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## **PRODUCTION OF QUALITY TEACHERS FOR NATIONAL DEVELOPMENT**

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### **ABSTRACT**

Production does not start with goods but with people, their education, organization and discipline without development remains latent and impossible. Education is the greatest investment a nation can make for quick development of its economies, political, sociological and human resources. The quality of education is connected to the quality of teachers' production. Educational system cannot succeed without teachers because teachers instill all-round knowledge for development that enables students do better in the society for national development. National development involves the total transformation of the society, making humanity the focus of the development., this paper therefore concluded that the inescapable road to arrive at quality production of teachers is to invest more on teacher education so as to make teaching an enviable undertaking and erasing the feeling that teaching is the last hope of the common man by professionalizing teaching.

**Keywords:** Production Quality, Teacher, National Development.

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### **INTRODUCTION**

Education has proven to be an indispensable instrument, not only for eradicating ignorance but also for fostering individual and societal development. As Nigeria strives towards the attainment of excellence in the training of her citizenry, it has become pertinent to reappraise the quality of teachers that are produced in the higher institutions. This appraisal is particularly relevant because the production of quality teachers is essential through teacher education, which provides the training needed for teachers to impact knowledge to their students. As such, teachers will continue to receive foremost prominence in all educational planning, because no education system is better than the quality of its teachers. Therefore, it is necessary to improve the quality

of education given to teachers to facilitate good quality in the education system and enhance rapid national development.

Teacher education is one of the expert preparations for producing highly trained, highly motivated, conscientious and efficient classroom teachers. It should be able to provide teachers with a scholarly and specialized background full of the spirit of inquiry and ingenuity adequate for their task of impacting students. Moreover, the policy provides institutions such as Teachers Institute, Schools' of Education in Polytechnics, the National Institute for Nigerian Languages (NINLAN) and the National Mathematical Centre (NMC) to ensure quality teacher production (Federal Republic of Nigeria, 2014). These institutes of education are to produce quality teachers by taking cognizance of modifications in methodology and in the curriculum; for example frequently exposed to novelties in the profession through in-service training and development which is an essential part of continuing teacher production (Anaeto & Asoegwu, 2013).

No nation can rise above the quality of its teachers because they are the producers of the human resources needed for national development. Okamakinde et al. (2013) noted that every society requires human and material resources to improve social organization, preserve culture, reform political structures and enhance economic development. The scholars added that education is consistently seen as necessary for quality human resource development and wealth creation, and a definite path to success in life and service to humanity. As such, teachers have significant roles to play to effectively prepare the young for their role in the society in order to attain the set national objectives. Indeed, teachers influence is always felt in every aspect of the society. Other professionals and works within the society have one time or the other gone through the guidance of a teacher and therefore whatever they now become is a direct outcome of what teachers have passed on to them.

## **CONCEPTUAL CLARIFICATION**

### **Production of Quality Teachers**

The production of quality teacher involves creating highly trained, highly motivated, conscientious and efficient classroom teachers which can only be achieved through teacher education. Teacher's education at all levels of the educational industry remains an agent of transformation for national growth and development. Teacher education provides teacher with versatile development and empowers them to improve both their lives and the society. Adewunyi and Ogunwuyi (2002) as cited in Akpereka et al. (2016) postulated that teachers' education is the delivery of professional education and specialized teaching within a definite period for the training of individuals who intends to progress and nurture the young ones into responsible and productive citizens. Also, Ogunyinka et al. (2015) postulated that teacher education is the professional education of teachers' aimed at towards achieving the attitudes, skills and knowledge necessary to make them efficient and effective in their work, in accordance with the societal needs at any given in time. It includes training/education of service (pre-service) and education/training during service (in-service or on the job). Ogunyinka et al. (2015) further opined that teaching is a multifaceted profession that inspires the development of mental, physical and emotional powers of making teachers sensitive and equipped for peaceful co-existence, environmental management and democratic processes.

It is essential to note that the heartbeat of human resource development and training for prudent use and sustenance of resources in nation building in teacher education. Teacher

education, being intimately linked with general education and social goals, is persistently caught up in the sequences of problems derivable from educational expansion and social change. The prevalent crises in Nigerian education and society as typified by unemployment, poverty, corruption, crime, indiscipline and non-utilization of capacities in all facets of human life and national development could be attributed to the neglect of teacher's education. What basically becomes important in achieving the nation's quest for independent society, imbued with vibrant economy and productive citizenry, is to put in place a inclusive teacher education programme (Okemakinde et al., 2013).

The importance of education as a weapon against ignorance, diseases and poverty demands coherent information processing systems anchored on manipulative skills which helps to coordinate and transform conceptual ideas, emotions and feelings into life supporting operations beyond the school setting. Adewuyi (2012) opined that the aim of teachers education is to produce well-qualified teaches that can adjust to the varying needs of the student and developmental prospect of the modern society which is in line with Lyunade (2011), who viewed teacher education as a formal programme designed to produce academically qualified and essential group of personnel who will carry on the process of transmitting useful knowledge to the present generation through the various levels of the school system. In precise terms, the objectives of teacher's education as enshrined in the Federal Republic of Nigeria (2014) are to:

- Produce highly motivated, conscientious and effective classroom teachers for all level of our education system.
- Enhance further the spirit of enquiry and creativity in teachers.
- Help teachers to fit into the social life of the community and society at large and to improve their commitment to national goals.
- Provide teachers with the intellectual and professional background adequate for their task and to make them adjustable to any varying situation not only in the life of their country, but in the winder world, and enhance teacher's commitment to the teaching profession.

## **National Development**

National development extends beyond technological achievements like computers, cars, and planes or constructing impressive buildings and architectural wonders nor does it mean having good access road, bridges, airports, dams among others. These are bye products of development. Adeyere (2011) and Ofoebge (2006) defined development as equal to economic growth plus social change which can be translated at the level of the individual / and the society at large. It includes important aspect of human activities such as food and nutrition, employment and poverty reduction all within the frame work of equality, dignity and justice; not merely the economic indicators like per-capita income, gross national products and annual grow rates (Olaniyan & Okemakinde, 2008).

Olaniyan and Okemakinde (2008) averred that the basic common denominator for any development is the beneficial change for the individual. He therefore surmised that any national development supervision must have their greatest beneficial impact on the rural areas and must involve labor intensive project. The main point of national development in the above submissions is the individual and societal change with such indications as quality food; gainful employment; power reduction within the realm of such frame work as equality, dignity, social justice and equity. A nation cannot therefore be said to have developed when a significant

percent of her population are not literate and there is decay in the country's educational system. National development must therefore route for change in all areas of culture which include the economy, technology and environmental in such a way that the physical and mental capacities of the citizenry are best placed to achieve beneficial change.

Egwu (2007) as cited by Adeyere (2011) perceived national development as the establishment of a viable and buoyant national economy, the establishment of a just and democratic society, the establishment of equality and social justice and the building of a united and cohesive society where the different ethics, religious and geo-political identities develop a common sense of imagination that they are one. According to Emeh and Ogaboh (2010), national development consist of the total transformation of society making humanity the emphasis of the development drive and seeking to develop man's potentials in a total sense. It involves reduction of poverty, creation of wealth, equitable distribution of wealth, ensuring nutrition and health, housing and auxiliary services, social security and welfare. This posits that national development is a comprehensive entity on the part of individual and societal change with such indications as quality food, gainful employment, and wealth creation, power reduction within the realm of such framework as equality, dignity, social justice and equity. Hence, a nation cannot be said to have developed when a significant percent of her population are not literate and there is decay in the country's educational system. National development must therefore pursue changes in all areas of culture including the economy, technology and environmental in such a way that the physical and mental capacities of the citizenry are best placed to achieve beneficial change (Ani et al., 2013).

Education is at the core of development. The countries which made the greatest progress in reducing poverty in recent decades are those which have combined effective and equitable investment in education with proven economic policies. Education empowers people to use and extend their abilities, develop skills, enhance their livelihood and increase their potential earning. Magnifying the same view, literature has it that education is the single most important unique factor between human and animals. Using building as a paradigm, it points out that because of education, human beings have passed through dwelling in caves to huts, shelter, mud houses and today man uses various kinds of building made of concrete, blocks, bricks, stones, glasses and woods. However, there is no education among animals; for examples, weaver bird, makes the same kind of nest its ancestors made millions of years ago. Education has progressively become important to the success of both of the individuals and nations.

### **Roles of Teachers to National Development**

Increasing evidence shows that among all educational resources, teacher's capacities significantly contribute to students' learning and consequently to nations advancement in economic, social and political spheres (Emeh & Ogaboh, 2010). Worldwide, change and innovation initiatives by nations have generated much decision about the structures of teacher education and training programs (Herbert 2001 as cited in Ani et al., 2013). If the student is the centre of educational system, teachers are the hub of the educational process; for the entire educational system and enterprise depends on their number, education and training, quality and devotion to duty, for productivity. The realization of the potentialities of organized education as a veritable instrument for change and national development depends largely on the teachers. Excellent educational policies are meaningless unless there are equally excellent teachers to see to their realization. Various governments may vote sufficient funds as enabling resource for

education, adequate materials resources may be produced, but unless the teachers are properly prepared and positively motivated, enabling resources will be wasted, the material resources will gather dust and decay and little productive will take place. For a developing nation like Nigeria, teachers are the most crucial, critical, vital and strategic professional body for national development.

### **Criteria for Measuring the Quality of Teachers Produced**

- **The effectiveness of the teacher to use resources available in schools to its optimal advantage:** According to Adewuyi (2012) the teacher should have competent knowledge in the use of school library, basic health scheme, educational resources centers, modern science and technology laboratories. Also, there must be mastery in the use of improvise and locally available materials to effect knowledge and skills to students which will in turn produce the practical technical manpower needed for the nation's socio-economic development.
- **The effectiveness of teacher in the use of Information, Communication and Technology (ICT) in teaching:** The efficient use of ICT in teaching students will develop their ideas, values and skills. Anaeto and Asoegwu (2013) noted that teachers can utilize ICT to prepare resources for instruction, access information and educational software through the internet, and communicate with experts in specific fields, schools and parents. FRN (2014) recognized the prominent role of ICT in advancing knowledge and skills necessary for effective functioning in the modern world. There is urgent need to integrate and enhance the use of ICT in the Nigerian educational system.
- **The effectiveness of using various instructional methods of teaching:** The quality teacher will demonstrate his expertise in the various instructional methods like, Conventional, Guided-inquiry, Demonstration, Stimulation and Games, Discussion, Project, Questioning, Discovery, and so on. Ibe, (2006) as cited in Anaeto and Asoegwu (2013) stated that there is need to use guided-inquiry and some other innovative and teaching methods that are practical based in school to help learners relate activities experienced at home to acquire science and technology skills. This can function efficiently with quality assurance in Teacher production.

### **Importance of Quality Teachers in National development**

It is always said that education opens the door to national development, but the teacher holds the key to the door. Thus, the teacher is responsible for translating educational policies into practice and programmes into action. It is clear from the foregoing that the role of the teacher in national development cannot be measured, particularly in training personnel in various fields. For national development and peaceful co-existence to be achieved, there is need to give precedence to investment in human capital through teacher education and training (Okemakinde et al., 2013). If people are educated in the real sense of it, they would not wait for government to provide them with job, they will be engaged in profitable ventures (economic emancipation) thereby enhancing the development of the society by liberating themselves from the clutches of poverty and unemployment. As a matter of fact, the vital institutional mechanism for developing human skills and knowledge is the formal educational system via teacher education. The educational system in

Nigeria ought to be responsive to the socio-economic needs of the society and provide the type of human resources required in the industrial and economic sector. The role of effective teacher education programme is to translate the essential skills, knowledge and attitudes to meet their needs and that of the society.

The services of a teacher towards modernization and sustainable development cannot be over emphasized, it is therefore clear that there is no profession that did not involve the tutelage of a teacher. Hence, production of quality teacher leads to the production of quality professional of diverse field which brings about national development. For this reason, Eduwen (1997) averred that teachers are the indispensable elements acknowledged by the society to anchor the training of human resources.

Okolo (2013) posited that education has the mainstay of human capital development. It suffices that; no national transformation can take place without an obvious human capital agenda. Therefore, human capital development is a function of education at all levels. Education can only be human capital development oriented, if it is functional, qualitative and economic driven, a delivery that can only be done by teachers produced from a dynamic and innovative teacher education system. Okolo (2013) further asserted that of all approaches to national development and transformation, functional and quality education remains the most potent instrument, but the system must be subject to reforms as static education system do not transform societies. Herein, education can only be reworked and utilized for national development, only if teachers can be reworked and optimally utilized by equally re-planning and up-scaling teacher education to serve the purpose. The significance of teachers to national development through poverty reduction and employment opportunities is acknowledged worldwide. It is therefore, generally agreed, that second only to the students, the teacher is the heart of the education process and the core determinant of the quality and effectiveness of its results. The supply of quality teachers is the panacea for development.

### **Challenges of Producing Quality Teachers**

Some of the problems in producing qualitative teachers include:

**Teacher-Training Institutions:** Teacher-training institutions have been critiqued for their failure to produce teachers who are well grounded in education and as well as having the capacity to cooperate with each other professionally in a working environment. Educationists observed that the transformation from academic theories in universities to classroom practice has often been very sharp, suggesting that student-teachers are not often appropriately trained to put into practice current teaching and communicating skills that have been theoretically learnt.

**Finance:** The problem of poor funding in education is alarming as higher instructions are expected to use their internally generated revenue (IGR) to run the school which makes on-the-job training appear impossible. In order to meet financial burden, most Colleges have resorted to massive admission of students by lowering standards. The net effect of this has been overcrowded lecture halls, over-stretching of existing lecture rooms. Besides, the situation now is garbage-in-garbage-out. Little wonder many colleges of education nationwide are seen as “glorified” secondary schools in terms of inadequate infrastructural facilities such as lecturing halls, office accommodation, instructional materials and equipment, library facilities, laboratories, workshops and so on.

**Teaching Practice:** It is a very important component in the professional education of teachers its supervision has been a source of concerns to many teacher educators in Nigeria. It has become a mockery of the real exercise. Some of the problems associated with the teaching practice than an educational institution can manage without strain on its staff and its staff and it is not properly evaluated in most institutions.

**Examination Malpractice:** The misconduct of students has completely compromised the reliability of both the admissions and examination process also the moral discipline education should impart. Examination can be assumed to be credible, if it possess important properties such as validity and reliability. These key elements can only be present if examination is free and fair, devoid of partiality; cheating and all other forms of malpractices. Education institutions can no longer confidently claim to be citadels of excellence because of the sanctity of examination has been ruined. As noted by Worlu (2007), the alarming phenomenal increase in number, scope and complexity of cases of examination malpractices at the nation's apex institutions has long put the nation's educational future dangerously close to the graveyard, thereby producing teachers who are unable to impart what they have been taught to the students. Remuneration of Staff: Teachers ought to receive academic allowances such as journals/publication allowances, conference allowances, teaching practice allowances and other allowances such as housing, medical and car allowances which are almost non-existent.

**Non-Professionalization of Teaching:** Many teachers in Nigeria have not measured up to the minimum standard. This is because a large number of unqualified and half-baked personnel are still engaged in the system, leading to a situation where career in teaching service boards, while most higher education teachers are yet to undergo training in education. Except government makes this training compulsory and pursues the policy strongly, teaching will continue to be exposed to anyone and this situation holds the potentials of further eroding professionalism in teaching (Osokoya, 2012). Undoubtedly, this has other wider socio-economic and political consequences given the fact that education remains a very critical component that produces a healthy and wealthy national.

**Quality of Teacher Education Programme:** In Nigeria today, the quality of teacher education is very much in doubt. Teacher educations have not been innovative in relation to instructional methods, obsolete textbooks and teaching methods. Obsolete textbooks and teaching methods are still very much vogue. The curriculum practices are theory oriented rather than actual practice in the world of work. in addition, the quality of the programmes is also largely determined by those who teach the teachers. It is a matter of regret lamentation that most teacher educators cannot be described as professional teachers since they possess degree such as B.A. (Hons.), B.Sc. (Hons), Etc. in single subject discipline without educational background. The implication of this for teacher education is decline in academic standard.

### **Solution:**

- Create adequate incentives to attract and retain capable teachers;
- Recommend rigorous admission and graduation requirements and apply them consistently;
- Ensure that teacher education institutions are well equipped both in human and material resources.
- Recommend that teachers have sufficient mastery of content and varied methods of teaching.

- Ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing.
- Produce sufficiently trained teacher educators capable of imparting and modeling desired knowledge, skills and attitudes.
- Motivate teachers and provide opportunities for their continuing professional development retention, advancement and improvement in their chosen career.
- Constant upgrading of teachers skills in order to remain competent and relevant.

## **CONCLUSION**

To achieve the above, policy statements should be developed around the key education challenges earlier identified, covering admission and graduation requirements, curriculum, instruction and quality assurance issues, clinical practice, induction, certification and licensing, quality of teacher educators and continuous professional development for in-service teachers. Also systematic teacher quality mechanism should be put into place that is, Systematic certification for teachers and accreditation for teacher education providers have to be put into place. Educational authorities can establish professional standards, independently to what is taught in the teacher education programmes. This is also a way to influence on these programmes, and make their outcome closer to what the educational system needs, in terms of skills and competences. Raising the requirements to certify teachers improves teacher quality. Furthermore, the establishment of standards to certify teachers, and the accreditation of teacher education providers will allow an “even out” teacher education, and bring clearness and predictability into the system.

## **Suggestions**

The professionalization of teaching is a major area to be addressed if this high turnover is to be arrested. Teachers need to appreciate their social roles and status better so that other members of the society would be able to do the same. Public expectations of the teachers’ performance are constantly increasing and teachers therefore must rise up to meet these expectations. Also constant refresher courses for teachers at all levels be encouraged along with seminars and conferences to update their knowledge. Teachers at all levels be opportune to visit other institutions within and outside the country for comparative, innovative and corrective purposes.

In view of the invaluable role of teachers in the life of any nation the government should increase the funding of teacher education sector by devoting a minimum of 30% of this annual budget on the training and professional development of teachers through in-service training, seminars, conference, workshops on ICT programs and provision of infrastructural facilities. There is need to re-organize the Teachers Registration Council of Nigeria (TRCN) as presently constituted to be more proactive in enforcing the code of ethics and standard of the teaching profession. The entering qualification of candidates for training as should be reviewed upward to a minimum of five credits including Mathematics and English. Therein, education would cease to be a dumping ground for candidates that regard teaching as the last option. Government need to be more Committed to the welfare of teachers through regular salaries and allowances, improved conditions of service, regular promotions and recognition of teachers in decision making process on matters affecting their profession.



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