



INNOVATION AND INTEGRATION FOR FUTURE DEVELOPMENT OF TEACHER EDUCATION IN BASIC EDUCATION IN NIGERIA

Prof. Barakatu Abdullahi (Ph. D)

barakatuay@gmail.com

08034476765

Department of Educational Foundations

Faculty of Education,

Federal University of Kashere,

P.M.B. 0182, Gombe State

And

Dr. Johnson Egbemudia Dudu

jeduduf@fukashere.ed.ng

08052837422

Department of Geography

Faculty of Social Sciences

Federal University of Kashere

P.M.B. 0182, Gombe State

And

Sakina Hamza Soye

sakinasoyeh@gmail.com

07032724252

Federal University of Health Sciences,

PMB 45 KM 3, Azare – Potiskum Road, Azare

Bauchi State - Nigeria

Abstract

Education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity. Based on this fact, the Federal Government of Nigeria like other developing countries has at different times made frantic efforts in increasing the number of children enrolled in basic education schools though there are still many more who are not enrolled and who do not complete the programme. Basic education system in Nigeria was designed as 6-3-3-4 and now transformed to 9-3-4 education from primary school level to Junior Secondary School and university. It is the role of the government to provide an enabling environment for teachers and learners, such as good classrooms, in a quiet and child friendly environment that would accommodate all categories of pupils. It is the responsibility of the government to provide competent teachers to facilitate the teaching and learning in a more effective manner. Adequate teachers should be employed at least to the ratio of 30 pupils to a teacher in addition, government should provide rural infrastructure and amenities that can facilitate learning, good road to schools, teaching and learning materials including registers, diaries, notebooks, desks, chairs and maps should be made available. This paper discusses the innovation and integration for future development of teacher education in basic education in Nigeria. Basic concept of Education were discussed, Objectives of Basic Education were highlighted. Innovations and integration for future development of teacher education were considered necessary in Universal Basic Education (UBE) Program in Nigeria. The needs for integration of basic education in Nigeria were discussed. Challenges facing the innovations and integrations for teacher education were stated and conclusion was made and suggestions were proffered for the way forward. Some among others are; the federal government should



provide the bulk of funds in line with UNESCO budget recommendation of 26% fund to education, while the state and local government assisting sufficiently and also to ensure proper management of the funds available, that would definitely ensure system effectiveness.

Keywords: Innovation, Integration, Future Development, Teacher Education and Basic Education

Introduction

The Federal Republic of Nigeria, 2004 emphasize the significant role of quality Education at all levels. This quality can be achieved through effective and appropriate and integration of innovation for future development of teacher education in basic education in Nigeria. Basic education system in Nigeria was designed as 6-3-3-4 and now transformed to 9-3-4 education from primary school level to Junior Secondary School and university. It is the role of the government to provide an enabling environment for teachers and learners, such as good classrooms, in a quiet and child friendly environment that would accommodate all categories of pupils. It is the responsibility of the government to provide competent teachers to facilitate the teaching and learning in a more effective manner. Adequate teachers should be employed at least to the ratio of 30 pupils to a teacher in addition, government should provide rural infrastructure and amenities that can facilitate learning, good road to schools, teaching and learning materials including registers, diaries, notebooks, desks, chairs and maps should be made available so also, good access to potable water and functional electricity laboratory equipment such as test tubes, cylinder, microscope, and other essential materials (Sulaiman, 2017).

However, there is need for provision of fund for the day to day running of the school. Headmasters may need the amount of money at hand for some unforeseen. Teachers should be encouraged to go for in-service training, workshop, seminars and other training. Adequate function is very necessary for improving standard in

primary school fund should be made available to public schools to procure the needed infrastructure and facilities. Competent and qualified teachers would be recruited while the available ones should be exposed to training and they should be equally motivated so that they can perform optimally.

The role of primary education is to ensure the broad-based development of pupils. This means ensuring that all pupils are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for their further school career. Carrying this task places demands on a schools' structure, teachers, school leaders and parents (Willem, 2011).

Education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity. Based on this fact, the Federal Government of Nigeria like other developing countries has at different times made frantic efforts in increasing the number of children enrolled in basic education schools though there are still many more who are not enrolled and who do not complete the programme. This massive expansion has been possible by the infusion of large sums of monetary allocation to basic education. Although the functionality of this level of education is not doubted, in addition to the structural changes made to improve the system, it has been saddled with problems ranging from issues of enrolment, funding, infrastructure, teaching personnel and curriculum provisions.



This paper discusses the innovation and integration for future development of teacher education in basic education in Nigeria. Basic concept of Education was discussed; Objectives of Basic Education were highlighted. Innovations and integration for future development of teacher education were considered necessary in Universal Basic Education (UBE) Program in Nigeria. The needs for integration of newly developed basic education reforms in Nigeria were discussed. Challenges facing the innovations and integrations for teacher education were stated and conclusion was made for the way forward.

Key Objectives of Universal Basic Education (UBE) Program in Nigeria

The Universal Basic Education (UBE) program in Nigeria is an educational initiative aimed at eradicating illiteracy, ignorance and poverty. Launched on September 30, 1990 the program provides free education to every Nigerian child of school going age. The Universal Basic Education (UBE) program is a reformed initiative in Nigeria's basic education delivery, covering formal education up to age 14 or 15 as well as adult, nomadic and non-formal education including education for marginalized group

Objectives of basic education depend largely on effective implementation of the government policy in an effort to translate the policies into meaningful actions. In Nigeria several efforts are being made to shape the direction and dimension of the educational system through articulated policy. A plan for sustainable development must address the issue of effective implementation of Primary education, because it plays a vital role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities, such as literacy that are crucial to success in a world where power is closely linked with knowledge. Other key objectives include;

1. Radicate illiteracy provide basic education to all citizens regardless of age, gender or socioeconomic background
2. Reduce poverty equip individuals with skills and knowledge to improve their economic prospects
3. Romote national development; foster a literate and educated population to drive national growth and development

However, the UBE program has been in operation for over two decades with the goal of providing quality basic education to all Nigerians

Innovations and Integration for Future Development of Teachers in Basic Education

Innovation and integration of teacher education are crucial for improving the quality of education. Below are some key innovative approaches to consider for teacher education program;

1. Technology enhanced learning; integrate technology into teacher education programs to enhance teaching and learning experiences
2. 2 Project based learning; encourage project based learning in teacher education programs to develop critical thinking and problem solving skills
3. 3Collaborate learning; foster collaborative learning among teachers and students to promote teamwork and communication skills (Koehler & Mishra, 2009, Thomas, 2000 & Johnson & Johnson, 2009).

Integration of Teacher Education in Basic Education in Nigeria

The integration of teacher education in basic education in Nigeria requires the followings;

1. Subject-specific pedagogy; integrate subject – specific pedagogy into teacher education



programs to enhance teaching effectiveness

2. Classroom management; provide training on classroom management techniques to help teachers create a conducive learning environment
3. Assessment and evaluation; integrate assessment and evaluation techniques into teacher education programs to help teachers measure students learning (Shulman, 1987, Marzona 2003 & Wiggins & McTighe 2005).

Benefits of Innovation and Integration

Some of the benefits of innovation and integration to teacher education include;

1. Improved teaching quality; innovation and integrated teacher education programs can improve teaching quality and effectiveness
2. Enhanced students learning; teacher education programs that integrate innovative approaches and subject – specific pedagogy can enhance students learning outcomes
3. Increase teacher confidence; innovative and integrated teacher education programs can increase teacher confidence and job satisfaction (Darling-Hammond, 2010, Hativa, 2013 & Kemp, Morrison & Ross, 2010)

Challenges and Limitations of Innovations and Integrations for Teacher Education

Innovations and integrations for teacher education is faced with numerous challenges and limitations these includes;

1. Resource constraints; innovation and integrated teacher education programs require significant resources including funding, technology and personnel
2. Resistance to change; some teachers may resist changes to traditional teaching methods

requiring ongoing support and professional development

3. Scalability and sustainability; innovative and integrated teacher education programs can be challenging to scale up and sustain over time (Koehler, 2009, Johnson & Johnson, 2009 & Darling-Hammond, 2010).

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The UBE program has been in operation for over two decades with the goal of providing quality basic education to all Nigerians. Fafunwa (1974) stated that, the aims of basic education in all the states of the federation were to help the child to: Master the three Rs – Reading, Writing, and Arithmetic, this is to develop permanent Literacy. Develop sound standards of individual conduct and behaviour. Acquire some skills and appreciate the value of manual work. The issues of basic education can be considered in terms of its broad based functions to the society (FRN, 1986). An essential function of basic education is effective communication skills that will enable the pupils to be relevant to the social and economic development of the nation. This important function is aimed at providing a literate population and to lay down the foundation for further education in terms of secondary and higher education. Similarly, in a world of competition, human beings are constantly in a struggle for scarce resources at every available opportunity. Primary education plays a functional role by laying the academic and moral foundation for creating better opportunities for young people; ensuring that they have necessary reading and writing skills that they will need in the society. Children learn the foundational skills in literacy and mathematics; they also receive instruction in science, social studies, and art, music, physical education, and computer education. These subjects are necessary in other for Nigerian children to be successful

at the secondary and higher levels of education. Primary education is the Nigerian child's stepping-stone to pursue higher academic and social goals. The academic block in Nigeria has a broad base at the primary stage and tapers towards the top at the tertiary stages. Therefore, children that are able to undergo primary education have a better probability of continuing up to secondary school and to tertiary institution if they so desire. In doing so, the child can have an opportunity to find and secure a better job than a child that fails to attain primary education. This highlights another functional issue of primary education in Nigeria. In other to benefit from these functions of primary education, the Federal, State and Local Governments must meet its obligations; the Nigerian government needs to adequately address the issues of finance, enrolment, infrastructure and planning (Igidi, 2009).

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Conclusion

Based on the foregoing discussions on the fact that, the Federal Government of Nigeria like other developing countries has at different times made frantic efforts in increasing the number of children enrolled in basic education schools though there are still many more who are not enrolled and who do not complete the programme. Basic education system in Nigeria was designed as 6-3-3-4 and now transformed to 9-3-4 education from primary school level to Junior Secondary School and university. It is the role of the government to provide an enabling environment for teachers and learners, such as good classrooms, in a quiet and child friendly environment that would accommodate all categories of pupils. It is the responsibility of the government to provide competent teachers to facilitate the teaching and learning in a more effective manner. Adequate teachers should be employed at least to the ratio of 30 pupils to a teacher in addition, government should provide rural



infrastructure and amenities that can facilitate learning, good road to schools, teaching and learning materials including registers, diaries, notebooks, desks, chairs and maps should be made available. Government should ensure that these problems are addressed in order to protect the country's cherished primary education system.

Way Forward

1. The Federal Government should provide the bulk of funds in line with UNESCO budget recommendation of 26% fund to education, while the state and local government assisting sufficiently and also to ensure proper management of the funds available, that would definitely ensure system effectiveness.
2. There is a need for the government to provide more in terms of library amenities, laboratory facilities, games materials and general funding.
3. It is also very essential that a better monitoring strategy be adopted for the money released to basic education so as to guarantee suitable usage of such funds.
4. It should be noted that a well-planned basic education system, that is well funded may become ineffective through embezzlement, corruption and poor statistical data on enrolment, number of schools and available human and materials resources.

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