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# PROCEEDINGS

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## CONCLUSION

The findings reaffirm the need for changes in educational assessment practices. A revolution is necessary given the changing nature of educational outcomes and the need for assessment practices to enhance teaching and learning processes. The use of the MMA model has impacted learners' perception of assessment as being immediate, continual, productive and meaningful. The ownership of learning and the growing capacity to share and to reflect were the most significant attributes brought about by the use of the MMA model.

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## TEACHER EDUCATION CURRICULUM REFORMS IN NIGERIA: AN APPRAISAL OF TRAINING AND TEACHERS' JOB PERFORMANCE

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## ABSTRACT

The quality of university teacher education seems to be of great concern to both trainers and employers. To this effect, there are several challenges to bring reforms to teacher preparation in higher institutions of learning. While it may be argued that quality is not a function of time, it is believed that the main factor responsible might be the relevance of the curriculum to the schools' needs. This study therefore examined the curriculum for teacher education at the university level, the relationship between teacher education and job performance demands on a cross-section of pre-service and in-service products in both public and private schools. Data were gathered from three first generation and three state universities in South West. Multiple-survey designs, employing the use of questionnaires, documentary analysis, checklist and oral interviews of the major stakeholders including principals and teachers were used. Appropriate recommendations were then advanced from the findings in relation to teacher education reforms in Nigeria.

## KEYWORDS

Quality, teacher's job performance, curriculum reforms

## INTRODUCTION

The quality of Nigeria University Teacher Education now seems to be a persistent concern to both the professionals (the trainers) and the clients (students and users). At different forums, the quality and its assurance especially of teacher educational system has gained more

attention than ever before even when the four pillars ('education to do, education to know, education to live together and education to be') of Delors Report on Education for the 21<sup>st</sup> Century (UNESCO-BREDA, 2001) are taken into consideration. Obanya's (2003) tripartite model of quality in education is readily absorbable as far as curriculum reforms are concerned. Curriculum reform indices would consider its responsiveness to: i) societal and individual needs; ii) comparativeness and (iii) adaptation to changing times, changing needs and changing conditions. One of the recommendations therein is the need for educational reform to include concerned actions on capacity building for planning, management, curriculum development, evaluation and teacher education.

Curriculum seems central insofar as quality education is concerned. Its content and process are the embodiment of the inspiration of any educational system. Reforming teacher education in Nigeria would require input from its perspectives of training and teachers' job performance demands. Findings from these two major sources would help to ameliorate what essentials are required to make teacher education curriculum more relevant and standardised. Curriculum reform processes should be seen beyond objectives and content update in which individuals expunge or add some courses or topics and activities to teacher education programmes. Calls for curriculum reforms should be towards attaining a qualitative professional status of capability to face future challenges in teaching-learning process (Obanya, 2003).

In Nigeria University Teacher Education, the department that prepares teachers for classroom assignments in secondary school is designated as the curriculum studies, teacher education or the humanities education subjects department. In any of these departments, teacher preparation calls for a professionally developed package directed at making prospective teachers efficient and effective in accordance with the demands of the job. One dimension to attain this is by having each programme cover general education, pedagogy, applied pedagogic (teaching practice and research) foundation courses and teaching subjects.

To reform curriculum in Nigerian universities, there must be a master concept and guiding principle fashioned out of data-based research for both training and job performance improvement. This becomes mandatory for University Teacher Education to make its curriculum relevant, continual, dynamic, flexible, school-problem-oriented, networked, innovative, needs assessment-based, globalised, integrative with non-formal systems, interactive, directional and goal-oriented. In spite of our economic and political challenges, many aspects of our problems rest squarely on relevance and productivity that would guide our youth to be self-reliant.

In the past years, curriculum packaged by individual departments and lecturers, dictated by the individual's value, training exposure and interest, have been changing hands. A reallocation of these courses implies a change in course content that does not augur well for standard, relevance and competency-based programmes.

#### *Purpose*

Due to the observed impact the quality of teacher education has made on the society, some professionals have called for a change in duration (from four to five years) of the training structure of degree programme to postgraduate diploma only. While it may be argued that

quality is not a function of time, we believe that one of the main factors responsible for the poor standard of teacher education might be the relevance of the Nigeria Teacher Education curriculum to the school needs. This study, therefore, examines (i) the curriculum for teacher education at the university level; ii) the changes in programmes over four decades; and (iii) investigated the relationship between teacher education and job-performance demands on a cross section of pre-service and in-service products in both public and private schools.

#### *Methods*

Multiple survey designs were applied and these include perception survey, archival survey and check listing survey. A sample of 200 trainers and 300 principals was randomly taken from five states of the federation namely: Lagos, Osun, Oyo, Ogun and Ondo. The trainers were from the faculty of education and cognate faculties in three federal and three states universities in South West Nigeria. 50 principals from 20 private and 30 public secondary schools in each state were also randomly selected from four south western states of Nigeria while Lagos had 100 principals from 50 private and 50 public secondary schools.

#### *Instruments*

##### *1. Teacher's Job Performance Questionnaire*

The 21-item self-designed questionnaire, named Teacher's Job Performance Questionnaire (TJPQ) contained four categorised closed-parts namely teaching functions, administrative functions, technical functions and schools' extra curricular functions. Each category contained not less than three item statements placed on 3-point scale of 'Efficient' (3pts.), 'Less Efficient' (2pts) and 'Not Efficient' (1pt). The last part was left open for other areas expected of the universities to train teachers. The Delphi technique was used to validate this instrument.

##### *2. Teacher Education Demand Questionnaire*

This covered the courses offered in secondary schools that need to be the focus of Nigeria Teacher Education. There are three categories of schools subjects: core, vocational and electives. At junior secondary, we have eight core subjects, five pre-vocational electives while at senior secondary, there are seven core vocational and 17 non-vocational electives. The principals were asked to indicate the areas of needs while the trainers were asked to indicate the areas of consideration in UTE.

##### *3. Teacher Education Curriculum Documentary Checklist*

This was a checklist developed to appraise the course categories and course unit loads for Nigeria University Teacher Education. The areas covered were general education, pedagogy, applied pedagogy, foundation studies, field experiences and prescribed teaching subjects. Prospectus documents and other archival materials of each university that participated in this study were analysed by considering the proportion of each area in the entire four-year and three-year teacher education programme over four decades.

## RESULTS

1. What new programmes have been installed over the four decades in teacher education in South Western Nigerian Universities?

Table 1  
New Programmes Installed over Four Decades in Teacher Education in SW Nigerian Universities

	1970s		1980s		1990s		2000s	
	Fed.	State	Fed.	State	Fed.	State	Fed.	State
Special Education.	✓	-	✓	-	-	-	-	-
Technology Education.	-	-	-	-	-	-	✓	-
Science Education.	-	✓	✓	✓	✓	✓	✓	✓
Humanities Education	✓	✓	✓	✓	✓	✓	✓	✓
Social Science Education	✓	-	✓	-	✓	-	-	✓
Computer Education.	-	-	-	-	-	-	-	-
Vocational	-	-	-	-	-	✓	-	✓
Environmental Education	-	-	-	-	-	-	-	-

The checked list in Table 1 shows that Humanities and science education have been the traditional programmes in teacher education. Traditional programmes constitute 98% of the UTE in selected universities. Special education is partially present in one of the sampled federal universities. Four demands defined both trainers and principals in Table 3 which are expected to be the foci of curriculum reforms in teacher education for the 21st century: computer education, technology education, environmental education and agriculture education. Agriculture education for instance will be a key to lock up poverty permanently in the lives of Nigerian youths where farming, fishing, etc., become the cultivating habits of school products. Also, the environmental education programme will increase both trainers and trainees' environmental awareness for environmental sanitation and conservation for sustainable development.

2. Comparing the 4- and 3- year programmes in all the sampled universities, what is the proportion of:
  - i. structural content knowledge;
  - ii. field experience;
  - iii. applied pedagogy;
  - iv. pedagogical content knowledge;
  - v. foundation studies and
  - vi. general education?

Table 2

Proportion of each element of the academic structure of UTE in the sampled universities

Elements	Proportion (%)	
	Four-year programme	Three-year programme
i. general education	12.5	13
ii. pedagogy	17	19
iii. applied pedagogy	4.5	5
iv. foundation studies	23	26
v. teaching subjects	43	37

All the universities sampled cover less than 45% of the structural content knowledge and about 5% and 19% in field experiences and pedagogy respectively. The difference in the educational components of a three- and four-year programme overall is due to the high proportion of education courses offered in one of the universities where B.Ed. degree is offered. Field experience of teacher trainees is limited to teaching practice arranged for about four to six weeks per session for the last two years of training. There is therefore no industrial training linked to their subjects for practice. The proportion of pedagogy content knowledge is far less than foundation studies and a little higher than general education. Thus the question of the validity of expertise the prospective teachers have in curriculum and instruction as well as their versatility in teaching subjects is raised.

3. How do trainers and employers perceive teachers' job-performance demand?

Table 3  
Trainers and Employers Perception of Teachers Job Performance (%)

Functions	Trainers (Lecturers)			Employers (Principals)		
	Efficient	Less Efficient	Not Efficient	Efficient	Less Efficient	Not Efficient
Teaching	23	58	19	30	55	15
Administrative	02	85	13	14	23	63
Technical	01	72	27	05	05	90
Sch. Extra Curricula	19	64	17	23	44	33
Grand Mean			89%			82%

From Table 3, 89% of trainers and 82% of employers perceived that the teachers as not efficient in their jobs.

4. Is there any significant relationship between the perception of trainers and employers and teachers' job-performance demand?

A further analysis of the perception scores (in %), in Table 3 revealed a significant positive relationship ( $r=0.83$ ) between the perceptions of trainers and teachers' job performance demand.

## RECOMMENDATIONS

Based on the results of the study, we would like to make the following recommendations:

1. A collegiate system should be urgently imbibed to accommodate a thorough training process and expansion of relevant programmes in teacher education.
2. An instituted curriculum development centre headed by a curriculum specialist should be established in our universities to specifically manage curriculum programmes for all departments for standardization purposes.
3. The lack of structural content knowledge (less than 50%) in the entire programme makes it mandatory for the designated department to introduce courses that will have direct bearings and challenges on their primary assignments.

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