

## **BALANCE INCLUSIVE TEACHER EDUCATION CURRICULUM FOR NATION BUILDING**

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### **Abstract**

*In view of the fact that life is dynamic not static in nature ,inclusive teacher education curriculum should be balance enough to properly take care of all categories of people in the nation. Besides with the ever changing society where education is regarded as the greatest instrument of change teacher education is the bedrock upon which all the other education systems rest and has to be given a realistic incentives. Teacher education which requires proper preparation of the teacher is a care section of teacher education which aim at the production of trained teachers in all sectors for comprehensive and balance education. Indeed no society builds a strong and effective educational system without the subsequent improvement of its teachers training programmes since teachers remain the best pillars of the system. It is therefore against this background the paper attempts to properly discuss the very notion of nation growth and development. This in fact requires good teacher, preparation start from individual to family. Inclusive teacher education curriculum must be balanced to actually take care of all categories of people in the nation. The paper went further to highlight the state of teacher education, funding and provision of teaching facilities, qualitative and quantitative training to promote professional growth and development for the betterment of the nation. Recommendation were carefully proffered and If properly implemented will make a balance teacher education for nation building as contained in the title of the paper. Teacher preparation is stressed in teacher education in order to come out with balance teacher education for economic, political, social, moral and physical growth.*

### **Introduction**

Since (1960) as nation in Africa has realized that the most suitable tool for progress open to the nation was through education. This realization is still there and good efforts are still being made to use education as a was through education. This realization today is still there and good efforts are still being made to use education as a vehicle for

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achieving economic political, social, moral policy and curriculum showed effort to have education as a tool for national growth and development. To achieve this dream, there is a need for sound teacher education. This is the most reason why faculties of education, national teachers institute colleges of education and some polytechnics stressed teacher preparation through the good use of micro teaching and teaching practice.

Besides, the progress made so far because of the activities going on in the nation, we have recently began to question whether indeed we shall achieve the objectives clearly stated using education. This calls peace education and entrepreneurship education considering five objectives and six national values clearly stated in the national policy on education.

Since teacher education is so central to all progress we aspire to do so as to become self-reliant, it is high time the nations educational policy making againes look into the possibilities of identifying all the necessary incentives that will make teacher education a more worthwhile ante poise there are many reasons for the problems in teacher education and education in general. This paper as a matter of fact of example discusses the notion of nation building, the fate of teacher education, teacher education funding, facilities quality of the programme and quantity of teachers produced of teachers produced to promote educational system for nation building. For teacher education to be balanced teacher preparation should be addressed. This can promote mantor mantee issue in Nigeria as a nation.

### **Nation Building Notion in Nigeria**

This notion of nation building varies from discipline to discipline. While building social institutions. This is to make the whole nation grow politically and socially. Williams (2008) observes that Nigeria as a nation needs social, political and peace education for sound interaction. While economics think in terms of economic growth, technologists think in terms of technological growth and development. This makes movements in the nation easy this therefore call for entrepreneurship education which forms part of primary secondary and university education. Hidden money according to entrepreneurship education can be discovered through good spread of entrepreneurship. Education balance teacher education can make the education system comprehensive and balance in nature.

Beside, while agriculturalist think in terms of agricultural growth and development, psychologists think in terms of psychological growth and development. This calls for mechanized farming for food and economic growth as well.

The main goals of nation building is therefore concerned with bringing about wide spread literacy modern scientific methods, technological social, moral, economic and political stability. The objective and values of education therefore aims at unity and growth of the whole in all aspects.

For any nation of achieve to properly stated objectives and values balance teacher education is seriously required. The production of manpower in this nation for all sectors

depends on balance, functional relevant and comprehensive teacher education which must pay attention on teacher preparation for effective teaching and learning. Makoji (2002) observes that what we refer to as technological, social, cultural, political and economic development are all aspects of the wider concept nation building Cojoade, Goshit and Dokin (2008).

As a nation grows socially, morally, scientifically, technologically, politically and educationally, knowledge will increase. This in turn as a matter of fact will have great impact on our beliefs, norms, aspirations, values, arts, sentiments, notions, attitudes, communication, religious and businesses.

### **The Teacher and Teacher Education**

The roles of the teacher in teacher education cannot be over emphasized. If the nation's education is to be balanced enough to really achieve the national objectives, a trained teacher is essential. This is because a good teacher is key factor in curriculum implementation. Besides, he is a planner, evaluator, inspector, designer and developer of the curriculum. The teacher is to handle the task of making inadequate teaching aids adequate for effective teaching and learning. The teacher therefore is the key figure in the entire education programme of a nation.

A good teacher education programme in any nation must seek to aid the individual teacher to grow and develop as a person through teacher preparation. Teacher preparation as the name implies prepares the teacher for teaching. He acquires the skills, methods and techniques of teaching in teacher preparation programme. This can be effectively done through the good use of micro teaching theory and practicum.

Teaching practice which is a time given to the student teacher to put theory into practice should be encouraged. The processes of the teaching practice must be followed to actually produce good teaching to make the nation grow. Students should be made to realize the importance of teaching practice in their careers.

Teacher as the initiator of permanent change in the behavior of the students should be highly regarded in this nation. This is because every person in any nation is a by-product of a

teacher. In other words, everybody requires a teacher to acquire knowledge in one way or the other. This is therefore the mist reason why it is stressed in national policy on education as a tool for national development.

Professionalism calls for teachers' registration council in this nation. Teachers in teaching profession like any other profession have ethics, specific body in charge of certification and professional organizations for effective training. Teachers in this regard are trained to train others in their respective disciplines for comprehensive growth and development of the nation. This can be done through seminars, workshops and conferences where teachers are sponsored for improvement of teaching skills. Teachers therefore make what is known as teacher education in Nigeria.

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### **Balance Teacher Education**

The National Policy on education (2005) recognized teacher education as the bedrock of all educational system in this nation. The purpose of teacher education therefore is to produce a highly motivated, conscientious and successful classroom teacher for all levels of the nations education system. A balance teacher education therefore has to do with education that takes care of all categories of people, In other words, balance education encourages further spirit of inquiry, creativity, nationalism and good sense of belonging.

This type of education has to do with a comprehensive curriculum that aims all categories of people in the nation. This is most reason why there are things like Nomadic education, Adult education, Almajiri education and other types of education to make the whole education comprehensive and balance in nature for the betterment of the whole society.

In view of fact that nation will like produce social misfit, balance teacher education should be encouraged. This therefore calls for changes in our education system from time to time to accommodate the dynamic nature of human beings. Teacher education in this nation should be balance enough to accommodate the new innovations that may come from within and outside nation. This is the reason why ASUU stressed the need for proper funding of education in Nigeria for effective teaching. The same government stated in the National Policy on Education that Nigeria Certification for teaching in this nation. The need for trained in education and Professional Diploma in Education in addition to teacher education programmes in universities, colleges of education and polytechnics in this country.

### **The State Of Teacher Education Programme In Nigeria**

Teacher education programme as the name implies is the education meant for the teachers. The aim of this type of education is to prepare effective teachers. No education as a matter of fact can achieve the clearly stated objectives and values without qualified teachers that are in charge of effective teaching. In view of this, the Federal Government of Nigeria has reflected in the National Policy on Education (2005) that the teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers who are in charge of curriculum.

Teacher education should be basically related to every phase development in Nigeria.

This is what makes the programme balance in nature.

Manza, (2005) who notes with great dismay that old lesson notes for the past twenty years are repeatedly used by teachers and majority have no knowledge of computer and many practice teacher-centred in their teaching. This is result of unqualified teachers employed in teaching profession. Due to lack of effective

coordination of the work in various ministries of education in Nigeria, we have a bad situation at hand. As a matter of fact while a particular state of the country is seriously short of trained teachers, another state in the same country has an apparent surplus of trained teachers. Such differences exist even within a particular state or local government.

Besides, there is the problem of up-grading and up-dating the present teaching force and the review of current curriculum for the present century challenges. This problem, cut across Nursery, Primary, Secondary and University levels of education. <sup>3</sup>

There is a decline in the quantity and quality of teaching staff from primary to university level. There is also a collapse of infrastructure, salaries of teachers remain unpaid for months and retires teachers are simply ignored (ASUU, 2002). Despite the fact that nothing can be problem free, teacher education and teacher preparation face many problems in this nation.

Teacher education suffers in the hands of students all institutions in Nigeria. Saidu (2007) observes that many students choose education as the last option. Some do not even practice what they have read. This is because of the regard given to teaching as a profession in this nation.

The state of teacher education in Nigeria is bad. Many people are of the view that weak candidates are normally admitted into the university to read education in addition to those coming from colleges of education. Experience has shown remedial students do not want to choose education because they do not like teaching profession. Furr (2004) observes that people in charge of employment do not normally recruit trained teachers instead they recruit untrained teachers because they will get bribe from them. To get balance trained teachers are expected to teach in the whole programme.

### **Funding and Teaching Facilities**

There is no programme or organization can function effectively without adequate financial support no matter how good the objectives are. No effective teaching can take place when facilities and qualified teachers are not there or available. Williams (2008) observes that teaching cannot take place without enough fund. Teacher preparation has to do with resources which tend to support the issue of teaching facilities. Teacher preparation must be supported with adequate instructional materials. Teaching aids as the name implies is meant to aid teacher teach in teaching learning process.

The issues of adequate teaching aids in colleges of education and universities for quality teacher education programme cannot be over emphasized in teaching profession. In view of the fact that teaching is the process of assisting someone learns teaching facilities aid the teacher to assist students learn.

Improvisation which is the process of making inadequate teaching aids adequate in nature for effective teaching. This task requires enough funds. Teaching facilities require money to get for teaching and learning process. Salaries, allowances, workshops,

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seminars and conferences require money and funds. This is the most reason why the government is expected to allocate enough funds to education in her budget.

Improvisation task needs team work. The team must be paid for effective work in teaching profession. Teacher preparation is centred on the proper use of instructional materials without enough funds the programme cannot achieve her clearly stated objectives. Teacher adequate preparation should be followed with sufficient resources to enable him guide the learners to provide quality instructions that lead to meaningful learning for balance living and society.

Resources centres or educational resources centres assist teachers to preserve and improvise teaching aids for effective teaching and learning. Teaching aids according to Saidu (2007) assist students to recall facts during examination for sound performance.

### **Qualities and Quantitative Teacher Education**

Teacher education, since it deals with human behavior, qualitative and quantitative training programmes. For teacher education to be qualitative and quantitative in nature there is the need for proper use of formative and summative evaluation. Evaluation which is the process of gathering data for proper decision making can assist in determining the proper achievement of clearly stated objectives.

Since the title of this paper has to do with balance teacher education, evaluation of the whole activities can make the programme balance to take care of all categories of people it has therefore become obvious that no educational system can rise above the quality of its teachers (NPE 2005) in order to inculcate high standards of learning in students, the teacher should develop a positive self perception of himself.

In any expanding educational system, we cannot avoid problem of quality and quantity. Nigeria as a nation is faced with some challenges like the improving the quality of the existing teaching force primarily through extensive in-service-training and to ensure that there is an incentive system built into such programme.

Quality teaching as a matter of fact, cannot be attained without quality teachers. Quality teacher therefore refers to a person who can present materials to students through a variety of interesting knowledge and skills that students will value enough to use in the out-of-school setting. The main purpose of teacher education and teacher preparation is to produce quality teachers for sound teaching. Teaching profession encourages on the job training to assist teachers improve teaching learning skills for nation building. (Saidu 2007)

The number of qualified teachers all levels of education in Nigeria is inadequate and this affects the whole system of education. Qualified teachers are required in the teaching learning process to assist the growth and development of the nation. The ultimate realization of our educational goals and objectives depends to a large extent on the quantity of teachers in the schools and universities. Facilities are required for planning, designing, evaluating, inspecting and implementation of teacher education curriculum. All categories of people in this nation need to be influenced by the planned

curriculum. Leadership in teacher education is required to make environment of learning conducive enough for teaching task. This is the reason why classroom control is very important in teaching learning process. Leaders such as principals, teachers, student-teachers and vice chancellors in the case of universities play important roles in teacher education and teacher preparation. (Saidu 2007)

It has been said in several for a that no nation can develop to its fullest and keep pace with global trends without an effective and efficient education system via teacher education. That is why the issue of quality and balance teacher education cannot be under rated or ignored. There is therefore a sufficient ground for the overhaul of curriculum and teachers at all levels of teacher education in Nigeria. It is in this regard that colleges of education, schools of education in polytechnics, institutes, of education in universities and faculties of education in universities are responsible for the training of teachers for sound teaching.

### **Recommendations**

Based on the issue discuss in this paper the following recommendations are made which if implemented on change the situation on ground.

The government should make sure that the right people are appointed or employed to teach in teacher education.

Teaching task should conduct under good supervision experts for the achievement of the clearly written objectives and values for material growth and development.

Adequate teaching facilities should be provided for proper implementation of teacher education programmes. \

On the job training should be encouraged through proper funding of teacher education as the core the education system.

Federal government should give a greater attention to teacher education since teacher remains the pillars of the educational incentives to teachers through awards and high salaries.

### **Conclusion**

This paper has attempted the review the state of teacher education. It also discusses the concept of nation building and highlighted the need for qualitative and quantitative teacher education. Teacher education is intimately related to the over recurring problems of the need for trained manpower in Nigeria and therefore affects the social, political and economic spheres of our lives. Teaching, more than any other profession touches the life of every member of the nation either as parents, students, guardian and curriculum planners. The essence of teacher education is to produce people that are capable of moving the nation forward. Teachers, parents, administrators and government need to work together to achieve the clear objectives and values for nation building. ;

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