

Stakeholders Responsibilities in Functional Teacher Education for Sustainable National Development

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Abstract

There is no nation that can develop beyond her educational standard. Thus, education is seen as a catalyst for social, economic and political standard of life of a nation. Functional education is the education in which the ability to perform productive tasks is more emphasized than the education that aims at producing ideological conformity. It is a kind of education that emphasizes practice more than theory. Teacher education as an education for nation builders has great influence in achieving sustainable development goals because it deals with awakening and nurturing of human potentials. Teacher education is the fulcrum of human development for sustainable development. This paper therefore examines the concept of teacher education, functional teacher education, sustainable development and responsibility of every education stakeholder in ensuring functional teacher education for sustainable development. It was concluded that if Nigeria as a nation would realize sustainable development dream through education, teacher education as an education for nation builders has to be functional and her functionality is the responsibility of every stakeholder such as government, school administrators, teachers, parents and students.

Keywords: Teacher education, Sustainable development, Responsibility, Stakeholder

Introduction

Education is coined from a latin word 'educare' meaning to bring up. This means that education has the ability to fully bring up the potential of an individual for functionality in the society. Education according to the Federal Republic of Nigeria (2014) in the National Policy on Education is an instrument par excellence for effecting national development. It is the only veritable tool to achieve national development. Nigeria government holds education as cornerstone to any development and the bedrock of any democratic process.

Education is the bedrock of social- economic and political development of any nation. Developed countries like China, Japan, Russia and United States of America among others have achieved various breakthroughs due to their commitment in ensuring a functional system in their countries. All these nations

have been able to overcome several developmental challenges like poverty, unemployment, ignorance which are harmful to human existence and whose presence could lead to other social vices like insecurity, crisis, conflicts and wars among other social ills. One of the enduring legacies that any society can give to its younger generation is education. It is a means by which the norms and values of a given society are transmitted to its younger ones (Musa, 2018) Education aimed at bringing about all round development in individual such as physical, social emotional, psychological, intellectual etc. Any nation that desires sustainable development should invest heavily on education because education is the only means to achieve social, political and economic standard of life.

Functional education is the education in which the ability to perform productive tasks is more emphasized than the education that aimed at producing ideological conformity. It is a kind of education that emphasizes practice more than theory. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education has great influence in achieving sustainable development goals because it deals with awakening and nurturing of human potentials. Teacher education is the fulcrum of human development for sustainable development. If Nigeria as a country would realize sustainable development dream through education, teacher education as an education for nation builders has to be functional. This paper therefore examines the concept of teacher education, functional teacher education, sustainable development and responsibility of every education stakeholder in ensuring functional teacher education for sustainable development.

Concept of Teacher Education

Teacher education can be equated to teacher preparation. Teacher education is the education of nation builders. It involves various activities for training teachers in various institutions. It involves various activities aimed at equipping teachers with appropriate knowledge, skills and training that will make them professionally qualified and functional in the teaching and learning process. Osuji (2009) in Nnokam & Sule (2017) explained teacher education as the professional education of teachers towards attainment of attitudes, skills and knowledge that will make them efficient and effective in their work in accordance with the need of the society at any point in time. The training of teacher education includes curriculum design for teacher education, implementation of teachers' training programmes, pre-service training, in-service or on the job training. Akintunde (2019) defined teacher education as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they required to perform their tasks effectively in the classroom and the wider society.

Institutions involved in the professional training of teacher are:

1. National Teacher Institutes.
2. Colleges of Educations.
3. Faculties of educations in University.
4. Institutes of Educations.

Aims and Objectives of Teacher Education

The Federal Republic of Nigeria (2014) in the National Policy on Education states the following as purposes of teacher education:

- a) to produce highly motivated, conscientious and effective classroom teachers for all levels of our educational system;
- b) to encourage further the spirit of enquiry and creativity in teachers;
- c) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to the national objectives;
- d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world and
- e) to enhance teachers' commitment to the teaching profession

In addition to the above purposes, the policy further stated that:

- i. all newly recruited teachers shall undergo a formal process of education
- ii. promotion opportunities shall continue to be created for unhindered professional growth at all levels
- iii. teachers Registration Council of Nigeria shall continue to register teacher and regulate teaching profession and practice
- iv. only professionally qualified and registered teachers shall be allowed to practice at all levels.
- v. newly qualified teaches shall serve a period of one year internship.

Functional Teacher Education

Functional education seeks to prepare people especially youths to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. In Nigeria, the need for functional education started emerging in the mid-1980s. In the mid-80s, the Nigerian economy collapsed while youths' and graduates' unemployment is on the increase. There was large scale layoff of workers and retirement as a result of structural adjustment programmes and bad economic trends in the country. During this period, functional education which would have salvaged the situation, was not encouraged (Arogundade, 2011)

Functional teacher education is quite different from the concept of teacher education. While teacher education simply refers to the process by which knowledge and skills are acquired by teachers, functional teacher education is more encompassing, meaningful and most desirable. This is the type of education that equips the teachers as nation builders with the knowledge, attitudes, values and skills needed for the performance of their productive tasks which are essential in assisting the society in meeting her developmental needs.

Functional teacher education ensure total process of bringing up nation builders to develop their potentials (cognitive, affective and psychomotor) to the fullest and consequently be able to contribute maximally to the development of the society.

Sustainable Development

According to Adams (2015), sustainable development is a development that meets the needs of the present without compromising the ability of the future generation to meet their own needs. Sustainable development has given better economic opportunities to people without collapsing ecological functions of the economy. It is about maintaining the basic environmental condition without which economic development cannot take place at all. The sustainable development goals or global goals are a collection of 17 interlinked global goals designed to be a blueprint to achieve a better and more sustainable future for all. The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030. They are included in a United Nation resolution called the 2030 agenda. The SDGs were developed in the post-2015 development agenda as the future global development framework to succeed the millennium development goals which ended in 2015. The 17 SDGs are: (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, (10) Reducing Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life On Land, (16) Peace, Justice, and Strong Institutions, (17) Partnerships for the Goals (Akintunde, 2019).

Responsibilities of Education Stakeholders in Functional Teacher Education for Sustainable National Development

The roles of key players in ensuring achievement of sustainable development through education cannot be over-emphasized. The stakeholders identified in this write up include government, school administrator, teachers, parents, and students.

Government

Apart from being proprietor of public schools, government sets framework within which both public and private schools have to operate. The responsibilities of government in teacher education to ensure sustainable national development include adequate funding, staff motivation, review of existing teacher education curriculum, improved admission policy and teachers registration council of Nigeria

Adequate Funding: Planning and implementation phase in functional teacher education requires money. Over the years, federal government has not been able to meet up with 26% of annual budget to education as recommended by UNESCO. The table below showed the budgetary allocation to Education from 2005-2019.

Table 1: Budgetary Allocation to Education in Nigeria (2005-2019)

Year	Total Budget	Nominal Allocation to Education	% Allocation to Education
2005	1,801,938,200,000	120,035,500,000	6.66
2006	2,193,609,200,000	165,213,500,000	4.84
2007	2,300,000,000,000	186,000,000,000	8.09
2008	3,240,820,000,000	210,450,000,000	6.49
2009	3,101,813,750,000	216,640,000,000	6.98
2010	4,070,000,000,000	246,080,000,000	6.05
2011	4,848,000,000,000	306,300,000,000	6.42
2012	4,749,000,00,000	400,150,000,000	6.83
2013	4,920,000,000,000	426,530,000,000	8.43
2014	4,962,000,000,000	493,458,130,268	8.70
2015	4,358,000,000,000	492,034,000,000	11.29
2016	6,070,000,000,000	369,600,000,000	6.09
2017	7,298,000,000,000	398,010,000,000	5.45
2018	8,600,000,000,000	605,800,000,000	7.04
2019	8,830,000,000,000	620,050,000,000	7.02

Sources: CBN Statistical Bulletin, Budget Office (2016), Adedigba (2017) and Iyoha (2019).

This pattern of funding has implication on functionality of teacher education which is necessary for sustainable development. The human and material resources required will be inadequate and if quality of teacher education at present fails to cater for present situation, societal future needs might be compromised. This is because resources like school physical plants, staffers, instructional materials among others will be based on what available fund could cater for.

Owing to the fact that the products from teacher education are assets to nation building and sustainable development, government is encouraged to make it a sacrifice by improving the share of teacher education in the national annual budget from what is obtainable presently.

Review of Existing Curriculum: The existing curriculum of teacher education is not adequate enough to produce functional nation builders. The current curriculum of teacher education in Nigeria should be reviewed at all level to accommodate the emerging issues in the society. The world today is driven by technology, the environment is fast changing in form of appearance, the economy is no more stable as a result of cost-push inflation, culture of people is being threatened at alarming rate. It is therefore become imperative to include current issues such as ICT issues, terrorism, kidnapping, yahoo-yahoo syndrome etc in the curriculum as a general course of study for all teacher trainees. When building the flexibility into the curriculum by government, stakeholders such as school administrators, teachers, proprietors, guidance counsellors, parents, staff from ministry of education, and community members should be involved.

Staff Motivation: With the introduction of Integrated Payroll and Personnel Information System (IPPIS) to pay all staff in Nigerian Colleges Education, a lot of

abnormalities have been observed. Such include pension deduction, obnoxious tax deduction without recourse to the negotiated tax which the staff members had agreed upon with their respective state governments, forceful enrolment into national housing fund scheme without building houses for staff nor granting them loans to build houses and union due. After statutory deductions which include 7.5% pension, 2.5% national housing fund, 7%-20% income tax and 2% union due, the monthly net pay of a lecturer II, a fresh Ph.D holder is ₦123,335.55877 (\$268.1208), a senior lecturer is earning ₦212,245.09607 (\$461.4023) per month while a chief lecturer who is equivalent to a professor in the university is earning ₦287,304.26311 (\$624.5745) per month. From these peanuts of pay, they are expected to teach large number of students, supervise many students' projects, attend conferences and seminars, write and publish articles in reputable journals and undergo rigorous stress to carry out research. The meager salary is even losing its purchasing power every day. From all indications based on the present exchange rate of four hundred and sixty naira (₦460) to a US dollar (\$1) in black market as at 29th June, 2020, no lecturer in Nigerian colleges of education is earning the least wage in the United State of America. It is the only happy worker that will enthusiastically discharge his/her responsibilities as expected. Good curriculum aimed at ensuring functionality in education which is necessary for sustainable development could suffer implementation if staffers are not satisfied with the condition of service. Therefore, reasonable salary package that will make teaching staff live a meaningful life is very important. It should be regular and prompt. In most cases, when staffers in teacher education institutions go on strike, non-coverage of minimum standard is the major issue which invariably affects the quality and functionality of students that will contribute towards the national development (Musa, 2018). Improved Admission Policy in Teaching Entry Qualification: The present JAMB admission policy does not favour recruiting best brain into teaching profession. The JAMB score required for admission into teacher education programme is very low (Akintunde, 2019). How can we expect teacher education programme to be functional like other programmes such as Medicine, Engineering etc when we fail to recruit best brain into the programme?

Therefore, there should be admission criteria that will allow only best brains into teaching profession. The various coordinating bodies of teacher education in Nigeria should specify what is required for admission into colleges of education, faculty of education and other teacher institutions and not the JAMB as is currently being practiced.

Teachers' Registration Council: The Teachers Registration Council of Nigeria should not only continue in the task of professionalizing teaching in Nigeria, the responsibilities should include recruiting agents for government and private schools in Nigeria. This will give opportunity to monitor any form subversion of teacher education programme in the country thereby contributing to the national development

School Administrators

School administrators oversee administrative tasks in schools, colleges or other educational institutions. They ensure that the organization runs smoothly and they also manage facilities and staff. School administrators are capable planners, possess good judgment, and are skilled in handling relations with various people (staff, parents, students, regulatory bodies and the public). A great school administrator also has an attention to detail and conflict management skills. Their responsibilities include commitment to the best administrative practices, ensuring adequate implementation of development-oriented curriculum, maintenance of regular and effective supervision, ensuring good monitoring and maintenance of healthy relationship with local communities.

Teachers

Teachers are nation builders. They guide, train, counsel, mould, discipline and encourage the students in their custody. Teachers play important role in our life to become successful in career and business. A good teacher helps us to become good human beings in the society and good citizens of the country. Teachers know that students are the future of any nation. So the future development of any nation is in the hands of teachers. What we become in life depends on teachers. Teachers impart the data in the brain of students to analyze. Analyzing in the situation, what is possible is the most important thing that we learn from teachers. The responsibilities of teachers in ensuring sustainable development include regular update of their knowledge, transformation from teaching to facilitation, provision of objective feedback on curriculum being implemented, and technologically driven (Nnokam & Sule).

Parents

A parent is a caregiver or caretaker of a child or offspring. A *biological parent* is a person whose gamete resulted in a child, a male through the sperm, and a female through the ovum. Some parents in the process of educating their children engage in registering their children in miracle centres to get unmerited grades and rebuke teachers when discipline their children. The responsibilities of parents include avoidance of unmerited promotion for their children, avoidance of registering their wards in miracle examination centres to get unmerited favour, and thorough discipline of children.

Students

A student is a person who goes to school to acquire knowledge. Students can be children, teenagers, or adults who are going to school. A younger student is often called a pupil. Usually, students will learn from a teacher or a lecturer if at university. They also do much reading. A student can also be a person studying for a specific profession. Where the teaching is called training, the student may be called a trainee. Some students are no longer interested in learning. The responsibilities of students in ensuring functional teacher education include willingness to learn, class participation and avoidance of quick money syndrome.

Conclusion

Education has been identified as a major tool to combat and deal with developmental challenges. Teacher education as an education for nation builders has great influence in achieving sustainable development goals because it deals with awakening and nurturing of human potentials. Teacher education is the fulcrum of human development for sustainable development. It is concluded that If Nigeria as a nation would realize sustainable development dream through education, teacher education as an education for nation builders has to be functional and her functionality is the responsibility of every stakeholder such as government, school administrators, teachers, parents and students.

Suggestions for Improvement

- I. Government should provide adequate fund to teacher education institutions to ensure production of quality products that will contribute their quota towards the national development.
- ii. The school administrators should ensure adequate implementation of development-oriented curriculum, maintenance of regular and effective supervision and healthy relationship with local communities.
- iii. Teacher should ensure regular update of their knowledge, transformation from teaching to facilitation and provision of objective feedback on curriculum being implemented.
- iv. Parents should avoid unmerited promotion for their children and registering their wards in miracle examination centres to get unmerited favour.
- i. Students should develop positive attitude to learn, class participation and avoid quick money syndrome

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