designing coherent lessons and delivering those lessons effectively. Therefore, a thoughtful investment in new teachers' development may require budgeting for a thorough orientation to school policies, targeted professional development in the schools' curricular or teaching philosophy access to curricular and materials for every course they teach and mentoring from experienced colleagues. By implication, teacher education has become a necessity in the present Nigeria education circumstances.

Need for Teacher Education in Nigeria

There is the increasing need for teacher education in present day Nigeria education system. Ogunyinka et al (2015) stressed the need for teacher education. They maintained that teachers are trained so that they can attain attitudes, skills and knowledge considered desirable so as to make them efficient and effective in the pedagogical. They revealed that the training should occur before commencement of service (pre-service) and during service (in-service or on-the-job). The heartbeat of manpower development and training for prudent use and sustenance of resources in nation building is teacher education. Adewuji and Ogunwuji (2002) linked teacher education to a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens.

The importance of education as a weapon against ignorance, conflict, disease and poverty demands coherent information processing systems anchored on manipulative skills which help to coordinate and

transform conceptual ideas, emotions and feelings into life supporting operations beyond the school setting. Herein, a sufficiently educated and enlightened population is a quality assurance for individual and social productivity, responsible leadership and prosperous future. A general desire to be educated in spite of the stagnation of opportunities and incentive as well as disenchantment among the teachers at all levels requires a well conceptualized humanistic approach to teacher education programme. This is because achieving quality of education without a solid teacher education will amount to mirage.

Investment in Teacher Education and Quality Education

There is the assumption that a sound teacher education has correlate with quality education. This opinion is supported in the study by Oyekan (2006). According to him, a coherent teacher education programme should systematically embrace integrated curriculum innovations which reflect the social, economic and political environment of a modern society to solve societal problems. The purpose of teacher education is to produce well-qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society. The indication here is that, the qualities of teachers are linked with the quality of training provided by the relevant bodies and organizations. Quality education is premised on the fact that “no education system can rise above the quality of its teachers”. It is against this background that the Federal Republic of Nigeria (FRN) 6th Edition (2013) in her National Policy on Education gave the goal of teacher education as;

- producing highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- encouraging the spirit of enquiry and creativity in teachers;
- helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals;
- providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions;
- enhancing teachers commitment to the teaching profession.

The policy makes it mandatory for all teachers in Nigeria to be trained and stipulates Nigeria Certificate of Education (NCE) as the minimum qualification to the profession. The policy laid the foundation for quality education in the country. The policy has its overall goal at sustaining quality education by producing quality teachers through the various medium of teacher education in Nigeria.

Onyekwelu (2017) asserts that a poor-quality teacher is responsible for the present below par education standard in Nigeria. According to him, the poor quality of many teachers in the Nigerian educational system is leaving the country’s students unprepared for the 21st century challenges. He found that the faulty foundation of teachers’ training and certification processes, poor teaching methods and limited opportunity for continuous teacher development, are some of the critical challenges facing the Nigerian educational system. Data obtained from the Teachers Registration Council of Nigeria (TRCN) shows that there are about 2million teachers registered in the country but about 50% of these do not have the competence to deliver 21st century curriculum, since it requires mastery of a broad spectrum of skills. In a report published at the end of the 22nd Economic Summit in October 2016, the Nigerian Economic Summit Group stated that some of the most urgent challenges in teachers’ training include lack of robustness of the curriculum used in training teachers at Colleges of Education and Faculties of Education; stressing that the curriculum has not evolved over generations and is out of tune with the

present age. This experience has implication on quality education and thus created challenge in the education system.

Challenge for Teacher Education in Nigeria

The fact remains that teacher's education is of utmost important. It is the teacher that is trained with special skills that can in turn treat students according to their condition of learning with social equity. Athanasius (2017) observed that teachers are not adequately trained. He traced the problem to a number of factors. According to him, lack of funding of teachers' education programmes has been a major problem standing at teachers education in Nigeria. He found that this challenge makes for poor quality education that lacks the capacity of ensuring enduring growth and development. He points out that teachers' education is relegated in Nigeria and that it has not gotten proper attention from the government. He shows that government expenditure on teachers' education is low. According to report and statistics, about 12 percent of all the revenue accruing to the nation, is allocated to education. The country does not see the need to allocate a considerable amount of money to education and by extension, teacher education. Thus, lack of commitment on the part of the government towards education is what has continued to hamper educational development in Nigeria.

Another problem of a teacher that is considered a challenge of teachers education in Nigeria is about who control what. The issue of who control what has been causing the conflict between Federal, State and Local Government in the administration of teacher education in Nigeria. This observation is pointing to the fact that the management of teachers education programme is not fully and solely vested in the hands of the Federal Government. This has resulted in the duplication of policies. The implication is that the programme will not receive the proper attention at both State and Local Government areas, respectively. Okanlawon (2016) found that the education system currently running in Nigeria is very poor especially at the public level and there are lots of factors to that. He identified poor funding, lack of provision and maintenance of education materials and infrastructure as key areas that need tackling. Also, mention is made to attitude of parents, wards and school administrator as paramount cause of the problems. According to Akindutire and Ekundayo (2012), the challenges facing teacher education include inadequate funding, poor societal perception of teacher education, lack of commitment among teachers, problem of attrition in teaching, lack of motivation, unethical behaviour of some teachers, amongst others. They agreed with the fact that achieving quality education would be a mirage if teacher education is not in good priority by the government.

Conclusion

Teacher education programme is directed towards the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Hence, teacher education is worth the investment. This is because teachers are the custodians of the heritage of mankind and the exclusive appropriator of new knowledge. However, challenging factors such as funding and lack of respect for teacher education has been found as what has limited teacher education in Nigeria. Therefore, the paper concludes that achieving quality education would be a mirage if teacher education is not improved. Based on this conclusion, the paper suggested amongst others that government should provide adequate funding as well as instructional materials for the training of teachers in the different programme in teacher education in the country. This will lead to quality teacher and by extension, quality education.

Suggestions

Arising from the conclusion, the paper suggested that government should provide adequate funding as well as instructional materials for the training of teachers in the different programme in teacher education in the country. This will lead to quality teacher and by extension, quality education. Also, adequate in-service and on the job training should be given to teachers with a view to enhancing their delivery of instruction, which is a key aspect of the teacher education. Finally, the government should make the training of teachers compulsory for all students instead of restricting it to only those students in Colleges of Education and Faculties of Education. This is so because; the issue of teaching is being done now by virtually all categories of students in the respective location

References

1. Adewuyi, J. O. & Ogunwuyi, A. O. (2002). *Basic text on teacher education*. Oyo: Odumatt Press and Publishers
2. Agabi, C. O. (2012). Education as an economic investment. *International Journal of Scientific Research in Education*, 5(1), 1-11. www.ij sre.com
3. Akindutire, I. O. & Ekundayo, H. T. (2012). Teacher education in a democratic Nigeria: Challenges and the way forward. *Educational Research*, 3(5), 430-435.
4. Athanasius, J. (2017). Problems and prospects of teachers' education in Nigeria – Introduction. InfoGuide Nigeria. www.infoguidenigeria.com
5. Birkeland, S. (2018). Board members take note: Investing in teacher development pays dividends. www.prizemah.org
6. Federal Republic of Nigeria (FRN) (2013). National policy on education (6th edition). Lagos: Ministry of Education Press.
7. Hassard, J. (2012). Why teacher education is important and how to make it better. www.nepc.colorado.edu
8. International Labour Organization (2014). Investing in teachers means investing in the future. www.ilo.org
9. Koning, M. (2014). *Invest in the future, invest in teachers*. [www./right-to-education.org](http://www.right-to-education.org)
10. Manos, A. (2015). Oslo: Investing in teachers is investing in learning. www.gemreportunesco.wordpress.com
11. Modupe, A. & Osaretin, O. (2018). Solving the problem of teacher quality for the future of the Nigerian child. www.venturesafrica.com
12. Ogunyinka, E. K., Okeke, T. I. & Adedoyin, R. C. (2015). Teacher education and development in Nigeria: An analysis of reforms, challenges and prospects. *Education Journal*, 4(3), 111-122.
13. Okanlawon, R. A. (2016). *What are the problems of teacher education in Nigeria? How can they be resolved?* www.quora.com
14. Onyekwelu, S. (2017). Poor quality teachers leave Nigerian students unprepared for 21st century challenges. *Business Day Newspaper*, February 15, 2017. www.businessdayonline.com
15. Oyekan, S. O. (2006). *Foundations of teacher education*. Ibadan: Ben Quality Prints
16. Psacharopoulos, G. & Woodhall, M. (1997). Education for development: An analysis of investment choice. New York: Oxford University Press.
17. Spring Hill Schools, Nigeria (2017). Impact on the quality of education in Nigeria. www.springhillschools.ng

18. Tejvan, P. (2017). Human capital definition and importance. www.economicshelp.org.
19. Tim, R. S. (2011). Certification requirements and teacher quality: A comparison of alternative routes to teaching. www.abcte.org