



IMPARTATIVE FOR TEACHERS TRAINING PROGRAMME RE-ENGINEERING FOR ETHICAL AND VALUE CENTER EDUCATION IN NIGERIA.



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Abstract

The paper is concerned with reforms in Education and the need for re-engineering Teacher education in Nigeria for better professionalism and National Development. In the process, key concepts like Teacher Education Re-engineering, Ethical and values centered education, School Curriculum, National Development were explained. A brief review of the state of Teacher Education and Development in Nigeria revealed the challenges to Teacher Education and Development. This paper having reviewed the weak values system in Nigeria strongly recommend the re-engineering of ethical and values centered education in Nigeria schools as catalyst for national development. It is the view of the authors that the pursuit of national development is first attitudinal and so the citizenry should be given new orientation that goes to ensure the overhauling and reconstruction of the total values system in the society for obvious national development to be guaranteed. The authors advocated as a matter of necessity the development and introduction of a national policy on ethical and values centered education as a reference instrument which will be used as a realistic paradigm for behavior transformation and ethical re-orientation. This is one sure way of attaining national development

Keywords: Re-engineering, Ethical and values centered education, School Curriculum, National Development

Introduction

Education all over the world is seen as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future of the people (Mathews & Savarimuthu, 2020). The school system in this regard is generally accepted as a major agent of education. This makes the factor of the teacher central in the task of education. Today, teacher education is considered to be the foundation for quality and relevance in education at all levels.

The decay in the Nigeria society has affected the standard of values and moral character formation. This has manifested in so many anti-social vices, anti-social behaviour exhibited includes corruption, dishonesty, greed, violent crimes, lack of accountability, indiscipline, disrespect to constituted authority, low moral courage among many others. All these have constituted a serious moral problem for the Nigerian state and have constrained all sincere efforts targeted at achieving national



development. Nationally and internationally, there is increasing demand from schools in respect of their mandate on the formulation of acceptable ethical and values for the young ones to imbibe and live with. This is stem from the rapid decay of the overall values system among nations of the world. The survival of ethical and values centered education becomes imperative because of nostalgia of the past, disappointment of the present and hope for the future generations. Nigeria is be-devilled with the challenges of not only economic transformation but that of reconstructing and rebuilding the society's values system. The strengthening of the values system provides an enabling platform for a breakthrough the nation's vision 20:20:20. Questions to ask according to National Economic Empowerment and Development Strategy (2004) about Nigeria vision are: what kind of Nigeria do we want for ourselves, for our children, and for the rest of the world?(Marcellus, 2009). Answers to the above are articulated in the vision 2001 Kuru declaration of NEEDS (2004) which states:

To build a truly great African democratic country, politically united, integrated and stable, economically prosperous, socially organized with equal opportunity for all and responsibility from all, to become the catalyst of (Africa) Renaissance and making adequate all-embracing contributions, sub-regionally, regionally and globally (P:2) The above pursuit is meant to advance development in Nigeria from all fronts of national endeavour even though Nigeria is a country of paradoxes according to (Enu & Esu, 2011). This is based on the fact that it is a country abundantly blessed with natural and human resources but in the last four decades of its independence, its potentials have remained largely untapped and the little that has been trapped mismanaged. The poor condition in Nigeria and the inability of the leaders to provide conditions necessary for national development since independence demand serious concern by those who care about "the Nigeria project". To Dike (2005), the quest for national development in said to bring with it valuable and positive changes that improve the living standards of the people, creates employment opportunities, and reduces poverty, among other things. Emphasizing further on the need to advance development, Dike (2005) pointed out that economic development increases the efficiency of a system in the production of goods and services to meet the basic needs of the people in the society.

The attainment of this challenge of self-sufficiency is greatly determined by the character and attitude of the leaders who are entrusted with the management of the society. The failure on the part of the leaders fifty years after independence to lay sustain foundation for economic growth and development justifies the necessity for a national rebirth programme directed at ensuring ethical and value re-orientation for the leaders and for the followers who compliment the efforts of the leaders. This is further strengthened by the Federal Government national re-branding effort aimed at building hope and confidence among Nigerians and International community.

The big questions to ask are where lies the problems of Nigeria in terms of achieving the much-desired national development? What can be done to address the possible constraints to national development? Are the challenges of national development in Nigeria attitudinal in character or physical in shape? The paper is interested in establishing how values and ethical centered Education can be re-engineered to create lasting and sustained environment that will stimulate national development in Nigeria.

Dike (2005) calls for the strengthening of values education in schools as corruption drives and shapes social values in Nigeria, and for some individuals the quest for easy money is a justification for violating the laws of the land and distorting official policies directed toward national development. Given this circumstance, the imperative for ethical and values centered education cannot be over emphasized as values education involves educating for character and for good moral values. This implies the teaching of respect and responsible adult life to the citizens. It is for good character and moral development which will lead to a healthy nation. Basic fundamental moral values every responsible nation should teach its citizens include respect for constituted authority and sanctity of life, responsibility, values of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation and courage, along- side some fundamental procedural values look upon as basic ingredients of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision-making. These are the

underlying democratic values that guarantee democratic stability. Nonetheless, Enu and Esu (2011) went further to identify some dominant values which formed the core values upheld by a larger section of the Nigerian society to include the following: Detesting laziness, Dignity of labour, Respect for parent/elders, Hospitality, Public spiritedness, Respect for authority, Hard-work, Respect for sanctity of life and Honesty and truthfulness

The above cherished values radically started getting eroded and to corroborate (Enu & Esu, 2011), the paradigm has shifted and Nigerians have generally slipped away from those cherished core values and embraced a new culture, a new way of life, a new world views. The consequence is that those cherished values have been diluted by the prevailing societal vices. To Kanu (2005), the core public values of the society were the primary contents of education that constituted child-upbringing and it emphasized development of such attitudes as hard-work, open competition, high achievement orientation and communal cooperativeness.

Conceptual Overview On Teachers Training Programme Teacher Education

Teacher education is an instrument that equips teachers. Teacher education is the educational programme that grooms would be teachers to become professional teachers (Mohan, 2025). Education is a significant aspect of education. The education of teachers is paramount because they are the trainer of children and youths. It encompasses variety of approaches and programmes. Oludare (2023) describes teacher education as the procedures designed to equip teachers at the pre- service and in service levels with the knowledge, skills and competencies needed to perform their professional duties successfully. It is a planned set of activities which are projected to help a trainee teacher to acquire appropriate knowledge, skills, attitudes and competencies needed to function as a creative, effective and competent teacher. Ayeniyi and Jajua (2020) recorded that teacher education refers to a means of providing teachers with necessary skills and knowledge needed not only to adequately carry out their teaching jobs, but also to forthrightly foster their professional growth. This shows that there is need to teacher education to produce competent teachers capable of handling the issues of teaching and learning in the world of education. Teacher education is a mechanism for meeting the technological manpower needs of the nation. Teacher education is one of the major aids for quality manpower development which is necessary for national development. Teacher education equips teachers with necessary knowledge and skills that will aid teaching and learning processes. It is interconnected to the societal needs, hence it is meant to meet the needs of the society and fit in for global competitiveness in educational industry. Taylor (2017) viewed teacher education as any of the formal programmes that have been established for the preparation of teachers at every level of education. This implies that a teacher must be duly trained for effective and efficient performance in the classroom and for global competitiveness. Emesiobi (2023) describe teacher education as the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom. Teacher education provides adequate education which is necessary for human capital development which contributes positively to the social and economic development of the nation. It was established to train people who desire to become teachers as a profession. The National Policy on Education (FRN, 2013) defines teacher education as the education designed to train teachers (Onuma & Michael, 2017). Teacher education programmes are carried out in universities, towns and colleges of education stipulated for training of the would-be-teachers. Teacher education include encouraging the spirit of enquiry and creativity in a teacher, providing teachers with the intellectual knowledge for their assignment and make them adaptable to changing educational situation.

Teachers Training Programmes

A teacher training program provides structured learning experiences to prepare individuals for the teaching profession or to enhance the skills of practicing educators (Linda, 2005). These programs typically cover various aspects of teaching, including pedagogical knowledge, subject-matter expertise,

and classroom management strategies. They may be Pre-service programs for aspiring teachers or in-service programs for professional development.

Key Components of Teacher Training Programs:

1. Pre-service Training:

This initial training prepares individuals to become teachers, often leading to a teaching qualification like the Nigerian Certificate of Education (NCE) or a Bachelor's degree in Education.

2. In-service Training:

This ongoing professional development supports teachers throughout their careers, helping them stay updated with new teaching methods, technologies, and curriculum changes.

3. Curriculum:

Programs include courses on educational psychology, teaching methodologies, subject-specific content, classroom management, assessment, and educational technology.

4. Teaching Practice:

A crucial component of teacher training involves practical experience in classrooms, allowing trainees to apply their knowledge and skills under supervision.

5. Professional Development:

This ongoing process helps teachers refine their skills, stay current with best practices, and address specific challenges they encounter in their teaching roles. Professional Development encompasses various activities aimed at enhancing individual skills, knowledge and expertise within their chosen field. Example includes Conferences, participating in workshops, taking online courses, mentoring and coaching etc. These activities contribute to their career advancement, increased job satisfaction and improve performance

Examples of Teacher Training Programs in Nigeria:

Teacher education programs in Nigeria are structured around the NCE, Bachelor's, and Post-graduate degrees in Education. Today,

Importance of Teachers Training programmes in Nigeria

Teacher education is much improved than it was before independence and few decades thereafter. The National Policy on Education, published in 1977 and revised in 1981, 1998 and 2004 clearly articulates the importance attached to teacher education and affirms that “no education system can rise above the quality of its teachers”. The Policy gives the goals of teacher education as:

- a. Producing highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
- b. Encouraging the spirit of enquiry and creativity in teachers
- c. Helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals.
- d. Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions.
- e. Enhancing teachers' commitment to the teaching profession.

The Policy makes it mandatory for all teachers in Nigeria to be trained and stipulate Nigeria Certificate of Education (NCE) as the minimum qualification to the profession (Omolade, 2022). The policy also provides that “teacher education shall continue to take cognizance of changes in methodology and in the curriculum” and that teachers shall be regularly exposed to innovations in their



profession(Alade & Oke, 2023). It further recognizes the need for in- service training “as an integral part of continuing teacher education”.

Teacher Education And Development In Nigeria

In the Nigerian education system, Teacher education is carried out by

- a) The faculties of Education of Universities
- b) Institutes of Education of Universities,
- c) Technical education programmes of polytechnics,
- d) Colleges of Education
- e) The National Teacher Institutes (NTI).

The Federal Government of Nigeria, National policy on Education (NPE) stipulated that the new minimum qualification for primary school teacher is the National Certificate of Education (NCE) as against the Grade II Teachers Certificate T.C.II(Ugwu, 2018). Ofoego and Ebebe (2016)has noted with dismay that there is still a preponderance of holders of Grade II Certificate in some states till date. These untrained teachers in the system cannot make significant impact on the academic life of their students not to talk of contributing to the development of the nation.

Again, presently in primary schools, teachers are assigned to teach individual classes. In this way, a classroom teacher is expected to cope with 11-12 subjects as was obtainable in the old system. Ugwu (2018)has further noted that this practice has persisted to date, thus producing the so-called NCE holders who cannot cope with the demands of primary school teaching. This is the issue of a square peg in a round hole because preservice teachers in colleges of education mostly read education courses and majored in two subject areas. These group of teachers are unqualified to teach at the primary schools. It shows that the innovation at the primary school level was not replicated at the teacher education level.

At the Junior and Secondary Schools levels it has been observed that although teachers here are trained in their teaching subjects, they are ill-motivated and often lack the zeal in teaching. Ugwu (2018) has further noted that most of them elected to teach as a last resort and they are often the residuals from the population of applicants that wish to proceed to higher education. As a result, they are admitted with very poor prequalification results. This same problem is also replicated in the faculties of Education. This situation leads to low motivated teachers who have little interest in the teaching jobs. There is also a dearth in qualified teachers in technical colleges. This is as a result of the acute shortage of pre-service teachers in the technical education programmes of polytechnics and colleges of education (technical). In most cases even when the pre-service teachers graduate, they elect for other more lucrative and rewarding jobs than teaching. This has no doubt led to under-development in Nigeria’s technical advancement.

Other problems in the education system include teachers’ poor salary conditions of service, absence of regulated and well streamline teacher development framework unlike other professions. Also, in-service training and capacity building aimed at improving service delivery are often regarded as a favour and privilege. Similarly, when service-teachers gain experiences through these opportunities they are not backed up by rewards such as promotion, enhancement of status, or other related privileges, as obtainable in other professions.

These catalogues of problems weigh down on the teachers; professional development. There is also improper implementation of innovations in teacher education by the authorities concerned as well as political will to support the programmes by institutions responsible for training teachers.

Re-Engineering

Re-engineering is the examination and alteration of a system to reconstitute it in a new form. This process encompasses a combination of sub-processes like reverse engineering(Yankov, 2018). It is a process of reviewing different level of an organizational operation and considering different improvement methods. Encyclopedia.com (www.encyclopedia.com) defined re-engineering as reorganization/rediscovering the objectives of a programme or business, diagnosing ills and discovering

new paths to objectives. Re-engineering a system is to transform not only what is done within the system, but how the system operates (Wasson, 2015). It then means, that the processes and methods of administration should be transformed to bring new positive result. To re-engineer teacher education towards creativity is to redirect every aspect of teacher education programme towards the application of possible creative, productive and competence-based techniques of teaching to aid job and wealth creation (Emesiobi, 2023).

Reasons for Re-Engineering Teachers Education for ethical and Value Education in Nigeria (Enu & Esu, 2011)

1. The relevance of every educational programme determines the success of such programme. Teacher education should adopt programmes that will promote learner's productivity and competence based in order to solve societal problems.
2. Teacher education programme should be re-engineered to include creativity and use of other educational innovative skills to promote functionality of her products and ensure global competitiveness.
3. Re-engineering of teacher education towards creativity is imperative to restructure her programmes towards job and wealth creation instead of instruction delivery only.
4. Re-engineering teacher education towards creativity is necessary in order to promote critical thinking and outcome-based learning as pedagogical process which focus on the achievement of a certain specified goal.
5. Re-engineering of teacher education towards creativity is important to ensure admission of capable students who can develop.
6. Re-engineering of teacher education towards creativity is necessary to formulate laws and regulations that will guide against examination malpractices in teacher training institutions.
7. Re-engineering of teacher education towards creativity is imperative to enhance classroom creative activities that will help to produce independent and self-reliant qualities in would-be-teachers.
8. Re-engineering of teacher education is important because it deals with the use of ideas and skills for innovation of new things to meet societal needs such as unemployment, poverty, youth restiveness, idleness among youths.

Reforms In Education That Warrant Re-Engineering Of The Teaching Profession

The many reforms in Education globally and in Nigeria call for the need to reform and reposition teacher education and profession. They include;

1. The formal adoption of the 9-year Basic Education programmes through the enactment of UBE ACT of 2004. This led to the introduction of Basic Science and Technology and computer studies/ICT in the primary education components.
 2. Introduction of French as a compulsory subject for primary 4.
 3. The infusion of such new emerging issues as Vocational and Technical Education, HIV/AIDS Education.
 4. In the new curriculum structure for the 3-year Senior Secondary Education which now incorporated 34 trade/entrepreneurship subjects.
- The question now is, have these reforms in the curriculum made any impact on Teacher Education Programmes? The success of these innovations lies in crucial issues of producing qualified teacher to teach the new curricular. From the above exposition, there is need to re-engineer the teaching profession and teacher education especially at level of capacity building.

Strategies For The Re-Engineering In Nigeria

Ofoego and Ebebe (2016) in their contributions have noted that:

1. There should be a window for specialization at the degree level for teaching in the primary and junior secondary levels.



2. There should be a shift in the way classroom transaction should be organized and managed.
 - a. The pattern of rotating specialist classroom teachers across streams of classes should be put in place as is done in most countries presently.
 - b. The education and profession of every teacher needs to be seen as life-long task. This can take the form of Continuing Professional Development (CPD) of Practicing Teachers for ensuring quality instructions in Nigerian schools.
 - c. There should be government policy interventions.
 - d. There should be social engineering to enhance societal perception of teaching.
 - e. Enhanced career prospects for the teaching profession.

Conclusion

In conclusion, for Nigeria to achieve the Millennium Development Goals, and be counted among the league of developed nations, she must seriously develop her teacher education because there will never be quality education without quality teacher education to adequately deal with the numerous reforms in our education system.

Suggestions

1. Quality of entrants to teacher education programmes is imperative.
2. The teacher education programmes should be enriched with the infusion of ICT and Computer programmes.
3. Teacher education programmes should be expanded through outreach programmes and distant learning.
4. Teachers' conditions of service should be improved.
5. Efforts should be geared towards the Professionalization of the teaching job.

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