

COMPARATIVE ANALYSIS OF TEACHER EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS: A CASE STUDY OF COLLEGES EDUCATION AND THE UNIVERSITIES

BY

DR MBUOTIDEM EKENG
SCHOOL OF EDUCATION
AKWA IBOM STATE COLLEGE OF EDUCATION
AFAHA NSIT

ABSTRACT

Teacher education programme as given in Colleges of Education and Universities aim at ensuring adequate supply of teachers in schools and for Nigerians to get quality Education that will help them fight against the three enemies of development, which according to Mwalimu Nyerere, include ignorance, poverty, and diseases. Thus, the way and how these teachers are trained and produced become very vital to their actual performance in the classroom. The study is a comparative analysis of how Colleges of Education and Universities prepare the would be teachers with the art and act of teaching. History of Teacher Education in Nigeria was thoroughly reviewed and Education Courses offered in these two types of institutions were brought out and emphasis were laid on those with practical orientation. Two hypotheses were postulated to guide the study and the findings revealed that more Education courses were taught in Colleges of Education (about 24 with 37 credit units) than the University (about 16 with 41 credit units). More Courses and program with practical bias were in Colleges of Education Curriculum than in the Universities, such as Classroom Sit-in Observation, Micro Teaching, longer duration of Teaching Practice, etc. conclusions were drawn that students in Colleges of Education offer more Education Courses than their counterparts in the University. Also student in Colleges of Education are better trained with more practical courses, in the art and act of teaching. Recommendations were made that National Universities Commission and incorporate more practical based Education Courses into teacher Education Programme and the 6 weeks once and for all Teaching Practice exercise should give way to 6,6, weeks T.P. at the end of these 2nd other 2nd 3rd years.

KEY WORDS: Teacher Education, Tertiary Institution, College of Education, University.

INTRODUCTION

In recognition of the role of teacher education in Nigeria, the National Policy on Education (2013) posited that teacher education plays a pivotal role in the production of quality teachers and in provision of quality education, at all levels. Thus, teacher education should continue to be emphasized in education planning and development.

Teacher Education, according to Eddie (2014), is viewed as a systematic enculturation processes about the curricula and the roles teachers are expected to play in effecting the intended curriculum. Thus, the would be teachers are exposed to ideas, skills knowledge and concepts during their learning experiences and the training given. Teacher Education is a properly and systematically organized programme of study in designated institutions for those who want to

take to the teaching profession. After these trainings, they may teach in schools, work in Ministries of Education or other related agencies which has education as its core concern.

The teacher is the key functionary required in the school system, apart from the learners. Thus he should be well equipped intellectually, psychologically, and professionally to perform his duties well. In developed countries, teacher education is given a serious priority as no nation can rise above the quality of its teachers. Ibok (2019) maintained that, there can be no significant innovations in the educational system which does not have at the core, a consideration of the numbers, ability, enthusiasm, and thoroughness with which a teacher does his work, as reflected in the achievement of his pupils and in the society.

The teacher is therefore the pivot on which the educational system resolves. What he knows and what he does in the professional setting can have far reaching consequences, not only for the learners but the entire society.

According to the National Policy on Education. (2013), the minimum qualification for entry into the teaching profession is Nigeria Certificate in Education (N.C.E). The Policy states the goals of teacher education, thus:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
- b. further encourage the spirit of enquiry and creativity in teachers,
- c. help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals.
- d. provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations.
- e. enhance teachers' commitment to the teaching profession.

The Policy went on to say that all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties and ICT training should be incorporated in all teacher training programmes.

HISTORY OF TEACHER EDUCATION IN NIGERIA

History of teacher education in Nigeria had its root in the introduction of Western Education in Nigeria. Ekeng (2017) recorded that Western Education in Nigeria centered on the activities of the Christian Missionaries, who came to West Africa (Nigeria) and saw that they cannot give Christianity to the people without some rudiments of Western Education, which Fafunwa (2004) referred to as the 3Rs- Reading, Writing and 'Ritimatic.

Thus, the primary objective of the early Christian missionaries was to convert the 'heathen' or the benighted Africans to Christianity, via education. They realized the importance of training preferably, through the media of English and local language- the local clergy, catechists, lay readers who would minister to the needs of their own people. To aid their work they had to establish a school and the first known school in Nigeria was established in 1843 by Mr. and Mrs. William de Graft, of the Methodist Mission, in Badagry, and the school was named "Nursery of the Infant Church".

Udoh (2007) recorded that

-The first formal and deliberate attempt at teacher education in Nigeria was in 1859 when the Church Missionary Society (CMS) established "The Training Institution" at Abeokuta. The school was later moved to Lagos 1867. In 1892, the Presbyterians Church of Scotland

established Hope Waddel Training Institution in Calabar, for the training of young primary school leavers in various trades, and for the training of teachers and preachers.

-In 1897, the Baptist Mission founded the Baptist Training College at Ogbomoso.

-In 1905, the Wesleyan Methodist Mission established a training institution.

-In 1909, the colonial government established the Nassarawa School, under the leadership of Hans Vischer for the training of teachers in Northern Nigeria.

Most of the students in these schools were drawn from standard VI for a two year training programme.

-By 1929, there were two types of teacher training institutions in Nigeria; the Elementary Training Centers for the training of lower primary school teachers, and the Higher Elementary Training College (HETC) for the training of teachers for the award of Teacher Grade II Certificate. At the end of 1929, there were 13 Teacher Training Colleges in Nigeria with a total population of 320 students -290 males and 30 females.

-In 1932, Yaba Higher College introduced a 3-year Diploma programme in Science education for secondary school teachers. In 1957, University College, Ibadan which was established in 1948, started a one year Post Graduate Diploma programme in education.

-In 1961, they added a one year Associateship programme for the training of 'selected' Grade II teachers who will take over the leadership of primary schools.

-The Ashby Commission of 1959 recommended the introduction of Bachelor of Arts and Bachelor of Science in Education (B.A.(Ed) and (B.Sc (Ed) in all Universities.

-In 1961, University of Nigeria, Nsukka, was the first to introduce B.A. (Ed) and B.Sc (Ed), others followed thereafter.

-In 1968, the federal government launched a 'Crash Teacher Training Programme' to produce graduates and N.C.E. teachers for our schools.

-Also, in 1975, another 'Crash Programme' was launched for the production of teachers for the Universal Primary Education Programme.

- In 1977, there was another 'Crash Programme' for the training of science and technical teachers.

Ekeng (2018) noted strongly that because these 'Crash Programmes' were not properly planned for, not regulated, nor adequately controlled and financed, every Tom, Dick and Harry was brought into the teaching profession, and these marked the beginning of the falling standards in our education system. Today almost every state of federation has a College of Education and most of the Universities in Nigeria Faculties and Institutes of Education for the training of teachers.

One can agree with Peretomode (1992) that no matter how beautiful and well formed our educational policies are, their attainment will largely depend on the caliber of teachers operating the curriculum, thus the bed rock of any educational system lies on a core of devoted, knowledgeable, competent, and well trained teachers who will create wonderful effects to the attainments of the educational objectives and policies.

STATEMENT OF THE PROBLEM

As a lecturer in the College of Education, I have had to teach some 'strange' courses which I was not exposed to in, the University, during my undergraduate or postgraduate studies. I call them strange because in the University, such courses were not taught. Also for some years now, I have had to compare products from Universities and Colleges of Education; their outputs and performance in the classroom and my mind goes on to look deeply into how these two sets of teachers are being trained, that resulted in the way they perform in the school system.

Professional training, according to Ikpe (2005), calls for a broad general education plus a mastery of specialized knowledge and specific skills. She noted that, in the 20th C, the few months of training in normal school that teachers got made them not to acquire practically, good cultural background in teaching but mere smattering of subject matter and classroom routines and a well rounded preparatory programme for teachers is of fairly recent origin.

Marshall (2018) noted that, it takes years of research and considerable experimentation to develop the leadership and the body of scientific principles, specialized knowledge and literature necessary to prepare teachers for the task of teaching. Curriculum developers have made good progress in upgrading the preparatory training standards of teacher education. As a result, most modern teachers have gained sound general education and have acquired a good command of the subject matter and skills necessary for competence in their field.

Therefore, before someone can answer the name 'a teacher', it is very important to know the source and quality which he is made up of. This addresses the crucial question of where and how the would be teachers are trained and packaged for the act of teaching.

Teacher Education Curriculum, in the Universities contain the following elements:

1. Compulsory Courses: these are the courses within the discipline that must be taken and passed at a grade not below 'E'.
2. Required Courses: these are the courses within or outside the discipline, otherwise known as subsidiary, that must be offered and passed at a grade not below 'E'.
3. Elective Courses: these are optional courses within or outside the discipline from which students may elect a number for the purpose of fulfilling the minimum requirements for the award of a degree.
4. General Studies Courses: these are the University wide- courses that must be offered and passed by every undergraduate student in the University irrespective of discipline.

In Colleges of Education, the curriculum is made up of the following, according to Ekeng (2019).

1. General Education: these include courses in the broad areas of Educational Psychology, Foundations of Educational, Curriculum Studies and Special Education.
2. First or Major Teaching Subject: students are to take courses in the areas or subject discipline that they are interested in and competent to study as their first teaching or main teaching subject.
3. Secondary or Minor Teaching Subject: students select a minor or subsidiary teaching subject to be studied with the main or fist major subject.
4. General Studies: students are given a selection of courses to improve their overall general knowledge in language and communication, ICT, science and society, etc.

It is on this premise that the researcher sought to compare the number of Education Courses taught in Colleges of Education with the number taught in Universities, that will finally enhance the performance and competence of these two sets of teacher trainees.

PURPOSE OF THE STUDY

The study aimed at comparing the number of Education courses taught in Colleges of Education with the ones taught in the Universities that will finally enhance the performance, develop skills in teaching and sharpen the competence of teacher trainees as they perform their role in actual classroom situation. Also, it will bring out the Education courses that focus more on the practical side of teaching, as they aim at preparing students for effective classroom management and administration.

RESEARCH QUESTIONS

1. Do students in Colleges of Education offer more Education courses than their counterparts in the Universities?
2. Are students in Colleges of Education better exposed to the practical aspects of teaching, than their counterparts in the Universities in terms of;
Classroom-Sit-in Observation,
-Micro teaching
-Teaching Practice duration
-Classroom management and record keeping?

HYPOTHESIS

1. There is no significant difference in the number of Education courses offered by students in Colleges of Education and their counterparts in the Universities.
2. There is no significant difference in the number of practical courses offered by students in Colleges of Education and their counterparts in the Universities.

DEFINITION OF TERMS

-Teacher Education: This is a teacher- preparatory programme aimed at developing in students general education, his ability to teach and educate others and an awareness of the principles which underline good human relations in order to contribute to the social, cultural, political and economic progress of the society.

-Tertiary Institutions or tertiary education, is also referred to as third stage, third level and post secondary education, is the educational level following the completion of a school providing a secondary education. The World Bank defines tertiary education as including universities as well as trade schools and colleges.

-University: this according Wikipedia, is a high-level educational institution in which students study for degrees, and academic research is done.

-College of Education: this is a professional training institution for teachers. In Nigeria C.O.E. produce teachers for middle level man-power needs and the graduands are expected to teach in the Basic Education years (Primary 1 - JSS3).

METHODOLOGY

The study adopted a survey research design because these courses are already, being offered in these institutions. The population consisted of all the students in Akwa Ibom State

College of Education, Afaha Nsit, and student s in Faculty of Education, University of Uyo. The main instruments used in the study were the Departmental Handbook of Nigerian Languages (C.O.E.) and Curriculum Studies, Educational Management and Planning (Uniuyo). The statistical tool used to analyze the data was descriptive statistics.

Table 1
Comparative Analysis of Teacher Education Programme in Colleges Education and the Universities

Institution	Yr	Semester	Course Code	Course Title	Credit Unit
C.O.E	1	1 ST	EDU 111	History of Education in Nigeria	1
			EDU 112	Educational Psychology (Child Development)	2
			EDU113	Principles and Methods of Teaching	2*
Uniuoyo	1	1 ST	EDU111	History of Education	2
			EDU 112	Introduction to Teaching Profession	2*
C.O.E.	1	2 nd	EDU 121	Sociology of Education	1
			EDU 122	Introduction to Teacher Education	1
			EDU 123	Philosophy of Education	1
			EDU 124	Theory and Practice of Child Friendly Schools	2
			EDU 125	Educational Psychology II (Human Learning)	2
Uniuoyo		2 nd	EDU 121	Foundation of Educational Psychology	3
C.O.E.	2	1 st	EDU 211	Practicum in Classroom Management and Organization	1*
			EDU 212	Educational Technology (Theory and Practice)	2*
			EDU 213	Micro-Teaching (Theory)	1
			EDU 214	Introduction to Research Methods	1*
			EDU 215	Education of Special Target Groups	1
			Uniuoyo	2	1 st
C.O.E	2	2 nd	EDU 121	Curriculum and Instruction I	3
			EDU 221	Curriculum Studies I	1
			EDU222	Measurement and Evaluation	2*
			EDU 223	Micro-Teaching Practicum	1*
			EDU 224	Educational Administration, Planning and Evaluation	2
			EDU 225	Introduction to Special Education	1

Uniuyo	2	2 nd	EDU 221	Educational Psychology I	2
			EDU 222	Sociological Foundation of Education	2
C.O.E	3	1 st	EDU 311	Teaching Practice	6*
Uniuyo	3	1 st	EDU 311	Special Methods	3
			EDU 312	Educational Technology	2*
C.O.E	3	2 nd	EDU 321	Curriculum Studies II	1
			EDU 322	Adolescent Psychology	1
			EDU 323	Research Project	2*
			EDU 324	Introduction to Theory and Practice of Guidance and Counseling	1
Uniuyo	4	1 st	EDU 411	Curriculum and Instruction II	3
			EDU 412	Test and Measurements	2*
			EDU 413	Organization of Primary and Secondary Education	2
			EDU 414	Guidance and Counseling	3
Uniuyo	4	2 nd	EDU 400	Teaching Practice	3*
			EDU 421	Seminar in Education	3
			EDU 499	Project in Education OR in Area of Area of Specialization	4*

DISCUSSIONS OF FINDINGS

Hypothesis I

Hypothesis I stated that there is no significant difference in the number of Education courses offered by students in Colleges of Education and their counterparts in the Universities. The findings of the study showed that there is a significant difference in the number of Education courses taught in Colleges of Education, and the ones taught in the Universities. From Table I, one can see that in C.O.E, even though it is a – 3 - year programme, Education courses are 24 with 37 credit units, while 16 Education courses are offered by University students with 41 credit units during their 4 year programme in the institution. One then wonders why Education students in the Universities had no offer only 16 Education courses and their counterparts in C.O.E are so exposed to more courses in Education. It is on this premise that Adaralegbe (1981) prescribed that any achievement in producing efficient and knowledgeable teachers must be based on the following

1. The caliber of the Training College (C.O.E and Faculty of Education, in the University) teaching staff.

2. The types and duration of courses offered. The courses should be challenging, practically and broad based.
3. The curriculum and the appropriate emphasis and balance. If the curriculum is badly constructed and unbalanced (fewer courses in Education offered) and the emphasis is placed on preparation for teaching rather than on teacher education, the pursuit of excellence becomes difficult to foster, which may not help a child to develop his creative ability.

He concluded by saying that, in a good teacher education programme, emphasis will be placed more on teacher education subjects or courses, which embrace in part, preparation for teaching and teaching methodology emphasized. Such education provides the 'why' purposes of education, 'what' education content, and 'how', helping children to learn. Such emphasis combines general, academic and professional training of the prospective teacher into an educational programme for the realization of our stated objectives.

Hypothesis 2

Hypothesis 2 sought to know if there is any significant difference in the number of practical courses offered by students in Colleges of Education and their counterparts in the Universities. The courses with asterics are the ones that are practically based. The findings of the study showed that there is a significant difference. From Table 1, one can see that there is programme called 'Classroom Sit-in Observation' undertaken by N.C.E. Students. This is a learning programme that provides a form of direct observations of classroom activities within 2 weeks, by a student -teacher. The student-trainees are expected not to teach, but to observe, record their observations in their logbooks and interact with the classroom teacher. This exercise forms aspect of comprehensive teaching practice preparation programme for student-teachers during their first year of study.

Micro teaching that is done by CO.E students is not offered by University students. And micro teaching is a technique, according to Udiong (2018), that aims at preparing student teacher to the real classroom setting. It is a teaching technique specially used in the teachers preparation programme to train them systematically by allowing them to experiment teaching with a smaller group of students, about 5-10 in a group.

Also, in the area of Teaching Practice, C.O.E. students undergo this within a period of 6 months while University students use 6 weeks for their Teaching Practice. One wonders whether a student can really master the classroom situation under 6 weeks.

Going through the curriculum of the University student, one notices that courses such as how to manage and organise the classroom for effective knowledge delivery is not emphasized or given priority. In C.O.E, EDU 211 'Practicum in Classroom Management and Organization' introduces students to detailed activities involved in daily classroom running. This course is basically practical (no written examination). The different types of record that a teacher keeps in the class are spelt out and students taught how to maintain discipline in the classroom. With these, a teacher trainee is best equipped to perform his role effectively. This is in line with Emah (2018) when he said that, all teacher education programme must include:

- Curriculum emphasis for the development of intellectual, physical and professional competence (the 3 levels of learning objectives).
- Student teaching for the development of teaching skills, classroom techniques, and the improvement of learning opportunities of children.

CONCLUSION

Based on the findings of the study:

1. Students in Colleges of Education offer more Education courses than their counterparts in the Universities. Even though the credit units in the University were more than that of the College of Education.
2. Courses that are practically oriented were more offered in Colleges of Education than Faculty of Education, in the Universities.
3. Students in College of Education are better trained in the art and act of teaching than their University counterparts due to the number of Education courses taught.

RECOMMENDATIONS

1. The Policy statement that, the teacher education shall continue to take cognizance of changes in the methodology and the curriculum must be looked into. The National Universities Commission (N.U.C) should re-organize teacher Education programme in the Universities, laying much emphasis on developing the student teacher in the art and act of teaching such as incorporating into their curriculum such programmes like Classroom Sit-in Observation, Micro-teaching, etc.
2. Both the N.U.C and N.C.C.E. (National Commission for Colleges of Education) should increase the number of Method Courses, as these expose the teacher-trainees to the different methods (ways) of delivery or impacting knowledge, skills, attitude and behaviours, to their students.
3. It is seen that University students undergo only 6 weeks Teaching Practice. Thus, it is the opinion of the researcher that this could be done in 2 phases; at the end of 2nd Semester Year Two and at the end of 2nd semester Year Three (This is what was applicable in the University of Port Harcourt when the researcher was an undergraduate student). Squeezing in Teaching Practice (EDU 400) in the 2nd semester of year four does not really encourage the in-depth performance of the programme. Going for Teaching Practice for 6 weeks and rushing back to continue with other academic work for the semester, is not too suitable for the students.
4. There is need to study these two sets of teachers (N.C.E and Degree holders) in real classroom situation as this will make for better assessment of the effects of their trainings, thus one drawing a more realistic conclusion on 'who is the best teacher' or the best institution to train teachers.

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