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## **Teacher Education for Integral National Development: A Philosophical Framework**

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### **Abstract**

*If a vacuum between teacher education and a carefully thought-out scientific programme for national development is permitted to exist, it will be challenging for developing countries to achieve national development. The goal of this study is to value the role that Teacher Education plays in the advancement of other educational levels, with a particular focus on the importance of both qualitative and quantitative education for the whole growth of a country. In light of the current educational issues in Nigeria, this study is especially concerned with the roles of teachers in the pursuit of integrated national development through effective teaching and learning. It is a widely held belief that most teachers seem to have very little basic*

*orientations requisite for teaching and learning regardless of the level of teacher education development they have attained or are predisposed to, and that this is a result of how poorly they balance their personal issues. It is true that dealing with the unique nature of modern challenges requires a great deal of professional competence and the appropriate attitude and state of mind on the part of the teacher, and that ideologies as the aims of teacher education must be cognizant of the pursuit of integral national development. The purpose of the study is to place philosophy of education exclusively within Nigeria's focus of teacher education. It recommended, as its conclusion, that the teaching profession—better yet, teacher education—be properly managed and utilized to reap the rewards of education, particularly with a view to Nigeria's attainment of integrated national development.*

**Keywords:** Philosophy, Teacher Education, Integral National Development, Philosophy of Education, Teaching Profession.

## **Introduction**

The terms "Teacher" and "Education" together make up the concept of teacher education. Fafunwa (1983: 22) defines education as: “comprising all effort, conscious and direct incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's needs as well as the need of society where (he programme is based).” Teachers are specialists with the "responsibility for the translation and implementation of educational policies” (Amadi 2012). The act of transferring knowledge to a learner is known as teaching. Simply put, it is the direction of learning processes (Ukeje, 1998: 2). A teacher is someone who teaches knowledge or is in charge of supervising learning activities. In the educational system of a country, education refers to the professional training provided by individuals (teachers) in charge of raising children to adulthood. Such instruction is offered by specialized institutions, whose students are equipped to gain specialized information, specialized skills, and ethical values

(Ukeji,1998).

In the ever-evolving world of today, it may be tenable to claim that no component of human progress and interpersonal interactions can be omitted from the effective and significant contribution of education from a philosophical, developmental, and managerial standpoint. Similar to theorization, it is also conceivable to explain the positioning of education system at all stages in relation to teacher education's efficacious insight and essential celebratory experience. Like a basic necessity, teacher education is essential for an individual's preservation, resilience and innovation.

It is therefore, prudent to assert that there can be no effective education without a teacher. This emphasizes how important teacher preparation is to the change of the educational system. All in all, the main objectives of teacher education include, among other things, developing highly committed, diligent, and successful classroom instructors for students with such levels of cognitive development as well as providing educators with a solid professional and academic foundation for their endeavors and responsibilities. A child's methodological encounters with instructors are linked to their social experiences outside the family.

Again, more practically, it should be understood that all peoples, whether simple or complicated, are required to integrate their inhabitants into their fundamental values and, to varying degrees, to provide further bonding as people change status at various points in their lives. In view of the new cultural phenomenon in human development in terms of educational enculturation, technological and communication demands, and adaptability, we evaluate the current teaching and learning hurdles of education philosophy in contrast to the classroom engagement managerial ability and temperament of teachers at all levels of education. The study is poised to acknowledge some instructional issues relating to the progressive complexity of education, as well as the need for a successful teaching profession and instructors who are ready and able to improve the quality of education regardless of impending modern disruptions. The study acknowledges that in order to handle

developmental challenges, particularly the heaviest storms of science and technological perks and necessities, these barriers are contingent on the level of teacher development. The following topics are covered theoretically and empirically: a change in the instructional practice in Nigeria in reference to the education sector; boosting teacher preparation for educational advancement and nation-building; an evaluation note that focused on the strenuous campaign for operational delivery of teacher preparation in order to achieve the Addition To strong Index; suggestions for national integration; recommendations of the study.

## **Transforming Educational Conditions in Nigeria and The**

### **Impact on the Teachers**

There is a need for well-focused policies that will direct the government's actions under any administration to demonstrate the willingness of the institution or the nation for the survival and prosperity of its people. No doubt, such policy must be tied to education. Okafor (2014) philosophically examined the notion of education as “a process of acculturation through which the individual is helped to attain the development of his potentialities and their maximum activation when necessary according to right reason and to achieve thereby his perfect self fulfilment.” Bidmos (2003) holds that, "education is a means of preparing the learner to be useful in terms of contributing to the existing situation and making corrections and adjustments necessary for the overall objective of attaining good life” (p. 63). The development of guidelines is prompted by the reasonable requests for achieving educational goals.

In order to cater the requirements of modernization, political and cultural considerations always play a role in the creation and execution of programs. In order to accomplish the Millennium Development Goals and ultimately realize the desired outcomes of the Education for All Agenda in 2030, it is essential that this be done in order to provide effective teacher education and competent work ethic in teaching and learning. The attainment of targeted administrative functions of preferences and wishes of national

educational development is thus not difficult to understand in any instructional politics with the duty of building teaching methods. It concerns the achievement or alignment of goals toward the upgrading of the National Growth Index (NGI).

The National Developmental Plans are utilized by NGI to calculate each individual's Economic status. Bidmos claims that when looking at the role of education in national economic reform "schools should be involved in processing knowledge and selecting the ones that are worthwhile and high. It is society as a whole in each particular social milieu that determine the ideas which education realises" (p. 42). This is a continuation of the National Policy on Education (NPE) of the Federal Government of Nigeria, which is based on the improvement and efficient application of teacher preparation. She developed this policy in accordance with the philosophical, scientific, technological, and skills training objectives she set for the country's development.

It has been correctly determined that subscribing to educational development guidelines is a call to action for satisfying these agitations. In regards to the effort to fit national economic policies strategy and the formation of public reform, Afariogun (2011) proceeds further to suggest that; "The policy on education as we may say is the statement of educational goals of a people, community, state, and nation and so on. It means a procedure and method of implementation, content, and guideline of education and the agents responsible for formulation and implementation of the educational goals. It could also mean the general rules or guidelines which direct or governs decisions relating to school admission, results, finance, recruitment, management, structure and other related matters. It also extends to objectives, philosophy, goals, evaluation, implementation, content of the education process and the way to achieve the objective and goals."

The awareness of the overall course of human growth necessitates a thorough grasp of the education system, philosophies, and goals of every country. Since education is such a crucial element of society life and pursuits, nobody who wishes themselves well would jest about their teacher situations. This is because an improved

and optimized well-being depends on receiving a quality education (Iroegbu 2005). Almost all parties involved in education concur that educators, as experts, function as a centrifugal acceleration in the majority of school institutions. Additionally, there is a growing realization that their efficiency is directly related to how well students and the institution as a whole are educated (Egbo, 2011). In the classrooms, direct instruction by the teacher or professor and acquiring knowledge by the learners typically occur, while there are prerequisites many of which are expected under usual circumstances, which again will inevitably promote or ensure effective instructional practices.

One of these requirements is that there be improved communication between the learners and instructors (s). Strategies for lifelong learning that are used to initiate development agenda are indeed focused on achieving integrated national development via theoretical and practical educational initiatives. One of the objectives of the national strategic planning is to promote the national policy on education, which incorporates the conceptual objectives of teacher education described in section 6B (71) a-e (FRN, 2004). The goals are to: (a) develop classroom teachers who are highly motivated, diligent, and effective; (b) further foster teachers' curiosity and creative thinking; (c) assist educators in integrating into society as a whole and strengthen their dedication to national development plans; (d) give researchers an academic and professional pedigree appropriate for their task and render them relevant to transforming situations, and (e) strengthen the dedication of instructors to the teaching profession.

Distraction and other related circumstances can occasionally disrupt and impede this state, leading to information sharing challenges in the classroom. The instructor of the classroom must always be the one to address these communication issues immediately. The teacher must be familiar with the circumstances that give rise to these issues and understand exactly how to address them. By doing so, it will be clear that the classroom's learning - friendly environment can be reinstated for efficient classroom instruction. On the assertions made by Ryan and Lynch (2003) in

their analysis of the right use of pedagogical administration and control in terms of the teaching and learning correlation, we would like to add the following: “Educational philosophies of motivation and classroom management have never been more polarized than they are today. With respect to learning, policy-makers advocate the use of reward and sanctions, teacher-centred instruction, and high stakes evaluations to induce teacher accountability and raise student achievement.”

As the discourse of digitalization grows and develops, as well as the impacts of their functionalities with all arrays of disruptions in the school setting, where some of the items of communication should be properly managed and used when absolutely required, the instructor has a significant amount of effort to undertake to minimize these classroom interruptions, if he or she is not making contributions to the solution. When it comes to the careless use of mobile phones in particular, we call attention to the instructor's part in creating distractions or disturbance.

In a more plain terms, a professionally qualified tutor has a pivotal function in guaranteeing high-quality education, where the administration of classroom dynamics may create an atmosphere that is welcoming to teaching and learning. Ibe-Bassey (2001) asserts that the teacher is the effective tool to be used in the execution or implementation of this programme. The creation of an effective and organized system in Nigeria is largely on the shoulders of the nation's teachers. The effectiveness of the instructor and his contributions to the creation of the educational system will have an impact on the students. The teacher is the most efficient manager, inspiration, leader, engaging operative, and most importantly the principal executive personnel and chairperson of the Nigerian school framework, a course towards essential national development, because they can deliver the much-needed quality control equipments in our educational system across the country.



The school management structure of the institution is often where instructors can demonstrate their skill and competence related to the education system. A teacher is a trained professional who has earned their position. They just do not have this profile bestowed upon them. Mostly with help of curriculum structure, the teachers are capable of teaching and are aware of what ever they want to teach and how they should teach it. They are skilled and knowledgeable about teaching as a discipline. The instructor can fully realize the learner's value for insight and objectively and impartially determine the learner's degree of understanding (Gimba 2011; Ajibewa 2006). With specific professional concepts, the teacher can transfer students' insights, competences, dispositions, and attitudes. Even though they are unable to teach in such institutions using the basic and essential high professional standards within any classroom instruction, of which formative evaluation is a crucial element, we regrettably discover cheating in both of our schools and colleges today.

**Nigeria's National Development and the Role of Teacher Education** Any nation's social and economic development is mostly the result of an educational process in which people learn to establish new institutions and technology, alter ing patterns of behavior, and modify their surroundings (Vedika, 2016). As a result, from a wide perspective, education enhances both individual and institutional capacity and serves as a catalyst for the closely associated economic, social, cultural, and political developments that are referred to as national development. Teachers are the main employees of the university who contribute significantly to this transition. The teacher is the most crucial element of any educational programme and is the

one who is primarily in charge of carrying out the educational process at any stage, so the education system cannot become a suitable and potential instrument of national development without adequate investment in teacher preparation.

The planned development of Nigeria now places a significant emphasis on teacher education. It serves as a priceless human resource and is crucial to the growth of the country's economy. For instance, the instructor helps students reach their utmost potential intellectually and in terms of talents. Institutions that provide teacher education and teachers, help students develop a range of abilities and competencies that will help them function in society (Majasan, 1995). As a result, the teacher plays a crucial role in the advancement of the economy, society, culture, politics, and sciences. Additionally, teacher education and teachers have made it feasible to provide the workforce with professionals like medical practitioners, lawyers, professors, engineers, and scientists. All facets of national growth are supported by the workforce that the educational system produces. In this way, teacher education plays a significant role in Nigeria's national growth. The aforementioned makes it clear that without teacher preparation programme and qualified educators, no part of national development—be it economic, social, political, cultural, or moral—can occur.

## **Boosting Teacher Education for Effective Teaching and Learning in Nigeria**

The National Policy on Education (1981: 38) states that, "no education system can rise above the quality of its teacher for all levels of our education system." Additionally, no nation can progress above the level of its teacher education. Therefore, it is necessary for developing nations to restructure their teacher education programme. The standard of education in a community is largely determined by the quality of its teachers (Oni, 2001). Apparently, this indicates that Nigeria's current low quality of education is a reflection of low-quality teachers.

Therefore, it is necessary to raise teacher standards if we want to see effective teaching in our schools. The management of communication issues must be linked to the improvement of teaching services. It has been noted that the majority of Nigerian school teachers nowadays are ineffective in handling issues relating to classroom communication.

These can be linked to the training procedure they underwent before providing the teaching services. This explains why Fasuyi opined that, “the following considerations or conditions have been suggested, and since the problems of primary education in relation to teacher education linger, alongside some previous researches made, same will be suggested as well, that there should be adequate supply of teaching and learning equipment, tools and facilities; adequate funding of educational programs alongside UNO recommendations; prompt payments of teachers' salaries and wages; provisions of in-service trainings for teachers; proper teaching registrations of teachers by Teacher Registration Council (TRC) and Teachers Registration Examination Board (TREB) through Teachers Selection Examination (TSE); adequate control or regulation of Teacher-Students Ratio in relation to Classroom management and students project supervisions; and adequate supervision of teachers' activities and conducts, in adhering to the contents of stipulated curricula and recognising every contemporary challenges especially those associating with teacher- students ratio and determinants, to achieve Millennium Development Goals, and ultimately, the objectives of EFA Agenda in the year 2030” (Fasuyi, 2017: 138-139). Consequently, it's necessary to restructure education policy to better meet societal needs.

Most national education policies in developing countries are based on what they inherited from their colonial masters in terms of curriculum substance and teaching methods. A significant shift is required. This brings up the subject of education's qualitative and quantitative components, which are crucial for a country's progress.

Most evaluations of the nature of education focus on these two areas: taking into account and accepting the goal and purpose of all educational initiatives, programs, and interactions (Uzomah, Fasuyi and Isanbor, 2015; Isanbor, Ajibewa and Ekuigbo 2015). This also serves as a cue for evaluating who might have the motivation and skills to start any kind of educational institution. The goals of such an interest should not diverge from those of the government in regards to education. This is due to the government's exclusive right to control public education (Okeke 2004, Nwanbam 2014).

In light of the aforementioned worries, it is proposed that governments keep an eye on the population explosion of students in relation to the abilities of the teachers, particularly in terms of managing the classroom. According to Ryan and Lynch (2003), keeping an eye on the teaching and learning processes will unavoidably create the motivation and teacher-student interaction that will result in major management lessons. The notion that students can be encouraged and socialized through external control, such as rewards and punishment, or by providing an environment that nurtures basic psychological needs, including needs for relatedness and autonomy, the needs for cultural interdependence and development, is, in fact, the most important.

Every government depends on the strength of its populace, so she must educate them to make them more valuable and useful to the state. There are unquestionably presumable public investments in growth and development. Such a state's desired development and progress will be dysfunctional and intractable without these meaningful and high-quality individuals. Regarding human rights and dignity, this is important. is because education helps people properly identify their own humanity in connection to the world they live in (Iroegbu 2005). The importance of education, as outlined in the National Policy on Education, can be inferred from the evaluation of educational administration and its reliance on the function of instructors and the advancement of their education. Igbemi (2011) asserts that the National Policy on Education reflects the excellent intentions of the Federal Government of Nigeria for high-quality education. The Teacher Education Programme shall be developed to

provide instructors with the necessary tools for the efficient discharge of their responsibilities, according to Section 8 Subsection B (72). The same section's sub-section B (79) further states that efforts to improve the standard of education at all levels must involve the nomination of people with academic and professional qualifications to positions of authority (FRN, 2004). Any nation's development will depend on how well it is educated. In light of this, the following are required for more successful educational placement: The aforementioned should be properly taken into consideration as they serve as the cornerstone of national growth and development. According to Rao (2008), education promotes the harmony and tolerance of all life, promotes the happiness and welfare of all creatures, and frees people from conflict and contradiction. When it comes to the formulation of policies in the educational field, it appears that the policy makers have forgotten that education encompasses the entire process of transmitting intellectual, cultural, moral, religious, and social values from one person to another or a group of people for continuity and the proper ordering of the society (Isanbor 2015). As a result, there is a need for qualified teachers who can enhance academic standards for efficient capacity building.

## **Conclusion**

In conclusion, there is a need for sufficient research funding for teacher training programmes and other institutions in developing countries in order to achieve development through education, namely through quality teacher education. For development to take place, research in education and science and technology should be merged. The evaluation of the accomplishment of holistic national development has focused on the effective growth of the teaching profession through effective examination of the philosophy of education. It mandates that teachers undergo instruction on how to use the fundamental abilities of teaching and learning. If a teacher is not trained in education as a discipline, his or her art of teaching is incomplete. It is still important for him or her to manage education at all levels, which requires careful supervision. The instructor should be prepared and sufficiently motivated (Igwe 2005, Gimba 2011). He

or she requires assistance in understanding the connection between human relationships that is required in the goals and ideals of education. These become apparent in national development when the study of philosophy in relation to educational development receives the respect it deserves from education, child development, learning, and the society at large with its diverse viewpoints. Ultimately, it is important to work toward putting the recommendations into practice in order to enhance teacher preparation and effectively maximize educational philosophy. As a result, educators must have the patience and capacity to deal with all difficulties that arise during the process of teaching and learning (Omoregie 2015, Nwanbam 2014).

The teacher must be conscious of the value of teaching and should be motivated by the desire to influence students in a way that will lead to their learning about real human and social development in supportive environments. One should be aware of the nature and potential eliminating elements or methods with the aforementioned items enumerated and discussed in order to be a good teacher. Given the aforementioned issues discussed, it is important for teachers to understand their nature and any potential solutions.

Moreso, teacher education will go a long way towards managing the classroom environment and positively influencing both teaching and learning. Again, Teachers should be provided with better working conditions. Higher entry-level students will be drawn to Teacher Training institutions as a result of this. In emerging nations, teaching ought to have full professional recognition. Teachers' morale will improve as a result. The technical requirements of developing nations should be positively included into teacher education Programmes. In developing nations, student teachers' curriculum should be on par with those of university students majoring in fields other than education. Finally, having demonstrated that high-quality teacher education will lead to national development, it is necessary to incorporate Teacher Education into national development planning programme in order to accelerate Nigeria's technological advancement.

## **Recommendation**

The recommendations below are based on the important concerns described above:

1. In order to stay up to date on their subject matter and professional development, teachers should be supported in attending international conferences, workshops, and seminars.
2. Teachers should upgrade their knowledge in order to keep up with the current trend.
3. To achieve development, research in science and technology should be combined with that in education.
4. Where necessary, outdated facilities and equipment should be replaced with new ones to support integral education.
5. In order to ensure compliance in all educational institutions, all stakeholders in the education system should be involved in the programme to reform education.
6. All parties involved in the Nigerian educational system should work together to "integrate 21st century learning skills into education"
7. Nigerian national development can be achieved when the gap between teacher education and a carefully thought-out scientific programme for national development is closed.
8. This study strongly suggests that teacher education programmes be integrated with the nation's technology demands, that education policy be designed in line with national growth, and that teachers at all levels should have improved working condition

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