

**IMPROVING TEACHER PRODUCTION METHODS FOR THE  
REALISATION OF VISION 2020: THE WAY FORWARD**

**LAWAL GARBA SAMARU**

Shehu Shagari College of Education, Sokoto.

**IDRIS ABDULMALIK**

Shehu Shagari College of Education, Sokoto

---

**ABSTRACT**

*The paper was informed by the persistent problem of insufficient and unqualified teachers in the nation's educational sector that has defied solution from the missionary's time through the colonial era to post independent Nigeria. The paper discussed the qualitative and quantitative methods of teacher production and the problems associated with each and concludes that quantity should be produced without sacrificing quality so that there will be enough and qualified teachers for the realization of vision 2020. Recommendations were given in order to achieve quality in quantity. e.g. Government should introduce open and distance learning programme for massive production of teachers to cope with high demand for teachers.*

**Introduction**

Education has generally been recognized as a vehicle for national development, that is why both local and international communities attached great importance to it. Nigerian community is not an exception that is why the country held a curriculum conference in 1969 to evolve an education system that will suit the nation's socio-cultural background. From then on ward the country came out with different educational programmes with the aim of providing education to its citizens like: Universal Primary Education (UPE) in 1976, the 6 3 3 4 system of Education and most recent one, the Universal Basic Education (UBE) in (1999.)

The success or otherwise of any educational programme depends largely on teachers as the hub of the educative process. It is true that no nation can rise above its

educational system and no education system can rise above its teachers because it is the teachers that translate policies into practice and programmes into action. In other words it is the teacher that transmit knowledge and skills to the learner to make him a socialized being in his community.

### **Vision 2020 and its objectives.**

Vision is a clear mental picture of the future which represent a significant improvement on the current state. Therefore Nigeria has the following vision FGN (2008:02) "By 2020 Nigeria will be one of the 20 largest economies in the world able to consolidate its leadership role in Africa and establish itself as a significant player in the global economic and political arena."

To achieve this major objective the education sector was charged with the responsibility of having a modern and vibrant system which provides for every Nigerian the opportunity and facility to achieve his maximum potential and provides the country with adequate and competent manpower. The sector cannot achieve this objective without enough, qualified and competent teachers. One will then be forced to ask the question, who is a teacher?

### **The Concept of Teacher**

Teacher, in simple language, is that person that perform the function of transmitting knowledge to the younger generations in the society. On the other hand, Teachers Registration Council (2000) viewed teacher as 'a person who had undergone approved professional training in education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner.' (p 11)

### **The Need for Teachers**

The process of transmitting knowledge demands for a transmitter (teacher). This signifies the need for a teacher. It is however important to note that while in primitive societies it was possible for the transmission of knowledge to be done on a non-specialist basis, but with scientific and technological advancement, imparting skills and techniques became more and more a specialist job.

Similarly, Lewis (1975) in trying to show the need for teachers in an educational system said "*what ever financial resources may be available, an education system cannot function with out men and women to serve as teachers in the schools and*

colleges and in the administration of the system.” (P.1) The position of teachers is thus viewed with high esteem and that is why Fafunwa (1979:84) opined that “*the need to relate curriculum to the needs of the child and his environment, the need for appropriate textbooks and instructional materials and the problem of preparing the future citizens of Africa who will be fully oriented to their environment can not be effectively accomplished with-out the aid of competent teachers.*” It will thus not be wrong to conclude that the position of a teacher in an educational sector is an enviable one.

### **Teacher Training**

From the above discussion it is clear that there is need for a special training to be given to a will be teacher for him to be competent enough to carry out the task of transmitting knowledge and skills to the younger generations. By special training it refers to teacher education which can be defined as the professional training specifically designed for prospective teachers so as to make them efficient and effective in the discharge of their assignment in line with the needs and aspirations of the society. In relation to teacher training NPE (2004) states 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.” (pp.39 – 40)

Similarly, Adaralegbe (1979) asserted that “*training programs must aim at the concept of relevance, balance and functionalism to make them worth while. They must be geared to the needs of the teacher and the level of education for which he is being prepared for.*” (p.127) In the light of this we now look at the objectives of teacher training.

### **Objectives of Teachers’ Training**

The National Policy on Education (NPE 2004: 39) listed the following as the goals of teacher education.

1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
2. Encourage the spirit of enquiry and creativity in teachers.
3. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.

4. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
5. Enhance teacher commitment to the teaching profession.

An over view of the above objectives shows the need to have competent and efficient classroom teachers to man the educational system of the country. Efficient and competent teachers require qualitative training.

### **Qualitative Production of teachers**

Quality according to the Longman Dictionary of contemporary English is synonymous with high standard. The need for high standard among our educational graduates demands for production of high standard teachers. It is for this purpose that National Policy on Education (NPE 2004;39) States that since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. It is therefore necessary to produce quality teachers for the success of any system.

It is generally believed that no student can rise above the quality of his teachers, therefore only quality teachers can produce the type of quality education required in the country. Similarly according to Ojo (2006) "quality teacher education equips the teacher to provide the enabling environment needed for a child to attain his full potential and to blossom." (p.163)

Furthermore, the need to have competent and qualified man power, as outlined in the education section of vision 2020 and in the nation's developmental process demands for efficient, effective and qualified teachers in our educational system which requires production of qualitative teachers.

Similarly the desire for the realization of the nations educational objectives and vision 2020 demands for highly motivated and efficient classroom teachers that can only be gotten through qualitative teacher training.

On the other hand, production of qualitative teachers because of its selective nature only few teachers may be qualified to teach, this may lead to production of insufficient number of graduates which may lead to shortage of required manpower needed in the different sectors of the nations development process. In the educational sector, it may lead to the rise in the students teacher ratio. Further more, production of qualitative teachers may work against the section of vision 2020 which states that

'modern and vibrant education system which provides for *every Nigerian* the opportunity and facility to achieve his maximum potential." Because enough may not be produced where quality is put into consideration. In this case the next alternative will be quantitative production of teachers.

### **Quantitative Production of Teachers**

Quantitative production of teachers refers to massive production of teachers in terms of number which can be mindless of quality. Fabunmi (2002) opined that "in Nigeria our main concern in this country is how to make education accessible to *as many as possible*." (p.292) That is why the NPE (2004) states that Nigerian philosophy of education is based on 'the provision of equal access to educational opportunities for *all citizens* of the country at the primary, secondary and tertiary levels both inside and outside the formal school system" (P.7) it is this philosophy that prompted the introduction of Universal Primary Education, (UPE) in 1976 and Universal Basic Education (UBE) in 1999. Both the UPE and UBE intended to give free education to all school age going children up to junior secondary school level.

The success of education for all demands for the availability of enough quality teachers to cover the astronomical increase in number of students under the UBE program. This consequently demands for quantitative production of teachers.

Quantitative teacher production is highly needed in order to reduce high rate of student teacher ratio in our schools which will ease managerial ability of teachers and at the same time improve students performance.

Similarly the need for man power in both educational sector and other sectors of the economy demands for quantitative teacher production that will in turn produce the required man power.

Beside the importance of quantitative production of teachers more especially in line with government policy of education for all, this will lead to decline in the educational standard of the country. With this, the question at stake will be which way forward? .

The way forward is that we need to produce the number of teachers required both in quantity and quality. This of course means that our teacher training colleges should be properly staffed and well equipped with current textbooks and journals to be able to carry out this important assignment.

## **Conclusion**

In the light of the above discussion, it is clear that no single method of teacher production will be good for the realization of the vision's objectives. Qualitative method of teacher production because of its selectivity in who is qualified to be, may not produce enough teachers for the system. On the other hand quantitative method of producing teachers will produce enough teachers but may not all be qualified to teach, therefore posing a threat to the achievement of visions objectives. In conclusion the two, qualitative and quantitative methods should be married together for the realization of the visions objectives.

## **Recommendations**

For the purpose of achieving quality in quantity in teacher production teacher training institutions should be provided with enough infrastructure like enough classrooms and lecture theaters equipped with public address system and furniture to cope with high rate of admissions in these institutions.

They should also be provided with modern equipments such as computers, projectors and other necessary equipments that will promote good teaching and learning in the institutions. Enough fund should be provided to these institutions for the maintenance of the equipments for effective teaching and learning.

Enough qualified and experienced teachers/lecturers should be employed for the training of teachers.

Lecturers involved in teacher production should be highly motivated, so that they will show interest in their work as teacher trainers.

Government should introduce open and distance learning program for massive production of teachers to cope with the high demand for teachers.

## **References**

Adaralegbe, A. (1979): Ed A Philosophy for Nigeria Education. Ibadan, NERC. (p. 127).

- Fabunmi, M. (2002): Trade off Issues Between Quality and Quantity: Implications for Implementation of Universal Basic Education Scheme in Nigeria. In Fadipe, J. O., Ojedele, P. K. and Oluchukwu, E. E. Planning and Administration Universal Basic Education in Nigeria National Institute for Educational Planning and Administration (NIEPA) Nigeria.(p. 292).
- Fafunwa, A. B. (1979): *The Purpose of Teacher Education*. In Adaralegba, A. (Ed) A Philosophy for Nigerian Education: Ibadan, NECR. (p. 84).
- FGN (2002): TRC Handbook Abuja: TRC (p. 11).
- FGN (2008): Concept for Nigeria's Vision 2020. Reference NV2020/NSC (2008:02).
- FGN (2004): National Policy on Education: Lagos, NERDC Press.
- Lewis, L. J. (1975): *The Teacher in Developing Countries* in W. A. Dodd. (Ed) The Teacher at Work: London, Oxford University Press. (p. 1).
- Ojo, M. O. (2006): *Quantity Teacher Education of Pivot of National Development* in Steve Njoku (Ed), *Nigerian Journal of Professional Teachers*, 1 (2): Abuja, TRC. (pp. 158 – 170).