

EFFECTIVE PLANNING OF TEACHER EDUCATION PROGRAMME FOR FUNCTIONALITY AND SUSTAINABLE DEVELOPMENT IN NIGERIA

IRENE UZEZI BEREZI PhD

Department of Educational Foundations
Niger Delta University, Wilberforce Island, Bayelsa State

ABSTRACT

Planning is one of the management tools for obtaining and analyzing data and facts in order to provide necessary information for decision makers. Effective planning in teacher education entails the collaboration of all necessary stakeholders in the planning and execution of programme to ensure compliance and result attainment. This study is a survey design research carried out in Imo and Abia States. It appraised teacher education programme for teachers' functionality and sustainable development in Nigeria using effective and participatory planning as a tool to achieve the aim. Two research questions and two null hypotheses guided this study. Research-made questionnaire form the instrument for data collection and this was adequately validated by three experts and the reliability co-efficient obtained at 0.82 by the cronbach alpha method. The mean score and standard deviation were used to answer the research question and z- test statistics was used to test the hypotheses. It was found that effective teacher education has profound influence over the functionality of teachers leading to sustainable development in Nigeria. The study recommended among others that teacher education programme planners should use participatory planning for better result.

Keywords: Effective, Planning, Teacher, Education, Sustainable and Development.

Introduction

Teacher education is simply the process of preparing individuals to become teachers. According to Obizue and Obizue (2018), it is the totality of every activity from registering for an education programme in a tertiary institution to completing the training and earning a certification in education. There are various options of teacher education with different kinds and levels of certification involved. Zakali, Chudo and Langa (2020) asserted that there are options of the National Certificate in Education (NCE), Bachelor's of Science Degree in Education (BSc/Ed), Bachelor's Degree in Education (BEd), Master's Degree and PhD Degree in Education and the number of years for the training differs. There are also alternative

certificate and diploma training programs for certain persons who are already in other professions but desire to become teachers. Ndebbio (2016) observed that these trainings help them to earn certificates and teach without completely undergoing a conventional teacher education.

The major goal of teacher education is to train prepare different to become effective, functional and successful in the teaching profession. Adebuze and Akpan (2014) posits that teacher education equips one with the necessary knowledge and appropriate skills to function adequately as a professional teacher. Effectiveness in teacher education program means producing effective, efficient, purposeful, functional, practical and serviceable teachers who have all it takes to

interact with students of different gender, ages and abilities (Obizue and Obizue, 2018). Nnabgo (2016) defined Education as the wheel upon which the growth and development of any nation rotates hence the need for effective teacher education programme for functionality and sustainable development in Nigeria can never be overemphasized. Obizue (2016) posited that the achievement of the various educational objectives for the sustainability of a nation's developmental strides essentially depends on how effective and functional her teacher training programs are because this is what determines the quality of teaching staff inherent in such nation. Suffice it to say that to achieve educational goals, teacher education programme must be given adequate attention through participatory planning, implementation of plans and proper management (Ekerendu, 2021). Njoku (2006) validated this in his assertion that Trainee Teachers must be adequately trained to acquire the needed skills, values and attitudes that should be passed on to their learners since no one can give what he does not have. Teachers are the pivot on which education activities revolve, hence teachers should be trained in the proper way to lay a sound foundation for the future generation of any society or nation (Vilton and Ndrele, 2017). This accounts to the fact that Nigerian government aims at producing teachers with intellectual and professional background adequate for the assignment to adapt to changing situations, acquire necessary values and also enhance teachers' commitment to the teaching profession and be effective and efficient in the performance of their duties as teachers through Teacher Education Programme (FGN, 2013). Obizue and Obizue (2018) agreed that effective teacher education demands proper planning which serves as the road map to success in every organization and at every

level. Planning is the key to the successful take-off and execution of any programme. Ndebbio (2016) opined that planning is the packaging of a programme to show where it is going to, how to get there, through what means and what to get when arrived. This means that planning will give proper direction to teacher education programme for functionality. In the words of Azunna (2020), effective teacher education program requires participatory planning which entails the collaboration of all stakeholders in the planning and execution of teacher education programmes.

Ezekoke, Njoku and Akabuo (2020) posited that planning is a continuous process of obtaining and analyzing facts, sometimes from empirical base and providing information to decision makers and managers on how well the programme is accomplishing its set goals and how it can be improved. This is supported by the view of Ike (2017) that the purpose of every plan is to make it possible for the stated objective of the organization to be accomplished. Okonkwo (2016) in his own words stated that plans focus on actions for the achievement of organizational purposes. It is important to note that without planning, organizational goals would be difficult to achieve. The purpose of planning in any educational programme is to make it possible for the stated purpose of the programme to be accomplished (Nnagbo, 2016).

Nwosu (2016) and Obizue and Obizue (2018) outlined the following as procedures to be followed in planning teacher education programmes towards achieving stated objectives;

- Setting educational objectives
- Determining the various levels and categories of teacher educationprogramme

- Establishing and organizing information and information materials as they relate to the programme
- Setting up guidelines or regulations to follow for allocation of resources and costs.
- Determining the ways, means, and procedures for implementation of plans
- Establishing the criteria for expected results of the plan as the procedure to be followed in reaching scientific decisions that leads to good plans.

Teacher education programs must be done in collaboration with the major stakeholders in education. Okonkwo (2016), Nwagbo (2016), Obizue (2016) and Ike (2017) are of the view that the key stakeholders in teacher education programme in Nigeria include the following;

- The Providers of Teacher education programme
- The Regulatory bodies of Teacher education programme
- The Administrators of Teacher education programme
- The Teachers of Teacher education programme
- The practicing teachers
- The Learners in Teacher education programme (Trainee Teachers) especially in the affairs pertaining to students' welfare.

Obizue (2016) further stated that the providers of Teacher Education Programme that should be part of the planning process include;

- Faculties of Education in the universities
- Colleges of Education
- National Teachers Institute (NTI) etc.

And the regulatory bodies of teacher education programmes like;

- National University Commission (NUC)
- Nation Commission for Colleges of Education (NCCE)

According to Vilton and Ndrela (2017), the administrators of Teacher education programmes are the managers, who undertake the day to day administration of these institutes. In the universities; the vice chancellors, the dean of education faculties, the heads of departments, the directors of programmes and coordinators in the case of satellite or correspondence institutions that offer degrees and NCE certificates. The teachers or lecturers in the teacher education programmes are part of the planning team (participatory team) that should be included in planning programmes of teacher education for functionality.

Ekerendu (2021) stated that practicing Teachers should also be included in the planning of teacher education programmes this is because teachers are the field workers who deal directly with the learners and should be in the best position to elicit information for planning and implementation. Obizue (2016) asserted that it is a clear fact that the problem in Nigeria is not in planning but in implementation of plans and policies as this has rendered some good policies worthless. In practical form, teachers are the implementers of these plans and should be accorded every opportunity to participate in the planning stages of teacher education programmes.

The learners in the teacher education programmers i.e. the would-be-teachers should be part of the planning team especially in matters that concern them. This will make them part of the system for easy implementation and sustainable national development.

In the words of Zakali, Chudo and Langa (2020), sustainable national development is the development that helps the present

generations to meet their own needs and will not diminish the prospects of future generation to enjoy at least equal or better life. Teacher education for sustainable national development should be based on the principles and values that are globally accepted. Okonkwo (2016) advocates that any teacher education programme that will produce functional teachers and make way for sustainable national development must be effectively planned for value re-orientation to inculcate societal norms like; humility, obedience, honesty, trust, truthfulness, patience, pursuance, fidelity, good humor, love, kindness, loyalty, curiosity, compassion, harmony, hardwork, self control, enthusiasm, confidentiality, handshakes, nodding, decent dressing. According to Nwosu (2015), nobody was born a good teacher; it is these social values that mold a good teacher.

Statement of the Problem

Education aims at enlightening men towards inculcating academic and societal acceptable values. Teacher education programme prepares professional teachers and motivates them to impart knowledge with professional skills, and values. Obizue (2016) posited that a teacher can never give what he does not have. This makes it imperative to plan teacher education programme in a way that it would be functional enough so as to help the teachers inculcate societally acceptable values that could lead to national development. The poor character development, moral decadence, social vices and low level of educational performance and attainment of set goals as seen in schools today is as a result of the poor planning of teacher education in Nigeria which gave rise to low quality teachers as the product of same program. Nnagbo (2016) observed that most mal-activities obtainable in Nigerian teacher institutions of today are great proofs that several indecent dressings,

examination malpractices, dishonesty, impatience, disobedience, pride and other societal evils and mischiefs are fast eating deep into our teacher education. He went further to assert that what learners do today in school is a function of what teachers did in the past.

Ike (2017) concluded that to better the educational system in Nigeria, Teacher education must be properly planned and managed. He also recommended effective participatory planning as a tool for functionality, value re-orientation and sustainable national development. It is on this backdrop that this study was carried out.

Objectives of the Study

The study seeks to appraise the effective planning of Teacher education programme for functionality and sustainable national development in Nigeria.

It also sought to achieve two specific objectives as follows;

- To identify the relationship between effective planning of teacher education programme and the functionality of teachers in Nigeria
- To ascertain how effective planning of teacher education programme affects sustainable development in Nigeria

Research Questions

The following research questions guided the study:

1. What is the impact effective planning of teacher education programme on the functionality of teachers in Nigeria?
2. How does effective planning of teacher education programme affect sustainable development in Nigeria

Hypotheses

Two null hypotheses guided the study and was stated thus;

HO₁ There is no significant difference in the mean responses of Lecturers in Imo

and Abia state universities on Effective planning of teacher education programme and the functionality of teachers in Nigeria.

HO₂ There is no significant difference in the mean responses of Lecturers in Imo and Abia state universities on the effective planning of teacher education programme and sustainable development in Nigeria.

Methods:

The study adopted a descriptive survey design. The researcher could not ascertain the total numbers of Lecturers in both Imo State university (IMSU) and Abia state university (ABSU) but selected 200 Lecturers from each of the universities using exclusion method of

sampling which gave a total of 400 respondents for the study. The instrument for the study was a researcher-made questionnaire titled Effective Planning of Teacher Education Programme (EPTep) which was adequately validated by three experts, two from management and planning and one from measurement and evaluation. It comprised of two clusters of five question items each and the reliability index stood at 0.82 which proved the consistency of the items. Two research questions and two null hypotheses guided the study. Mean score, mean set and aggregate mean sets were used in answering the research questions while the z-test statistics were performed and used in testing the hypotheses.

Results

Results were derived from the answers to the research questions and testing of the hypotheses.

Research Question 1

What is the impact of effective planning of teacher education programme on the functionality of teachers in Nigeria?

Table 1: Responses of IMSU Lecturers and ABSU Lecturers on the impact of effective planning of teacher education programme on the functionality of teachers in Nigeria.

S/N	Items	Responses						Remarks
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	\bar{Ax}	ASD	
1.	It prepares teachers on how to plan lessons and use technology effectively	2.75	0.98	2.72	0.90	2.74	0.94	Agreed
2.	It prepares teachers on how to work with learners of different backgrounds and abilities and be able to meet their needs	2.64	0.84	2.40	0.71	2.52	0.78	Agreed
3.	It leads to effective classroom management in terms of instruction and supervision making both teacher and learners satisfied and fulfilled	2.81	1.04	2.66	0.88	2.73	0.96	Agreed

4.	It help teachers to develop the skills needed to collaborate with other educators and support their own professional development	2.53	0.82	2.65	0.87	2.59	0.85	Agreed
5.	It helps to create a more positive and supportive school culture	2.10	0.42	2.28	0.59	2.19	0.51	Disagreed
		2.56	0.82	2.54	0.79	2.55	0.81	

Where;

\bar{x}_1 = mean reponses of IMSU Lecturers

SD_1 = standard derivation of IMSU Lecturers

\bar{x}_2 = mean reponses of ABSU Leturers

SD_2 = standard derivation of ABSU Lecturers

\bar{Ax} = mean of \bar{x}_1 \bar{x}_2 = Aggregate mean

ASD = standard derivation of SD_1SD_2 = Aggregate standard derivation

The data in table 1 showed that all the items from 1 to 4 recorded weighted mean scores above the criteria mean of 2.50 except item 5 where the respondents scored below the 2.5 bench mark. This result implies that both IMSU and ABSU Lecturers share the same view on items I to 4 but generally disagreed that item 5 is not a way that effective planning of teacher education program influence the functionality of teachers in Nigeria. The aggregate mean score of 2.55 is also above the critical mean score of 2.50. This indicates that the Lecturers from both universities generally agreed with the items as they relate to research question 1. This further implies that effective planning of teacher education programme has a profound impact on the functionality of teachers in Nigeria.

Research Question 2

How does effective planning of teacher education program affects sustainable development in Nigeria ?

Table 2: Responses of IMSU and ABSU Lecturers on how effective planning of teacher education program affects sustainable development in Nigeria

S/N	Items	Responses						Remarks
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	\bar{Ax}	ASD	
1.	By ensuring that teachers have quality training which will culminate in the way they teach their learners leaving essential impact on other national developmental goals	2.82	1.04	3.04	1.11	2.93	1.08	Agreed
2.	By equipping teachers with skills for promoting positive relationship among teachers,	2.74	0.98	2.67	0.88	2.71	0.93	Agreed

	school administrators and host communities								
3.	By using appropriate curriculum, teaching methods, assessment scales that are in line with the set educational goals of Nigeria	2.58	0.83	2.90	1.05	2.74	0.94	Agreed	
4.	By creating a culture of lifelong learning that benefits teachers, learners and the community at large	2.50	0.81	2.68	0.89	2.59	0.85	Agreed	
5.	By providing teachers with the special skills and methods required for teaching in the urban areas, rural areas and areas with high poverty rates	2.52	0.82	2.50	0.81	2.51	0.82	Agreed	
		2.63	0.89	2.76	.95	2.70	0.92		

From the table above, all the mean scores exceeded the 2.50 criterion mean which implies that all the respondents agreed to the fact that effective teacher education is a good indicator of sustainable development in Nigeria. it is also important to observe that in item 5, the respondents from both universities recorded mean scores that are slightly above the 2.5 benchmark still showing agreement. This is further validated by the overall or aggregate mean score of 2.70 still above the 2.5 decision bench mark.

Testing of the Hypotheses

HO₁: There is no significant difference in the mean responses of IMSU and ABSU Lecturers on Effective planning of teacher education programme and the functionality of teachers in Nigeria.

Table 3: Summary of z-test Analysis on the Mean Responses of IMSU and ABSU Lecturers on Effective Planning of Teacher Education Programme and the Functionality of Teachers in Nigeria

Lecturers							
Subjects	N ₄₀₀	Mean	SD	Df	z-cal	z-critical	Decision
IMSU Lecturers	200	2.56	0.82	377	1.18	1.96	Accepted
ABSU	200	2.54	0.79				

Table 3 showed the summaries of the scores, means, standard deviations and the z-test of difference between the mean responses of IMSU and ABSU Lecturers on Effective planning of teacher education programme and the functionality of teachers in Nigeria. The table also showed the z-test calculated value as 1.18 as against the z-critical with a higher value of 1.96. Given these scores, the null hypothesis is hereby accepted. This is

an indication that both IMSU and ABSU Lecturers have the same view concerning the items in table 1 of the study.

HO₂ There is no significant difference in the mean responses of Lecturers in Imo and Abia state universities on the effective planning of teacher education programme and sustainable development in Nigeria.

Table 4: Summary of z-test Analysis on the Mean Responses of IMSU and ABSU Lecturers on Effective Planning of Teacher Education Programme and Sustainable Development in Nigeria

Subjects	N ₄₀₀	Mean	SD	Df	z-cal	z-critical	Decision
IMSU Lecturers	200	2.63	0.90	377	1.21	1.96	Accepted
ABSU	200	2.76	0.95				

Table 4 above is the summaries of the scores, means, standard deviations and the z-test of difference between the mean responses of IMSU and ABSU Lecturers on Effective planning of teacher education programme and sustainable development in Nigeria. In the table, the z-test calculated value is 1.21 while the z-critical remains higher at 1.96. This showed enough reason for the acceptance of the null hypothesis. By this result, it is concluded that both IMSU and ABSU Lecturers have profound agreement on the items enumerated in table 2 of the study.

Discussion of Findings

Effective planning is a valuable tool in teacher education programme. This is substantiated by the findings of the study and the assertion of Obizue (2016) that including all the stakeholders in the planning and implementation of programmes will boost the achievement of result. Planning itself is the packaging of programmes in such a way that it will lead light to the targeted end. In another assertion, Okonkwo (2016) opined that effective planning inculcates value re-orientation which redirects the human mind to accept behaviours that gladden the mind hence teachers will now turn to a new leave of being more adaptable and functional in their duties. Since it deals with human mind and character formation, it then, must be planned by involving the implementers for a better result.

Teachers are role models to the learners, it becomes imperative to inculcate the needed skills and habits that will help them remain role models and good examples to the learners and for onward pass to the generations to come thereby leading to sustainable national development in Nigeria.

Conclusion

Education is meant to direct the heart of men to values. Teacher education programme becomes a variable tool to inculcate needed values in the learner. Researches have shown that using the right team in planning a programme has proven to produce positive result overtimes. So, effective participatory planning by including representatives of the teacher education programme providers, administrators at all levels, lecturers and the trainee teachers in no small way result into functional teacher

education and also attain sustainable national development.

Recommendations

Based on the finding of the study, it was recommended that;

1. Teacher education programme planners should engage in participatory planning in order to achieve better result.
2. Teacher Education programme planners should package the identified values in this study as a general course with higher credit load. This will make every learner strive to pass the course as well as inculcate these values.
3. Monitoring team selected from the participatory planning representatives should be set up by teacher education programme Administrators for effective implementation.
4. Defaulters should be strictly punished to deter others.

References

- Adebuze. J.J. and Akpan, M.O. (2014). The Behavioural Threats of Trainee Teachers in Nigeria. *Journal of Teachers Perspective* 8(1), 270 -283
- Azunna, A.C. (2020). Educational Administration and Educational Achievement in Nigeria. *Nigerian Journal of Educational Administration and Planning*, 4(10), 123-133
- Ekerendu, S.O. (2021). Participatory Planning of Teacher Education for Sustainable Development in Nigeria. *African Journal of Educational Administration and Policy*. 9(2), 449 - 461
- Ezekoke, O.C., Njoku, M.O. and Akabuo, C.C (2020). Problems and Prospects of Teacher Education in Nigeria. *International Journal of Social Sciences*. 5(1), 329 -338
- Ike J.N. (2017) *The Nature of Planning*: Aba; Abiye Bookshop press Ltd.
- Ndebbio P.C. (2016) *Educational management and planning: the Reality*. Benin, Gosh Publications Ltd.
- Obizue M.N. (2016) Politics of Programme Accreditation for Quality Assurance in Nigerian Higher Education. *Journal of the National Association for Education Management and planning*. ISBN 978PP191.
- Obizue. M.N. & Obizue E.C. (2018). *Inclusiveness in Entrepreneurship Education*. A Tool for Sustainable Development in Nigeria. *Journal of Research and Development in Education (JORDE)* Vol 5. No. 2.
- Okonkwo, F.K (2016). *Human Resource Management* Britain. Hypee Publishers
- Njoku, A.M. (2006). The Effect of Effective Educational Administration and Supervision in Nigerian Sustainable Development. *International Journal of Education and Contemporary Studies*, 16(2), 344 - 356
- Nnagbo S.B (2016) *Programme Planning and Implementation Strategies*: Owerri Diwin Mercy Publishers.
- Nwosu, O.C (2015) *Planning for Impact: Issues and Challenges*: Ibadan Irwun press.
- Vilton. J and Ndrela, O.M (2017). *Administration of Teacher*

Education and Its Effect on
Educational Achievement in Sub-
Saharan Africa. *International
Journal of African Educators*.
13(2), 394 – 412
Zakali, M.K., Chudo, K.K. and Langa, U.
(2020). Educational Planning:

Tool for Achievement of
Sustainable Development Goals.
*International Journal of
Education and Contemporary
Studies*. 15(4), 239 -250