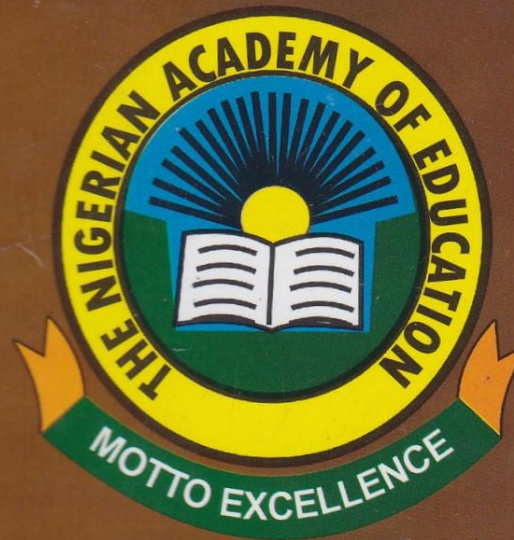


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Relating Teacher Education Programmes in Higher Education to the Curricula Needs of the Lower Education Levels in Contemporary Nigeria

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Abstract

Among the challenges facing higher education in Nigeria is the need to develop relevant programmes to address the needs of the larger society. This paper examined the state of the Nigerian education system with interest on teacher education programmes vis- a- vis the newly introduced curriculum at the lower education levels. It is observed that innovations in school curricula often precedes changes in those of teacher education programmes thus creating a gap between teacher education programmes and that of the lower education levels. In view of the significant role teacher education plays in the development of quality manpower for the nation's education system, the paper stressed the need to promptly restructure and expand the existing teacher education programmes to be able to cater for the needs of the lower levels. The criteria for

recruitment as well as the training processes were suggested quality teachers are to be produced for the system.

Introduction

Education is the pivot on which other sectors of the economy depend. To this end, the teacher is seen as the main operator of the educational industry. The development of Nigeria as a nation is largely dependent on the functionality of her education system. Hence, the quality of the education system lies greatly on the quality of its teachers education programmes. Teachers are responsible for interpreting and translating educational policies into practice, as well as all educational programmes into action (Akindutire, & Ekundayo, 2012). They are trained and prepared through teacher education programmes in Higher Education Institutions in the country. Teacher education, according to Awonusi (2012) is the bedrock of all educational attainment, which is required in all areas of human endeavour.

The success of an educational system particularly, in terms of quality, depends to a very large extent, on the regular supply of teachers in adequate quantity and quality. Invariably, a good system of education depends on the quality of teachers available in the system. As observed by Ibukun (2004) and Awonusi (2012), the quality of human resources in form of teachers, often dictates the extent of the effectiveness of educational programmes.

The lower level education referred to in this paper consists of Basic Education and Post-Basic. The curriculum of this level is implemented by the teachers produced from teacher education programmes mounted by higher education institutions.

Result oriented teaching is an intelligent, knowledge-based activity which makes use of multiplicity of cognitive, affective and interpersonal elements. These elements are extraordinarily diverse

in nature and are consciously fused in different ways to construct effective teaching behaviour (Ololube, 2007). By implication teaching skills are developed through professional development courses that teachers are exposed to during their initial teacher education programmes. Through teacher education and preparation, both pre-service and in-service teachers learn through rigorous professional development courses, concepts in their subject areas and also learn innovative strategies for teaching those subjects. Thus, they should be exposed to the development of content knowledge and pedagogical skills. Ololube (2012) is of the opinion that pedagogical content knowledge (PCK) as a corporation of content knowledge and pedagogical skills are essential teaching and learning activities. The PCK entails teacher's insight in respect of who an effective teacher is and how to teach effectively. The pre-service teachers have the opportunity to practice some of the skills required for teaching during micro-teaching and peer-teaching. They learn to develop assessment portfolios for themselves and gain insight into how their progress will be monitored when they embark on teaching practice (Amedeker, 2005; Eze, 2001).

The problem of this paper is how to relate teacher education programme to the needs of the lower education levels it serves. This is in the realization that innovations in school curricula often precedes changes in those of teacher education programmes thus creating a gap between teacher education programmes curricula and that of the schools. The ideal should be for teacher education to lead rather than lag behind change so that new entrant can be prepared to adopt the new curriculum (Mata, 2012; Lewin and Sturt, 2003). The introduction of new curriculum is often faced with the problem of how to change or respond both empirically and pedagogically with the new demands. In order to solve this endemic problem in the education subsector, priority attention needs to be focused on teacher education and its programme. This

is the position of Cochran – Smith (2003). The authors assert that there is little attention paid to the development of a curriculum for educating teacher educators, or policies that might support the development of what teacher educators need to know and do in order to meet the complex demands of preparing teachers for the 21st century. Experience and literature have shown that research focus has shifted from the lower levels in recent times to higher education. This is what it should be judging from its role in National development. Efforts are being made as new knowledge on how best to prepare teachers for the school systems are being discovered. This has led to several curricula for teacher education being identified. We also need to realize that political decisions often exert great influence on curriculum leading to sometimes ignoring the existing knowledge about teacher education curriculum. But the fact to note is that education system the world over including Nigeria, changes in order to address the country's emerging political, social, economic, cultural and technological needs.

One of the challenges facing Nigeria's education system is embedded in the quality and adequacy of qualified manpower produced through teacher education programmes in Higher Education and how well it meets the requirements of the lower education levels. The rest of the paper will examine teacher education, background to the new secondary education curriculum, how to relate teacher education programmes to the curricula needs of the lower education levels then conclusion.

Teacher Education Programmes and Goals in Higher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in classroom, school and wider community. The programme for

the education of teachers is mounted in colleges of education (COEs), schools of education in polytechnics, faculties of education and institutes of education in the universities. In Nigeria, teacher education is subsumed under tertiary education. Teacher education is given in two phases: before the commencement of service (Initial or pre-service) and education during service (in-service) training.

Initial (Pre-Service) Training Requirement

In every profession including teaching, quality is the number one requirement. For the teaching profession, this is applicable to the period of initial training. It remains the responsibility of the teaching profession to recruit intellectually talented individuals who can cope with the challenges of teaching. Teaching profession requires individuals whose intelligence is far above average and who can mediate between knowledge, skills and other information and the learners through the use of appropriate teaching methods. Different categories of training periods exist. For instance, Nigeria Certificate in Education (NCE) is obtained after a three year post-primary course in a College of education. At the university level, the teacher education programme consist of a four- year post secondary or a three year post NCE or GCE "A" level where B.A. (Ed.), B. Sc (Ed.), or B.Ed. degree certificate is awarded.

In recent times it has been observed that students recruited for the degree or the Nigeria certificate in education (NCE) programmes respectively write the Unified Tertiary Matriculation Examination (UTME). Usually those recruited into teacher education programmes are those with low UTME scores and low scores obtained from aptitude test conducted by these institutions that would likely be rejected by other faculties. Hence, they are admitted into faculties and institutes of education as the last resort. Apart from poor entry requirements, Bolarin and Odojin (2014) observed that "in the colleges of education poor quality Pre- NCE

programmes are contrived as a key admission channel into the Nigerian Certificate in Education programme" (p. 65).

In-service Training

Teacher education is not a snap shot event, it is a continuous process. The initial training in educational institutions is just an aspect of it. There are other forms of training in the form of workshops, seminars, symposium, conferences, and short-time courses for training serving teachers, to update them in any category or upgrade in knowledge or skill related to their current work. According to Osuji (2009) teacher education, both pre-and in-service programmes are offered in the universities, Colleges of Education and Polytechnics with different tags such as, distance education, sandwich and part time.

In all, the Universities are responsible for training teachers for the Post-Basic level. According to Ajeyalemi (2009), Higher Institutions in Nigeria are enrolling about 150,000 and graduating about 50,000 students yearly. However, Bolarin and Odojin (2014) assert that there are about 46 faculties of education in Nigerian universities and five colleges of education that have been accredited by the National Universities Commission (NUC) to award degrees in education. These institutions, according to the authors, are producing about 10,000 teachers for the system annually. Teacher education in Nigeria is charged with the responsibility to:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all level of our education system;
- b. Further encourage the spirit of enquiry and creativity in teachers.
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;

- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations,
- e. Enhance teachers' commitment to the teaching profession (FRN, 2013, p. 29-30).

However, there have been many criticisms leveled against teacher education by scholars and educators. They feel that teacher education has not lived up to its obligation of producing quality manpower for the system (Bolarin & Odofofin, Ajayi, 2007; Ajeyalemi, 2007; Okebukola, 2006, & Udofot, 2005). For example, Udofot (2005) stressed the fact that a good many of the teachers do not have enough intellectual and professional background adequate for their assignment. Others, Okebukola (2005), Ajayi (2007) and Ajeyalemi (2007) have argued extensively that apart from the incoherence of teacher education policy in Nigeria, teacher education programmes are unsatisfactory and need urgent restructuring. This they anchored on their studies that most of the graduates from the Nigerian Teacher Education Programmes in the last 15 years are incompetent as teachers. Their analysis of the area of incompetence ranged from knowledge of subject matter, to teaching and communication skills. Falayajo (2004) summarized the deficient nature of the present teacher education as follows:

"The big problem really is that our teachers are no longer well trained to do the work they are expected to do in school. The professional nature of the preparation of teachers seems to have at best taken the second place in the scheme of things...Teachers who are prepared ...for secondary School...are even worse, some of them may not have stood in front of a Class for ten days before being absorbed into the teaching force" (pg. 89).

Contributing to the debate on the inadequacy of teacher education programme to today's needs, the Universal Basic Education and other relevant agencies in 2005 commissioned renowned consultants of education made up of reputable professors to examine the existing curriculum of Teacher Education for the NCE and First Degrees in Education in Nigeria. Bolarin and Odofofin (2014) show that the report revealed serious gaps between the existing curriculum and the actual needs of the present generation of teachers and students. The authors summarized the weaknesses identified in the teacher education curriculum as reflected in the performances of the teachers from the Report. They show that teachers lack:

- ❖ In-depth and specialized knowledge of the primary school subjects;
- ❖ Critical knowledge of the primary and secondary school textbooks, curriculum modules, and National Policy on Education;
- ❖ knowledge of general education courses, especially, educational psychology, administration, guidance and counseling;
- ❖ information and communication technology (ICT) skills;
- ❖ verbal quantitative reasoning and aptitude;
- ❖ knowledge of multi-grade teaching in small rural schools;
- ❖ improvisation of instructional materials;
- ❖ diversity of teaching methods and techniques as applicable to the various subjects;
- ❖ skills in lesson preparation, presentation and evaluation; and
- ❖ Classroom organization, management and controls (The Report 2006, cited in Bolarin & Odofofin, 2014, p. 64).

Efficient teachers as products of teacher education programmes are needed for quality education which in turn is indispensable for social change, social transformation and national development (Ajayi, 2007), and also for the implementation of the lower education curriculum.

A crucial aspect of teacher preparation programmes in the colleges of education is the curriculum offering in the institutions (Adebule, 2008). Teacher education institutions generally offer courses in general studies, professional courses and also in the students' practical teaching experience. The academic content in the professional courses are theories of education, which produces fields of knowledge in areas like sociology of education, educational psychology and child development and philosophy of education. Adebule (2008) had established that the curriculum content of teacher education programme is expected to be comprehensive, elaborate and flexible in response to the social demand relevance to societal needs.

However, there should be a balance in terms of the contents and time allocated for the different contents and relevance in teacher education curricula. It has been observed that due to curriculum overload, more time and attention is given to the academic content with the aim of widening the scope of knowledge of student-teachers with just a little touch on the professional content. This reduces the competence of our trainee-teachers in the art and act of teaching. Effective teacher education curriculum implementation demands that they be relevant to the needs of the learner, the school and society the student teachers are to serve. It should help in solving individuals' and societal problems. In today's globally competitive knowledge economy, updating curricula needs to be an almost permanent undertaking. Change in curricula should be done in every three or four years in order to ensure that the content of their teaching reflects the rapidly advancing frontiers of

scientific knowledge (Clark, 2001 cited in Saint, Hartnett & Strassner, 2004).

Background to the New Secondary School Curriculum

The new secondary school curriculum evolved as a result of major changes in the society. In order to relate education to the needs of the immediate and distant environment of learners and bring about national development, Nigeria as other countries of the world has engaged in curriculum review since the first National curriculum conference of 1969. As a young developing nation, Nigeria is faced with a lot of problems ranging from social, moral, economic, and political to technological problems, which is often addressed through the instrumentality of education and curriculum.

One major instrument to drive the Millennium Development Goal (MDG) vision statement and National Economic Empowerment Development Strategy (NEEDS) is a functional curriculum which guarantees and brings about poverty eradication, wealth and job creation, knowledge and innovations in the formal and non-formal systems (Omosewo, & Akanmu, 2013). NEEDS consists of four critical elements-value re-orientation which brings about peace education and religious tolerance, poverty eradication linked to mass literacy, wealth creation that has to do with entrepreneurial and vocational education and Job creation which inculcates self-reliance and resourcefulness. In Nigeria, strategic curriculum review is one of the educational reforms that the education sector has witnessed. Thus, the new Curriculum is the present effort of the administration to effectively meet the evolutionary needs of the society.

The new curriculum consists of the Basic (Early Child Care Development and Education, Pre-primary Education, Primary Education and junior Secondary Education) and Post-Basic Education (Senior Secondary Education, Technical and

Vocational Education and Training). According to the Federal Republic of Nigeria (FRN) (2013), Early Child Care and Development Education is segmented into ages 0-4 and is fully controlled by the private sector while the Pre- Primary is a one year Education given to children aged 5 prior to their entering primary school and are within the formal education sector. Therefore, the Basic Education under the control of government is composed of; 1-year of Pre-Primary, 6-years of Primary, and 3-years of Junior Secondary Education. The Junior secondary becomes part of the 9-year Basic curriculum which was approved for implementation by the National Council for Education (NCE) in 2005. Among the weaknesses of the Basic curriculum observed after its first batch of graduates were that it was overloaded and did not incorporate emerging issues in the subsector (Obioma, 2014). This led to its further revision presented in Table 1. The document says that specialist teachers shall be provided for particular subjects like Mathematics, Basic Science Language Arts, Music, Fine Arts, Home Economics and Agriculture (FRN, 2013, p. 5).

Table 1: Structure of the Revised Basic Education curriculum (BEC)

S/N	Subjects	Remarks
1	English studies	<ul style="list-style-type: none"> • Official National Language • Medium of instruction in schools • The subject predisposes itself to the infusion of the following stand-alone curricula Road Safety Curriculum, Disaster Risk Reduction Education Curriculum, Consumer Education Curriculum. • Should include Literature

		in –English
2	Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Important for everyday life
3	Nigeria Languages(One Nigeria Language)	Schools are free to select such Nigeria Language to be taught
4	Basic Science and Technology (BST) <ul style="list-style-type: none"> ➤ Basic Science ➤ Basic Technology ➤ Physical and Health Education ➤ IT 	<ul style="list-style-type: none"> • Each of the listed components will serve as theme for the Basic Science and Technology curriculum • Climate change should be part of Basic Science Theme • Disaster Risk Reduction Education and Consumer Education are to be infused into Basic Science and Technology Curriculum • Create enabling environment for the subject in all schools by making computers available in schools.
5	Pre-vocational Studies (PVS) <ul style="list-style-type: none"> ➤ Home Economics ➤ Agriculture ➤ Entrepreneurship 	<ul style="list-style-type: none"> • Each of the listed components will serve as theme for the pre-vocational Studies Curriculum • Consumer Education to be infused into Pre-vocational Studies Curriculum • Create enabling environment for the teaching of pre-vocational studies in schools
6	1. Religion and	• Listed component will be serve

	<p>National Values Education (RNVE)</p> <ul style="list-style-type: none"> ➤ Christian Religious ➤ Islamic Studies ➤ Social studies ➤ Civic education ➤ Security education 	<p>as theme in the Religious and value education curriculum</p> <ul style="list-style-type: none"> • Contents should be planned for all children to take social studies and civic education and security education theme • Separate classes should be run for Christian Religious Studies, and Islamic studies themes • Disaster Risk Reduction Education to be infused to the Civic Education, Social Studies and Security Education Themes. • Create enabling environment for the subject in all schools.
7	Cultural and creative Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our culture Heritage and Creative • Tourism should be a theme in cultural and creative curriculum
8	Business Studies	<ul style="list-style-type: none"> • It is desirable for every child to have some idea of business enterprise • Entrepreneurship should be treated in Business Studies • Consumers Education to be infused into Business Studies Curriculum
9	French Language	<ul style="list-style-type: none"> • Nigeria second official Language • Nigeria is surrounded by francophone countries

		<ul style="list-style-type: none"> • The study of French language will make our children more competitive of the global level.
10	Arabic Language	Optional
<p>Note:</p> <ul style="list-style-type: none"> • Emphasis should be on comprehension and application of basic concepts • Teaching and learning activities must be creative, innovative, and practical. 		

Source: Obioma,(2014). Innovations in the Nigerian Education System: What is New in The School Curriculum? Keynote address presented at 4th national/ workshop of institute of education, University of uyo, June, 11.

An analysis of the new curriculum shows that the effected changes allow pupils to offer a minimum of seven subjects and maximum of eight subjects in primary 1-3 , have a minimum of eight subjects and a maximum of nine subjects for primary 4-6, while Upper Basic students are expected to offer a minimum of nine and a maximum of ten subjects. Allowing English Studies, Mathematics, Cultural and Creative Arts and one Nigerian Language as single subjects in the curriculum.; embedding the study of Entrepreneurship in Pre-Vocational Studies; introducing Information Technology (IT) in Basic Science and Technology; merging creative and critical thinking as well as relevant elements of the National Economic Empowerment and Development Strategy (NEEDS) into the relevant contents of the curriculum as well as including emerging issues such as Drug Abuse Education, Peace Education, Road Safety Education, Consumer education, Food and Drug Safety element, National Values and Orientation, Disaster Risk Reduction Education in the curriculum (Obioma, 2014).

The Post-Basic and Career Development is the education given to children after they had successfully completed ten years of Basic Education. The New Senior Secondary Education Curriculum Structure therefore incorporates a group of 4 compulsory, cross-cutting subjects to be offered by all students, another 4 fields of study (group of subjects representing a student's potential area of specialization) and a group of 34 Trade/Entrepreneurship subjects as well as Elective subjects. It is expected that schools choose subjects based on availability and what is obtainable in its immediate environment. The recommended subjects are as shown in Table 2.

Table 2: The New Secondary Education Curriculum Structure (SSEC)

A. COMPULSORY /CROSS - CUTTING SUBJECTS			
1. English Language			
2. General Mathematics			
3. Civic Education			
4. One Trade/Entrepreneurship subjects			
B. FIELDS OF STUDIES			
Humanities	Science & mathematics	Technology	Business studies
1. Nigeria Language	1. Biology	1. Technical Drawing	1. Accounting
2. Literature-in-English	2. Chemistry	2. General Metal work	2. store Management
3. Geography	3. Physic	3. Basic Electricity	3. Office Practice
4. Government	4. Further Mathematics	4. Electronics	4. Insurance
5. Christian Religious Studies	5. Agriculture	5. Auto-Mechanics	5. Commerce
6. Islamic studies	6. Physical and Education	6. Building Construction	
7. History	7. Health Education	7. Wood-work	
8. Visual Art	8. Computer/IT	8. Home Management	
9. Music		9. food &	

10. French		Nutrition	
11. Arabic		10. Clothing & Textiles	
12. Economics			
C. TRADE/ENTREPRENEURSHIP SUBJECTS			
1. Auto Body Repair and spray painting	12. Machine woodwork	24. Data Processing	
2. Auto Electrical Work	13. Carpentry and Joinery	25. Store Keeping	
3. Auto Mechanical Work	14. Furniture Making	26. Book Keeping	
4. Auto Parts Merchandising	15. Upholstery	27. GSM Maintenance	
5. Air Conditioning Refrigerator	16. Catering and craft Practice	28. Photography	
6. Welding and Fabrication	17. Garment Making	29. Tourism	
7. Electrical Installation and Maintenance Work	18. Textiles trade	30. Mining	
8. Radio, TV, and Electrical Work	19. Dying and Bleaching	31. Animal husbandry	
9. Block laying, Brick laying and concrete work	20. Printing craft Practice	32. Fisheries	
10. painting and Decoration	21. Cosmetology	33. Marketing	
11. Plumbing and pipe fitting	22. Leather Goods Manufacturing and Repair	34. Salesmanship	
	23. Keyboarding		

Source as in table 1

This curriculum appears like something that could take Nigeria out of the wood because of the various issues and entrepreneurship subjects that are built into it from the basic level. It is expected that students on graduation would acquire skills to enable them create jobs for themselves.

However, the newly introduced subjects are yet to be provided with adequate number of experienced teachers to teach these subjects, nor have there been provisions to update the existing teachers in their vision and workability. Some students even narrated how they were just asked to register for these courses since they were made compulsory and until they sat for the examination, no teacher was there to teach them except some sort of ad hoc arrangements made for tutorials to enable them write the examination. This is a far cry from the vision of the curriculum planners and the National Economic Empowerment and Development Strategy (NEEDS) which aims to create wealth and reduce poverty in the society (Obioma, 2014). The new curriculum is likely to experience the same problems that scholars have been complaining about such as inadequate supply of skilled instructors (Ajeyalemi, 2002; Okebukola, 2007). The new curriculum requires confident, knowledgeable and committed teachers to implement. Therefore the need for a complete restructuring of teacher education programme in higher education institutions and its implementation processes to cater for the curricular needs of the lower education levels.

How to Relate Teacher Education Programmes to Lower Education Curriculum Needs

The analysis from literature shows that the lower education levels lack competent and knowledgeable manpower to implement the new curriculum to achieve the vision of its planners. The new curriculum has more subjects listing than what teacher education currently provides. Therefore, providers of teacher education programmes should intervene promptly. They can relate teacher education to lower education levels in the following ways.

Quality intake into teacher education programmes

Teacher education should be made competitive and one way of achieving this is through quality intake of its entrants. It has been observed that most people who are trained as teachers are those who drop out of their choice areas of interest. Such teachers regard teaching as a last resort. Thus, they lack the enthusiasm and commitment necessary to properly implement the curriculum. Managers of teacher education programmes should stamp their feet and resist all pressures to admit people who never showed interest in education into their programmes. They should realize to clear the mess already in the system is to reposition its practices which should start with the caliber of people admitted into the programme.

Adequate provision of teachers in the key areas for the lower education levels

Higher institutions in Nigeria need not be reminded of their major responsibility of producing adequate number of conscientious and committed teachers for the nation's schools. The lack and inadequate supply of skilled instructors in the newly introduced subjects such as Civic Education, Computer Studies, and Trade/Entrepreneurship; to interpret and appropriately execute the curriculum at the lower levels of education is an impediment to the actual implementation of the new curriculum. Music is one of the fields of study in the new curriculum. During the teaching practice exercise of the University of Uyo, it was discovered that many schools do not mount music in their programmes. Findings revealed that they stopped music because of lack of teachers. This is a challenge to the teacher education programme. Recently some programmes were denied accreditation not because they are irrelevant but because of low intake or none existent of students' enrolment. Yet these courses (Nigerian languages) are critical to the proper implementation of the new curriculum to meet particular needs in their immediate community. Therefore, there is

urgent need to train and retrain more teachers to cope with these issues. Teachers are the fulcrum on which the lever of educational system rests (Achimugu, 2005). Effort should be made to sensitize the populace and schools to show interest in the different areas of the programme where ignorance has made people to regard as unimportant. Campaigns need to be mounted in schools, churches, and in the immediate communities to reverse the poor attitude to these courses so that more people can enroll to read them. That way, teacher education programmes would be relevant to the lower education levels.

Effective preparation of teachers for the lower education levels

Teacher education programmes should be made practical enough to help teachers achieve their objectives. Teachers at the pre-service and in-service programmes need adequate exposure to the curriculum that they are expected to implement so as to acquaint them with the vision and workability of the curriculum. The mode of education in the professional courses, for example, the methodology courses, should be reconsidered. The present practice of mounting the course for one semester is inadequate. This course is where teachers are prepared on the methodology of presenting their subjects to the benefit of the learners. It also acquaints the teachers on the rudiments of lesson preparation and presentation, the curriculum, textbooks that they are to implement. Due to insufficient time allotted to this course, most teacher educators teach it as theory which defeats its purpose for the teachers. Eventually they become ill-prepared. The woes of ill-prepared teachers can better be imagined in the system. The ill-prepared teachers often resort to perpetrating and abating examination malpractices and other vices (Mathew, 2013, & Achimugu, 2005).

Exposure of teacher trainees to ICT and Instructional Materials

Among the needs of the new curricula are the availability, utilization and integration of information and communication technology (ICT) as well as instructional materials for both students' and teachers' interaction with the content. ICT is the new culture and if teachers are to imbibe the culture, they need to learn the skills during their training period. There is the saying that teachers teach the way they were taught. Therefore, it should be the duty of teacher education institutions to inculcate the skills of improvisation and use of instructional materials in the teachers during their training period. Studies have shown that many teachers in public schools do not improvise instructional materials where there are no ready-made ones. Their thinking being that it is the responsibility of the government to provide (Udosen & Afangideh, 2004). This attitude can be reversed if it is integrated into their training programme.

Conclusion

Curriculum and education have been described as Siamese twins that you cannot talk of one without the mention of the other. If the curriculum goes wrong, the education system becomes doomed. To avoid that, nations of the world, including Nigeria from time to time find it necessary to modify or review curriculum to make it relevant to the needs of its users (Kolawale, 2009). The process of curriculum innovation, we must admit, is always a continuous one depending on the current needs and developments in the society. Thus, from 1969 up till now, Nigeria has been engrossed with how to evolve a curriculum to address her teaming demands. There has been an attempt recently to evolve a curriculum thought to address most of Nigeria's problem at the lower education level. But we know that curriculum can be as good as its teachers. Literature and experience show that teacher education programmes are yet to be restructured to cater for needs of the lower education levels.

Among the identified needs include adequate teacher preparation in terms of quantity and quality. It is suggested that only those who show enthusiasm for the teaching profession should be recruited for training so they can invest adequate interest and commitment required to promote teaching and learning.

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