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EVALUATION OF TEACHER EDUCATION PROGRAMMES
IN NIGERIA

BY

PETER O. M. NNABUO

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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DEDICATION

To Eucharía, Natálie, Ijeoma, and Margaret.

"We need not be ashamed to learn

And our first efforts show

For in this world,

From the little the greatest often grow" ...

ABSTRACT

The main purpose of this study was to examine and describe the perceived goals of the colleges of education in Nigeria, with specific reference to teacher preparation programmes. The study described application of the systems approach and models of teacher education. The problem studied was to identify the goals of teacher education programmes as pursued by Nigerian colleges of education and to describe similarities and differences where they existed. The instruments used for the collection of data included: (1) a directly administered semi-open-ended questionnaire and (2) semi-structured interviews. In addition, a number of documents were analyzed. Three groups in Nigerian colleges of education participated in the study. These included: (1) department heads, (2) instructional staff, and (3) second-year students enrolled in schools of education.

The study found that the goals of teacher preparation programmes in Nigeria consisted of professional development, integration of theory with practice, and searching, testing and experimenting for better teaching methods. College administrators and instructional staff identified physical education as receiving least emphasis while students identified inservice education programme as receiving least emphasis. The study further found that the method of college instruction was mainly lecture format and student

assessment for graduation was based on cumulative student records. The study also showed some differences among groups involved in the study with regard to who determined college goals and services. It was found that the major problem associated with teacher preparation programmes was economic. Finally, the identified solutions were: (a) the decentralization of college policy-making, and (b) an equitable allocation of resources to all the colleges involved in teacher preparation programmes.

The study concludes by providing a number of implications for theory and practice in Nigerian teacher preparation programmes and makes some recommendations for further research.

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CHAPTER I

INTRODUCTION

In Nigeria, there is a concern among educators about the specific roles being played by the colleges of education in the preparation of secondary school teachers. For example, Brann (1974:407) suggested that:

There still seems to be too little correlation between the actual needs of the country in terms of agricultural, technical and scientific skills and the proliferation of academic type of secondary school. In this respect it would be useful to question the role of teacher education and discuss the curriculum and methods of the teacher training colleges, including the technical and advanced colleges and colleges of education.

The preparation of teachers for post-primary institutions tends to pose similar problems in providing adequate skills to potential teachers. For example, there are some moves to institute teacher preparation programmes for Nigerian secondary schools on the basis of academic excellence, professional training and inservice education (Anim, 1975:3).

In Nigeria, the training of secondary school teachers has been the responsibility of Advanced Teacher Training Colleges (now referred to as colleges of education).

These colleges are multipurpose in function including programmes such as: (1) special education, (2) nursing education, (3) vocational education, (4) adult education, (5) community development, and (6) inservice education.

The end of the three year training programme is marked

by comprehensive examinations in major subjects which are conducted annually in co-operation with the affiliated university. A successful student is awarded a diploma of the Nigerian Certificate in Education (NCE). For example, the federal government of Nigeria maintains a policy which states that:

It is the policy of the Federal Government to affiliate colleges of education to Nigerian universities. For this reason, Federal Advanced Teachers' College, Abeokuta has been affiliated to the university of Ibadan. This affiliation is in respect of professional matters only. The University of Ibadan is responsible for: (a) moderation of examination questions, (b) preparation in conjunction with staff of the college of syllabuses, curriculum structure etc., and (c) award of Nigerian Certificate in Education to students who have successfully completed the N.C.E. course (Federal Ministry of Education, 1978:9).

However, since 1962 when some of these colleges were established, no formal attempt has been made to examine the goals of these colleges in terms of perceptions of college administrators, instructional staff and students. Consequently, revisions of college programmes and activities apparently have been based largely on inferences derived from the external examination, or have simply been based on informal estimates of needed improvements expressed by influential college personnel and politicians.

The chief objectives of the Federal Government in establishing colleges of education are to enable the institutions to provide adequate skilled manpower to the secondary schools and to make the institution serve as unity centres. The latter denotes that qualified students from

all parts of Nigeria are admitted on an equal basis in order to permit cultural integration. It was believed that the colleges are given the mandate by the federal authorities to accept qualified students from all parts of the federation (see Appendices 5 and 6). Thus, the bedrock of the policy for college admission is based on: (a) 20 percent on merit performance and (b) 80 percent on a quota system. In the light of the above policy, it is expected that each state will be fairly represented in each federal college of education. However, the Federal Government plans to establish more colleges of education in each state, but this will be implemented gradually. For example, between 1975 and 1982, the Federal Government has established eight colleges of education in eight states (Cross River, Gongola, Kaduna, Kwara, Niger, Ogun, Oyo, and Plateau), while individual states have established and operate their own colleges of education.

PURPOSES OF THE STUDY

First, the purpose was to examine the perceived mission of the colleges of education in Nigeria, with particular focus on the teacher preparation programmes from a variety of reference groups: college administrators, instructional staff and students. Second, an attempt was made to present and analyse research findings in order to provide an adequate description of the operational component of the college programmes. Third,

4

the extent to which the college programmes are satisfying the acquisition of specific skills for classroom work was examined. Fourth, an effort was made to identify problems associated with teacher training programmes in Nigeria, and to establish some similarities and dissimilarities to those identified by educational evaluators elsewhere. Finally, implications relevant to the improvement of teacher preparation programmes in Nigeria were proposed.

STATEMENT OF THE PROBLEM

Hall (1982), Ullrich and Wieland (1980), and Scott (1981) argued that organizational goals should represent direction and commitments through which resources can be mobilized in order to achieve the organizational objectives. Drucker (1977) and March (1976) asserted that one of the problems which makes public service institutions ineffective is the inability to specify achievable goals within the available resources. These authors suggested that by specifying achievable goals within the public service institutions (of which educational institutions are part), the product will not only increase performance but will improve accountability.

Similarly, Alabi (1978), Anim (1975); Fafunwa (1971), Nwagwu (1981), Nwosu (1971), Obanya (1971), Onwuka (1968), Oyeneye (1980) and Tomori (1970) have identified the need for Nigerian educational institutions to be effective in providing teachers with both academic skills and professional

training. Here the problem was to identify the goals of teacher education programmes as pursued by the colleges of education and to describe similarities and differences where they existed. This study is designed to be descriptive rather than testing hypotheses; thus there were no hypotheses. Answers to the following questions were sought from college administrators, instructional staff and students:

1. What purposes are served by the colleges of education?
2. How effectively are these purposes being achieved?
3. What priority is being given to these purposes?
4. What purposes should be served, and what priorities should be given?
5. What is the scope of teacher training programmes?
6.
 - a. What resources are available to the colleges?
 - b. What processes are used to convert resources?
 - c. What products are produced (graduate and services)?
7. What differences, if any, exist between colleges?

BACKGROUND TO THE STUDY

Historically, Nigeria was brought into existence in 1914 when the Northern and Southern British Protectorates were amalgamated into one country. Geographically, Nigeria is located within the tropics between latitudes four

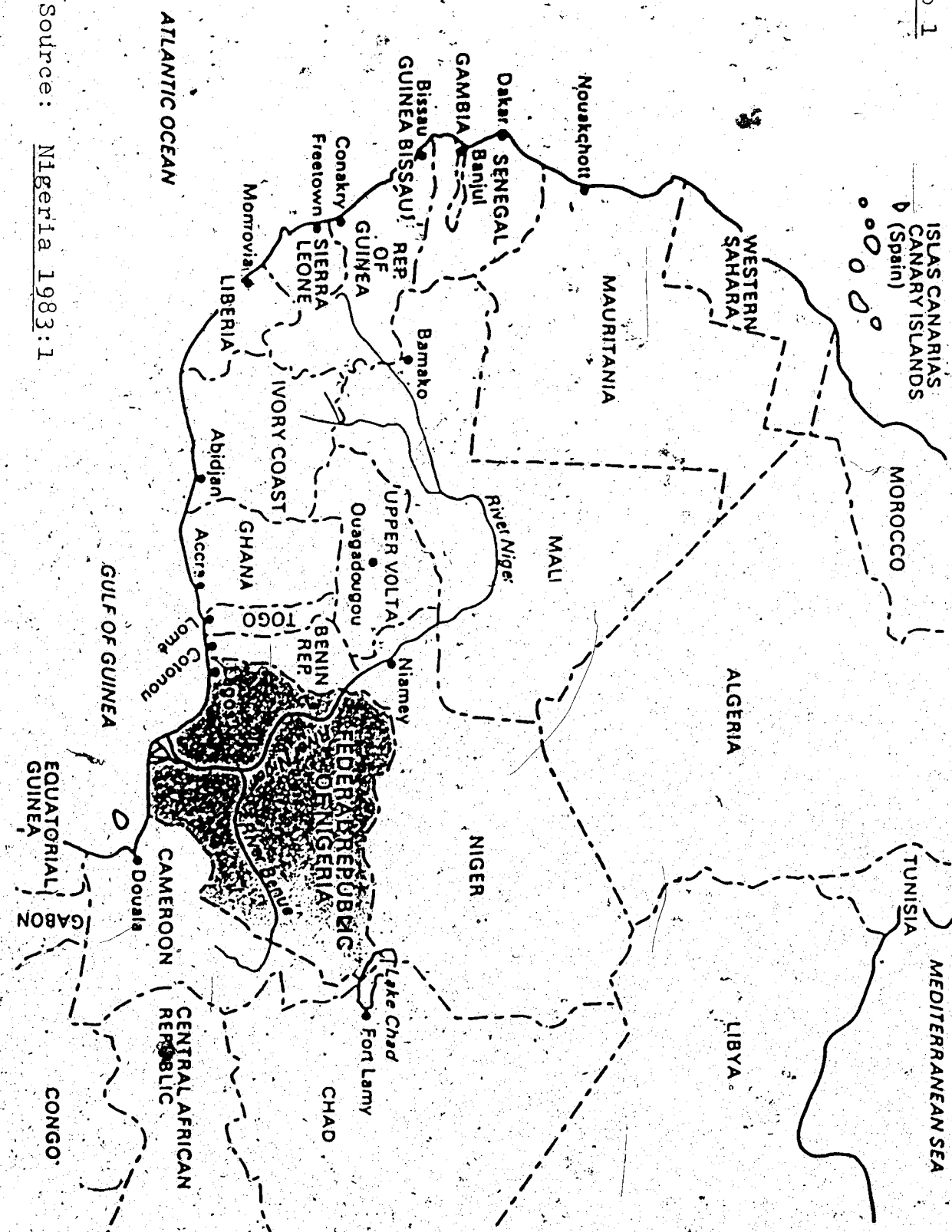
and fourteen degrees north of the equator and longitudes three and fourteen east of Greenwich Meridian. As Map 1 below illustrates, the country is bounded on the north by the Niger Republic, on the south by the Atlantic Ocean, on the east by the Republic of Cameroon and on the west by the Republic of Benin.

This study was carried out within the geographic zone of Southern Nigeria. The locations of institutions involved in this study were identified with an asterisk (*) in Map 2 below. The specific programme goals investigated in the study were those of colleges of education in Nigeria. These teacher preparation programmes like some educational programmes in the Third World countries, have adopted teacher education models derived from developed countries. Bacchus (1975:2) pointed out the unsuitability of these models for teacher preparation within the developing countries. However, there was insufficient evidence in the literature to support the assertion that teacher education programmes in developing countries have been studied to determine the adequacy and relevance of their goals in the society in which they operate.

Thompson (1972:228) raised another concern. He argued that:

Since up to 90 percent of recurrent educational expenditure may be devoted to teachers' salaries and since the quality of teaching force crucially affects the quality of educational provision, one might have expected to find in teacher education

Map 1

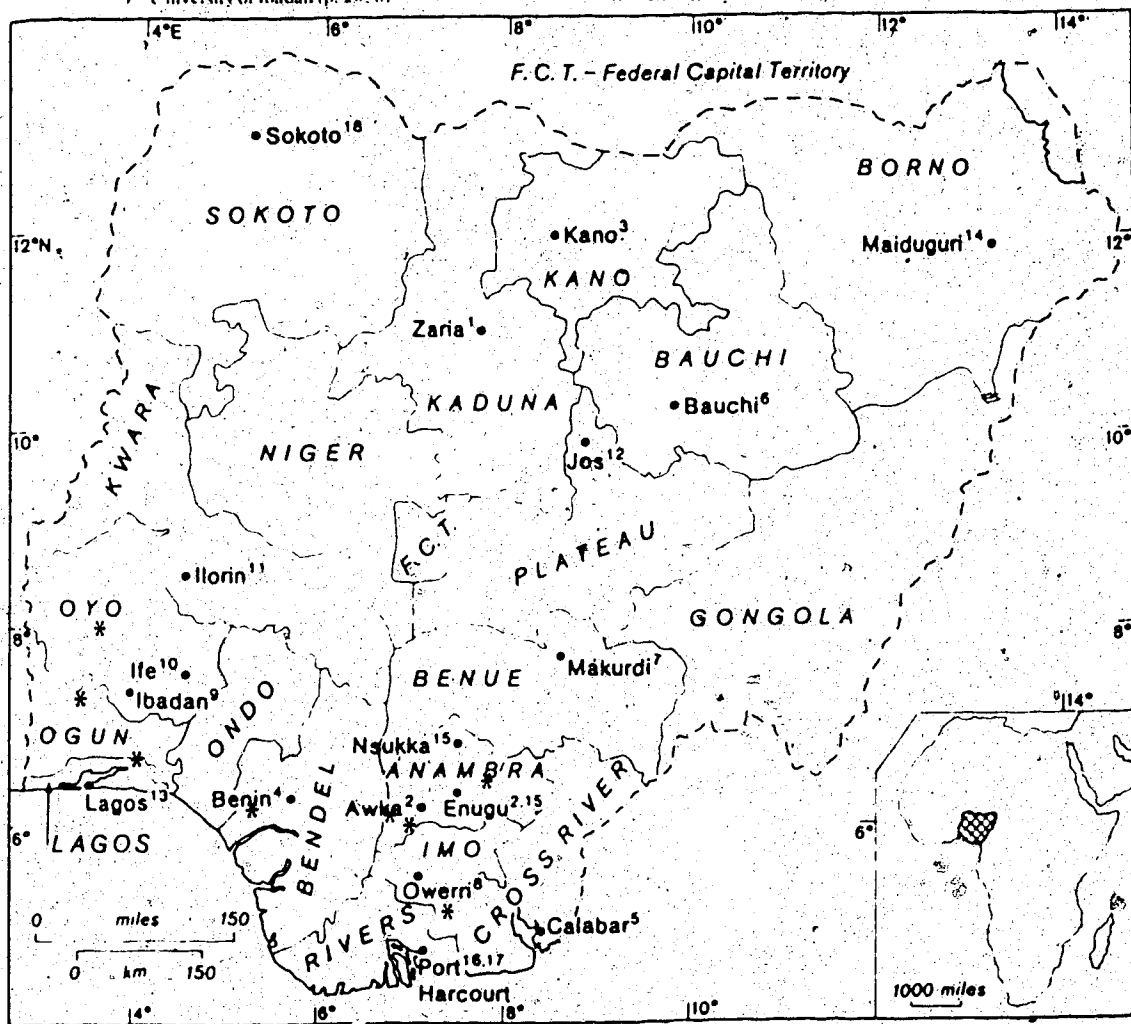


Source: Nigeria 1983:1

Map 2

NIGERIA

- | | |
|-------------------------------------------------------|----------------------------------------------------------------|
| 1 Ahmadu Bello University (p. 2031) | 10 University of Ife (p. 2067) |
| 2 Anambra State University of Technology (p. 2040) | 11 University of Ilorin (p. 2076) |
| 3 Bayero University (p. 2041) | 12 University of Jos (p. 2079) |
| 4 University of Benin (p. 2045) | 13 University of Lagos (p. 2083) |
| 5 University of Calabar (p. 2050) | 14 University of Maiduguri (p. 2091) |
| 6 Federal University of Technology, Bauchi (p. 2054) | 15 University of Nigeria (p. 2094) |
| 7 Federal University of Technology, Makurdi (p. 2054) | 16 University of Port Harcourt (p. 2104) |
| 8 Federal University of Technology, Owerri (p. 2055) | 17 Rivers State University of Science and Technology (p. 2107) |
| 9 University of Ibadan (p. 2056) | 18 University of Sokoto (p. 2109) |



NIGERIA

Source: Commonwealth Universities Yearbook, 1982:2021

institutions a ferment of new thinking and concrete research. I do not believe that in general this has been the case.

Thompson's doubt may be arguable in that poor countries' resources are comparatively scarce and teacher educators, should have the mandate to ensure that potential teachers are prepared to perform productively within the educational system they serve. The major responsibility of educators in Third World countries should be a systematic clarification of programme goals and constant evaluation of the programmes. If strategic planning and programme evaluation are effectively executed, the products of teacher education programme will show better performance.

BASIC ASSUMPTIONS

The following assumptions were made:

- I. It was assumed that the perceptions and opinions of the college administrators, instructional staff and students would provide an adequate picture of the operations within Nigerian colleges of education, in that the three groups represented the major interest groups of the colleges.

- II. It was assumed that the combined use of questionnaire and interview instruments in data collection would provide sufficient and valid data for the description of the colleges of education in Nigeria.

DEFINITION OF TERMS

The following definitions are provided for the terms used throughout this study:

Teacher Training Programmes

The sequence of courses, clinical experiences, workshops and practical teaching activities which are offered to potential teachers by the colleges of education.

College of Education

This term is synonymous with Advanced Teachers' Colleges which denotes a centre for the training of secondary school teachers, vocation/technical teachers, nursing teachers and grade 2 training instructors. Some of these colleges are established and governed by the Federal and State governments.

Secondary School

This term identifies institutions which operate grades seven to eleven programmes.

Student Teachers

These are defined as potential teachers enrolled in the colleges of education for a three year programme.

Supervising Teachers

These are instructional personnel within the colleges of education who are assigned the responsibility of preparing secondary school teachers.

Presidential Commission on College Administration

This body consists of a chairman, five members from.

the Federal Ministry of Education, and five from colleges of education. Each member that serves on this commission is appointed by the president. The task of the commission is to govern colleges of education that fall within the Federal jurisdiction.

National Certificate in Education (NCE)

This diploma refers to a teaching certificate which is awarded to a student upon successful completion of a three year programme from the college of education. It entitles the recipient to instruct in a subject of one's specialisation in any secondary/vocational institution within Nigeria.

In-service Education

This term denotes special college programmes for upgrading the skills of practicing teachers.

Special Education

This is a new programme being established in some colleges of education. Its main purpose is to train teachers who can instruct in institutions for the physically and mentally retarded.

School of Education

In Nigeria, "school of education" denotes an umbrella concept embracing all departments involved in educational programmes. Basically, it consists of (1) a department of curriculum and teaching, (2) a department of educational administration, planning and supervision and (3) a department of educational foundations.

Programme Evaluation

This term refers to a comprehensive perceptions and opinions of the stake holders of the colleges of education in Nigeria (college administrators, instructional staff and students).

ORGANIZATION OF THE THESIS

This chapter has presented: (1) an introduction to the problem, (2) purposes of the study, (3) statement of the problem, (4) the background to the study, (5) the significance of the study, (6) the basic assumptions, and (7) some definitions of terms.

Chapter II will present the conceptual framework which was derived from the theoretical perspective and empirical findings. Chapter III will deal with the review of relevant literature. Chapter IV will discuss the research design and the methodology used in the collection and analysis of data. Chapter V will present the results of the analysis of questionnaire and interview data pertaining to the perceptions of college administrators, instructional staff and students. Chapter VI will provide a discussion of the results from the researcher's perspective. In the final chapter the findings of the study will be summarized, and conclusions, recommendations and implications based on the study will be provided.

CHAPTER II

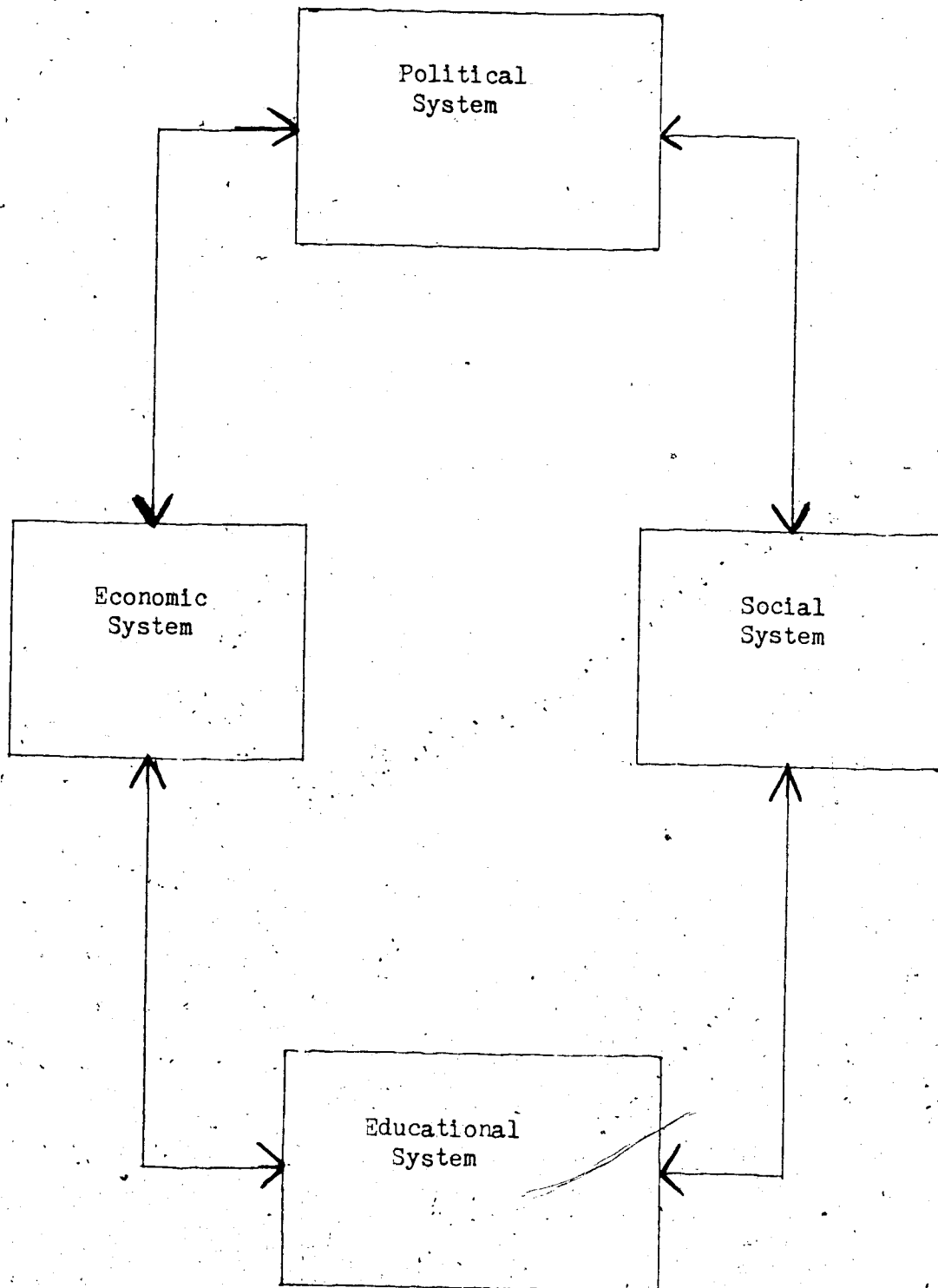
CONCEPTUAL FRAMEWORK

A systems approach will be used for the analysis of the role of colleges of education in Nigeria. The instructional component of the colleges will constitute the system to be analysed. On one hand, an effort will be made to identify and analyse patterns of relationships and interactions between the college system and other systems in Nigeria, and on the other hand to identify and analyse such patterns within the instructional programme of the colleges. The systems approach incorporates two basic dimensions: firstly a systems environment, and secondly an analysis of inputs, processes and outputs. Understanding these two dimensions of the college system in Nigeria will enable the writer to gain better insight into the nature of linkages which prevail in the determination of the college goals.

Definition of the System Environment

In an attempt to define the instructional system of Nigerian colleges of education, the writer identified the general and immediate environments of the system in which the colleges of education form the subsystems to the general system. As Figure 1 below illustrated, the general environment of the educational system seemed to relate and interact with three other systems. These

FIGURE 1: SYSTEM ENVIRONMENT



include the political, social and economic systems. For example, the political system orders the structure in terms of priorities and means of implementing college decisions, the social system represents the needs, demands, values and priorities of the society and the economic system allocates the available resources to meet the social demands. Assessment of the role of the colleges of education in Nigeria seems to entail extensive examination of the immediate environment in which these colleges operate.

For example, Silvern (1968:5) in a study of the information channels in vocational education indicates that:

... because the [college of education] is a subsystem and not a system ... the dynamicism of this school is determined not by internal energy but by inputting of energy from outside the school Changes in a specific occupation in the real-life situation should be anticipated by the school. Some occupations will tend to change more quickly than others so the school will have to sensitize itself to those more dynamically.

This approach is in fact quite consistent with the educational system in Nigeria and the Third World. Implicit in such an assumption is the need for educational planners to identify problems, isolate factors which interact, trace cause-and-effect loops, formulate formal policies, construct models, simulate, compare results against actual knowledge of the system, and redesign the model when required to gain better performance.

Scrutiny of the educational environment in the Nigerian context indicates that the political and

economic systems appear to predominate in the determination of the goals of the educational institutions. The obvious explanation is that higher educational institutions are controlled by the Federal Government which prescribes goals and allocates resources to individual institutions. Consequently, the educational system depends on the political system (Federal Government) for policy formulation and economic support. The social system appears to interact with the education system through the individual politician representing local interests. Attempts to alleviate this problem have preoccupied educators of many Third World nations. The challenge which they have encountered was summarized by Coombs (1970:55). The author maintains that:

Without clearly stated objectives and priorities there is no adequate basis either for evaluating an educational system's performance or for planning its future intelligently. If the de facto aims of an educational system (as distinct from its stated aims) are inconsistent with its society's principal goals, maladjustments are bound to develop between the system and society, and society's needs will suffer For all these reasons, the essential first step toward improving an educational system's relevance and performance is to re-examine and clarify its basic aims and priorities and the more specific objectives of each of its sub-systems, to ensure that they are compatible with one another and with the society's major goals, priorities and needs.

However, Coombs (1968:9) drew attention to the fact that employing a systems approach in educational organization will not only improve performance but will facilitate the relationship between the system and its environment. He argued that "the strategy of the diagnosis is to

concentrate upon selected critical indicators and relationships within the system and between the system and its environment."

Analysis of Inputs, Process Components and Outputs

Erant (1969:91) defined an educational system as:

1. the resources, both human and material, which enable students with one set of characteristics (the system's input) to emerge with another set of characteristics (the system's output);
2. the relationships between these resources; and
3. the interactions between students and resources.

Similarly, Neil (1969) identified the three major parts of an educational system as follows: materials, teachers, and students. Coombs (1968) cited the twelve major components of an international educational system to include: aims and priorities, students, management, structure and time schedule, content, teachers, learning aids, physical facilities, technology, quality controls, research, and costs.

By definition, inputs may refer to the objects or individuals processed by a system, or may be regarded as the total commitment of people, materials and information which help the system to function. The inputs are therefore transformed by the process components. These components may be analysed in terms of elements (people, materials and equipment) and the function of these elements (the nature of work each performs). McManama (1971:29) emphasises the need for defining educational input in order to obtain desired results. He maintains that:

We must describe the input accurately because the difference between the input and the output will become one of the measures of the effectiveness of our system. Each characteristic of the input which is destined to be changed must be quantitatively described if possible so that we can later determine how much change has taken place. This measurement must be applied before the system is implemented because once the processing begins, the opportunity to describe the original input status will be lost forever.

This implies that the criteria for the selection of students, teachers, instructional materials and equipment (inputs) must be established before the actual learning process begins. These components of the input will assist administrators in determining the effectiveness of the organizational products.

Similarly, educational outputs may consist of standards of acceptability which Coombs referred to as the "quality control". In educational systems, these standards denote the achievements measured by tests, examinations and rating scales, based on the stated goals of the system. Thus, the standards for measuring the quality of a system's output may be either determined by internal (established within the college system) or external (set up by foreign bodies) means. The writer maintains that establishing measurement standards for the stated goals are as crucial as leaving the system open so that an exchange of energy and information with the environment can occur.

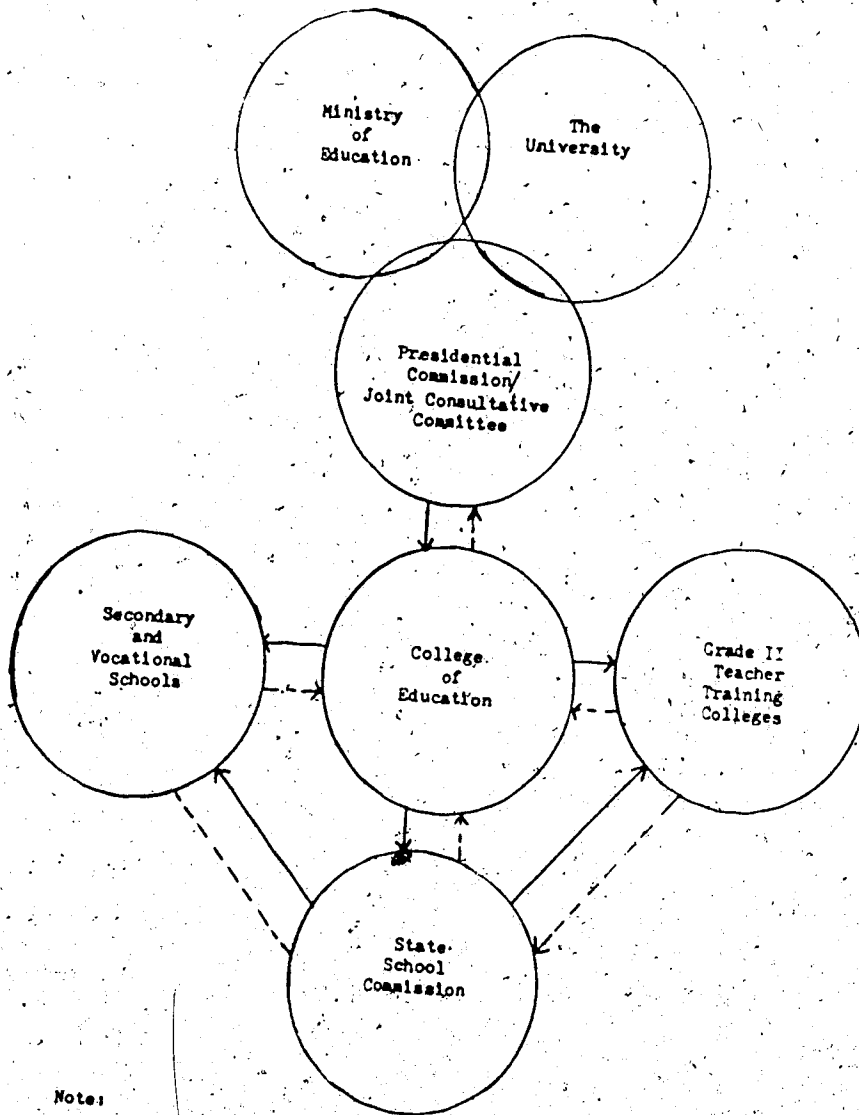
Application of Systems Approach to the Colleges of Education

A careful examination of the educational system in

Nigeria indicates that there are three major systems which interact with it. Figure 1 above illustrated the relationships between political, economic and social systems with the educational system. For example, the social system identifies the need for the establishment of more colleges; the political system sets priorities and decides how many colleges the country needs; and the economic system determines how many resources are needed to satisfy the establishment of new colleges. The nature of the relationships between these systems is so strong that each is dependent on the other for its survival. The consequent effect is that when one system fails to relate to another system, the achievement of the organization goal will be retarded or frustrated (the establishment of new colleges of educa-

Similarly, let us assume that the Colleges of Education sub-systems of the educational system. For the colleges to meet their stated objectives, they must relate and interact with other sub-systems (such as the University, Ministry of Education, Presidential Commission, Grade II Teacher Training Colleges, State School Commission and Secondary and Vocational Schools). The nature of these relationships and feedback loops is illustrated in Figure 2 below. The relationships which exist between the three sub-systems (Ministry of Education, Presidential Commission and the University) are bilateral, which in turn relate to the colleges of education. The latter provides

FIGURE 2
THE NATURE OF RELATIONSHIPS WITHIN THE COLLEGE SUB-SYSTEMS



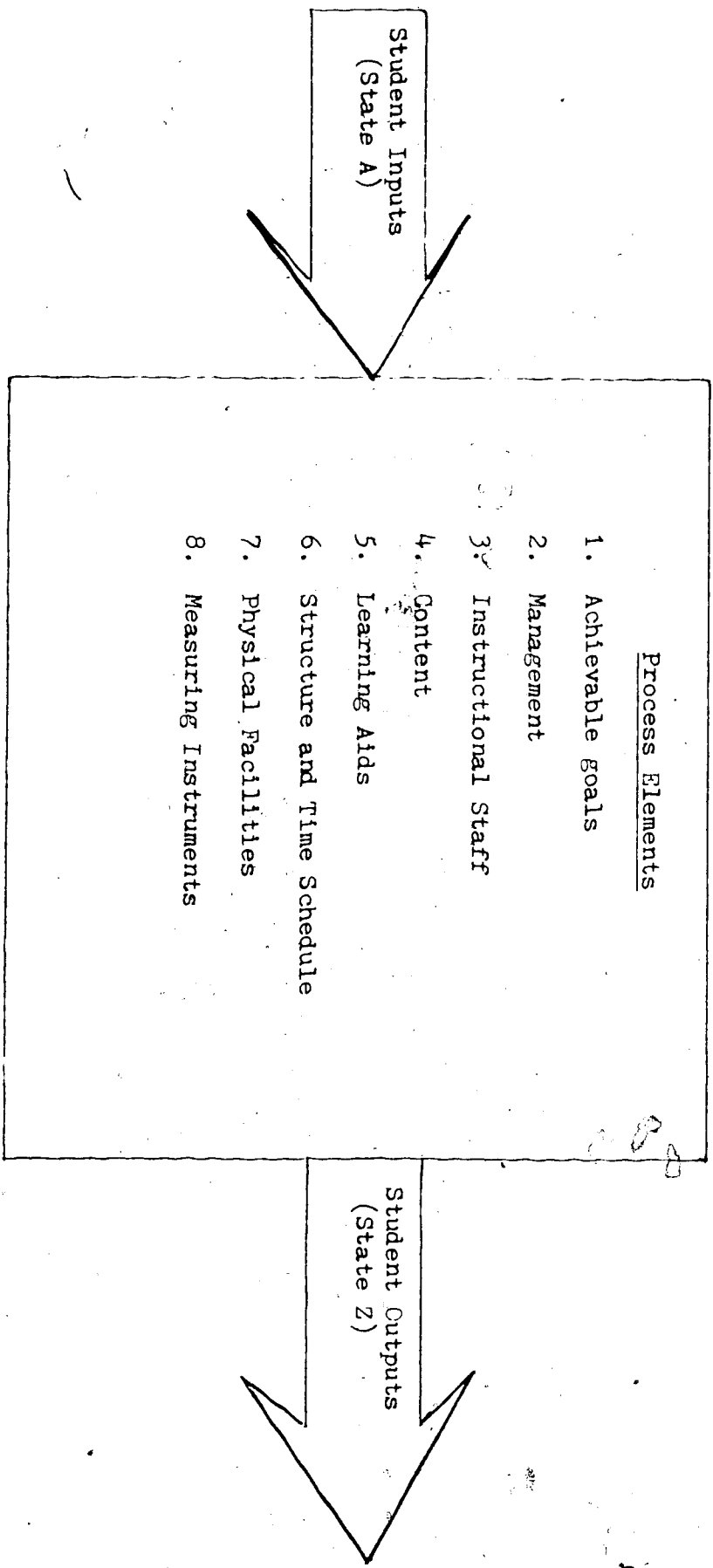
Note:
———— Denotes direct interaction
----- Denotes feedback process

the former with feedback when necessary. For example, the Ministry of Education provides funds for the operation of the colleges and recruits and posts qualified instructors to the colleges. The university develops and revises college programmes, administers final examinations on prescribed subjects and awards diplomas to successful students. The Presidential Commission supervises the activities of the college and submits recommendations to the Ministry of Education. Also, the colleges maintain bilateral interactions and relationships with the secondary and vocational schools on one hand, and Grade II Teacher Training Colleges on the other. Here the colleges rely on information from the secondary and vocational schools in seeking permission to revise the programmes from the university and the Ministry of Education. Similarly, the secondary and vocational institutions depend on the colleges of education to obtain qualified teachers for instructional purposes. The State School Commission relates to both Grade II Teacher Training Colleges and secondary institutions in terms of funding, supervision, determination of curriculum, students' examinations and certification.

The Black Box model for the colleges of education can be illustrated in Figure 3 below. In this model, the inputs of the colleges represent graduates of Grade II Teacher Training Colleges and secondary school graduates who meet the entrance requirements. The process components

THE COLLEGES OF EDUCATION BLACK BOX APPROACH

FIGURE 3



SOURCE: Adapted from Coombs, 1968:11

of the colleges include: the goals, administration, instructional staff, curriculum, remedial programmes, equipment and facilities, research and innovation, and comprehensive examinations. The outputs are students who have successfully completed the programme and are awarded the diploma in education. It is, however, important to note that the students who fail to meet the requirements of the programme are recycled through the process component of the college programme. Recycling here denotes that the college requires unsuccessful students to repeat all subjects failed during the final comprehensive examination before the diploma will be awarded. Treatment of student failures and referrals is clearly demonstrated in college policy. For example,

... Any candidate who scores from 30% to 39% in any one of the major subjects of the examination is given a reference in that particular subject, and this may be retaken in September of the same year. A referred candidate who fails to pass the referred subject at a subsequent attempt shall lose the reference and must repeat the whole examination at any subsequent occasion except in the case of Practical Teaching, in which case the Practical Teaching alone can be repeated. Any candidate who scores below 40% in two or below 30% in one of the principal subjects of the examination is deemed to have failed the entire examination and has to retake the whole examination at the next available opportunity. Candidates are allowed three attempts at the examination and these attempts must be completed within three years of the first attempt. An extension of not more than one further year may be granted in exceptional cases. No candidate may be referred on the third attempt ... (Federal Ministry of Education, 1978:11).

In summary, a systems approach has been used to: (1) demonstrate the nature of relationships between the Nigerian educational system and three other systems; (2) illustrate

the pattern of interactions and interrelationships between sub-systems which facilitate the achievement of the colleges' objectives, and (3) show how the colleges of education process the raw material (students) in order to produce the desired outcome (trained teachers). One should also note that the systems approach can be used to determine both the effectiveness and efficiency of planning, organization and co-ordination of educational endeavours. Balogun (1972:218) summed it up by arguing that:

a complicated problem, such as educational problems can be broken down in a set of simpler elementary operations while not ignoring the overall efficient functioning of the total system ...

Thus, one of the greatest benefits associated with the application of a systems approach to the colleges of education is that efficiency will be maximized as the desired educational objectives are being accomplished. This may be achieved when a systems approach is directed toward a stated educational goal and a solution strategy well developed in advance. Consideration of constraints and alternatives should occur at each step. Evaluation should be built into the planning phase so that the resulting problem is reflected in the management control mechanism. When the above elements are not considered, then the application in question may not genuinely reflect a systems approach.

CHAPTER III

REVIEW OF RELATED LITERATURE

In chapter I, it was established that the major purpose of this study was to examine the goals of teacher education programmes in Nigeria as perceived by the stakeholders (students, instructional staff, and college administrators). Components which interact and interrelate within the college environment were discussed in chapter II, which formed the foundation for the study's conceptual framework. Further, college inputs, process and outputs were discussed and the application of a systems approach to Nigerian colleges of education emerged as a means of gaining insight into the operation of the colleges.

The literature reviewed in this section will essentially deal with three perspectives of the problem. First, consideration will be given to the purposes of teacher education. Second, remedies and prescriptions for prevailing teacher education practices will be discussed. Third, problems associated with teacher education in Nigeria will be presented with research evidence.

The Purpose of Teacher Education

Goldhammer's (1981:25) study concerned the purpose and nature of teacher education programmes in the United States. One of the major recommendations centred on the

"advocacy principle" in which he argued that teacher education can be improved when teachers are prepared to become student oriented by helping individuals willing to learn. Horton (1974) and Hollins (1969) maintained that the purposes of teacher education included: provision of teaching skills, professional development, inservice education, development of the individual student as a person, and the provision of theory and practice to potential teachers. From these propositions one may deduce that institutions involved in teacher education may become effective and efficient in function when their graduates are prepared to face the realities of the classroom situation. Similarly, Hill (1981) emphasized the need for the schools of education to foster innovative training programmes which will help teachers adjust to the changing environment of the school system (social, economic and political systems). Thus, the purpose of teacher education should involve searching for, experimenting with, and testing improved methods or strategies suitable for educational processes. These invite innovations in curriculum, instruction, supervision, planning and administration, and research and development in teacher education programmes. When innovative programmes are carefully planned for teacher education as an ongoing process, the product will not only reflect programme renewal but will keep institutions abreast with changes within the society.

Models of Teacher Education

Models may be defined as physical devices, flow charts, descriptive statements of mathematical equations which help one to conceptualize a system or a set of relationships. According to McManama (1971), a model or paradigm is a systematic design which helps one to conceptualize a given phenomenon. There are several basic conceptual approaches to teacher education, each characterised by a different model. For example, Horton et al ed. (1974) identified teacher education models, as follows: humanistic approach, team internship, competency, and professional development approach. For the purposes of the present study, a model will be used synonymously with "an approach."

Humanistic Approach

DeNevi (1974) argued that the teacher education programme at Simon Fraser University has been satisfactory because of the inclusion of a humanistic approach employed by the faculty. For example, the author claimed that:

The development of a teacher is accomplished by the enhancement of human qualities he will bring to the profession. The University seeks, accordingly, to develop a love of learning, an understanding of people and ideas, a grasp of concepts underlying human knowledge, and the dynamic forces operating in it (1974:18).

Further, the author presented the components of the approach used at Simon Fraser as including: 1. adjusting students to be better learners of their situation; 2. making

instructional staff innovative in terms of providing them with research skills to improve schools; 3. emphasizing cognitive development as a means of enhancing efficient learning, and 4. providing a good relationship between the university and its community.

Yee (1974) used a systems approach in explaining teacher education programmes. The approach consisted of input, process and output. According to the author, the input component involved the selection, screening and orientation of students, while the process included theoretical and field studies of the programme. The output component reflected the type of graduates and professionals produced by the programme such as teachers, supervisors, and school administrators. The author went on to argue that programmes of teacher education can be organized and coordinated to achieve better performance for the educational institutions. He asserted that:

Objectives should be clear and definite enough to allow development of specific procedures to attain them, and their specification is the first major step toward intelligent planning of an educational strategy (1974:30).

In conclusion, Yee recommended a planning approach to institutions involved in teacher preparation to embark on systematic screening and processing of inputs for quality outputs. He claimed that it is only through effective screening of potential teachers (through admission processes) that a group of competent teachers can be brought to serve in the teaching profession.

Team Internship

Smith et al (1974) proposed an approach to teacher education based on team internship. The authors claimed that the model will provide an educational structure in which both the college and school personnel can be utilized effectively and efficiently for the production of competent teachers. They went on to argue that the model is designed to provide sufficient time for the student and the supervising teacher to plan, confer, and evaluate strategic techniques in instruction. They asserted that:

... team internship units in a school can become the innovative cells from which new ideas can move outwards. The placement of a unit in a school brings university and school supervisory personnel naturally into the school as working colleagues If this is done, then the result of experimentation in these team internship units can be shared and considered for trial in other parts of the school. In this way, new ideas enter the school system, not as demands on the part of the administration but as legitimate part of the teacher education program (1974:188).

Horowitz (1974) proposed an internship approach for teacher education programmes. According to the author, this approach was intended to generate critical examination and discussion among student teachers on one hand, and student teachers and supervising teachers on the other. Here, a student might openly challenge his colleague on the principles, methodologies and strategies being employed by the latter. However, the author warned that for such a programme to be effective, educators and institutions involved in teacher education must consider issues related to the definition of teacher internships,

integration, sequential experiences, co-operative planning, and interaction.

Professional Development Approach

According to Nash (1974) teacher education should be based on a professional development approach. Essentially this model invited strategic integration of theory into practice. Here the student might be required to identify and adjust to the realities of the school and the society in which he will spend his professional lifetime. The author claimed that:

... the teacher education model balances its commitment to performative training with a sense of reformist zeal. In addition to becoming learning strategists, we might help students to become reform strategists ... (1974:352).

One may deduce from this approach that teacher education was designed to equip potential teachers with innovative skills in research and instruction which will assist them in performing their classroom functions. The assumption here is that institutions and educators involved in the teacher preparation process would emphasize more creativity and analytical skills as criteria for determining student success in the programme.

Inservice Education

Leyser and Heinze (1980) proposed an inservice education approach for teachers within the school system. The authors argued that such a model will not only upgrade the skills of teachers but will make the teaching profession a life-long

learning process. They went on to suggest that this paradigm of inservice education for teachers will encourage feedback which will facilitate the integration of theory into practice. Similarly, Burrello et al. (1982) supported an inservice teacher education model by arguing that it is an alternative for increasing competency, professional development and innovation. They maintained that through inservice programmes, teachers will learn relevant skills in the process of programme renewal which reinforces professional development.

Criticisms of Teacher Education

Some of the literature in teacher education revealed that some individuals involved in the preparation of teachers did recognize the weaknesses associated with the endeavour. For example, Sarason et al. (1979), Clark and Marker (1975), Newton (1975), Ryan (1970), and Smith et al. (1969), questioned the impact of teacher education in terms of providing sufficient skills to teachers. The basic argument centred around the belief that the content and procedures involved in teacher preparation courses were irrelevant to actual teaching tasks. The criticism here is derived from the assertion that teachers gained little experience in the preparation programme which may illustrate the lack of bridging the gap between theory and practice in teacher education. Smith et al. (1969:24) claimed that teacher education programmes

did prepare potential teachers for limited tasks and provided an understanding of only the superficial classroom situation. They recommended the introduction of innovative programmes which would make the teacher more productive in coping with the challenges of the educational system.

Ryan clearly stressed the point suggested by the previous authors that potential teachers were being trained as passive agents rather than as objective and rational professionals.

He asserted that:

To learn the dynamic role of a teacher, the prospective teacher should have many opportunities to study and practice the skills and strategies of teaching and he should have real encounters with ... students. If progress is to be made here, universities and schools will have to develop new relationships. Right now the universities act as distant producers of teachers, and the public schools act as uncritical consumers (1970:187).

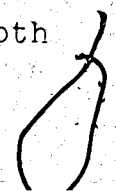
Similarly, teacher education curriculum had been under attack by some educators. For example, Silberman (1970), Keorner (1965), and Conant (1963) argued that courses offered for teacher preparation lack theoretical foundations in that rationality and critical analytic skills were not sufficiently covered in these courses. For instance, Silberman questioned the integrity of educators involved in teacher preparation in that some of them came to the profession from outside the field of education. This argument centred on the assumption that educators who were scientifically trained, approach teacher education programme from scientific view rather than social process. He asserted that:

... certification requirements have saved educationists from the necessity of having to justify ... or even

think about ... their programs. Certainly, few of
have asked themselves why they are doing what
are doing, or how it affects the kind of
ts they turn out (1970:439).

The went on to cite the consequent effect which
developed due to the protective attitudes adopted by some
academic instructors. He argued that some instructors
in academic courses fail to rationalize the goals and
outcomings of the teacher education curriculum (1970:
). Silberman identified methods courses as "the waste-
land of teacher education" (1970:443), arguing that they
appeared "intellectually barren and professionally useless."
In addition, instructors delivering these courses seldom
practised what they taught. The author claimed that,
"there can be no greater demonstration of the irrelevance
of methods courses than the ways the methods pro-
fessors teach" (1970:443).

Keorner's attack was sweeping in that he criticized
the intellectual ability of both instructional staff and
students in education, and described education courses
as "puerile, repetitious, dull and ambiguous ..." (1965:
18). In all, the author deplored the lack of professional
relevance to the actual occupation of teaching preparation
courses. In his view, these programmes were not esta-
blished around "proven worth". He claimed that the
rationale for their existence were inappropriate for
teacher education programmes. Similarly, March (1978:
587-608) questioned the adequacy and quality of both



the instructional and professional components of teacher preparation programmes. He went on to suggest that the student teachers who constitute the major recipients of the programme showed some inadequacies which develop from lack of fundamental organizational goals.

Conant's (1963) study of teacher education was concerned with investigating the nature and quality of professional training offered to potential teachers in the United States. He also identified procedures used in the selection and certification of teachers. The author indicated that the quality of teacher preparation appeared minimal, and suggested that certification policy based on courses and credits accumulation was misleading. He argued that these did not meet the goals of individuals concerned with quality teaching in that there was no reliable evidence that any specific course improved teaching skills (1963:54).

Conant concluded that:

Professors of education have not yet discovered or agreed upon a common body of knowledge that all feel should be held by school teachers before the student takes his full-time job (1963:141).

Also, the author claimed that the quality of instructional courses within the teacher preparation curriculum appeared inadequate. His study indicated that materials presented in academic courses were "dreary discussion", and that much of the undergraduate teaching was assigned to inexperienced professors or teaching assistants.

However, Conant maintained that there was dependence

on anthologies and textbooks; as lectures were 'poorly delivered by uninspired teachers' (1963:78). He went on to observe that techniques and instructional materials should be best presented in "the context of special methods instruction, which accompanies and is closely related to the actual practice teaching situation" (1963:138).

Problems, Remedies and Prescriptions of Teacher Education

The major problems associated with teacher education (as identified by some authors) appeared multiple in nature in that they consisted of: inadequate planning and design; lack of research; poor relationships with other systems; the misuse of personnel (supervising teachers); and lack of a theoretical base for practical teaching. For example, Arnstine (1979) confirmed the existence of such problems when he argued that teacher preparation programmes had not provided sufficient skills to potential teachers. As future educators, "only a sample of educational theory, and a condensed and often counterproductive apprenticeship" were extended to them (1979:51).

Barr (1978) maintained that teacher education programmes usually failed to consider the institutional culture of the schools, which signified inconsistency, with many of the goals of preservice education" (1978:80). The consequent result which Barr and other authors (Ryan, 1970; Macdonald, 1970; and Silberman, 1970) referred to as insignificant impact of the programme in the instruction of public schools, because "teacher behaviour appeared

to conform to the prevailing norms of the school" (1978:8).

Pruitt and Lee (1978), and Clark and Marker (1975) concurred and expanded on the foregoing problems in teacher education programmes. The authors claimed that the ineffectiveness and inefficiency of the programmes resulted from the administrative setup of the training institutions which de-emphasized innovative programmes for teachers. They argued that the bureaucratic management style employed by these institutions often retarded and frustrated plans for educational innovation.

In reviewing the situation pertaining to student teaching, Clark and Marker (1975:62) identified the practice as a "low cost expedient institutional effort", designed for poor relationships. Here, two major factors limited the quality of relationship:

(a) the guest-host relationship existing between the colleges and the local schools; and (b) the problem of selecting suitable individuals to supervise students in the field.

Due to the lack of public schools to fully participate in the student teaching exercise, the quality of experience extended to students suffered. The authors went on to say that the supervision of student teachers appeared to be a low-priority assignment for senior staff members, thus "the responsibility was often assigned to graduate students or to junior members of faculty" (1975:63). None of these groups was likely to have had adequate experience in classroom supervision. In Clark and Marker's opinion,

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the characteristics described above reflected a general phenomenon with teacher education: "the bizarre disjunction between assigned functions, authority and responsibility ..." (1975:75). As opposed to Keorner, Silberman and Conant, who saw the institution of teacher education programmes as a "Monolithic Establishment", Clark and Marker perceived it as:

... idiosyncratic organizations assigned [a piece of action] and functioning in a state of accommodation, not to protect mutual interests but rather to avoid irreconcilable conflicts. We see the assignment of responsibility without authority and authority without responsibility; we see political compromises, external education of teachers; we see functions following resource allocations, and form determining substance (1975:74).


The authors concluded that improvement in teacher education programmes would require some fundamental restructuring of the institutions involved in teacher preparation.

How can the above problems be minimized in order to achieve better teacher education programmes? It was from this perspective that some authors have suggested field-based programmes (Smith et al., 1974). Other writers claimed that the problem of teacher education might be resolved through emphasis on teacher competency and professional accountability (Drummond, 1974; Haynes & Coyne, 1974; Nash, 1974; Stiles, 1974; Yarrington & Boffey, 1974). Other educators have proposed an alleviation of the problems through curriculum reform whereby theory can be integrated with practice teaching (Burrello & Orbaugh, 1982; Howsam, 1981; Hrynyk, 1982; Renihan, 1980).

Research Evidence in Teacher Education

In the past, some major studies have explored competency-based teacher education and its effects on student achievement. Currently, emphasis is shifting away from this topic and addressing concern to the teacher as a human being. For example, Morris (1981) has just published a research report on the impact of student teachers as substitutes for instructional staff of the school. Kaufman and Shapson (1977) provided an evaluative report of the teacher education programme at Simon Fraser university. Similarly, Michigan State University is giving priority to research on the decision making styles of teachers. Given the criticisms, problems, and proposed remedies to teacher education programmes, there is sufficient evidence to recognize and reorganize teacher education programmes to meet the changing needs of the school system.

However, greater attention is being focused on professional development in teacher education. For example, some educators involved in teacher preparation programmes have produced research documents which spelled out the strengths and weaknesses associated with professional development for teachers. Others agreed that professional development programmes would provide ongoing renewal skills and inspire stronger commitment among teachers (Conran & Chase, 1982; Danldson Jr., 1982; Edelfelt, 1982; Hanes et al., 1982; Huddle, 1982; Nutting, 1982; Sparks, 1982; Williamson & Elfman, 1982).



Teacher Education in Nigeria

Teacher education in Nigeria may be defined as the provision of theoretical and practical knowledge to potential teachers so that they become productive to the educational system of the country. The preparation of teachers is undertaken at three major levels. These are: primary teacher training colleges which specialize in preparing grade II and pivotal teachers for elementary schools, while the colleges of education concentrate in training certified secondary, vocational and special education teachers (National Certificate in Education). The universities are involved in producing teachers and administrators for the educational system of the nation. Here, teacher education programmes are designed to produce well-qualified graduate teachers for service at primary, secondary and university institutions.

According to the current Nigerian National Policy on Education, teacher education has the following goals:

- (a) to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education 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 national objectives;
- (d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to a changing situation not only in the life of their country, but in the wider world;
- (e) to enhance teachers' commitment to the teaching profession (1981:38).

Similarly, Fafunwa (1975) identified the national goal of colleges of education as:

a steady flow of this cadre of graduate Its purpose is to help produce some 2,000 graduates of N.C.E. (National Certificate in Education) teachers annually for five years to enable Nigerians to man Nigerian schools within the foreseeable future (1975:201).

The concern that the quality of entrants to the teaching profession was insufficient to meet the increasing demand for education at all levels appeared familiar to Nigerian educators and its consequent criticism tended to be accepted as valid. However, the criticisms levelled against the quality of the new entrants to the profession cast doubts on the adequacy of the procedures that are being used in preparing potential teachers, and on the professional competence of those who design and implement teacher training programmes.

In Nigeria, there is some consensus among educators that teachers (at all levels) should not be regarded as disseminators of knowledge only. Rather the teacher's major task should involve helping inexperienced learners to cope with a vast amount of information floating around them and putting it in proper perspective. They asserted that teachers in the Nigerian environment must know how to appraise and distinguish what is useful to the development of individual and society (Anim, 1975; Bacchus, 1980; Fafunwa, 1971, 1975; Onwuka, 1968).

Some models have been proposed for teacher preparation in Nigeria. These include: the adaptation model (Nwosu, 1971); systems model (Balogun, 1972); economic model

(Bacchus, 1981; Barber, 1981; Bray & Cooper, 1979; Onuoha, 1974). In proposing the adaptive approach for teacher education in Nigeria, Nwosu (1971) suggested that the curriculum should reflect the social, political and economic environment of the school. He cited how the modern techniques of farming and local industry could be integrated into teacher training courses, in order to alleviate the problem of rural migration into the urban centres.

Balogun (1972) used the systems approach in demonstrating how the instructional component of teacher education programme could be improved in the Nigerian context. He indicated that the systems approach would enable the educational system to clarify a problem, facilitate communication, identify co-operative subsystems, efficiently implement programmes; evaluate, review and revise programmes. He argued that when the sub-systems of a teacher education programme interact and interrelate while performing an individual task, the programme (the college) should accomplish its objectives.

Other educators used an economic model to advocate improvement in teacher education programmes. They claimed that incentive should be extended to students in terms of scholarships, awards and promised attractive salaries (Barber, 1981; Bray & Cooper, 1979). Others maintained that investing in teacher education programmes be essential for Nigerian development (Adeyinka, 1981; Ayodele, 1981). The above model was based on the assumption that

problems associated with underdevelopment (illiteracy, poor nutrition, health, housing and sewage) could be remedied when many teachers are trained to assist in the dissemination of information to the Nigerian public (Bacchus, 1981; Onuoha, 1974).

Oyeneye (1980) proposed the re-organization of the teacher education programme in terms of planning with the teachers rather than planning for the teachers. He asserted that:

Educational innovation which seeks to succeed must necessarily involved a re-orientation of teachers' education to accept new changes. This calls for a continuous modification of the curriculum of teachers' education to serve the changing needs of the educational system (1980:136).

The approach here centred around the selection of the achievable goals of teacher training programmes, diagnosing them, determining alternatives, evaluating them, and implementing them. In conclusion, the author emphasized the need for adequate planning in order to achieve rational teacher education programmes for Nigeria.

Nigerian institutions involved in teacher preparation have been attacked for their failure to produce functional teachers. Some critics argued for integrated planning and co-ordination of teacher education programmes (Fafunwa, 1971; Hawes and Ozigi, 1975; Manuwuiké, 1978; Ogunyemi, 1973). Others proposed increased funding and decentralization of decision-making within the institutions. The need for curriculum reform tended to gain more advocates in that

most educators in Nigeria felt that teacher education courses had little relevance to the Nigerian situation. However, the problem of determining the goals of teacher education programmes remains unresolved, as educators differ on what should be the main goal of teacher preparation (Nwagwu, 1981).

Husen et al. (1978) in a report published by the World Bank, recommended that teacher training programmes in less developed countries should be designed to produce specialized teachers. They proposed that "a major focus of a teacher training programme should be on the development of teacher knowledge and ability in specific subject areas" (1978:45). A terminal report of the United Nations Development Programme on teacher education in Nigeria provided an alternative remedy. For example:

The institute's activities ... included materials production, in-service education, and moderation of examinations at teacher-training level. These activities should be continued and in the case of the first two activities mentioned, expanded so as to inspire tutors to think continually of ways of improving their teaching methods. Ideas generate new ideas which can stimulate interest and enthusiasm, so that if tutors are provided with resource materials, they might be encouraged to experiment and innovate in the classroom (1977:6).

Summary

Several concerns were expressed in the literature on the content of teacher education programmes in North America. First, there appeared to be little consensus among educators on what should be the stated goals of teacher preparation programmes. Some educators proposed professional and

competency approach, while others advocated team internship, inservice education, and humanistic approaches.

Second, it has been shown in the foregoing review that some organizational/institutional factors tend to hinder improvement in teacher education programmes. The crucial factor among these is the poor relationship which exists between the teacher education institutions and the local schools. The relationships between the two agencies are often defined falsely in that they may be characterized by insufficient communication, conflicting norms and unspecified responsibilities.

Some writers have suggested that the problem of teacher education programmes lies in the instructional staff who fail to consider the prevailing cultural influence of the school. They argued that such a tendency to neglect the environment within which the potential teacher will work severely limits the effectiveness of teacher preparation programmes.

In Nigeria, as well as in other developing countries, the fundamental problems associated with teacher preparation appeared universal, while some specific concerns were identified in certain areas. Nigeria proposes teacher education programmes which have to meet the challenge of producing flexible and adaptive functional teachers for all educational institutions within the country. Several approaches have been cited as a means to alleviate problems facing teacher preparation programmes in the country, but the feasibility of implementing effective and efficient

teacher preparation programmes is highly dependent on:
(a) the availability of resources and (b) the talents and
experience of the instructional staff.

CHAPTER IV

RESEARCH DESIGN AND METHODOLOGY

This chapter is divided into three main sections. In the first section, the design of the study is discussed. The second section deals with the development of the instruments employed in the collection of data. The methodology used in conducting this study is described in the final section.

Research Design

The basic aim of the present study is to determine the perceived goals of teacher education programmes within Nigerian colleges of education. In accordance with the assumption that an analysis of the perceptions and opinions of some stake-holders (administrators, teachers and students) of Nigerian colleges of education will provide an adequate picture of the operational goals of these institutions, it was decided that the basic focus of the research should be on those aspects of the programme identified as being significant to Nigeria. These might include: professional development, inservice education, personality development, integration of theory with practice, and searching, experimenting and testing for better methods (see chapter III - Review of Related Literature). From the focus identified above, the goals of teacher preparation in Nigeria might be legitimately determined.

The three major considerations for the research design were: (1) the identification of specific respondents who might provide valid data for the purposes of the research; (2) the development of appropriate instruments through which those data might be gathered, and (3) the establishment of possible methodological procedures for the collection of the research data.

Sources of Data

Three groups in Nigerian colleges of education were identified for the purposes of the study: (a) department heads, (b) instructional staff, and (c) second year students enrolled in schools of education.

The sample of second-year students surveyed in this study consisted of ten from each individual school of education in Nigeria, or eighty in all. This particular group of students was selected for several reasons. First, they represented the intermediate group in the programme in that they had successfully completed the first year in the college, and were preparing for the final phase of the programme. Second, the third-year students were extensively involved in the off-campus practicum when the study was conducted, which limited their involvement. Third, the first-year students were not included in the study because they were believed to have not studied long enough in the college to gain adequate insight on the various aspects of the programme. Finally, as this study relied extensively on the perceptions and opinions of

participants for details of the programme goals, the researcher focused on individuals who had direct impact on the teacher preparation programme, so as to minimize recall distortion.

Three groups were included in the study (administrators, teaching staff, and students) in order to gain a complete picture of how the goals of teacher preparation programmes were perceived by the stakeholders. Based on perceptions supplied by the participants, a good explanation emerged to describe the goals of teacher preparation in Nigeria. These groups were included so that they could provide a more subjective perspective of teacher preparation programmes within the colleges of education. Similarly, the assessments which they supplied provided adequate insights into the appropriateness of teacher education programmes in relation to the realities of the Nigerian situation.

The sample of department heads surveyed in this study consisted of ten state and six federal administrators and their assistants involved in schools of education during the 1981/1982 academic year (see Table 1 below). These individuals were appointed to administrative positions on the basis of long experience and academic qualifications.

Forty-eight instructional staff participated in this study. Eight colleges of education were involved in the study in which six instructors from each school were

TABLE 1
STUDY POPULATION CLASSIFIED BY TYPE AND COLLEGE LOCATION

Name of College and Location	Type of College	No. of Department Heads Involved	Instructional Staff	Second Year Students	Total
Federal College of Education Abeokuta, Ogun	Federal	2	6	10	18
College of Education Abiraka, Bendel	State	2	6	10	18
College of Education Owerri, Imo	State	2	6	10	18
College of Education Awka, Anambra	State	2	6	10	18
College of Education Eha-Amufu, Anambra	State	2	6	10	18
College of Education Lagos, Lagos	Federal	2	6	10	18
College of Education Nsugbe, Anambra	State	2	6	10	18
College of Education Oyo, Oyo	Federal	2	6	10	18
Total		16	48	80	144

requested to complete the questionnaire (see Table 1 above).

Instrumentation

The research instrument employed in this study consisted of a self administered semi-open-ended questionnaire and semi-structured interviews.

The advantage of combining the two instruments was to validate answers obtained from the participants. There are some drawbacks associated with collecting data by using only questionnaires. The major problem among the drawbacks is the question of non-returns. For example, Mouly (1970: 243) indicated that:

Not only do non-returns decrease the size of the sample on which the results are based ... which is relatively unimportant wherever the sample is large ... but it introduces a bias inasmuch as non-respondents are likely to differ from respondents in fundamental ways.

However, irrespective of these weaknesses, Mouly (1970: 242) identified some advantages of using questionnaires for gathering research data. Significant among these is that a questionnaire can be used to reach individuals from different geographic zones. Also, it has the advantage of providing more candid and objective responses because of its impersonality.

The foregoing attributes of the instrument were considered when a decision was reached to combine the questionnaire with an interview instrument for this study. It was recognized that the problem of non-returns might surface if the questionnaire was delivered through the mail. Therefore,

the researcher decided to deliver personally and collect the completed questionnaires from the participants. Similarly, an interview was conducted with two individuals from the participant groups (students, instructional staff and college administrators) of each of the Nigerian colleges of education. The total number of interviewees was 48. The decision to interview individuals from each group was made in order to validate and elaborate upon responses gathered through the questionnaire and to help the researcher in probing into some questions pertaining to the perceived goals of the Nigerian colleges of education.

Study Plan

The following steps were identified as being important for the completion of the research project: (a) identification of the research population; (b) obtaining permission to carry on the research; (c) development and validation of research instruments; (d) data collection; (e) data analysis; and (f) reporting findings from the data. The anticipated period for the completion of these procedures was one calendar year.

Development and Validation of Instruments

The instruments used in the collection of data were specifically designed for this study. They were developed to include some criteria established as being important (in teacher education literature) in the determination of teacher education goals (Barber, 1981; Conant, 1963;

Hollins, 1969; Keorner, 1965; Ryan, 1979; Silberman, 1971). Further, these dimensions were cited as being significant by Nigerian authors (Awoniyi, 1975; Manuwuiké, 1978; Nwágwu, 1981).

Questionnaire

This instrument consisted of eight units. These units included questions on: (1) demographic data; (2) general goals of teacher education in Nigeria; (3) specific college goals; (4) selection of student input and processes; (5) goal determination, differences in goal and levels of achievement; (6) linkages of the colleges with other institutions; (7) problems associated with the achievement of the stated goals; and (8) perceived remedies.

Sources consulted during the construction of this questionnaire included the following: Anim (1975), Burrello (1982), Cook (1979), Fafunwa (1975), Frohock (1979), Goldhammer (1981), Hawes and Ozigi (1975), Manuwuiké (1978), McManama (1971), Nigerian National Policy on Education (1981), Njoku (1975), Nwosu (1971), Ogunyemi (1973), Onuoha (1974), Onwuka (1969), Oyeneye (1980), Romiszowiski (1970), Ukairo (1975), and Yee (1974).

Unit 1

Information was sought from participants with regard to the name of the college (Question #1) and the full-time position of the respondent (Question #2). This information was used to determine the colleges involved in the

study and to know the number of participants from each group (administrators, teachers and students).

Unit 2

The questions (numbers 2.1 through 2.4) listed seven general goals of teacher education and requested participants to identify three major ones being pursued in the Nigerian context. This information was intended to seek similarities and differences between the goals of teacher education identified elsewhere by educational evaluators (Cook, 1979; Husen et al (eds.), 1978; Rose et al (eds.) and those which exist in the Nigerian situation.

Unit 3

The information sought in this area ranged from specific goals of individual colleges, to how achievable the goals were, to groups that determine college goals, to the level of programme's effectiveness (Questions 3.1 to 4.2). These data elicited areas of concentration among colleges of education and areas of less emphasis.

Unit 4

Questions explored in this area consisted of criteria for admitting students into the college and the processes used in preparing potential teachers (Question 5.2). The information obtained here was used in gaining insight into the nature of student inputs and the instructional processes within the college programmes.

Unit 5

Questions 8.1 and 9.2 specifically addressed the decision making groups within the Nigerian colleges of education. The intent was to examine the policy being pursued (Frohock, 1979).

Unit 6

Questions 8.2, 8.3 and 9.1 addressed themselves to goal differences among the colleges and the perceived level of effectiveness in the college programmes. The information sought in this unit was intended to highlight whether the goal differences among colleges facilitated or retarded programme performance.

Unit 7

Question 10 attempted to determine the level of linkage between individual college and other institutions within the Nigerian environment. To maintain achievable goal, it was seen as significant that colleges had to relate and interact with other institutions involved in the endeavour.

Unit 8

This unit sought problem areas associated with teacher training programmes in Nigeria and requested alternative remedies. Questions 11.1 and 11.2 addressed that concern. The objective was to identify problematic areas and to seek possible means of alleviating them.

Interviews

The objective of the interviews conducted with the college administrators, teachers and students was to (a) validate answers received from the questionnaire, and (b) probe more deeply into some issues for which the questionnaire format was inappropriate. To that effect, the questions asked in the questionnaire were used in interviewing key-position participants.

A semi-structured interview was considered most appropriate. For example, Merton, Fiske and Kendall (1956: 43) recommended that the combination of interview and questionnaire instruments could help tap the subjective concerns and experiences of participants. The format for the interview was treated as a flexible tool which permitted the interviewer to consider the significant cues and implications contained in answers obtained. In view of the advice cited above, an effort was made to validate questions addressed in the questionnaire. Questions asked here included all the semi-open-ended questions contained in the questionnaire (Questions 2.4, 3.1, 3.3, 4.1, 4.2, 5.1, 8.3, 11.1; and 11.2).

Pre-testing the Instruments

The questionnaire and interview instruments were pre-tested among Nigerian students at the University of Alberta during the month of July, 1982. Based on the results of the pre-test, the instruments were revised

to enhance clarity. The Nigerians who participated in the pre-test had had previous experiences as either college administrators, teachers or students from the college of education. Also, the result of the pre-test highlighted the need for random selection of participants so as to give each individual an equal chance to participate in the present study. It was decided to designate college administrators, teachers and student as participant groups.

Reliability of Instrument

In any study which employs the questionnaire as a means of determining perceptions, significant questions may arise as to the quality of the instrument. Dressel (1976:119) argued that the issues concerning reliability and validity should be resolved if a study had to be accepted with some degree of confidence. The reliability of an instrument when repeated over time produces the same results. Mouly (1970:115) indicated that for an instrument to be reliable, "it must be consistent in the measures."

In this study, the opportunity costs did not allow the use of the procedures often adopted as techniques of establishing consistency through the test-retest approach. However, the pre-test did not show any different result from previous administrators, teachers and students of the colleges of education. This suggested

that the instrument had a good deal of temporal stability. In view of the foregoing argument, the researcher concluded that, for the purposes of this study, the questionnaire used would produce sufficient reproducible results in Nigeria.

Validity

Moser and Kalton (1979) defined validity as:

the success of the scale in measuring what it sets out to measure, so that differences between individuals' scores can be taken as representing true differences in the characteristic under study (1979:355).

The most essential concept to this study was content validity which dealt with the relevance, completeness and clarity of the instruments used.

The appropriateness of the questions used in obtaining the perceived goals of teacher education in Nigeria was confirmed as being adequate by the participants of the pre-test, who generally indicated that all the questions asked in the study were important and adequately covered. Similarly, participants (administrators, teachers and students) were requested to complete questionnaires of the same content in order to cross-check the accuracy of answers provided on the questionnaires.

Research Methodology

Permission to Conduct the Research

Permission to carry on the present study was obtained from the Permanent Secretary, the Federal Ministry of

Education, Lagos, early in 1982. The permission to conduct the research was approved and communicated to the researcher by the Federal Ministry of Education with some encouragement that the study would be valuable to Nigerian education. For example, free access to Nigerian colleges of education and their personnel for the purposes of administering the questionnaires and conducting interviews was granted by Nigerian authorities.

Identification of the Research Population

Groups of the target population were identified from the lists supplied by the Federal and State Ministries of Education. These included department heads of schools of education, instructional staff and second-year students (1981).

Based on the information received, a random sample was drawn from the three groups (administrators, teachers and students) in which every 10 names from the college list, one person was designated as a questionnaire participant. The reason for random selection of participants was to minimize biased responses by providing equal chances for each individual to be selected from the study groups. Similarly, individuals who participated in the questionnaire were not involved in the interview. Rather interview participants were selected according to the key-positions they held in the schools of education. For example, two individuals from the provost's office, staff union and student's union were interviewed in each college. The reason for selecting

different participants for the interview was to minimize bias which might occur when repeated with questionnaire groups. Precisely, interview groups acted as study check to questionnaire responses.

Collection of Data

As discussed earlier in this chapter, a pre-test was conducted during July and August, 1982. After the analysis of the pre-test results, some revisions were made to the research instruments and the revised versions were distributed in October, 1982. All the questionnaires were delivered and collected at each college by the researcher (October to December 1982).

The rate of return was 91.7 percent and the number of questionnaires which were returned from each college is shown in Table 2 below.

TABLE 2
RETURN OF QUESTIONNAIRES BY INDIVIDUAL COLLEGE OF EDUCATION.

Name of College	Number Administered	Number Returned	Number Not Returned
Abeokuta College of Education	18	15	3
Abraka College of Education	18	16	2
Alvan Ikoku College of Education	18	18	-
Anambra College of Education	18	18	-
Eha-Emufu College of Education	18	18	-
Lagos College of Education	18	16	2
Nsugbe College of Education	18	18	-
Oyo College of Education	18	13	5
Total	144	132	12

However, one should note that the percentage of individuals who answered specific questions in the questionnaire varied from college to college (see Chapter V).

Delimitations

The present study was delimited in several ways.

1. The study focused only on the perceived goals of the colleges of education in Nigeria. It did not attempt to consider other factors such as teacher behaviour and/or personal qualities associated with teacher performance.
2. The study focused only on teacher education programmes within Southern Nigerian schools of education and did not include other Nigerian institutions involved in teacher preparation.

Limitations

1. This study was primarily limited by factors which affects all exploratory studies because of its reliance on the limited perceptions and opinions of a small number of participants (college administrators, instructional staff and students).
2. A final limitation emerged from the nature of the study in itself, in that findings were to some extent situation specific (Federal versus State established colleges).

Summary

This chapter essentially dealt with the research design and the description of the methodology used in the conduct of the study.

First, the basic features of the research design were identified. For example, an appropriate population sample was selected as source of research data. Since the focus of this study was to establish the perceived goals of teacher education programmes in Nigeria, it was decided to include administrators, teachers and students as research participants. Also, the colleges involved in teacher preparation were scattered all over the country; it was decided to include eight colleges from Southern Nigeria in which three were Federal and five were State owned and operated.

Second, consideration was given to the development and validation of the research instruments. The questionnaire, which was the major research tool, was derived from teacher education literature (see chapter III).

CHAPTER V

ANALYSIS OF DATA

Introduction

Basically, the major purpose of this chapter was to present the results of the questionnaires and interviews as outlined in chapter four above. Due to the nature of this study, the questionnaire and interview results are presented in the same logical sequence in that questionnaire results are first presented followed by the interview results. Essentially, both questionnaire and interview results are presented concurrently in the light of the perceptions and opinions of college administrators, teachers and students of Nigerian colleges of education.

The first research question focused on the general goals of teacher education programmes in Nigeria. Participants in the study were requested to check three goals of teacher education in order of their importance (1 = low, 2 = medium, 3 = high). The following format is used in the presentation of data analysis. Each unit is presented and discussed in terms of the respondents' opinions and reactions to the goals of teacher education in Nigeria. Frequencies and percentages for each question addressed in

the questionnaire followed by an account of the interview responses in light of how the Nigerian teacher preparation programme operates.

Questionnaire and Interview Data

Unit 1: As described in Chapter IV, Questions 1.1 and 1.2 were used to identify participants' college and their full-time position in the college. These responses showed the following: 16 college administrators, 48 instructional staff and 80 students from eight colleges in Southern Nigeria participated in the survey. Also, the researcher interviewed six individuals from each college in addition to those participants who responded to the questionnaire. A total of 48 interviews was conducted.

Unit 2: Questions 2.1 through 2.4 of the questionnaire requested participants to indicate the general goals of teacher education programmes in Nigeria. The first research question was:

The general goals of a teacher education programme may include the following: (a) professional development, (b) inservice education, (c) personality development, (d) integration of theory with practice, (e) searching, experimenting and testing for better methods, (f) all of these, (g) none of these.

Participants were also requested to select a weighting of importance if they checked more than one answer (1 = low, 2 = medium and 3 = high in importance). Table 3 below reveals percentage frequency ratings for the general goals of teacher education programmes in Nigeria. An examination

of Table 3 shows that the inservice education goal was not perceived as important in teacher preparation programmes in Nigeria. For example, none of the participants involved in the study identified the inservice component of teacher education as one of the general goals of Nigerian teacher education programmes. On the other hand, professional development was rated comparatively high in importance (75% : 72.4% : 62.5%) for administrators, teachers and students. The median ratings centred around integration of theory with practice and searching, experimenting and testing for better methods in teaching process.

When the same question was examined during the interview, respondents rated professional development high, integration of theory medium and inservice education low in importance. Some interviewees suggested that the reason for rating professional development high was because colleges tend to use the programme to increase the status of a teacher in Nigerian society. It was further suggested that many Nigerian teachers were not interested in their own profession because of inadequate recognition and consequent low pay. According to one provost,

the emphasis on high qualification is important, but it is these highly qualified teachers who leave because of better attractions outside the teaching profession.

A subsequent question asked the three groups who

TABLE 3

PERCENTAGE RESPONSE TO GENERAL GOALS OF TEACHER EDUCATION PROGRAMME IN NIGERIA

Groups in Nigerian Colleges of Education	Professional Development			Inservice Education			Personality Development			Integration of Theory with Practice			Searching for Better Methods			All of These	None of These	N-Sample
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H			
Administrators	15.0	10.0	75.0	0.0	0.0	0.0	50.0	50.0	0.0	33.3	66.7	0.0	50.0	25.0	25.0	0.0	0.0	16
Instructional Staff	10.4	17.2	72.4	0.0	0.0	0.0	33.3	33.3	33.3	35.7	57.1	7.2	38.5	38.5	23.2	32.7	0.0	48
Students	12.5	25.0	62.5	0.0	0.0	0.0	40.0	50.0	10.0	28.6	47.6	23.8	30.4	8.7	69.9	49.3	0.0	80

Note: L = Low, M = Medium, H = High

participated in the study to indicate the degree to which the identified general goals of the teacher education programme were being achieved. The percentage frequency ratings are illustrated in Table 4 below.

TABLE 4
PERCENTAGE RESPONSE TO DEGREE OF GOAL ACHIEVEMENT

Groups in Nigerian Colleges of Education	Perceived Low	Levels of Achievement		N Sample
		Medium	High	
Administrators	16.7	66.7	16.7	16
Instructional Staff	8.9	71.1	20.0	48
Students	7.6	62.1	30.3	80

The degree to which the colleges were achieving the general goals of teacher education was identified as being medium. That is, the administrators, teachers and students ranked the level of programme achievement as medium (66.7% : 71.1% : 62.1%). Two designated college administrators and four teachers failed to respond to this question. In general, it could be said that the perceptions of the sampled groups (the eight schools of education) showed that the colleges were achieving the general goals of teacher education to an average degree:

The interview results indicated that the identified goals were being achieved to a minimal degree. The explanation given showed that instructional materials (text books, library facilities, audio-visual equipment and

supervisory funds) were in short supply which severely hampered the achievement of identified goals. Other interviewees suggested that teachers' claims of medium achievement of general educational goals was a means of protecting their livelihood because poor ratings would signify that teachers were not performing their professional duties adequately. Here one should note that the results of the questionnaire and interview disagreed. In the researcher's estimation, the colleges did not appear to be meeting the identified goals because of lack of appropriate facilities and supplies.

Consistent with the previous two questions, the participants were requested to rank order the actual levels of emphasis for the following:

(a) provision of teaching skills, (b) professional development, (c) inservice education, (d) personality development, (e) integration of theory with practice, and (f) searching, experimenting and testing for better methods in teaching process.

Percentage frequency ratings obtained from the groups that participated are shown in Table 5 below.

Based on participants' perceptions, professional development and the provision of teaching skills, received high emphases as opposed to the goal of inservice education. Professional development received a high ranking (50.0% : 56.5% : 52.8%), followed by integration of theory with practice (75.0% : 64.4% : 34.3%). The least emphasized was inservice education (33.3% : 61.0% : 58.6%).

Interview results also revealed that the colleges

TABLE 5

PERCENTAGE RESPONSE TO LEVEL OF EMPHASIS IN GENERAL GOALS OF TEACHER EDUCATION PROGRAMMES

College Groups	Provision of Teaching Skills		Professional Development		In-service Education		Personality Development		Integration of Theory		Searching for Better Methods		N-Sample						
	L	M	H	E	M	H	L	M	H	L	M	H							
Administrators	28.6	28.6	42.9	37.5	12.5	50.0	33.3	33.3	33.3	42.9	57.1	0.0	12.5	75.0	12.5	57.1	28.6	14.3	16
Teachers	6.4	27.7	66.0	2.2	41.3	56.5	61.0	29.3	9.8	25.0	59.1	15.9	6.2	64.4	28.9	47.6	33.3	19.0	48
Students	12.3	42.5	45.2	5.6	41.7	52.8	58.6	32.9	8.6	10.0	44.3	45.7	7.1	34.3	58.6	16.4	31.5	52.1	80

Note: L = Low, M = Medium, H = High

pursued teacher training curriculum which emphasised teaching skills as a method of attaining academic excellence. Those skills were identified to include: communication, counselling, organization of instructional materials and evaluation of student performance. Other interviewees indicated that seventeen weeks out of a three year programme of teacher education were used for field teaching, which they identified to be rigorous. College administrators and instructional staff cited a need for increasing emphasis to be placed on integration of theory with practice as opposed to students who rated it low. Most of the students interviewed indicated that the curriculum did not reflect the integration of theory with classroom situations. They gave as examples the fact that some of the text books used were of little relevance because the illustrative materials were drawn from foreign socio-economic backgrounds. They went on to suggest the need for the Nigerian teacher training programme to reflect Nigerian content (health prevention, nutrition, home economics, agriculture, painting and ceramics). Few students agreed that in theory professional development received high emphasis but the actual technique of achieving it through appropriate curriculum in Nigerian context has not been realised.

Question 2.4 concluded this unit by requiring respondents to indicate which of the identified goals received the highest priority and to justify their

answer. Fifty percent of the administrators and 64 percent of the teaching staff identified professional development as the highest priority of the college programme. Yet priority of the programme goals varied among student participants. For example, more students (46.5%) identified teacher preparation programmes based on searching, experimenting and testing for better methods as the top priority of the colleges. Of the remaining student participants, 27.9 percent and 26.1 percent identified professional development and the provision of teaching skills as higher priorities of the general goals of the Nigerian teacher education programme.

Interview data revealed that professional development received the highest ranking because educators and decision-makers designed the programmes to produce middle manpower for the secondary and vocational institutions of the country. Some of the college authorities spoke of the need to socialize young teachers into the professional role of the teacher in order to achieve and integrate learning experiences. Students who justified their answers gave the following reasons:

To advance knowledge through acquisition of skills; practical experiences when guided by theories would have more precise measurable results; professional development enhances the overall achievement of teacher preparation programmes.

Interviewees claimed that different colleges had different areas of emphasis. These included such specializations as remedial programmes for unqualified applicants, special

education and secondary and vocational training for manpower shortages. In general, some college authorities and instructional staff showed some concern about the confusion in establishing a unique national teacher preparation goal. They cited how some major college decisions were made by political elites without adequate consultation with college authorities.

Unit 3: Questions 3.1 to 4.2 addressed issues concerning three specific goals being pursued in individual Nigerian colleges of education. The first question in this unit was:

Identify three specific goals of teacher training programme in your college.

Twenty-five percent of college administrators, 60.8 percent of instructional staff and 36 percent of students (of the groups that responded to the questionnaire) indicated that the professional development component was the basic goal of the teacher preparation programme in the college. Personality development was ranked next in importance to professional development as 25 percent of administrators, 30 percent of teachers and 34.7 percent of students specified in the returned questionnaire. In contrast, 25 percent of administrators, 9.2 percent of teachers and 22.7 percent of students indicated that searching, experimenting and testing for better methods was third in importance to the goal of teacher training programme. It was noted during the analysis that 25 percent of the administrators failed to respond to that question. However, the general perception of the

participants suggested that the specific goals of teacher preparation programmes in Nigeria consisted of professional development, personality development and searching, experimenting and testing for improved methods of teaching.

Interview results showed that respondents were divided in their response to three specific goals of teacher preparation programmes. For example, the administrators and teachers interviewed identified broad based education, academic specialization and professional discipline, while students indicated provision of teaching skills, personality development and manpower requirements as the programme goals. Administrators and teachers indicated that the reason for pursuing the identified goals was to make the teaching profession more rewarding to practitioners. Students explained that those goals were established by the Federal Government in order to meet the manpower needs of the country.

In the same unit, participants were requested to indicate if those goals were achievable in practice. The responses are presented in Table 6 below.

TABLE 6
ARE THESE GOALS ACHIEVABLE?

College Group	Yes	No	Unknown	N Sample
Administrators	100.0	0.0	0.0	16
Teachers	89.4	2.1	8.5	48
Students	82.7	4.0	13.3	80

In view of the responses provided by the research subjects, the three specific goals of teacher preparation programme were shown as being achievable. As illustrated in Table 6 above, administrators, teachers and students (100% : 89.4% : 82.7%) indicated that the identified goals were achievable.

Interview responses showed that the specific goals might be achieved if adequate resources were made available to the college system. Other respondents cited the problems associated with the design of the college curriculum which failed to reflect classroom situations. There was a strong feeling that a coordinating body needed to be established to ensure that all goals of teacher preparation programmes become unified rather than remaining divergent.

A subsequent question asked participants to:

Identify three major groups/personnel who were involved in determining the goals of the college.

Fifty percent of the college administrators reported that the State Ministry of Education was responsible for determining college goals. Similarly, 25 percent of two categories of administrators indicated that college administration and the board were responsible for establishing college goals. Instructional staff were divided in that 36.7 percent and 28.6 percent cited college boards and the Federal Ministry of Education as being responsible for college goals. The other 14.3 percent of the teachers identified the State Ministry of Education as the major agency that

determined college goals. It was noted that the remaining 20.4 percent of the teaching group did not respond to this question. Students were equally varied in responding to that section of the questionnaire. For example, 26.7 percent and 20.0 percent of the students identified college boards and the State Ministry of Education as groups which determined the college goals. Also, 16.0 percent of the students who answered that question indicated that the college goals were formulated by college administrators. The remaining 37.3 percent of the students did not respond to the question.

Interview results to that question showed that the college goals were established by the federal and state ministries in accordance with the provision of the Federal Government's Policy on Education. However, it was recognized that individual departments within colleges of education were able to modify the curriculum to meet local needs. Arrangements of that kind permitted certain colleges of education to offer programmes in special education, technical and business, elementary and secondary, nursing, language and social studies.

Respondents were also requested to indicate the level to which the programme prepared potential teachers for classroom work. Responses provided by the sampled groups are presented in Table 7 below.

TABLE 7

PERCENTAGE RESPONSE TO THE DEGREE TO WHICH
THE PROGRAMME PREPARES POTENTIAL TEACHERS FOR CLASSROOM WORK

College Group	Low	Medium	High	N Sample
Administrators	0.0	0.0	100.0	16
Instructional Staff	0.0	34.7	65.3	48
Students	2.7	37.3	60.0	80

Based on the above perceptions and opinions of the groups who answered the question, the college programmes were rated high (100.0% : 65.3% : 60.0%) in performance. In contrast to the foregoing, the interview results showed the confusion and frustration about the college programme because the instructional staff had minimum input in the determination of programmes. One administrator indicated that it was difficult to implement an achievable teacher programme when teachers are not involved in developing the curriculum. Another college teacher informed the researcher that teaching with curriculum imposed on teachers was frustrating and unmeasurable in terms of performance. The general concern was that the colleges were not providing adequate skills to potential teachers because of misallocation of resources. When asked why respondents failed to indicate that concern in the questionnaire, the general reply was that "no one wants to be scape goat". Based on those pieces of information, it could be said that teacher preparation

programmes in Nigeria have problems in providing adequate skills to potential teachers.

Questions 4.1 and 4.2 examined aspects of teacher training programmes which received the most and least emphases.

Responses varied from group to group. For example, 69 percent of administrators cited acquisition of knowledge and skills as the area of the programme that received the most emphasis. The justification ranged from "ability of the teacher to transfer knowledge to designated groups" to "the college is designated to emphasize skills". Eighty-four percent of the instructional staff said that professional development received the most emphasis. The explanation was based on the ability of the potential teacher to achieve the national goal of teacher education in Nigeria (see Chapter III). Similarly, 76 percent of students agreed with the instructional staff that professional development received most emphasis in that principles and methods of teaching were identified as major areas of the college programme. Given the sample size of the groups involved in the study, it could be said that the component of the programme which received most emphasis was professional development. However, interviewees cited professional awareness and academic excellence as a means of legitimizing the professional role of the teacher. Incidents of unrecognized status of teachers such as delay in paying teachers' salaries, inadequate fringe benefits and slow promotions were examples

which necessitated more emphasis on professional development in teacher education programmes.

A supplementary question (4.2) focused on the component of the teacher education programme which received the least emphasis. Administrators and teachers identified health and physical education while students cited inservice education. The college administrators and teachers maintained that least emphasis was given to the health and physical education component because the government had not recognized the importance of physical activities to good health and to the learning processes. Some of them cited examples of the non-existence of recreational subjects in their teacher preparation programmes. Students interviewed indicated that the unavailability of an inservice component in teacher education programmes is due to under-funding of the college by the Federal Government authorities. In general, two areas of the teacher preparation programme had been identified as receiving the least emphasis. These included the health and physical education aspects on the one hand, and the inservice component on the other.

The final question of this requested participants to identify the three major users of the college facilities (such as the college library, meeting rooms, and laboratories). Fifty percent of administrators and students and 65 percent of instructional staff indicated that students and staff used the facilities. Similarly,

25 percent of administrators and 10 percent of teachers showed that the community used the college facilities. It was noted that none of the students indicated that the community used college facilities. According to the results of the questionnaire, students and staff were identified as major users of the college facilities. However, the interviews probed more into that question. Respondents reported that the main reason why the public had not used college facilities was due to the perceived philosophy of the colleges. For example, one interviewee said that education in Nigeria had not been understood as a life-long process. He went on to say that colleges and schools were still regarded as training institutions for the youth. The other interviewee (college lecturer) reported that the Nigerian college system had not opened its doors, meaning that the colleges did not interact with their environment. He provided an example of how the college failed to relate to the local secondary schools which produce graduates who entered the college. Another college provost indicated that the colleges of education in Nigeria were poorly organized because local resources were not tapped. He went on to suggest the need for involving the community, schools, industrial and public agencies in some aspects of the decision-making process within the college so that the college and its community could relate to and utilize the available resources.

Based on the questionnaire and interview results, one might suggest that the major users of the college facilities were students and college staff. It could be further argued that this was due to poor relationships between the college and its local community.

Unit 4: Unit four of the questionnaire focused on students inputs selection, processes and outputs (see Questions 5.2 through 7.2 in Appendix I). The percentage frequency results of this unit of the questionnaire are provided in Tables 8 to 13 below.

This information suggested that the prerequisites for admission into Nigerian colleges of education were a West African School Certificate in Education/General Certificate in Education and Grade 2 Certificate. The college administrators indicated an equal rating for a West African School Certificate and Grade 2 Certificate (87.5% : 87.5%). Teachers perceived the former to be more used than the latter (95.9% : 93.9%). Students had identical perceptions with the teachers in that they believed that the West African School Certificate was used more frequently than the Grade 2 Certificate as far as student admission into the college programmes was concerned (98.7% : 80.0%). On the other hand, all sampled groups showed that long teaching experience had the least consideration when students were admitted into the college programmes (12.5% : 8.2% : 12.0%).

The interview results indicated that the West African

TABLE 8

PERCENTAGE RESPONSE TO CRITERIA USED IN SELECTION
AND ADMISSION OF STUDENTS INTO TWO COLLEGES

College Group	*WASC/GCE		Advanced GCE		Grade 2 Certificate		Long Experience		N- Sample
	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	87.5	12.5	50.0	50.0	87.5	12.5	12.5	87.5	16
Teachers	95.9	4.1	51.0	49.0	93.2	6.1	8.2	91.8	48
Students	98.7	1.3	29.3	70.3	80.0	20.0	12.0	88.0	80

*WASC denotes West African School Certificate

GCE denotes General Certificate in Education - Ordinary Level

School Certificate and Grade 2 teaching certificate were the established requirement for college admission. However, it was pointed out to the researcher that some colleges within Northern Nigeria do waive those requirements in exceptional cases. One of the exceptional cases cited was when most applicants in one college zone lacked the basic requirement and/or when an applicant was handicapped.

Table 9 below provides percentage frequency results for the discipline in which education majors took more courses. Based on the returned questionnaires, education students took more courses in curriculum, teaching and administration (62.5% : 69.4% : 92.0%). The least popular subject area was identified by the three groups to be applied sciences (0.0% : 12.2% : 2.7%).

Most of the interviewees reported that courses on applied sciences did not exist in some colleges of education in Nigeria. One staff member suggested that the need for instituting an applied sciences programme in the college had not been identified by the authorities. However, curriculum, teaching and administration were cited as aspects of specialization for potential teachers, because they exposed students to special skills for classroom work. For example, curriculum, teaching and administration enabled some students to learn principles and methods of organizing and delivery of specific subjects.

TABLE 9

PERCENTAGE RESPONSE TO AREA OF CONCENTRATION FOR EDUCATION MAJORS

Group	Social Studies		Applied Sciences		Fine Arts		Health & Phy. Edu.		Curriculum		N
	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	12.5	87.5	0.0	100.0	12.5	87.5	0.0	100.0	62.5	37.5	16
Teachers	26.5	73.5	12.2	87.8	12.2	87.5	14.3	85.7	69.4	30.6	48
Students	8.6	92.0	2.7	97.3	6.7	93.3	10.7	89.3	92.0	8.0	80

TABLE 10

PERCENTAGE RESPONSE TO OFFICIAL LANGUAGE OF INSTRUCTION

College Group	English Language	French Language	N Sample
Administrators	100.0	0.0	16
Teachers	100.0	0.0	48
Students	98.6	1.4	80

Table 10 above illustrates the percentage response to the question about the official language of instruction within Nigerian colleges of education. The groups involved in the study showed that the official language of instruction was the English language (100.0% : 100.0% : 98.6%). It was noted that one administrator, six teachers and two students within the sampled groups did not respond to this question.

The interview results indicated that efforts to change the instructional language to local languages had been resisted by some educators and politicians. Interviewees reported that the continued usage of English in instructional programmes in the colleges was associated with Nigeria's colonial heritage and political relations with Britain. Some other interviewees reported that English was acceptable to the Nigerian situation because of its neutrality in terms of the different ethnic languages in the country. It was further suggested that the English language had helped educators to reduce culture conflict

between different tribal groups in Nigeria. The above interview results helped the researcher to understand why Nigerian colleges of education maintained English as the official language of college instruction.

Based on the percentage frequency results of the questionnaire in Table 11 below, the predominant method used for college instruction was the lecture format. All the groups involved in the study identified lectures as being extensively employed in college teaching processes (100.0% : 98.0% : 96.0%). The least used method was identified to be the seminar (0.0% : 8.2% : 2.7%).

The interview results revealed that the lecture format was used partly because most of the instructional staff were products of traditional universities (where seminars and audio-visual methods were not used) and partly because of the authoritative role associated with lecturers who teach in colleges and universities. Some other interviewees argued that college students did not command enough knowledge and experience in English to allow them to participate effectively in a seminar situation. Based on these findings, it could be argued that Nigerian colleges of education relied more on lecture format in instructional processes of college students.

Table 12 below illustrates that student qualifications for graduation were based mainly on cumulative records (100.0% : 95.9% : 80.0%). However the responses indicated that although final comprehensive examinations

TABLE 11

METHOD OF INSTRUCTION HAS BASED PERCENTAGE OF

College Group	Seminar		Lectures		Audio Visual		Tutorial		Sample
	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	0.0	100.0	100.0	0.0	25.0	75.0	0.0	100.0	16
Teachers	8.2	91.8	98.0	2.0	20.4	79.6	14.3	85.7	48
Students	2.7	97.3	96.0	4.0	42.0	88.0	12.0	98.0	80

TABLE 12

STUDENT QUALIFICATION FOR GRADUATION IS BASED ON:

College Group	Cumulative Student Records		Final Comprehensive Exam		Others		N- Sample
	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	100.0	0.0	37.5	62.5	0.0	100.0	16
Teachers	95.9	4.1	38.8	61.2	2.0	98.0	48
Students	80.0	20.0	29.3	70.7	5.3	94.7	80

had some impact, they were not regarded as criteria for establishing student success in the programme.

Interview results demonstrated that each college maintained cumulative records of every student in theoretical and practical subjects. It was further reported that students who failed their practice teaching were requested not to continue the programme until they repeated and passed the teaching practice component.

The sampled groups identified that students who failed to meet the requirements for graduation were required to repeat subjects failed (87.5% : 83.7% : 89.3%). However, none of the groups indicated that students who failed some subjects were asked to withdraw from the teaching profession.

Interviewees confirmed that students who failed were required to repeat subjects failed. However, it was pointed out that referred subjects should be cleared up within three years of the first attempted examination. It was also noted that subjects were offered on an academic calendar basis. This meant that a student who failed a subject in the 1982/83 school year has an opportunity to repeat it by the 1983/84 session. It was further disclosed that the colleges required students who failed to clear up the referred subject after three years to withdraw from the programme.

The above unit could be summarized as follows:

1. The colleges selected student inputs in terms of possession of a West African School Certificate;

2. Students were required to take more courses in curriculum, teaching and administration;
3. College instruction was delivered in the English language and lecture format was used;
4. Student performance was determined through cumulative records; and
5. Unsuccessful student were required to repeat specific subjects failed.

Table 13 below illustrates the responses of the participants.

Unit 5: The policy unit of the questionnaire was addressed in Questions 8.1 and 9.2 (see Appendix I). Tables 14 and 15 below highlight percentage frequency results provided by the sampled groups (administrators, teachers and students).

The respondents were not very clear about who determined the services of the colleges. However, the college board was identified by administrators and teaching staff as the major group that determined college services (50.0% : 46.9%). On the other hand, 45.3 percent of students showed that the Federal Ministry of Education was responsible for determining college services.

Interview results indicated that the federal and state ministries were responsible for establishing what services (college programmes) a college should offer. The explanation received was that post-secondary institutions in Nigeria fall under federal/state jurisdiction. Other interviewees reported that the major operational funds were paid by the Federal Government which gave it the power to control what services a college could offer to students.

TABLE 13

STUDENTS WHO FAIL TO MEET THE REQUIREMENTS FOR GRADUATION ARE REQUIRED TO:

College Group	Repeat		Withdraw		Withdraw		Continue		None of Above		Sample
	Checked	Not checked	Checked	Not checked	From College	From Teaching	Checked	Not checked	Retake Exam.	Checked	
Administrators	87.5	12.5	0.0	100.0	12.5	87.5	25.0	75.0	0.0	100.0	16
Teachers	83.7	16.3	0.0	100.0	14.3	85.7	14.3	85.7	4.1	95.9	48
Students	89.3	10.7	0.0	100.0	4.0	96.0	12.0	88.0	1.3	98.7	80

TABLE 14
THE SERVICES OF YOUR COLLEGE ARE DETERMINED BY:

	College Board		University		Federal Ministry of Education		State Ministry of Education		Others		N-Sample
	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	50.0	50.0	0.0	100.0	37.5	62.5	25.0	75.0	0.0	100.0	16
Teachers	46.9	53.1	8.2	91.8	44.9	55.1	44.9	55.1	0.0	100.0	48
Students	36.0	64.0	4.0	96.0	45.3	54.7	21.3	78.7	1.3	98.7	80

TABLE 15

THE OBJECTIVES OF TEACHER PREPARATION PROGRAMS AND DEGREEING BY:

	Federal Ministry of Education		Educators		State Ministry of Education		State University		College Board		
College Group	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	Sample
Administrators	75.0	25.0	25.0	75.0	12.5	87.5	9.0	100.0	12.5	87.5	16
Teachers	71.4	28.6	26.5	73.5	34.7	65.3	6.1	93.9	30.6	69.4	48
Students	49.3	50.7	14.7	85.3	18.7	81.3	6.7	93.3	17.3	82.7	80

Based on this information, it could be said that the services of the college were determined by the federal/state ministries of education.

Table 15 above further confirms the consistent perception of the sampled groups with regard to who determined the college objectives. However, interview results indicated that the national policy on education clearly spelt out post-secondary education to be the responsibility of the Federal Government. Based on questionnaire and interview results, it was believed that the college policies on programmes and other essential objectives were determined by the federal and state governments.

Unit 6: Table 16 below present percentage responses on differences in goals among colleges of education in Nigeria.

TABLE 16

ARE THERE SOME DIFFERENCES BETWEEN THE GOALS OF YOUR COLLEGE AND OTHER COLLEGES WITHIN NIGERIA INVOLVED IN N.C.E. PROGRAMME?

College Group	Yes	No	N Sample
Administrators	37.5	62.5	16
Teachers	45.7	54.3	48
Students	20.0	80.0	80

A greater percentage of the participants reported that there were no differences between the goals of N.C.E.

programmes in Nigerian institutions (62.5% : 54.3% : 80.0%).

In the interview, administrators and teachers indicated that there were some differences in areas of emphasis. For example, some colleges were believed to place more emphasis on vocational, special, adult and remedial education. Most students who were interviewed indicated that some colleges offered diploma and degree programmes (Alvan Ikoku College of Education, and Anambra State College of Education).

Based on the information received, it could be said that there were some goal differences among colleges of education in Nigeria.

As illustrated in Table 17 below, all sampled groups rated teacher training programmes as high in providing adequate skills to potential teachers. None of the groups showed the programmes to be low in the provision of adequate skills to potential teachers.

TABLE 17

INDICATE HOW EFFECTIVE YOUR TEACHER TRAINING PROGRAMME IS DOING IN PROVIDING ADEQUATE SKILLS TO POTENTIAL TEACHERS

College Group	Low	Medium	High	N Sample
Administrators	0.0	12.5	87.5	16
Teachers	0.0	42.9	57.1	48
Students	1.4	40.5	58.1	80

However, during the interview students indicated that the instructional component of the programmes did not have enough Nigerian content. Some administrators and teachers cited inadequate funding of the colleges as a drawback to college effectiveness. For example, sufficient monetary incentives were not given to the supervising teachers in order to ensure that the practice teaching component was effectively executed.

Unit 7: Table 18 below provides percentage response to the relationships between the college and other institutions within Nigeria.

The State Ministry of Education received high rating among other institutions. For example, 71.4 percent of administrators, 59.0 percent of teachers and 46.5 percent of students rated relationships with the State Ministry of Education as high. In contrast, the State Education Commission received a low rating (83.3% : 64.7% : 50.7%).

During the interview, participants revealed that the high relationships with the State Ministry of Education was due to the new decentralization policy being pursued by the Federal Government. It was believed that colleges of education were operated by the Federal Government through the State Ministry of Education within a given state. Further, it was pointed out that the weak relationships between the college and state education commission was because the latter agency was designed to administer secondary, vocational and elementary systems

TABLE 18

PLEASE INDICATE THE LEVEL OF DAMAGE SUFFERED YOUR COLLEGE AND THE FOLLOWING:

College Group	Federal Ministry of Education		State University		State Ministry of Education		Secondary/Vocational Schools		State Colleges		State Education Commission		Sample						
	L	H	L	H	L	H	L	H	L	H	L	H							
Administrators	42.9	0.0	57.1	33.3	16.7	50.0	39.6	0.0	71.4	57.1	14.3	28.6	66.7	16.7	16.6	93.3	16.7	0.0	16
Teachers	33.3	25.0	41.7	40.0	48.6	41.4	39.9	10.3	59.0	25.6	48.8	25.6	42.4	27.3	30.3	64.7	29.4	5.9	48
Students	21.9	21.9	56.2	26.2	43.1	39.8	31.0	22.5	46.5	32.9	31.4	35.7	46.4	27.5	26.1	50.7	22.5	26.3	80

Note: L = Low, H = Medium, H = High

within each state. To that effect, it was seen to have no relationship with the colleges of education.

Unit 8: Table 19 below provides perceived responses on the major problem associated with teacher training programmes in Nigerian colleges of education.

In this unit, the sampled groups reported positively that the major problem associated with teacher education programmes was economic (75.0% : 83.7% : 73.3%). In contrast, social problems were not identified as important to the college programmes (25.0% : 2.0% : 1.3%).

Some interviewees within the administrative and teaching group indicated that the economic problems experienced by the colleges were due to misallocation of resources coupled with misdirection of priorities. Other participants reported that the stated teacher education goals as contained in the 1981 National Policy on Education has not been realized due to the current economic recession in Nigeria. Students indicated that some of the colleges did not have adequate instructional facilities and in many cases lacked qualified instructors. Some other students cited their libraries and college buildings as unsuitable for teacher training programmes.

Question 11.2 (see Appendix I) further requested participants to suggest alternative ways of alleviating the identified problem in order to achieve the programme goals. Most administrative and teaching personnel opted for some sort of decentralization of the college policy.

TABLE 19

THE MAJOR PROBLEM ASSOCIATED WITH TEACHER TRAINING PROGRAMS IN YOUR COUNTRY MAY BE SUMMED UP IN TERMS OF:

College Group	Economics		Environmental		Politics		Social		Sample
	Checked	Not checked	Checked	Not checked	Checked	Not checked	Checked	Not checked	
Administrators	75.0	25.0	12.5	87.5	25.0	75.0	25.0	75.0	16
Teachers	83.7	16.3	4.1	95.9	36.7	63.3	2.0	98.0	48
Students	73.3	26.7	16.0	84.0	28.0	72.0	1.3	98.7	80

This they claimed would make the college autonomous in curriculum development and resource allocation as determined by the priority of individual college needs. A majority of the students wanted the Federal Government to operate all colleges of education. When asked further in the interview, they said that federal colleges of education enjoy better facilities, have more qualified instructional staff, and above all, students received automatic scholarships upon admission into the college.

This unit could be summarized in terms of the identified economic problems associated with teacher preparation programmes in the Nigerian colleges of education. The perceived alternative remedies were identified to include (1) decentralization of college policy; and (2) equitable allocation of resources and privileges to all institutions involved in N. C. E. programmes.

Summary

This chapter described and analysed the perceptions and opinions of three groups (administrators, teachers, and students) involved in eight Nigerian colleges of education. Professional development was identified as the general goal of teacher education programmes and its level of achievement was ranked medium. Similarly, professional development and provision of teaching skills were rated high in emphasis. It was noticed that student inputs were based on the possession of a West African

School Certificate and that the official language of instruction was English. Lecture format was shown as a method used in conducting college lessons. Student qualification for graduation was based on cumulative student records, and those who failed to meet the requirements were required to repeat subjects failed. It was shown that federal and state ministries of education were responsible for the determination of college services and goals. There were no major differences between the colleges of education. However, the interview results highlighted some concerns raised by the participants. The State Ministry of Education received high ranking in terms of its relationships with the colleges. Finally, it was indicated that the major problem of the colleges was economic which could be alleviated through decentralization of college policy and equitable allocation of education resources.

CHAPTER VI

DISCUSSION

Introduction

This chapter will focus on interpretation and discussion of the results from the researcher's perspective. Some recent literature in teacher education will be utilized in order to justify these interpretations of the major research findings.

Interpretation of Results

Four major areas to be discussed in this chapter include: (a) the programme purposes of Nigerian colleges of education; (b) the resources of the colleges; (c) student inputs, processes and outputs; and (d) goal differences, problems and remedies associated with the purpose of teacher education programmes in Nigeria. To this effect, the resolution of the problem proposed at the beginning of this study is addressed and speculation is offered on the implications for educational administrators.

Programme Purposes of the Colleges of Education

In analysing the sample of programmes offered by the colleges of education, the researcher found it convenient to classify them into the following four categories according to their principle purpose and subject matter: (a) education (curriculum, teaching, administration,

health and physical education); (b) arts (English language and literature, fine and applied arts, French language, Nigerian languages and music); (c) natural and applied sciences (biology, chemistry, physics, mathematics and home economics); and (d) social sciences (accountancy, economics, geography, government, history and religious studies).

As noted in Chapter V, the basic purpose of teacher preparation programmes in Nigeria was professional development. Appendix 2 specifies objectives and subject areas of specialization of these programmes in detail. For example, a student may combine curriculum, teaching and administration subjects as his area of programme specialisation. According to the National Policy on Education:

The curriculum of [colleges of education] will continue to be structured on the following components: (a) general studies (basic academic subject), (b) foundation studies (principles and practice education), (c) studies related to the student's intended field of teaching (English, History, Mathematics, Physics, etc.) and (d) teaching practice (Federal Ministry of Education, 1981:39).

What one may deduce from the foregoing is that the purposes of the colleges of education programme were clearly spelt out but that the level of achievement of these goals remains doubtful. For example, the programmes were neither sufficiently co-ordinated nor was the curriculum well integrated to meet Nigerian content. Here, instructional staff are pre-dominantly foreigners and unqualified

indigenous people who tend to use inadequate concepts for illustrations in Nigerian classrooms. On the issue of co-ordination, some of the colleges tend to duplicate programmes which were already being offered by other colleges. For instance, colleges of education in Awka, Eha-Amufu and Nsugbe are located in one state and are offering the same N.C.E. programmes. This unco-ordinated effort results in waste of resources as some colleges lacked adequate instructional staff, materials and building facilities. Similarly, the curriculum of the colleges did not emphasize economic, political and social aspects of the Nigerian context. For example, concepts such as teacher effectiveness and efficiency, democracy, constitutional rights, co-operation, team teaching and participatory government could have been integrated into the social studies curriculum, in order to make potential teachers more socially useful. Also, it could be beneficial to integrate appropriate techniques in farming, weaving, ceramics and commerce into the college curriculum so as to encourage rural improvement of political and economic systems of the country. These were rarely reflected in the college curriculum.

In Nigerian colleges of education, professional development received high priority in the programmes but the process of satisfying this priority was ambiguous. For example, supervising teachers who were also instructors in the colleges were not provided adequate travelling

facilities to supervise student teachers in the field.

This generated a problem of poor assessment of the teaching practice component of the programme in that supervising teachers visit the students in the field infrequently. The researcher observed that inservice education has not been introduced in some of the Nigerian colleges of education. This was attributed to a shortage of qualified staff and insufficient college funding. It was also made clear that many teachers in the secondary school system were untrained and those who received college training found it difficult to further their education. Table 20 below provides evidence of this problem. To this effect, inservice education could help Nigerian teachers improve their skills. Greig suggests that:

It is painfully obvious that most if not all classroom teachers require further studies to help them keep abreast of developments which affect their teaching. Schools and communities are under-going radical changes which impinge upon teaching and learning in the classroom and necessitate the acquisition of new understanding and new skills by most, if not all teachers ... (1981:18-19).

Thus, Table 20 below highlights the need for inservice education in Nigerian colleges of education in order to improve the skills of trained and untrained teachers within primary and secondary schools.

Resources of the Colleges

The identified resources available to Nigerian colleges of education consisted of: (a) human and (b) non-human resources. The former consisted of instructional,

TABLE 20: TEACHERS IN PRIMARY EDUCATION BY QUALIFICATION AND STATE, 1977 - 78

NO.	STATES	Total Primary School Enrollment	Total of Teachers	CR I & Higher	CR II & Cert.	CR II Failed	CR III & IV	H.S.C/ WASC	Incomp-lete Secondary School	Primary VI/VII	Religious & Arabic Teachers	Student Teachers	Others	Pup II Teacher Ratio
1.	ANAMBRA	907,252	26,813	478	11,147	2,235	208	1,146	108	-	-	-	11,491	33.8
2.	BAUCHI	329,611	10,347	2	3,432	-	979	-	-	-	2,458	-	3,476	31.9
3.	BENDEL	751,712	23,415	211	9,276	3,828	383	4,038	3,916	1,607	-	-	156	32.1
4.	BENUE	629,243	15,872	154	2,650	803	181	1,061	-	9,613	-	-	1,410	39.6
5.	BORNO	346,052	6,712	129	978	1,707	770	656	-	-	1,260	-	1,212	55.0
6.	CROSS RIVER	768,292	19,972	-	10,759	-	-	-	-	-	-	-	9,213	38.5
7.	GOGONIA	322,313	9,525	15	1,825	2,040	694	-	-	-	-	-	4,951	33.8
8.	IMO	1,003,824	29,171	1,409	19,617	-	-	-	-	-	-	-	8,145	34.4
9.	KADUNA	613,091	20,809	20	2,523	6,034	271	582	3,300	3,879	4,200	-	-	29.5
10.	KANO	472,813	14,968	36	872	3,052	819	-	-	-	3,384	3,187	2,993	31.6
11.	KWARA	394,030	10,458	316	3,496	1,718	686	1,348	-	1,398	-	-	1,506	37.7
12.	LAGOS	400,405	10,912	391	6,524	1,219	441	358	-	-	-	-	1,979	36.7
13.	NIGER	181,731	3,849	-	1,794	107	445	67	-	-	-	-	-	47.2
14.	OGUN	299,015	10,018	60	3,756	1,132	115	-	-	-	-	-	-	29.5
15.	ONDO	428,119	14,505	149	6,506	3,055	197	2,270	5,970	95	-	-	4,503	29.5
16.	OYO	866,840	26,821	52	440	11,435	417	2,270	-	872	-	-	5,365	32.3
17.	PLATEAU	365,554	11,963	163	2,858	-	-	1,019	-	-	-	-	7,789	30.6
18.	RIVERS	430,388	11,247	-	-	-	-	-	-	-	-	-	-	38.3
19.	SOKOTO	301,542	8,520	24	558	3,321	388	1,294	-	-	-	-	1,749	35.4
	NIGERIA	9,845,838	285,897	3,609	89,001	41,686	7,128	13,839	13,294	18,650	11,302	3,187	72,329	34.4

Source :

Statistics Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

administrative and maintenance staff and students, and the latter included Federal/State funding for capital and non-capital college projects (staff salaries, college buildings, equipments, libraries and student bursaries). The reader should note that there are some disparities in the level of resources which each individual college receive from the government. For example, some old established colleges such as Alvan Ikeoku and Anambra College of Education tended to have more qualified instructional staff and infrastructures than the newly established colleges (Federal College of Education, Oyo, Abeokuta and Nsugbe College of Education), which operate on temporary sites. It was believed that the resource disparity among the colleges was caused by unco-ordinated allocation of qualified staff and instructional materials within the college system. The second reason was the effort of individual states to create additional colleges when the existing ones have not been allowed to consolidate programmes.

Student Inputs, Processes and Outputs

In Chapter V, it was shown that student selection for college programmes was based on possession of the West African School Certificate/General Certificate of Education. However, the researcher observed that in some colleges, students were admitted on the basis of the Teachers' Grade 2 Certificate and/or the West African School

Certificate passed at appropriate subject levels. In addition to this requirement, applicants were required to write and obtain satisfactory grades in college entrance examinations and pass an interview. Further, the researcher was informed that applicants who passed two relevant subjects of Advanced General Certificate in Education were allowed direct admission into the colleges' programmes.

The researcher believes that the concept of junior/senior secondary schools introduced by the Federal Government in 1982 will provide better criteria for admitting students into the colleges of education. Specifically, the intent of this move was to identify students with academic and/or vocational potentials in order to encourage them to pursue such programmes. For example, a student who showed potential interest and skills in teaching during his junior secondary education will be encouraged to go to the college of education after completion of senior secondary school.

The process component of all college programmes investigated involved classroom instruction with a lecture format. This method is obviously archaic. The researcher believes that some students do learn faster through audio-visual presentations and interactive exercises (such as in seminar and tutorial lessons). The major impact associated with a teaching technique based on lectures is the problem of making student uncritical, passive and

irrational to learning experiences, which reinforces learning by memory. In any case, the instructional component of the college programmes could be a more rewarding learning experience if lectures are combined with other instructional techniques.

Student qualifications for graduation were identified as being based on cumulative student records. Appendix II shows the detailed description of the grading system employed in the colleges of education in Nigeria. Also, it was shown in Chapter V that students who fail to meet the requirements for graduation were required to repeat subjects failed within a three year period. The only concern here might be in the number of credit courses (unit courses) which a student should complete before receiving the national diploma in education. For instance, students in federal colleges of education were required to have a minimum of 84 credit courses: "... to be considered for the award of the certificate, a candidate must have been credited with a minimum of 84 units or 124 credit hours" (Institute of Education, 1980:6). Conversely, students enrolled in state colleges of education were required to complete a total of 110 to 126 credit hours. "For completion of N.C.E. course, a student requires from a total of 110 credits to 126 credits" (Anambra State College of Education, 1979:iii). What appeared inconsistent was the number of credit courses which individual colleges require from students in the programme. The researcher

thinks that a uniform number of credit courses should be agreed upon by all the colleges of education, in order that N.C.E. graduates attain identical academic qualifications. The present autonomous power which these institutions enjoy tended to create academic disparities between college programmes. Precisely, there appeared to be an inconsistency in the number of courses required for N.C.E. programmes.

Also, while there were indications that the teaching practice component of the programme received strong emphasis, its effectiveness remained unclear. On one hand, there seemed to be inadequate supervision; on the other hand, school principals (head-masters) were unqualified to supervise student teachers on behalf of supervising teachers. This problem could be alleviated if inservice education were made available to school administrators so as to improve their skills in student supervision.

Nigerian colleges of education produced primary, secondary and vocational teachers who satisfied the requirements for National Certificate in Education. One should note that some of the old established colleges (Alvan and Anambra colleges of education) are producing teachers with bachelor of education qualifications. It is believed that these institutions maintain effective teacher preparation programmes. However, the newly established institutions are yet to produce graduates, and the degree of their programme effectiveness remains questionable, in that the curriculum has not sufficiently reflected

Nigerian content. For example, Nwosu argues that:

If it is true that education should be meaningful and functional, and it must be adapted to the environment, then Nigerian education must be Nigerian. It must be based on the infrastructure of specific Nigerian culture grounded on the special exigencies of Nigerian process in all fields.... Our goal must be to aspirations so that we may have something unique and tangible to contribute to world education (1971:124).

The researcher thinks that teacher education curriculum should adapt to the Nigerian situation in order to foster experimentation, research and innovation in teaching. Bray and Cooper summed up the importance of making education curriculum relevant to its environment as:

... the planners must be aware of the danger of imbalances increasing in the short run, and of the need to reconcile a national curriculum with local relevance (1979:39).

Goal Differences, Problems and Remedies

The research results indicated that there were no major goal differences among the college programmes in that all the colleges offered a diploma leading to N.C.E. In reality, it appears inefficient for the country to operate 36 colleges of education when some of the colleges are underfunded. These institutions could be better managed by co-ordinating the programmes so that the available resources are fully utilized. For example, rather than creating several colleges of education with identical programmes, college campuses could be designated to individual states in Nigeria so that instructional staff and some equipment might be used interchangeably.

It is believed that the problems of teacher preparation

programmes had their roots in economics. Specifically, college administrators and instructional staff identified underfunding, late payment of salaries and inadequately qualified staff as the major economic problems of the programmes. It is further suggested that this resulted in emphasizing efficiency at the expense of programme effectiveness. Colleges of education, like many educational systems in Nigeria, are prone to complaint about insufficient funding. Rather than complaining about poor funding, the college administrators and teachers should aim at using the available funds to accomplish satisfactory work within the college system. Kast and Rosenzweig pointed out that:

Management is charged with the responsibility of maintaining a dynamic equilibrium by diagnosing situations and designing adjustments that are most appropriate for coping with current conditions ... (1974:574-575).

This may indicate that for the colleges to achieve the institutional goals, administrators should be able to adapt and adjust in turbulent conditions. Avalos argued that:

Teacher training can only be really modified on the basis of that which makes a teacher perform efficiently [and effectively] in the classroom or whatever other teaching situation he may be in (1980:153).

It could be said that one of the problems which teacher education programmes face in Nigeria was insufficient involvement of teachers in designing college policies. For example, it might be rewarding if college teachers were allowed to participate in decision-making processes which were relevant to them and for which they possess the expertise. Hoy and Miskel emphasized that:

... if subordinates have a personal stake (high relevance) in decision and have the knowledge to make a useful contribution (high expertise), then the decision clearly falls outside the zone of acceptance, and subordinates should be involved in decision-making process. If the issue is not relevant and it falls outside their sphere of competence, however, then the decision clearly falls within the zone of acceptance and involvement should be avoided. Indeed, involvement in this latter case is likely to produce resentment because subordinates typically will not want to be involved (1978:229).

Precisely, what this approach proposes is the notion that the instructional staff of the college should be allowed to participate in the decisions which affect their occupational lives. However, there seems to be no clear cut approach for teacher involvement in decision-making processes of the college since areas of expertise and relevance may vary among teachers. Nevertheless, college programmes will become more effective when all their component parts are involved in the determination of curriculum, programmes, projects and services. The proposed approach assumes that the area in which the teachers participate is related to their skills and expertise. Some of the problems facing the Nigerian colleges of education can be resolved if the instructional staff perceive themselves as a working team for the achievement of the college goals. Also, the low status associated with the teaching profession in Nigeria was identified in the study as a problem area. Adetoro (1965:381-382) concluded that:

The position and status of the teacher is the weakest link in the chain of Nigerian education. There is a crisis of gigantic proportions in teacher training

and a completely new attitude has to be adopted by the Governments and people to put the teachers in their rightful places in national life ...

Similarly, another Nigerian educator argued that:

[teacher] education has been subject to a number of reviews, special reports, white papers and surveys [see Appendices 3 and 4]. Yet, the human factor has received little consideration (Onwuka, 1968:39).

What appears important in this context is that primary and secondary school teachers do not receive fair treatment, especially in prompt payment of staff salaries. In Nigeria, rural social status is associated with the amount of wealth one controls. Since teachers' salaries may be delayed for months by the authorities, the former loses social status.

The Economic Problem

Teacher education colleges like other public institutions in Nigeria, continually face the problem of inadequate funding. One should note that while the Federal and State governments are spending about 50 percent of their total revenues on education, the returns for this investment have not been encouraging in relation to skilled manpower and economic development. For example, in 1982, Nigeria spent \$1,555.2 million (N 777.6 m) in capital expenditure to all phases of post-secondary education.* The problem lies in the misallocation of resources coupled with the misplacement of educational priorities. For example, some funds allocated for fortifying college programmes are diverted to the creation of new colleges of education. Table 21 below illustrates

*Source: Periscoping Nigeria, 1982:8

TABLE 21
SUMMARY OF EDUCATIONAL INSTITUTIONS IN FEDERAL REPUBLIC OF NIGERIA: 1979/80 ACADEMIC YEAR

No	States	POST PRIMARY INSTITUTIONS					POST SECONDARY INSTITUTIONS					Total
		Primary School	Gr./Com Schools	Commercial Schools	Modern Schools	Tech. Schools	T.G.Cs. (GR.II)	Federal Government Colleges of Ed.	A.T.C. & Col. of Ed.	Poly- technic & Tech.	School of Arts & Sec. Fed.	
1	Anambra	1,908	319	-	-	10	13	2	1	-	1	2,256
2	Bauchi	2,251	25	-	-	2	9	2	1	-	1	2,292
3	Bendel	1,603	187	-	-	10	13	1	1	-	1	1,818
4	Benue	2,696	162	-	-	6	14	1	1	-	1	2,883
5	Borno	1,854	23	-	-	6	10	1	2	-	-	1,899
6	Cross River	1,640	178	-	-	16	13	1	1	1	-	1,854
7	Congola	1,869	35	-	-	4	12	2	1	-	-	1,925
8	Imo	1,925	276	-	-	7	14	1	1	-	-	2,227
9	Kaduna	2,855	46	-	-	4	15	1	2	1	-	2,930
10	Kano	3,084	30	-	-	3	25	2	5	-	-	3,148
11	Kwara	1,185	75	-	-	7	13	2	1	-	-	1,292
12	Lagos	665	130	-	-	1	8	3	2	2	1	815
13	Niger	1,081	16	-	-	3	14	3	2	1	-	1,121
14	Ogun	1,208	100	-	-	2	6	2	2	1	-	1,341
15	Ondo	1,470	252	-	-	4	11	2	1	1	-	1,743
16	Oyo	2,318	237	-	-	4	16	2	2	1	2	2,674
17	Plateau	1,632	51	-	-	3	13	2	1	1	-	1,705
18	Rivers	889	90	-	-	5	14	1	1	-	-	1,008
19	Sokoto	3,167	26	-	-	3	26	2	1	1	1	3,228
	Nigeria	35,300	2,258	12	110	100	259	39	23	9	13	38,159

Source: Federal Ministry of Education, Statistics Unit, Lagos

the distribution of educational institutions in Nigeria, in which there appears to be competition to create additional educational institutions among individual states. I think that Nigerian institutions involved in teacher preparation should concentrate on searching for, experimenting with and testing improved methods of teaching. These strategies, if carefully designed and executed, would enhance satisfactory achievement of educational goals.

Manpower Problem

The reason for the manpower shortage in the teaching profession may be attributed to the continuous expansion of primary and secondary schools in the country (see Appendix 7). For example, Adelusi argues that:

This expansion has resulted in very many problems about quality and quantity of teachers in Nigerian schools. Some of these are: (1) lowering of admission requirements for entry into various teacher training colleges; (2) employment of untrained teachers to serve in schools; (3) inadequacy of teachers at all levels of education; (4) recruitment of unsuitable foreigners to serve in Nigerian schools; (5) the recent trend of recruiting all recruitables into teacher training colleges to meet the crash programme demand for teachers is doing more harm than good to the schools; and (6) the current plague of statism is another factor which is inimical to the development of education in this country. Teachers who are forced to serve in one state or the other whether or not they like it are surely not going to put in their best ... (1981:29-30).

The above citation illustrates that the recent massive expansion of the numbers of teachers for primary and secondary schools is unhealthy for the Nigerian teaching profession. For example, the researcher observed that some of the N.C.E. teachers were not professionally motivated in that when

payment of staff salaries are delayed, teachers refused to continue their professional responsibilities. The colleges of education should endeavour to institute teacher preparation programmes which provide competency skills to potential teachers.

Planning

Planning units have been established by the Federal and State governments for meeting various educational needs. However, some of the planners fail to conduct feasibility studies before they operationalize the college programmes. For example, if an initial feasibility study had been conducted before establishing thirty-six colleges of education, the number could have been reduced to a more manageable proportion. Also, evaluation of programmes are usually conducted several years after the programmes have begun. The researcher thinks that planning and evaluation processes should be an on-going event within the college programmes. For instance, when planning and evaluation processes are built into the programmes as on-going activities, the programmes' problems can be monitored and corrected so as to facilitate the achievement of the educational goals.

Administration and Control

Presently, both the Federal and State governments have some form of control over the colleges of education in Nigeria. This type of dual control may be responsible for the varying quality of teacher preparation programmes.

and the consequent discrepancies in teaching conditions. It is important to pursue a unitary form of control for all levels of colleges of education in order to maintain high quality and uniform standards of teacher education programmes.

Summary

This chapter presented a discussion of the results. Four major findings were identified and discussed in relation to the recent literature on teacher education. The findings seemed to be generally supported by the literature. The next chapter will summarize the study, and some conclusions will be drawn with implications provided for educational research.

CHAPTER VII

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

In this chapter, the study is summarized, conclusions derived from the findings, implications drawn for Nigerian educational administrators, and recommendations suggested for further research.

Summary

The purpose of this study was to examine the perceived goals of the colleges of education in Nigeria, with particular focus on teacher preparation programmes. The intent of the study was to describe, analyse, and interpret how college administrators, instructional staff and students perceive the goals of the colleges involved in N.C.E. programmes.

A conceptual framework based on a systems approach was used in describing the operational relationships which exist in the college of education system. Questions investigated in this study were derived from teacher education literature which provided guidelines for the formulation of the research problem.

The methodology used was based on four instruments: (1) questionnaire, (2) interview, (3) direct observation, and (4) document analysis. The researcher made every effort to establish research rigour by emphasizing systematic

methods to increase research credibility, applicability and confirmability. Content analysis procedures were used to analyse the data.

The sample was drawn from eight Southern Nigerian colleges of education in each of which two administrative staff, six instructional staff and ten students were designated to respond to the questionnaire. The total number of participants involved in this study was 144 (16 administrators, 48 instructional staff and 80 students). Also, two participants from each study group were informally interviewed. The total number of interviewees was 48.

The percentage frequencies obtained from the questionnaire data were used in combination with interview data in describing the goals of teacher education programmes in Nigeria. Eight units were identified which accounted for all questions addressed in the study. These units consisted of:

1. Name of college and full-time positions of participant,
2. List of seven general goals of teacher education programme,
3. Specific goal of teacher preparation programme,
4. Admission criteria of the colleges,
5. Decision-making processes of the colleges,
6. Goal differences in college programmes,
7. Pattern of relationships within and outside the college, and
8. Problems and remedies associated with N.C.E. programmes in Nigeria.

Summary of Findings

Based on the literature and the discussion of the

research results presented in chapter five, the following conclusions are drawn with some speculations on their significance:

1. It was found that general goals of teacher education programmes in Nigeria consisted of professional development, integration of theory with practice and searching, testing and experimenting for better methods in teaching.
2. The professional development component of the college programmes was identified as receiving more emphasis than inservice component in individual colleges. However, some differences existed among the groups in their perceptions of the degree of its achievement in the colleges. Similarly, health and physical education were identified by administrators and instructional staff as receiving the least emphasis, while students identified the inservice component of the programme as receiving the least emphasis.
3. Student admission into college programmes was shown to be based on possession of the West African School Certificate/Grade 2 Certificate. Education majors were shown to take more courses in curriculum, teaching and administration. The instructional language of the programme was identified to be English. It was shown that the method of college instruction was based mainly on lecture and student assessment for graduation was based

on cumulative student records. It was further shown that students who failed to meet the requirements for graduation were required to repeat specific subjects failed within a three year period.

4. Some differences existed among groups involved in the study as to who determined college goals and services. Administrators and teaching staff identified the college board as the major group who determined college goals and services. Students believed that the Federal Ministry of Education was the major group which determined college goals and services. It was also shown that there were no major differences between the Nigerian colleges involved in teacher preparation programmes. The questionnaire results indicated that teacher training programmes were rated high in performance, while the interview results showed that their effectiveness was seen to be medium. The State Ministry of Education was identified as having close relationships with the colleges, while the State Education Commission was shown to have a rather distant relationship with the colleges.
5. The basic problems of teacher preparation programmes were identified as economic as opposed to social. The perceived solutions were identified as including: (a) the decentralization of college

policy, and (b) an equitable allocation of resources to all institutions involved in teacher preparation programmes.

Conclusions

The following implications are drawn for Nigerian colleges of education involved in teacher preparation programmes:

1. The assumption that an effective college programme is one associated with the concept of "programme evaluation and review techniques" (PERT) is useful for internal management of projects. To make it feasible for the colleges to achieve stated goals, the college board should establish formal criteria which ensure that the programmes are doing what they are designed to accomplish. It is essential that administrators and college boards conduct feasibility studies of teacher education programmes before executing them. This will not only facilitate the achievement of programme goals but will make the programmes efficient.
2. Since the Federal Ministry of Education establishes the major policies of the college programmes, it may be appropriate for it to establish a coordinating body to ensure that resources are adequately utilized. The ministry has to specifically define the achievable goal of teacher

preparation programmes with reference to the clarity, implementation and constant evaluation of the programmes by the instructional staff of the colleges. To assure a universal standard in diplomas awarded by the colleges, the ministry should strengthen its responsibilities of establishing specific requirements for college admission and teacher certification.

3. The Nigerian Union of Teachers seems to focus its attention on the demand for improving the condition of services for teachers. It would be more rewarding if the association could participate in curriculum committees who interact with the instructional staff in determining appropriate curriculum for colleges and local secondary schools. As a productive group, the association can participate in curriculum revision projects and facilitate inservice courses in colleges of education across Nigeria. The association should also be involved in co-ordinating teacher education programmes in order to avoid duplications and consequent inefficiencies within the college system.
4. The roles of Nigerian colleges of education need to be determined in relation to the stated goals. This means that institutional goals must be clearly defined in terms of their achievability and measurability. This invites the concept of prioritising

the college goals and building-in monitoring device to check that programme errors are identified early enough and corrected. Wong, (1969:113) concludes that:

These have to be properly spelt out. -What, for example, is meant by training the teacher to be a vessel of change, to impact high ideals, to teach necessary skills, to guide the young, to be a leader in the community? The precise limits of specific tasks which a teacher should perform would help to clarify the content of teacher education. In what sense, are a teacher's tasks peculiarly his own, what should he share with others? ...

Similarly, Ozigi summaries the implications for Nigerian teacher education as:

There are some basic questions that need to be asked. Do those responsible for the management of our post secondary institutions have the right kinds of attitudes and analytical concepts towards their important tasks? Is the present administrative machinery they are operating still adequate for our ever-expanding educational system and responsive to a dynamic development-orientated society? Does the system ensure effective channels of communications? Do we employ the principle of division of labour both at the administrative and teaching levels to improve our management efficiency, and achieve the basic objectives of our institution? Do we periodically evaluate our college programmes to determine the extent [to which] its objectives are being achieved? Is our relationship with the community, and the general public as well as our employers, satisfactory? We have to provide honest answers to those questions if we sincerely want our college system to be efficient, productive and responsive to change in our changing society (1979:84).

5. Instructional staff of the colleges of education need to form their own organization. Involvement here means thinking through the institutional goals and how to achieve them efficiently. In

addition to curricular participation, teachers need to consider how their institutions work, what their own role and that of others in the institutions may be, and how to be innovative in the system. Since what the colleges do is determined by the political, economic and sociological processes, teachers will need to develop skills and motivation to understand how the benefits and constraints of these processes affect their behaviour. Teachers, therefore, need to work with their colleagues within the college system in order to generate a set of attitudes and expectations which foster rather than retard innovation. It is essential that the instructional staff of the colleges be involved in innovative climates designed to encourage institutional performance in order to avoid professional frustration and despondency and/or ineffectiveness of the college programmes.

Recommendations For Further Study

Based on the conclusions and implications presented, the following suggestions are made for further research:

1. Research on goals of teacher education programmes should be continued using multiple instruments. Results of the present study suggest that the inservice component of teacher preparation programmes has not been fully instituted in the colleges. A study

- could be conducted to determine the feasibility of introducing inservice programmes in Nigerian colleges of education.
2. Research is needed in the area of designating college campuses (for adequate utilization of college resources) in different states of the country, rather than creating additional colleges of education.
 3. It would be useful if a comprehensive programme evaluation were conducted with all the thirty-six colleges of education in Nigeria involved in N.C.E. programmes. This would not only provide the levels of teacher performance but would generate data for programme renewal and possible co-ordination.
 4. A further study could be carried out to determine the curriculum content of the college programmes and how it relates to research on innovative teaching processes. There have been some studies done on teacher performance and curriculum development but there appears to be little research directed toward research and innovation in N.C.E. programmes.
 5. Research focusing on the comparison of decision-making processes and teacher burn out in federal and state colleges of education should be undertaken. This may generate data for explaining

why some teachers prefer to instruct in federal colleges, as opposed to state colleges or vice versa.

6. Research should continue on various processes through which indigenous educators are encouraged to research and write textbooks for secondary schools and teachers' colleges in Nigeria.
7. Research could be designed to explore what kind of goals are appropriate to the administration of Nigerian colleges of education. This kind of study may provide clear patterns of exchange of information and materials between administrators, instructional staff and students within the college system. The optimum utilization of the available resources (plant, staff, effective liaison with ministries of education, colleges, universities, schools, and other educational institutions) will enable the colleges to meet the stated programme goals.

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APPENDIX 1

QUESTIONNAIRE AND INTERVIEW INSTRUMENTS



Dear Sir:

Re: Instruction For the Administration of the Questionnaire

I humbly request you to assist me in delivering and administering the enclosed questionnaire (18 in number). Your co-operation will not only facilitate my doctoral study but will be highly treasured by me. Please see that the following steps are considered during the process of completing the questionnaires:

1. Participants are to be selected by random means.
2. Each department head is requested to complete one questionnaire. Total participants will be two.
3. A full-time instructional staff is requested to complete each questionnaire. Total participants will be six.
4. An N.C.E. student is requested to complete each questionnaire. Total number of participant will be ten.

I should be very thankful if you would give this matter your attention. Thank you for your co-operation.

Yours truly,

Peter O. M. Nnabuo
PhD. Candidate

The purpose of this questionnaire is to survey the perceived goals of the Colleges of Education/Federal Advanced Teachers' Colleges in Nigeria.

In order to ensure that the description of the characteristics, functions and goals of the colleges are accurate for this doctorate study, it is essential to receive your response. Please complete this questionnaire as carefully as you can. Information received will be treated confidentially and no respondent will be identified by his or her name.

Arrangement has been made to collect the completed questionnaire in a week's time.

Thank you in anticipation for your co-operation.

Peter O. M Nnabuo
PhD. Candidate
Educational Administration
The University of Alberta
Edmonton, Canada

C.C.

Please do
not use this
columnPlease indicate responses by checking (✓)
items or printing information as requested.

1.1. Name of your college (Please check one).

1. Abaraka College of Education
2. Adeyemi College of Education, Ondo
3. Alvan Ikeokwu College of Education
4. Anambra State College of Education
5. Federal Advanced Teachers' College,
Eha-Amufu
6. Federal Advanced Teachers' College,
Abeokuta
7. Federal Advanced Teachers' College,
Oyo
8. Lagos State College of Education
9. River State College of Education,
Port Harcourt

11

1.2. What is your full-time position in the
College?

1. Administrator
2. Professor/Lecturer
3. Student

12

2.1. The general goals of teacher education are:

If you wish to check more than one answer,
Please rank order them (1 = low, 2 = medium,
3 = high) in importance.

- a. Professional development

13

C.C.
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not use this
column

- | | |
|--------------------------------------------------------------------------------|----|
| b. ___ Inservice education | 14 |
| c. ___ Personality development | 15 |
| d. ___ Integration of theory with practice | 16 |
| e. ___ Searching, experimenting and test-
ing for better methods | 17 |
| f. ___ All of these | 18 |
| g. ___ None of these | 19 |
| 2.2. Indicate the degree to which these goals are
being achieved. | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 20 |
| 2.3. Please rate the level of emphasis for the
following goals: | |
| a. Provision of teaching skills | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 21 |
| b. Professional development | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 22 |
| c. Inservice education | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 23 |
| d. Personality development | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 24 |
| e. Integration of theory with practice | |
| 1. Low ___ 2. Medium ___ 3. High ___ | 25 |
| f. Searching, experimenting and testing
for new methods in teaching process | |

C.C.
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1. Low ___ 2. Medium ___ 3. High ___

26

2.4. In your opinion, which goal should receive
the highest priority? _____

Please justify your answer _____

3.1. Identify three specific goals of the teacher
training programme in your college.

a. _____

b. _____

c. _____

3.2. Are these goals achievable ?

1. Yes ___ 2. No ___ 3. Unknown ___

27

3.3. Please identify three major groups/personnel
who are involved in determining the goals of
your college.

a. _____

b. _____

c. _____

3.4. Indicate the degree to which the programme
prepares potential teachers for classroom
work.

1. Low ___ 2. Medium ___ 3. High ___

28

C.C.
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4.1. Which aspect of the teacher training programme receives most emphasis?

Please explain your reason in a sentence

4.2. Which one receives least emphasis?

Why do you think so? _____

5.1. Who are the three major users of the College facilities?

- a. _____
- b. _____
- c. _____

5.2. Please indicate the criteria being used in selecting and admitting students into your college.

1. ___ West African School Certificate/
General Certificate of Education
2. ___ Advanced G.C.E.
3. ___ Grade 2 Certificate
4. ___ Long teaching experience

29

30

31

32

C.C.
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5.3. Students enrolled in Education programme as major are required to take more courses in:

- | | |
|------------------------------------------------|----|
| 1. ___ Social Studies | 33 |
| 2. ___ Applied Sciences | 34 |
| 3. ___ Fine Arts and Humanities | 35 |
| 4. ___ Health and Physical Education | 36 |
| 5. ___ Curriculum, Teaching and Administration | 37 |

6.1. Please identify the official language of instruction in your teacher training programme.

- | | |
|----------------|----|
| 1. ___ English | 38 |
| 2. ___ French | |
| 3. ___ Hausa | |
| 4. ___ Yoruba | |
| 5. ___ Igbo | |

6.2. The method of instruction is mainly based on:

- | | |
|---------------------|----|
| 1. ___ Seminar | 39 |
| 2. ___ Lectures | |
| 3. ___ Audio-visual | |
| 4. ___ Tutorial | |

7.1. Student qualification for graduation is based on:

C.C.
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- | | |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1. <input type="checkbox"/> Cumulative student records | 40 |
| 2. <input type="checkbox"/> Result of the final comprehensive examination | 41 |
| 3. <input type="checkbox"/> Others, please specify | 42 |
| 7.2. Students who fail to meet the requirements for graduation are required to: | |
| 1. <input type="checkbox"/> Repeat the subjects failed | 43 |
| 2. <input type="checkbox"/> Withdraw from teaching profession | 44 |
| 3. <input type="checkbox"/> Withdraw from the College | 45 |
| 4. <input type="checkbox"/> Continue teaching and retake examination on subjects failed | 46 |
| 5. <input type="checkbox"/> None of the above | 47 |
| 8.1. The services of your college are determined by: | |
| 1. <input type="checkbox"/> The College Board | 48 |
| 2. <input type="checkbox"/> The State University | 49 |
| 3. <input type="checkbox"/> The Federal Ministry of Education | 50 |
| 4. <input type="checkbox"/> The State Ministry of Education | 51 |
| 5. <input type="checkbox"/> Others, please specify | 52 |
| 8.2. Are there some differences between the goals of your college and other colleges within Nigeria involved in N.C.E. programme? | |
| 1. Yes <input type="checkbox"/> | 2. No <input type="checkbox"/> |

C.C.
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column

8.3. If yes, please describe them in two sentences _____

9.1. Indicate how effective your teacher training programme is doing in providing adequate skills to potential teachers.
1. Low ___ 2. Medium ___ 3. High ___

54

9.2. The objectives of teacher preparation programme are determined by:
1. ___ The Federal Ministry of Education
2. ___ Educators
3. ___ The State Ministry of Education
4. ___ The State University
5. ___ The College Board

55
56
57
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10. Please indicate the level of linkage between your college and the following:
a. Federal Ministry of Education
1. Low ___ 2. Medium ___ 3. High ___
b. The State University
1. Low ___ 2. Medium ___ 3. High ___
c. The State Ministry of Education
1. Low ___ 2. Medium ___ 3. High ___

60
61
62

C.C.
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column

d. Secondary/Vocational Schools

1. Low ___ 2. Medium ___ 3. High ___

63

e. Primary Teacher Training Colleges

1. Low ___ 2. Medium ___ 3. High ___

64

f. The State School Commission

1. Low ___ 2. Medium ___ 3. High ___

65

11.1. The major problem associated with teacher training programme in your college may be summed up in terms of:

1. ___ Economics

66

2. ___ Environmental (cultural)

3. ___ Political

4. ___ Social

11.2. How can this problem be alleviated in order to enhance the goals of your college (Please be brief).

THANKS VERY MUCH FOR YOUR CO-OPERATION

APPENDIX 2

SECTIONS 9 - 11 OF FEDERAL NIGERIAN GOVERNMENT

POLICY ON EDUCATION, 1981

SECTION 9

TEACHER EDUCATION

57. Teacher Education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers.

58. The purpose of Teacher Education should be :

(a) to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education 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 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 ;

(e) to enhance teachers' commitment to the teaching profession.

59.—(1) All teachers in our educational institutions, from pre-primary to university, will be professionally trained. Teacher education programmes will be structured to equip teachers for the effective performance of their duties. The following institutions will give the required professional training :—

(i) Grade II Teachers' Colleges

(ii) Advanced Teacher's Colleges

(iii) Colleges of Education

(iv) Institutes of Education

(v) National Teachers' Institute

(vi) Teachers' Centres.

(2) Since a large number of our primary school teachers are below Grade II certificate or are untrained, all such teachers will be assisted to advance to Grade II within the shortest time possible through in-service courses to be organised by State Ministries of Education. Those who do not take full and proper advantage of the scheme will be systematically eliminated from the profession. In pursuance of this objective, Government will give greater emphasis to in-service education than hitherto.

In connection with the financing of Teachers' up-grading schemes, all teacher up-grading courses undertaken by the N.T.I. will be Federally funded while the States will be responsible for any such course initiated by them.

Concerning the scheme for "training teachers on the job", the National Teachers' Institute, Kaduna, will have over-all responsibility for co-ordinating the work of the Institutes of Education and the State Ministries of Education in the implementation of the scheme recommended in the Blueprint.

(3) Since primary education is the basis of an educational development, effort will be made to achieve and maintain both the quantity and the quality of teaching staff in the existing institutions at a high level.

(4) As a prerequisite to the launching of the Universal Primary Education Scheme, a crash programme was introduced in September 1974 for the training of the requisite additional teachers.

(5) Grade II programmes have since assumed the following forms :

- (i) 1-year programme—for WASC holders
- (ii) 2-year programme—for failed WASC
- (iii) 3-year programme—for passed Modern III and S.75 Certificate holders
- (iv) 5-year programme—for passed Standard VI or First School Leaving Certificate.

60. But new developments in Teacher Training will emerge as a result of UPE and the 3-3 Secondary system, viz :

(a) Beginning with the first products of the UPE, a supply of Grade II teacher trainees will be available from some of the completers of the junior secondary who will be streamed into Teacher Training Colleges at the same time as their colleagues are moving into Trade Centres and other Vocational Institutions and into the senior Secondary School for those aiming at tertiary institutions for other professions. This 3-year post-junior-secondary will therefore replace all the existing Grade II programmes and especially the 5-year post-primary. All future Grade II trainees will complete the 3-year junior secondary before entering Teacher Training College.

(b) The second development will be the cancellation of the existing "pivotal", i.e. 1-year post-WASC Course. From this point, WASC products will train at NCE or degree levels.

(c) The present NCE programme will need to be reviewed in the light of the higher entry point of the 6-year WASC Certificate.

61. It will be the ultimate policy that only candidates whose minimum qualification is WASC or its equivalent will be admitted into our teacher training colleges. Since, once the six-year secondary system has been started, this will mean that the NCE will ultimately become the minimum basic qualification for entry into the teaching profession, how early it is implemented will depend not merely on the availability of secondary school leavers, but, more importantly, on the state of the national economy.

62. In the meantime, the first development after the start of the 3-3 secondary system will be the progressive phasing out of the five-year training programme for primary school leavers and the three-year programme for holders of Modern III and S.75 Certificates, to make way for the three-year post-junior-secondary training programme for the Teachers' Grade II Certificate.

63. The curriculum of Teachers' Colleges will continue to be structured on the following components :

- (a) General studies (basic academic subjects).
- (b) Foundation studies (principles and practice of education).
- (c) Studies related to the student's intended field of teaching (e.g. English, History, Mathematics, Physic, etc.)
- (d) Teaching Practice.

64. For the primary level, the General Studies component in the primary school teacher's training programme will be made up of the following subjects :

- (i) Social Studies
- (ii) Mathematics
- (iii) Language
- (iv) Science
- (v) Cultural and creative arts
- (vi) Health and physical education
- (vii) Religious and Moral Education.

For the other levels beyond primary, teacher education programmes will be expanded to take cognizance of new development in the areas of vocational, technical and commercial education. All Grade II Colleges are now also being equipped to teach Science.

65. At the NCE and degree levels, teacher education programmes will be expanded to cater for the requirements of vocational, technical and commercial education. Government is aware that in order to implement this recommendation adequate physical facilities and qualified staff will have to be provided.

66. More Advanced Teachers' Colleges (ATC) have already been established in order to speed up teacher production because Government realises that at the moment the country depends too much on expatriate teachers in the post-primary institutions : Government considers this a very undesirable situation which is worsening because of the general expansion of the educational programme of which the UPE is only the beginning.

67. Government will direct the Universities to work out a programme to make it possible for suitably qualified holders of the Nigerian Certificate in Education (NCE) to complete a degree in education at the University in two years instead of the present three years.

68. The Federal Ministry of Education with the co-operation of State Ministries of Education and higher educational institutions is already working out a series of new programmes courses to enable teachers to up-grade themselves from one level to another.

69. The Certification of Grade II Teachers will be carried out by the National Teachers' Institute in collaboration with Institutes of Education in order to ensure uniform standards.

70. The existing practice in most of our institutions of learning of basing the assessment of students' work on one final examination and on one type only is no longer tenable. Continuous assessment based on a variety of evaluation techniques should be henceforth adopted, and there should be some means for ensuring some common national standards both in the areas of public examinations as well as in the internal ones. The implementation of this will lie between the teacher training institutions, the Universities which serve as moderators for some of them, the Ministries of Education and the West African Examinations Council. These organisations will be expected to meet and work out a scheme.

71. The Financial responsibility for Grade II Teachers' Colleges should be borne by the State and Local Governments.

72. At the NCE and degree levels of teacher education the Federal Government will review the Teachers' Bursary scheme in the context of the Constitutional provision in order to involve State and Local Governments.

73. Teacher Education will continue to take cognizance of changes in methodology and in the curriculum. Teachers will be regularly exposed to innovations in their profession. In-service training will be developed as an integral part of continuing teacher education.

74. No matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps, e.g. for library service education; evaluation techniques; guidance and counselling, etc., and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future advancement.

75. To this end, Government has established a National Teachers' Institute in Kaduna which has already begun functioning. The institute will organise programmes for in-service training of practising teachers. Opportunities will be provided so that every teacher at regular intervals will undergo in-service training.

76. The practice of according varying status to people with identical qualifications teaching at varying levels of the education system will be discouraged, and the teaching function will be accorded the same dignity whatever the level at which it is carried out.

77. Promotion opportunities will be created at every educational level to allow for professional growth at each level. Action on the harmonisation of teachers' conditions of service will be speeded up.

78. Teaching services will be so planned that teachers can transfer from state to state without loss of status.

79. Teaching, like other professions, will be legally and publicly recognised as a profession. Nigeria is already a signatory to the International Labour Organisation's/UNESCO's 1966 recommendation on the status of teachers. Government will set up a Teachers' Council among whose functions will be Accreditation, Certification, Registration, Discipline and Regulations governing the profession of teaching. Those teachers already admitted into the profession without the requisite qualification will be given a period of time within which to qualify for admission or leave the profession.

80. A National Register of Teachers is being compiled and when the Teachers' Council is established, the maintenance of the Register will be its responsibility.

81. Government will introduce measures to enable teachers to participate more in the production and assessment of educational materials and teaching aids, the planning and development of curriculum, school buildings and furniture, and evaluation of technical innovation and new techniques.

82. Where necessary local craftsmen will be used as demonstrators.

SECTION 10
EDUCATIONAL SERVICES

83. Educational Services facilitate the implementation of educational planning and objectives and promote the efficacy of education.

The objectives of educational services are :

- (1) to develop, assess, and improve educational programmes ;
- (2) to enhance teaching and improve the competence of teachers ;
- (3) to make learning more meaningful for children ;
- (4) to reduce educational costs ;
- (5) to promote in-service education ;
- (6) to develop and promote an effective use of innovative materials in schools.

84. To achieve these objectives the following measures will be taken :

- (1) Teachers' Resource Centres where teachers will meet for discussions, investigations, study, short courses and conferences, will be set up in each State/Local Education Authority Area. The Centres will also be used for the development and testing of teaching materials.
- (2) Both the Federal and State governments will set up curriculum development centres with the National Educational Research Council performing a co-ordinating role.
- (3) In the interest of our educational development, it is considered undesirable to continue to depend substantially on external sources for the funding of our educational research programmes. Greater financial provision for educational research programmes will be made available to our universities and the N.E.R.C. by both Federal and State governments.
- (4) Educational Resource Centres will be established at State and Federal levels. There will, however, be close co-operation and constant consultation to ensure the free flow of information in respect of achievements in this field.
- (5) Audio-Visual Aids Centres will be set up under the auspices of the Federal and State governments and there will be close co-operation and constant consultation between the Centres and all educational institutions for their development and effective utilisation.
- (6) Language Centres are being set up at Federal and State levels for enhancing the study of Languages especially Nigerian Languages.
- (7) Science and Mathematics Centres and Workshops will be set up to serve as the foci for the design of experiments and equipment. Such Centres would also serve as meeting places for Science and Mathematics teachers and for the training of Laboratory Assistants.
- (8) Most of our textbooks at present are either unsuitable, inadequate or expensive. New curricula call for appropriate textbooks and reference books. The Federal Govern-

ment has established a National Book Development Council, whose functions should include promoting the development, production and distribution of books for all levels and the encouragement of indigenous authors. The Council is already established and is working on various aspects of Book Development.

(9) Libraries are one of the most important educational services. Every State Ministry needs to provide funds for the establishment of libraries in all our educational institutions and to train Librarians and Library Assistants for this service.

(10) Radio and Television are products of the technological age designed, among other things, to improve communication. They are also being used for the development and improvement of education as well as for the expansion of instructional techniques. Where the facilities exist, radio and T.V. broadcasting will form a permanent feature of the education system and, in this regard, the Broadcasting Services, the Ministries of Education and other educational agencies will work closely together. Government has already approved the expansion of the Schools Broadcasting Unit of the Federal Ministry of Education into an Educational Technology Centre.

(11) In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, careers officers and Counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce Government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and counselling will also feature in teacher education programmes.

(12) Correspondence education will be encouraged and regulated by government.

(13)—(a) The system of correspondence education will be structured into the broadcasting programmes to enable teachers in remote areas to listen and react to such programmes as part of their on-the-job training or retraining.

(b) In-service education courses for upgrading teachers will be linked up with educational broadcasting as described above.

Government has already established a National Teachers' Institute at Kaduna to accomplish these objectives. The Institute will serve as a focal point for providing correspondence education through Radio and T.V. In-service education courses for upgrading teachers will be provided throughout the country with the help of the Institute.

(14) As part of the Universal Primary Education Scheme, efforts will be made to provide school health services for all educational institutions. School meals will remain the responsibility of parents.

SECTION 11

ADMINISTRATION AND PLANNING OF EDUCATION

85. The success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration includes organisation and structure, proprietorship and control, inspection and supervision.

86. School systems, and consequently their management and day-to-day administration should grow out of the life and social ethos of the community which they serve : consequently the administrative machinery for the national education system should be based on three cardinal principles :

(i) intimate and direct participation and involvement at the local level, in the administration and management of the local school ;

(ii) effective lines of communication between the local community and the State and national machinery for policy formulation and implementation ;

(iii) a devolution of functions whereby :

(a) the management of schools is placed in the hands of district school boards of management,

(b) the co-ordination, planning, financing, and direction of the total educational effort within the State is placed in the hands of the State Ministry, Department or Directorate for Education, and

(c) the integration of educational development and policy with national objectives and programmes is made the responsibility of a Federal Ministry, Department or Directorate of Education.

87. In the order that these functions may be discharged efficiently, a cadre of staff is required in adequate numbers and quality at the different operational levels in the local, State and Federal institutions.

88. The respective functions of the National Council on Education (N.C.E.) composed of the Federal Minister and State Commissioners of Education, and the Joint Consultative Committee on Education (J.C.C.), made up in part of education officials and, in part, of outside educational experts cover all the needed ground in educational policy formulation below "cabinet" level.

89. The objectives of the planning, administrative, inspectorate, supervisory and financial services in education are :

(1) to ensure adequate and effective planning for all educational services,

(2) to provide efficient administrative and management control for the maintenance and movement of the system,

(3) to ensure quality control through regular inspection and continuous supervision of instructional and other educational services.

(4) to provide adequate and balanced financial support for all educational services.

To accomplish these objectives Government has already established a Federal Inspectorate Service and an Education Planning Section in the Federal Ministry of Education.

90. The Federal Ministry of Education will be responsible for :

- (a) the determination of a National Policy on Education, in order to ensure uniform standards and quality control ;
- (b) co-ordination of education practices in Nigeria ;
- (c) advisory services in respect of all levels of education below the university ;
- (d) Federal inspectorate advisory service to help improve and maintain standards ;
- (e) planning and research on a national scale ;
- (f) co-ordination of non-formal education including adult education, vocational improvement centres, correspondence courses, etc.
- (g) co-ordination of educational services ;
- (h) international co-operation in education ;
- (i) co-ordination of national school examinations and relevant teacher examinations-testing and evaluation ;
- (j) establishment of a Central Registry for teachers.

91. In addition Government has already established, among others, the following divisions in the Federal Ministry of Education :

- (a) Educational Planning Section ;
- (b) Federal Inspectorate ;
- (c) Vocational and non-Formal Education Section ;
- (d) International Education Section.

The activities of the Nigeria Educational Research Council, the West African Examinations Council, and the National Teachers' Institute are all aimed at discharging the responsibilities efficiently.

92. State Ministries of Education will perform the following functions :

- (a) policy and control and administration of education at primary and secondary levels at State level ;
- (b) planning, research and development of education at State level ;
- (c) inspectorate services to improve and maintain standards ;
- (d) education services ;
- (e) co-ordination of the activities of School Boards and/or Local Education Authorities ;
- (f) examinations particularly certification of primary school teachers ; testing and evaluation ;
- (g) establishment of State Registries of Teachers.

93. Ministries of Education both at State and Federal levels will be responsible for preparing their educational development Plan, taking into account economic, social and

other needs of the society. To enable them to carry out this function effectively, the Planning Unit of each Ministry of Education as a matter of necessity will be adequately staffed and headed by a well-trained education planner. The educational plan in the Third National Development Plan was produced by educational planners from both Federal and State Ministries of Education. To ensure that educational planners are available in adequate number, a department of educational planning has been established in the University of Ibadan and more will be established in other universities as the need arises.

94. Local boards of management will be responsible for local daily administration, management, and quality control of schools within their jurisdiction. In addition they will serve as feedback institutions to the State and Federal Ministries with respect to curriculum and materials development, techniques of teaching and evaluation procedures.

95. To ensure quality control in the schools it is necessary to have good teachers and inspectors. The inspectors will be officers of the Ministry. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with laid down regulations.

96.—(1) The Federal Government shall prescribe minimum standards of education at all levels.

(2) University, technological, pre-primary and post-primary education shall be the responsibility of both the Federal and State Governments.

(3) The establishment and regulation of professional bodies such as Law, Accountancy, Engineering, Medicine, Building, Architecture, Pharmacy and other similar bodies shall be the responsibility of the Federal Government.

(4) State Governments shall have the responsibility to establish and manage primary education alongside those run by Voluntary Agencies, Communities and Private Individuals provided they comply with minimum standards prescribed by the Federal Government.

(5) Education Boards or Authorities will be responsible for management of schools and the appointment, posting and discipline of teachers. School Boards or educational authorities have already been established all over the country for the management of primary schools. Many States have taken over secondary schools and put them under school boards which manage them along with primary schools.

* (6) Selection and appointment of members of Education Authorities and School Boards will be made from among the local people who are knowledgeable and who represent a cross section of the community.

(7) The Chairman of a newly constituted School Board or Education Authority will need to have a professional background and for the first three years the School Board or Education Authority will be expected to have as Chairman an experienced education administrator.

(8) The local people, particularly parents, will be encouraged to participate in school management.

97. The school system will be on the 6-3-3-4 plan. The system will be flexible enough to accommodate both formal and non-formal education and will allow leaving and re-entry at certain points in the system. Classes will be provided after school hours to cater for drop-outs and those who wish to further their education. The non-formal system will be such that anybody who wishes will be able to pursue education and obtain certification as a result of non-formal education. The curriculum will be diversified to cater for those who wish to leave and re-enter the system. At all levels of education there will be core subjects. Our present school buildings are under-utilised and, for better utilisation, it will be possible to arrange classes after normal school hours.

98. The first six years will be for general basic education followed by three years of general education with pre-vocational subjects like woodwork, metal work, shorthand and typewriting, book-keeping and technical drawing, so that the students who wish to leave the system at this stage will be employable. The next three years will be for general education leading to some marketable skills apart from training in the science and humanities so that the students graduating at this stage will be employable. Every student will be made to learn a skill. The next four years will be for university education and professional courses of varying durations.

99. The Sixth Form course will be abolished with the adoption of the 6-3-3-4 system, and ;

(1) ultimately there will be no formal examination at the end of the first six years of primary education ; certificates will be based on continuous assessment ;

(2) at the end of the first three years following primary education the Junior Secondary School Leaving Certificate will be based on State examination and continuous assessment method. The certificate will be issued by the Headmaster ;

(3) at the end of the second three years course, (senior secondary) a formal examination will be given but the performance during the three years will be weighed and taken into account for certification purposes ;

(4) for a child to be absorbed or employed by the labour market he will not be less than fourteen years of age, and for technical education, the apprenticeship system after the first three years of post-primary education will be adopted.

100. Admission to universities will be based on the results of matriculation examination conducted by the universities or by any agency established for that purpose. Also the definition of "mature students", for the purpose of direct admission, will be made less rigid.

101. A credit system which is transferable among universities and the institutions of higher learning on a reciprocal basis will be initiated. This is to enable a student who may be compelled to change his residence before completing his course to finish it in another institution.

102. In some rural communities the majority of parents who are farmers may be reluctant to allow their children to attend school because they depend on the children to help them on the farm. Wherever possible, arrangements will be made for such children to assist their parents on the farm in the morning and go to school later in the day. Furthermore, efforts will be made to get the parents interested in the school activities. Special and adequate inducement will be provided to teachers in rural areas to make them stay in their jobs.

more, efforts will be made to get the parents interested in the school activities. Special and adequate inducement will be provided to teachers in rural areas to make them stay in their jobs.

103. Among the educational services that will be provided without delay are well-staffed health centres in strategic places to cater for school children. Guidance and Counselling is another educational service that will be made available as soon as the necessary personnel can be trained. These facilities some of which are already being provided in many schools will be progressively expanded to cover the entire education system. With regard to school meals, this facility will be paid for by parents of the individual children.

104. The government will study in consultation with the teachers' organisations and other interested parties the advisability of setting up at Federal or State levels a Unified Teaching Service for all categories of teachers, be they primary or secondary school teachers or those in the higher institutions, or be they employed by local, State, Federal or other agencies.

SECTION 12

FINANCING OF EDUCATION

(105.) Education is an expensive social service and requires adequate financial provision from all tiers of Government for a successful implementation of the educational programmes.

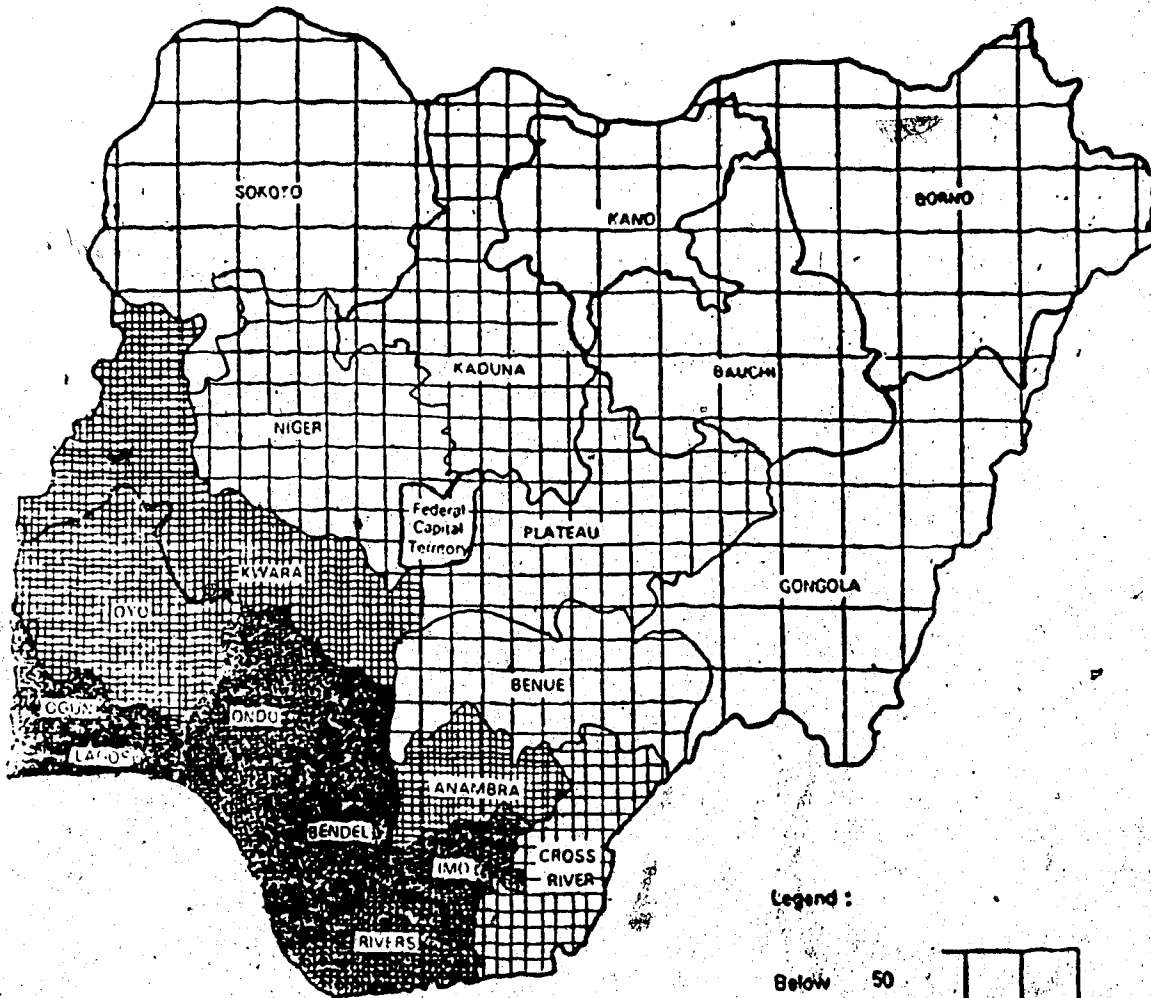
(106.) Government's ultimate objective is to make education free at all levels. The financing of education is a joint responsibility of the Federal, State and Local Governments. In this connection, Government welcomes and encourages the participation of local communities, individuals and other organisations.

(107.) Government recognises the importance of technical and commercial education and the need to relate its programmes to the requirements of commerce and industry. Formulae for collaboration and joint responsibility, such as is already being carried out in schemes like the Industrial Training Fund (ITF) will be designed for sharing cost burden between the public and private sectors.

APPENDIX 3

IMPLEMENTATION COMMITTEE'S REPORT FOR THE NATIONAL
POLICY ON EDUCATION: BLUE-PRINT 1978 - 79

Graph 4.2- Enrolment in Secondary Education per 10,000 Population, by State, 1976-77



Legend :

Below 50

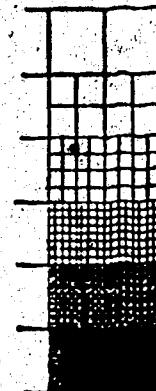
50 - 99

100 - 149

150 - 199

200 - 299

300 + above



students per
10,000 population

CHAPTER 5 TEACHER EDUCATION

Introduction

The National Policy on Education identifies the main objective of teacher education as that of producing "highly motivated and competent teachers", teachers who are intellectually, emotionally and professionally equipped for effective and relevant teaching at all levels of education. In order to achieve this objective it is necessary to identify the constraints and problems of implementation, to define roles and responsibilities and to determine financial and management commitments.

The major issues arising from the need to produce competent teachers in sufficient numbers are as follows :

- A. Large numbers of new teachers to be trained as a consequence of substantially increased enrolments at all levels of education.
- B. Large numbers of existing unqualified and under-qualified teachers to be trained.
- C. Methods of training teachers (programmes, syllabuses, curricula) need to be rationalised so that they reflect the nation's educational philosophy, policies and structure.
- D. Qualifications of Teacher Educators—also the selection of students for training as teachers, the posting of teachers, and the provision of facilities and services—need to be improved.
- E. Educational planning and statistics need considerable improvement ; also a special service, on a national scale, is required to record, analyse and keep up to date, details of teachers' backgrounds, qualifications and experience.
- F. Teaching requires to become more of a profession with its methods more standardised ; the status and welfare of teachers to be a matter of continuing national concern.

In what follows recommendations will be presented in respect of each of these major issues.

Recommendations

A. TRAINING OF NEW TEACHERS

5.1. The training of teachers and the provision of facilities for this training should be a Governmental responsibility. In this context the Committee recommends as follows :

- (a) The Federal Government should pay for the capital costs, that is, the buildings and equipment of all Teachers' Colleges. Equipment should include libraries, laboratories (Science, Language, Home Economics), large-group teaching facility, health and physical facilities, art rooms and workshops.
- (b) The State Governments should bear the costs of tuition, accommodation and all other recurrent costs.
- (c) The principle of community contributions should be accepted and encouraged.
- (d) State Governments should encourage donations by individuals and groups and the establishment of endowment funds.
- (e) The maximum enrolment at each Grade II Teachers' College should be 1,000 students.
- (f) The JCC should be asked to recommend a name for the newly-structured Teachers' College.

B. TRAINING OF EXISTING UNQUALIFIED AND UNDER-QUALIFIED TEACHERS

5.2. The numbers of unqualified and under-qualified teachers—especially in the primary schools—far exceed the numbers of those who are qualified. UPE has aggravated the problem to such an extent that by 1982 the number of unqualified and under-qualified teachers could well exceed 180,000. This would mean a dangerous dilution of the quality of teaching. The Federal Government has foreseen the problem and has established the National Teachers' Institute (NTI), Kaduna, for the specific purpose of providing upgrading courses for these teachers. In order to extend the scope of governmental effort in this regard a scheme whereby NTI and the Institutes of Education will co-operate to train a substantial number of 'Lead Teachers' is recommended. (An outline of this scheme, entitled *Training Primary School Teachers on the Job. A Role for Institutes of Education with the National Teachers' Institute, Kaduna*, along with its implementation procedures, is contained in the Annex to this Chapter.)

C. METHODS OF TRAINING

5.3. The rationalising of current teacher education programmes and curricula is, again, mainly a governmental role. Nevertheless, the principals and teachers in the Teachers' Colleges have an important *operational* role. Paragraphs 63 and 64 of the National Policy outline the curriculum content of Grade II Teachers' Colleges. The Committee endorses these provisions.

5.4. There are, however, two important considerations: the problem of teaching one other Nigerian Language and the new structure for the Grade II Course.

With regard to the *language issue* and in keeping with policy directives the Committee recommends as follows:

- (a) All primary school teachers should learn how to read and write one major Nigerian language.
- (b) Subject to the general guidance of the State Ministry of Education, the language of the child's environment is to be taught and used as a medium of instruction.
- (c) Emphasis during training should be given to communication skills of reading, writing, speaking, listening.

Concerning the new *structure for the Grade II Course*, it is recommended that all future Grade II trainees should complete the 3-year Junior Secondary School before entering a Teacher Training College. This means that the new Grade II Teachers' Certificate will be fitted into the 6-3-3 system so that successful completion of the Junior Secondary School would be the basic qualification for entry into the new Grade II Teachers' College which should be for a three years' duration.

The second development will be the cancellation of the existing 'pivotal', i.e. 1 year post-WASC Course. From this point WASC products will train at NCE or degree levels, not for the Grade II Certificate.

D. TEACHER EDUCATORS, SELECTION OF TEACHER TRAINEES, POSTING OF TEACHERS, PROVIDING FACILITIES AND SERVICES

5.5. The practice in the past has been to accord teacher education a subordinate place in the selection of students, the posting of teachers, and in the provision of facilities and services. Such practice, in addition to the requirement that the student in a Teachers' College must cover much more than his counterpart in the secondary school, has resulted in poorer performances in the Grade II Teachers' Colleges. It is important to ensure that there is a reversal of this practice.

The Committee therefore recommends as follows :

(a) All Tutors (Teacher Educators) in the TTCs should have a minimum qualification of NCE.

(b) NCE Student—Teachers who wish to teach in a Grade II Teachers' College should do their teaching practice in a Grade II Teachers' College, not in a Secondary School.

(c) The ultimate goal is to have only graduates with professional qualifications teaching in Grade II Teachers' Colleges.

(d) Teachers and tutors who have undergone in-service or refresher courses are to be posted to areas or situations which are relevant to their training.

(e) NCE should remain a 3-year course but there must be careful differentiation of course offerings to meet the special requirements for the different levels of education, namely Primary, Junior Secondary, and Senior Secondary.

(f) All principals of Grade II Teachers' Colleges should be graduates with professional qualifications and must have had several years of teaching experience. In addition, such principals are to be exposed to courses in educational management and administration.

(g) The quality of the intake to Grade II Teachers' Colleges should be based on interest and ability not arbitrary differential selection.

5.6. Another vital consideration pertaining to the quality of teaching inputs concerns the special teacher requirements for Secondary Education. In view, however, of the fact that the enrolment ratio from Primary to Junior Secondary Schools is to be decided by each State (see recommendation under Secondary Education in Chapter 4 above) the Committee recommends as follows :

(a) A formula is needed to assist in estimating the number of teachers and classrooms required for the number of pupils to be enrolled into the Junior Secondary Schools.

(b) Depending on the enrolment ratio adopted by a State, the following formula be used to determine the number of teachers required for Junior Secondary Schools.

$$T = S \frac{a}{b \times c}$$

Similarly, to determine the space required :

$$R = S \frac{a}{d \times c}$$

Where T = the number of teachers
 S = the number of pupils
 R = the number of classrooms and laboratories
 a = the average number of class periods received by each pupil per week
 b = the average number of class periods taught by each teacher per week
 c = the average class size
 d = the average number of times each classroom is used per week

(Source : ABU Institute of Education)

5.7. The last and perhaps the most important aspect of this issue concerns Teachers of Courses at the Advanced Teachers' Colleges (ATCs). At this stage consideration must be given to specialised teachers (technical, commercial, art and special teachers). The Committee recommends as follows :

(a) Conscious efforts to be made by all State Governments to expand training of technical, vocational and commercial teachers. This must start by 1979.

(b) In order to meet expected demand for NCE teachers each ATC in the country should produce a minimum of 400 teachers annually.

(c) To complement the above recommendation the Universities are to produce a total of at least 3,200 teachers annually between the years 1978 and 1988.

Note.—the above two recommendations are based on the assumption that the ratio of graduates to NCE teachers should be 1 : 3.

(d) The Federal Ministry of Education should make projections of teacher requirements at this level for the National Universities Commission (NUC) so that plans can be drawn up to enable the Universities to expand their intake to meet the demands mentioned above.

E. EDUCATIONAL PLANNING AND STATISTICS : RECORDS OF TEACHERS'

BACKGROUNDS AND PROGRESS

5.8. For any programme to succeed a need exists for careful compilation, processing and use of data. In education, particularly, the need for an understanding based on accurate data is of special relevance and could make all the difference between a good and a bad system. Insufficiency of data could lead to wastefulness. It is therefore extremely important for the Ministries of Education—whose responsibility it is—to have ways and means of obtaining and using data.

The Committee recommends as follows :

(a) All Planning and Development Units in the Ministries of Education should be well staffed and made viable.

(b) Training in educational planning and statistics must be encouraged.

(c) An accurate register be compiled. Expert staff to design a simple form to enable Local, State and Federal authorities to keep a record of the numbers and the kinds and levels of attainment of teachers in the country.

(d) Similarly, information should be obtained on libraries containing books, documents, audio-visual materials.

F. TEACHING AS A PROFESSION

5.9. The National Policy indicates that steps be taken to enhance the professional standing of Teacher Education. These recommendations, contained in paragraph 79 of the National Policy, are endorsed by the Committee. The committee further recommends as follows :

(a) An appropriate Decree be promulgated to establish the Teachers' Council.

(b) State Ministries should set going procedures for the registration of teachers.

(c) The principle of internship for the teaching profession be accepted. In this regard all teachers are to serve a one-year internship before they are awarded a teacher's certificate. Such internship must be under the supervision of an experienced teacher.

(d) The Committee endorses paragraphs 61 and 62 of the National Policy which state that the minimum qualification for teaching in future will be the NCE; for the meantime, however, the new Grade II Teacher's Certificate will be accepted.

(e) Teachers who do not possess a requisite qualification must be given a period within which to qualify for admission to the teaching profession. The determination of the period is to be left to the Teachers' Council and would depend on the level at which the teacher wishes to enter the profession :

(f) The status and welfare of teachers is to become a matter of continuing national concern with, additionally, more community participation in helping teachers to relate the school experience to the local environment and to assist in other practical ways (for example, building and maintaining classrooms).

G. FINANCING

5.10. The training of teachers and the provision of facilities for their training must continue to be a governmental responsibility. The Committee recommends as follows:

(a) *Grade II Teachers' Colleges.*—See Recommendations on financing contained in 5.1 above.

(b) *Advanced Teachers' Colleges.*—Financing to continue on present lines: Teachers' Bursary Awards to be expanded.—See Recommendation 5.7 above.

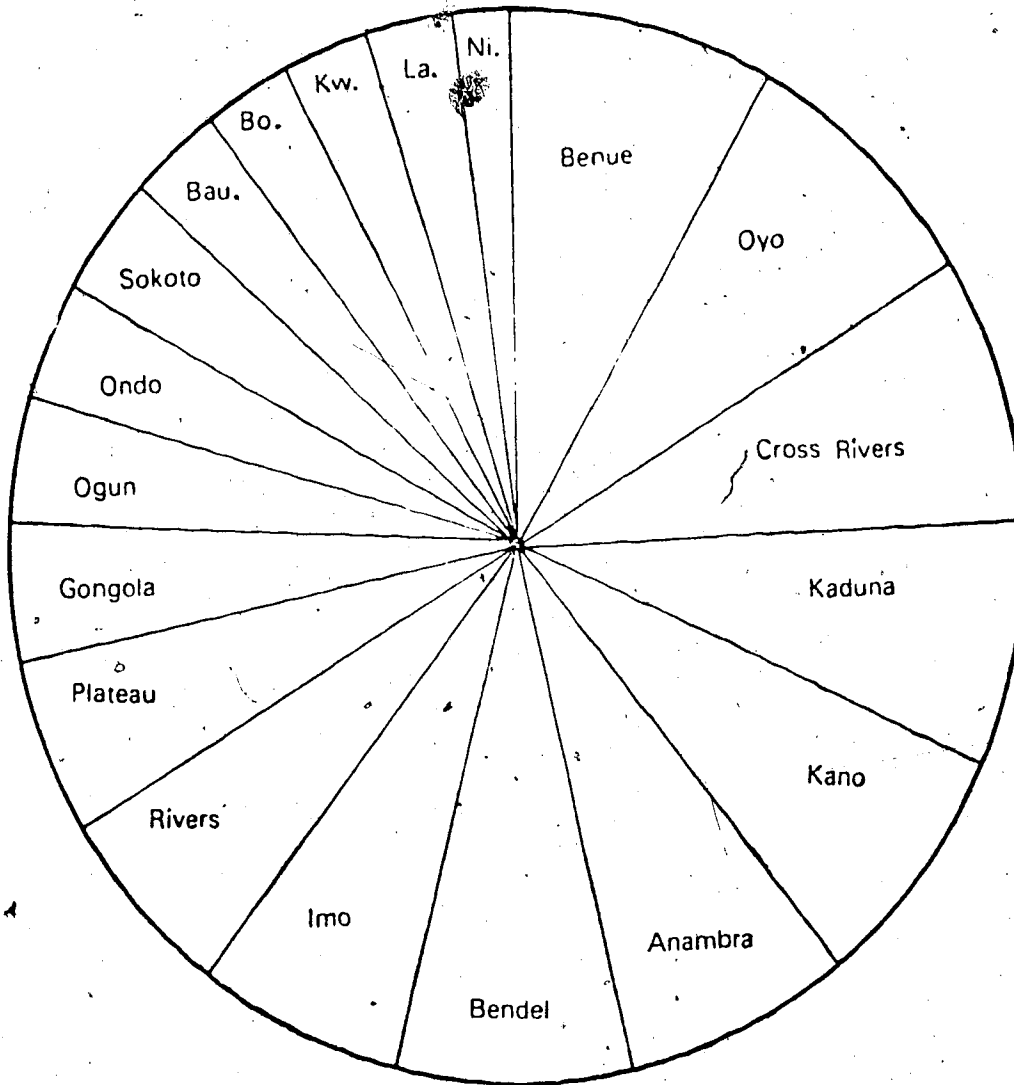
(c) *National Teachers' Institute, Kaduna.*—Financing to be decided by the Federal Ministry of Education.

(d) *The Nation-wide, Inter-State Programme for Training Teachers on the Job: A Role for Institutes of Education with NTI in Collaboration with State Governments.*

See Recommendation 5.2 above and description in Annex to this Chapter. Financing to be a joint responsibility of Federal and State Governments.

Graph 5.1 - Unqualified and Under-Qualified Teachers in Primary Education, by State, 1976-77

(Unqualified = Primary VI/VII to H.S.C
Under-Qualified = Grade VI to Gr II f)



Numbers by State :

Anambra ..	11,380	Gongola ..	6,501	Niger ..	3,039
Bauchi* ..	4,721	Imo ..	9,689	Ogun ..	5,924
Bendel ..	11,313	Kaduna* ..	11,860	Ondo ..	5,723
Benue+ ..	13,068	Kano ..	11,705	Oyo ..	12,658
Borno ..	4,426	Kwara ..	4,265	Plateau ..	8,374
Cross River* ..	12,229	Lagos ..	4,089	Rivers ..	8,427
				Sokoto ..	5,539

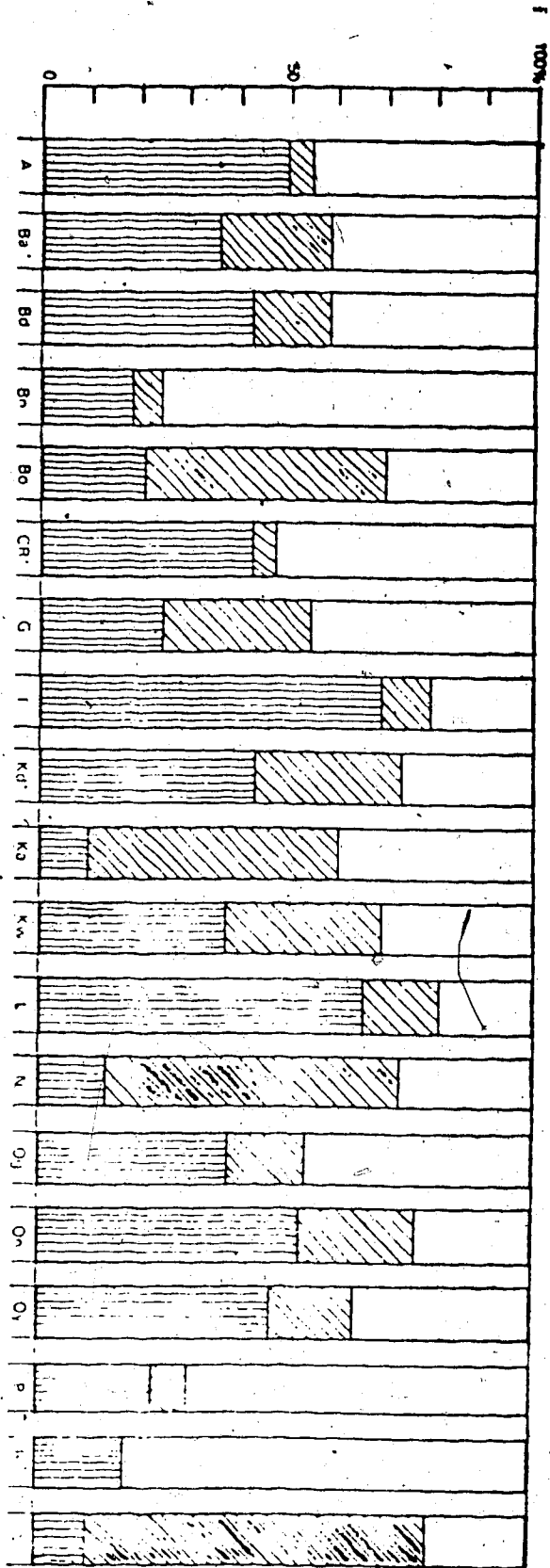
NIGERIA 154,930

*Grade II f. not included.

+1977-78

Source of data : State MOEs.

Graph 8.2. Teachers in Primary Education, by Qualification (Percentage Distribution), 1976-77 (Borneo 1977-78).



Grade II I included in 'Qualified' Unqualified and under-qualified not separated

Unqualified (Primary VI/VII to H.S.C.)
Under-Qualified (Gr. IV to Gr. II I.A)
Qualified (Gr. II and higher)

APPENDIX 4

GOVERNMENT VIEWS ON THE IMPLEMENTATION COMMITTEE'S
BLUE-PRINT ON EDUCATIONAL POLICY, 1979

Recommendation :

(h) For security of examination papers, each approved examination body should be responsible for the security of its examinations including if need be, the establishment of its own printing press.

Comment :

Accepted.

Chapter 5—Teacher Education

Introduction

Comment :

Noted.

Item 5.1

Recommendation :

The training of teachers and the provision of facilities for this training should be a governmental responsibility. In this context the Committee recommends as follows :

(a) The Federal Government should pay for the capital costs, that is, the buildings and equipment of all Teachers' Colleges.

Comment :

On the basis of the present revenue allocation system, the Federal Government will continue to assist State Governments with funds for the expansion of existing colleges. The list of colleges to be so developed will have to be approved by the Federal Government from time to time. Salaries of teacher educators in Teacher Training Colleges will be paid by the Federal Government.

Recommendation :

(b) The State Governments bear the costs of tuition, accommodation and all other recurrent costs.

Comment :

The State Government will bear maintenance costs and the cost of providing boarding facilities where such facilities exist.

Recommendation :

(c) The principle of community contributions should be further encouraged.

Comment :

Accepted. Community participation in all areas of teacher education will be further encouraged.

Recommendation :

(d) State Governments should encourage donations by individuals and groups and the establishment of endowment funds.

Comment :

Accepted.

Recommendation :

(e) The maximum enrolment at each Grade II Teachers' College should be 1,000 students.

Comment :

Accepted. But steps should be taken to correct any enrolment above the fixed maximum as necessary.

Recommendation :

(f) The JCC should be asked to recommend a name for the newly-structured Teachers' Colleges.

Comment :

Not accepted. Grade II Teachers' Colleges are generally identified by location or in some other way. This practice should continue.

Item 5.2

Recommendation :

Unqualified and under-qualified teachers, especially in the primary schools greatly outnumber the qualified teachers. NTI and Institutes of Education should co-operate to train a substantial number of 'Lead Teachers'.

Comment :

Accepted.

Item 5.3

Recommendation :

The provisions of Sections 63 and 64 of the National Policy on Education outlining the curriculum content of Grade II Teachers' Colleges are endorsed.

Comment :

Noted.

Item 5.4

Recommendation :

(a) All primary school teachers should learn how to read and write one major Nigerian language.

Comment :

Teachers will be required to learn how to read and write one major Nigerian language other than their mother-tongue. In addition all primary school teachers should also learn how to speak one major Nigerian language.

Recommendation :

(b) Subject to the general guidance of the State Ministry of Education, the language of the child's environment is to be taught and used as a medium of instruction.

Comment :

Teachers in Teacher Training Colleges should be given the facilities to learn the methodology of teaching the languages of the environment of the children they are going to teach.

Recommendation :

(c) Emphasis during training should be given to communication skills—of reading, writing, speaking, listening.

Comment :

Accepted.

Recommendation :

(d) Concerning the new structure for the Grade II Course, it is recommended that all future Grade II trainees should complete the 3-year Junior Secondary School before entering a Teacher Training College. This means that the new Grade II Teachers' Certificate will be fitted into the 6-3-3 system so that successful completion of the Junior Secondary School would be the basic qualification for entry into the new Grade II Teachers' College.

The secondary development will be the cancellation of the existing 'pivot', i.e. 1-year post-West African School Certificate (WASC) Course. From this point West African School Certificate products will train at NCE or degree levels, not for the Grade II Certificate.

Comment :

Accepted. The Pivotal Course should be phased out. The Advanced Teachers' Colleges (ATCs) should organise remedial courses for unsuccessful senior secondary school applicants to those colleges so that they can eventually be admitted into NCE course.

Item 5.5:

Recommendation :

(a) All Tutors (Teacher Educators) in the Teacher Training Colleges (TTCs) should have a minimum qualification of NCE.

Comment :

Accepted. Efforts will be made towards achieving this objective.

Recommendation :

(b) NCE Student Teachers who wish to teach in a Grade II Teachers' College should do their teaching practice in a Grade II Teachers' College, not in a secondary school.

Comment :

Not accepted. The recommendation is neither practicable nor desirable since NCE Teachers are inter-changeable between secondary schools and Grade II Teachers' Colleges.

Recommendation :

(c) The ultimate goal is to have only graduates with professional qualifications teaching in Grade II Teachers' Colleges.

Comment :

Accepted.

Recommendation :

(d) Teachers and tutors who have undergone in-service or refresher courses are to be posted to areas or situations which are relevant to their training.

Comment :

Accepted. This will be subject to the exigencies of the service.

Recommendation :

(e) NCE should remain a 3-year course, but there must be careful differentiation of course offerings to meet the special requirements for the different levels of education, namely, primary, junior secondary, and senior secondary.

Comment :

Accepted, with regard to pre-primary, primary and post-primary institutions including technical and vocational schools.

Recommendation :

(f) All principals of Grade II Teachers' Colleges should be graduates with professional qualifications who have had several years of teaching experience. In addition, such principals are to be exposed to courses in educational management and administration.

Comment :

Accepted as a long term objective. All Principals of Grade II Teachers' Colleges should hold at least the NCE and must have had several years of demonstrated teaching experience and administrative competence.

Recommendation :

(g) The quality of the intake to Grade II Teachers' Colleges should be based on interest and ability not arbitrary differential selection.

Comment :

Noted. In-take into Grade II Teachers' Colleges should reflect trainees' aptitude and ability.

Item 5.6

Recommendation :

Another vital consideration pertaining to the quality of teaching inputs concerns the special teacher requirements for Secondary Education. In view, however, of the fact that it has been recommended that the enrolment ratio from Primary to Junior Secondary schools should be decided by each State, the Committee is not in a position to suggest how this may be done.

Comment :

Noted.

Item 5.7

Recommendation :

The last and perhaps the most important aspect of this issue concerns teachers of courses at the Advanced Teachers' Colleges (ATCs). At this stage consideration must be given to specialised teachers (technical, commercial, art and special teachers). The Committee recommends as follows :

(a) Beginning 1979, State Governments should make conscious efforts to expand training of technical, vocational and commercial teachers.

Comment :

Accepted. The Federal Government will expand the existing National Technical Teachers' Colleges (NTTCs) and where feasible, existing Federal Advanced Teachers' Colleges (FATCs) will introduce technical and commercial courses.

Recommendation :

(b) In order to meet expected demand for NCE teachers each ATC in the country should produce a minimum of 400 teachers annually.

Comment :

Accepted.

Recommendation :

(c) To complement the above recommendation the Universities are to produce a total of at least 3,200 teachers annually between the years 1978 and 1988.

Comment :

Accepted. The issue of special grants to the Universities specifically for sub-degree courses in Education will be examined further.

Recommendation :

(d) The Federal Ministry of Education should make projections of teacher requirements at this level for the National Universities Commission (NUC) so that plans can be drawn up to enable the Universities to expand their intake to meet the demands mentioned above.

Comment :

Accepted.

Item 5.8

Recommendation :

(a) All Planning and Development Units in the Ministries of Education should be well staffed and made viable.

(a) Training in educational planning and statistics must be encouraged.

(c) An accurate register should be compiled. Expert staff should design a simple form to enable Local, State and Federal authorities to keep a record of the numbers and the kinds and levels of attainment of teachers in the country.

(d) Similarly, information should be obtained on libraries containing books, documents, audio-visual materials.

Comment :

Accepted.

Item 5.9

Recommendation :

(a) An appropriate Decree should be promulgated to establish the Teachers' Council.

Comment :

Accepted.

Recommendation :

(b) State Ministries should set going procedures for effecting registration of teachers.

Comment :

Federal and State Ministries of Education should set up procedures for effecting registration of teachers.

Recommendation :

(c) The principle of internship for the teaching profession be accepted. In this regard all teachers should serve a one-year internship before they are awarded a teacher's certificate. Such internship must be under the supervision of an experienced teacher.

Comment :

Not accepted. All trained teachers are registrable after one year of satisfactory supervised teaching.

Recommendation :

(d) In future, the minimum qualification for teaching should be the NCE ; for the meantime, however, the Grade II Teacher's Certificate should continue.

Comment :

Accepted.

Recommendation :

(e) Teachers who do not possess a requisite qualification must be given a period within which to qualify for admission to the teaching profession. The determination of the period is to be left to the Teachers' Council and would depend on the level at which the teacher wishes to enter the profession.

Comment :

Accepted.

Recommendation :

(f) The status and welfare of teachers is to become a matter of continuing national concern with additionally, more community participation in helping teachers to relate the school experience to the local environment and to assist in other practical ways.

Comment :

Accepted.

Item 5.10

Recommendation :

The training of teachers and the provision of facilities for their training must continue to be a governmental responsibility. The Committee recommends as follows :

(a) *Grade II Teachers' Colleges.*—See Recommendations on financing contained in 5.1 above.

Comment :

Noted.

Recommendation :

(b) *Advanced Teachers' Colleges.*—Financing to continue on present lines : teachers' bursary awards to be expanded—See Recommendation 5.7 above.

Comment :

Noted.

Recommendation :

(c) *National Teachers' Institute, Kaduna.*—Financing to be decided by the Federal Ministry of Education.

Comment :

Noted.

Recommendation :

(d) *The Nationwide, Inter-State Programme for Training Teachers on the Job : a Role for Institutes of Education with NTI in Collaboration with State Governments.*—See Recommendation 5.2 above and description in Annex to this Chapter. Financing to be a joint responsibility of Federal and State Governments.

Comment :

Accepted.

Recommendations on Teacher Production

To make teachers available on short/long term basis, the National Council on Education considered the following recommendations of a Committee on Teacher Production :

Recommendation :

(i) Teacher education should be declared as being in a state of emergency and nothing should be spared to produce quality teachers.

(ii) Seventy-four thousand, four hundred and thirty-two teachers must be trained annually to teach in post-primary institutions if our national objectives are to be met.

Comment :

It is accepted that teacher production is in a state of emergency and a substantial number of teachers are required to meet our needs in the system.

Recommendation :

(iii) The process whereby our universities stick to their traditional requirements of admission to their Faculties of Education should be reviewed to meet the national needs in teacher production.

Comment

Accepted. Universities will be required to review their entry requirements.

Recommendation :

(iv) There should be a better flow of information between the universities and the State Ministries of Education to ensure that the university programmes reflect the priority needs of the nation.

Comment :

Accepted.

Recommendation :

(v) The State Ministries of Education should identify their needs periodically and make these known to the Federal Ministry of Education which will, through the National Universities Commission make the needs known to the universities. The information would also be useful to guide the Federal Government in providing funds.

Comment :

Accepted.

Recommendation :

(vi) In view of our present shortage of staff, there is need, as an interim measure, to recruit non-Nigerians to fill the yawning gap in the supply of teachers. While this situation exists, careful consideration should be given to the type of teachers recruited in terms of their qualifications and general suitability. In this regard the involvement of State Ministries of Education in the recruitment exercise is essential.

Comment :

Accepted. But the recruitment of non-Nigerians should be undertaken with extreme care.

Recommendation :

(vii) The adoption, intensification and expansion of the system whereby some universities in Nigeria and others in overseas provide extramural studies, tuition by post, vacation courses and evening classes for workers on a day-release basis.

Comment :

Universities should be required to review their system of producing teachers.

Recommendation :

(viii) More non-residential students should be admitted to the Colleges of Education so that limited financial resources can train many more students.

Comment :

Accepted.

Recommendation :

(ix) State Governments should expand the existing Colleges of Education and build new ones while the Federal Government should build at least one Federal Advanced Teachers' College in each of the nineteen States of the Federation.

Comment :

State Governments will expand existing Colleges of Education and build new ones as funds become available. The Federal Government will expand and develop the existing Federal Advanced Teachers' Colleges.

Recommendation :

(x) With the adoption of the National Policy on tertiary education, all existing Schools of Basic Studies should be converted to Colleges of Education.

Comment :

Accepted. However, Schools of Basic Studies which were established specifically to provide remedial programmes to facilitate entry into university courses of students from the educationally dis-advantaged areas will continue to function in the meantime.

Recommendations :

(xi) Efforts should be made by States which still engage pivotal teachers in their post-primary institutions to have them acquire appropriate qualifications in the shortest time possible.

Comment :

Accepted. The pivotal teachers' programme will be phased out.

Recommendation :

(xii) Graduate teachers without teaching qualification should be encouraged to acquire professional training not later than two years after their engagement as teachers.

Comment :

Accepted. Emphasis will be on encouragement. A time-scale of two years is not accepted.

Recommendation :

(xiii) The Federal Government should expand the existing Technical Teachers' Colleges or build new ones rather than build them in the existing Federal Advanced Teachers' Colleges.

Comment :

The Federal Government will expand existing NTTCs and provide technical courses in FATCs, where this is feasible.

Recommendation :

(xiv) The Federal Ministry of Education should publicise more the existence of technical courses in their Federal Advanced Teachers' Colleges.

Comment :

Accepted.

Recommendation :

(xv) Illiterate local craftsmen should be encouraged to teach their art works in primary and junior secondary schools. Illiterates who know their arts can be used especially if majority of the students can understand their language. Such artisans should be paid on hourly basis as part-time teachers.

Comment :

Accepted.

Recommendation :

(xvi) Some of the universities should mount technical degree courses.

Comment :

Accepted.

Recommendation :

(xvii) Industries and technical establishments should be encouraged to contribute to technical education.

Comment :

Accepted.

Recommendation :

(xviii) Home Economics as a subject should be introduced in all Federal and State Advanced Teachers' Colleges of Education.

Comment :

Accepted.

Recommendation :

(xix) Some of the Advanced Teachers Colleges and Colleges of Education should have departments for Special Education to train teachers for handicapped children.

Comment :

Accepted.

Recommendation :

(xx) Federal and State Ministries of Education should encourage the training of specialised teachers.

Comment :

Accepted.

Recommendation :

(xxi) More attention should be given to the training of teachers in the commercial and agricultural fields.

Comment :

Accepted.

Recommendation :

(xxii) Teachers who receive specialised training should be given special allowance over their normal status salary to attract other teachers who want to specialise.

Comment :

A Circular exists already on this and its provisions will be widely publicised.

Recommendation :

(xxiii) teachers should be provided with modern and adequate equipment necessary for the teaching of their subjects so that they are not frustrated on the job.

Comment :

Accepted.

Recommendation :

(xxiv) Teaching service should be professionalised and Grade II Teachers' Certificate should, meanwhile be the minimum professional qualification that is registrable.

Comment :

Accepted. While the need for professionalising the teaching service is recognised, it is too early to do away with auxiliary teachers. In the meantime the Grade II Teachers' Certificate or its equivalent should be the minimum professional registrable qualification.

Recommendation :

(xxv) It should be made illegal for anyone not registered as a teacher to teach.

Comment :

Accepted as the ultimate objective. In the meantime, persons who do not possess the minimum registrable professional qualification should be allowed to teach in view of the shortage of professionally qualified teachers.

Recommendation :

(xxvi) Approved courses of not less than one academic year duration should attract financial remuneration and enhance a rise in status for successful participants.

Comment :

Attendance at approved courses should enhance the usefulness of participants and therefore their promotability, but there is no way in which such attendance can be rewarded with a financial benefit which is not related to promotion.

Recommendation :

(xxvii) Grade II teachers should be given preference over school certificate holders in admission to Advanced Teachers' Colleges and Colleges of Education to encourage them progress on their chosen career and stay in the profession.

Comment :

Accepted.

Recommendation :

(xxviii) Science subjects should be introduced in our Teacher Training Colleges where they are not yet introduced.

Comment :

Accepted. This will be referred to the JCC.

Recommendation :

(xxix) State Ministries of Education should exercise remote control on the admission policies of the state-owned Colleges of Education to cater for the training needs of the teachers on the job.

Comment :

Not accepted. The criteria for admission should be followed.

Recommendation :

(xxx) All out efforts should be made by the Federal and State Governments to train female teachers.

Comment :

Accepted.

Recommendation :

(xxxi) The Federal and State Governments should, as a deliberate policy site small-scale industries and institutions of higher learning in the rural areas.

Comment :

Accepted.

Recommendation :

(xxxii) Encouragement should be given to more female teachers to gain admission into Advanced Teachers' Colleges and Colleges of Education.

Comment :

Accepted

Recommendation :

(xxxiii) Permanent Secretaries in the Federal and State Ministries of Education should, on humanitarian grounds, liaise with Permanent Secretaries in other ministries and chief executives in other parastatals so that couples who do not belong to the same establishment could be posted to the same station without much disruption to their matrimonial life.

Comment :

Noted. There are routine procedures for such liaison between public officers.

Recommendation :

(xxxiv) Infrastructural social amenities should be provided for teachers to give them job satisfaction.

Comment :

Noted. The recent improvements to the conditions of service of teachers have already taken care of this to a great extent.

Recommendation :

(xxxv) Graduate teachers who receive Government busary should be bonded for a minimum of two years compulsory teaching service.

Comment :

Accepted.

Recommendation :

(xxxvi) Nigeria Certificate of Education teachers who stay on the job for at least six years and have good performing records should be granted concession on personal merit to cross to Education Officer Cadre.

Comment :

Federal Ministry of Establishments Circular No. 15 of 1977 already provides a career structure for NCE Teachers. Advancement to the Education Officer Cadre from this grade depends on the candidate satisfying the conditions laid down in Federal Ministry of Establishments Circular No. 14 of 1977, which prescribes the career structure and qualifications for graduate teachers and Education Officers.

Recommendation :

(xxxvii) Principals of Advanced Teachers' Colleges and Colleges of Education should not sign papers of recommendation of their students for admission to universities until they have taught for at least three years after graduation.

Comment :

Noted. Principals should continue to exercise their discretion within the existing rules.

Recommendation :

(xxxviii) Teachers in the rural areas should be given priority in the award of car loans.

Comment :

Not now applicable.

Recommendation :

(xxxix) Teachers should be given consideration for fringe benefits such as housing loan to provide accommodation for themselves.

Comment :

Noted. The improvement in conditions of service has taken care of this.

APPENDIX 5

N. C. E. SYLLABUS AND REGULATIONS
FOR AFFILIATED INSTITUTIONS: 1981 EDITION

NCE Course System Regulations

All Courses taught shall bear a 3 digit designation viz 1st digit represents what year of the NCE Course student are in; 2nd digit represents the semester in which the Course is taught and 3rd digit represents the Course sequence for the semester.

The digits shall be preceded by the appropriate subject index viz.

(1)	Accountancy	-	ACC
(2)	Agricultural Science	-	AGS
(3)	Applied Electricity	-	APE
(4)	Arabic	-	ARA
(5)	Basic Electronics	-	BAE
(6)	Biology	-	BIO
(7)	Business Method	-	BUM
(8)	Business Studies	-	BUS
(9)	Chemistry	-	CHC
(10)	Commerce	-	COM
(11)	Creative Arts	-	CRA
(12)	Economics	-	ECO
(13)	Education	-	EDU
(14)	English	-	ENG
(15)	Fine Art	-	FAT
(16)	French	-	FRE
(17)	General English	-	GEN
(18)	Geography	-	GEO
(19)	Hausa	-	HAU
(20)	Home Economics	-	HEC

(21)	History	-	HIS
(22)	Igbo	-	IGB
(23)	Integrated Science	-	ITS
(24)	Islamic Religious Studies	-	IRS
(25)	Language Arts	-	LAA
(26)	Mathematics	-	MAT
(27)	Metalwork	-	MEW
(28)	Music	-	MUS
(29)	Physical & Health Education	-	PHE
(30)	Physics	-	PHY
(31)	Political Science	-	POL
(32)	Religious Studies	-	REL
(33)	Shorthand	-	SHH
(34)	Social Studies	-	SOS
(35)	Special Education	-	SPE
(36)	Statistics	-	STA
(37)	Technical Drawing	-	TED
(38)	Teaching Practice	-	TPR
(39)	Typewriting	-	TYP
(40)	Woodwork	-	WDW
(41)	Yoruba	-	YOR

2. The Nigeria Certificate in Education (NCE) may be awarded to persons who have successfully completed the approved three years course at a College of Education/Advanced teachers College in affiliation to the University of Ibadan through its Institute of Education.

3. A student shall be required to take an approval combination of Courses as Senate, on the recommendation of the Professional Committee and Board of Delegates, may from time to time determine.
4. The following standard terminologies shall be used for different categories of Courses:-
 - (a) Compulsory(C): Courses specified which a student must take and pass;
 - (b) Required(R): Courses specified which a student must take but not necessarily pass.
 - (c) Electives(E): Courses specified which a student can take in order to make up the required additional units for the award of the Certificate.
 - (d) Prerequisites (P): A Course whose knowledge is essential prior to taking another specified Course.
5. Courses shall be evaluated in terms of Course Units. A Course unit is defined as a series of fifteen one-hour lectures or a series of fifteen three-hour practical projects or an equivalent combination of these types of instruction.
6. A candidate shall be required to have acquired at least 12 weeks of Teaching Practice during the three year period and to have passed the Teaching Practice Tests.

No student may register for more than 36 units of Education and 72 units of his/her teaching subject(s) as outlined below, during the six semester period:-

	100 LEVEL	200 LEVEL	300 LEVEL	TOTAL
EDUCATION	14 units	12 units	10 units	36 units
TEACHING COURSES	28 units	24 units	20 units	72 units
TEACHING PRACTICE	4 units	4 units	4 units	12 units
GENERAL ENGLISH	-	4 units	-	4 units
Grand Total				124 units

All Courses shall be examined during the semester(s) in which they are taught and candidates will be credited with the number of Course units assigned to the Course for which they passed the examination.

There shall be no re-sit examination but a candidate who fails a compulsory Course may be allowed to re-take the Course examination at the next available opportunity.

A candidate who has obtained less than 25 units (excluding Teaching Practice and General English) each by the end of the first or second year shall repeat that year.

* In the case of FATC(SE), should be 36 Units of General Education.

11. Candidate shall not normally be permitted to qualify for the award of the Certificate until he has completed a period of study of six semesters.
12. In all cases, pass mark for each Course shall be made up of 30% Continuous Assessment and 70% Examination.
13. To be considered for the award of the Certificate a candidate must have been credited with a minimum of 84 units made up of (a) - (e):- (a) 12 units of Teaching Practice,
(b) 4 units of General English.

	EDUCATION	TEACHING SUBJECTS	TOTAL
(c) 100 LEVEL	8 units	14 units	22
(d) 200 LEVEL	8 units	14 units	22
(e) 300 LEVEL	8 units	15 units	24

14. A student who fails to acquire a minimum of 10 units, excluding Teaching Practice and General English during a particular level, may be required to withdraw from the College.

15. The scores for each candidate shall correspond with the Grade Points as

70% and above	= 7 G.P.
65% - 69%	= 6 G.P.
60% - 64%	= 5 G.P.
55% - 59%	= 4 G.P.
50% - 54%	= 3 G.P.
45% - 49%	= 2 G.P.
40% - 44%	= 1 G.P.
0% - 39%	= 0 G.P.

16. To obtain the Grade Point Average for each subject, multiply the Grade Point of each Course by its number of units. Add all the new Grade Points and divide the total by the required number of units for the subject.

17. Each subject on the Certificate shall be graded as below:-

Grade Point Average	6.5 - 7.0	=	Distinction
" " "	4.5 - 6.4	=	Credit
" " "	2.5 - 4.4	=	Merit
" " "	1 - 2.4	=	Pass

18. The Certificate will bear the month and year in which the N.C.E. Examination was completed, and shall record subject grades including Teaching Practice. The signature of the head of the institution shall appear on the Certificate in addition to those of the Vice-Chancellor and the Registrar.
19. Where an Examiner and Moderator fail to agree on the content of the examination paper or the assessment of any candidate, the Director of the Institute shall make a final decision.

N.C.E. SYLLABUS AND REGULATIONS

FOR AFFILIATED INSTITUTIONS

EDUCATION PROGRAMME

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 111	<p><u>Introduction to Teaching and General Methodology</u></p> <p>Definition of the concept 'Education'. Discussion on the process of education as training, instructing, teaching, etc.</p> <p>A survey of recent developments in principles and methods of teaching, micro teaching, programmed instruction, etc.</p> <p>Classroom environments and dynamic - its organisation and management.</p> <p>Development of the teaching-learning process and skills motivations, questioning and evaluation, etc.</p>	30		2	
Edu 112	<p><u>Introduction to Instructional Technology</u></p> <p>Meaning, value, varieties and uses of educational technology. Problems of teaching aids in schools. The effect and place of teaching aids in learning-teaching processes.</p>	18	12	2	
Edu 113	<p><u>Introduction to Library in Education</u></p> <p>Introduction to the use of books and libraries.</p>	15		1	

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 113 (contd.)	Definitions and types of libraries and books, finding information: Reference Sources and sources for current information. Note taking from lectures and reading. Writing a term paper. Administering School library.				
Edu 114	<u>Psychology of Learning I</u> Definition of learning and its relationship to education nature and things of learning. Factors affecting learning processes. Role of instruction in learning. Remembering and forgetting. T of T.	30		2	
Edu 115	<u>Human Development I</u> Principles of development. Pre and neo natal development. Endocrinal activity. Principles of heredity and developmental tasks. Physical and motor development. Adolescent period.	45		3	
Edu 122	<u>Sociology of Education I</u> Definition and scope of sociology of education. Major approaches to the study of sociology of education. Functionalist approach, the school as an organization. Socialization: Definition, processes and agencies, child in the family, child in the society, child in the school.	15		1	
Edu 123	<u>History of Education I</u> Traditional education in	30		2	

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 123 (contd.)	non-literate societies with particular reference to Nigeria. Emergence of early civilization and formal education, Nile Valley, Babylonian, Greece, Rome. Islamic civilization and education with particular reference to Africa and Nigeria. Spread of Christian education in Europe from Medieval to modern times Africa and Nigeria.				
Edu 211	<u>Philosophy of Education I</u> The meaning, purpose and functions of philosophy in relation to other major disciplines, e.g. science and humanities, various conceptions of educational philosophy, analysis of various educational terms: teaching, learning, indoctrination, training, instruction.	30		2	
Edu 212	<u>Tests and Measurement I</u> Types of Test - Objective, essay, standardized tests, etc.	15		1	
Edu 214	<u>Psychology of Learning II</u> Motivation and Personality - Motive of motivation. Motivation in the classroom and the role of incentives. Personality factors and individual differences, educational problems and mechanism.	30		2	
Edu 215	<u>Human Development II</u> Emotional and social develop-	15		1	

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 215 (contd.)	ment - one nature of emotions, development of emotional behaviour, common manifestation, social development, sympathy and aggressive behaviour and social dynamics. Intellectual development - mental growth, nature of intelligence, work of Piaget. Measurement of intelligence, uses of intelligence tests, one role of heredity and environment in intellectual development.	30		2	
Edu 222	<p><u>Sociology of Education II</u></p> <p>School as a Formal Organization: characteristics and types of school organization, role of the teacher in the school and in the community, the pupil in the classroom;</p> <p>Education and Social Change: education and economic development, education and political development, education and social mobility;</p> <p>Teaching as a Profession: code of ethics, teachers' unions, the future of the teaching profession.</p>	30		2	
Edu 223	<p><u>History of Education II</u></p> <p>Emergence of modern education in Nigeria from 1840 to the present. Various educational commissions: Phelps-Stokes, Elliot, Ashby.</p>	30		2	
Edu 224	<p><u>Educational Technology</u></p> <p>Major needs for applying educational Technology. Various softwares and hardwares.</p>	30		2	

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 224 (contd.)	Meeting these needs by the combined application of soft and hard wares characteristics. Uses and improvisational techniques. Learning objectives, assessment of achievements and their implications for effective application of educational technology. Educational Resource Centres.				
Edu 311	<u>Educational Administration</u> Introduction to the general principles of administration. The structure and function of educational administration, law and management of education in Nigeria, school finance, records and examination. The problems of educational administration.	30		2	
Edu 312	<u>Tests and Measurement II</u> Types of scores - mean, median, mode, deviation, percentile, correlation, variants and validity.	30		2	
Edu 313	<u>General Principles of Curriculum Development</u> Virwpoints on the Curriculum. Factors affecting the School Curriculum. Determination of objectives, content and teaching-learning experiences. A critical review of the Nigerian School Curriculum.	30		2	
Edu 314	<u>Principles of Guidance and Counselling</u> Functions of counsellors and teachers and parents in				

Course Number	Title and Contents	No. of Lecture Hours	No. of Practical Hours	No. of Units	Remarks
Edu 314 (contd.)	guidance problems of organization administration of guidance in Nigerian schools. Team approach in guidance services. Techniques of guidance.				
Edu 321	<u>Philosophy of Education II</u> Values in education; philosophy of education as a major determinant of education policies and practices; main stream of educational thought from ancient time to the present, for example, Plato, Rousseau, Froebel, Dewey, philosophers of education, for example, Nyerere and educational self reliance, relevance of the above to the Nigerian education system.	30		2	
Edu 323	<u>Seminar on Contemporary Issues in Nigerian Education</u> An exposition of the inter-relationship between educational development and important factors of economics, politics religion and mass media. Role of school in national development. Problems of admission, relationship between the State and the universities. National Policy on Education and the societal yearnings. Consumer mentality in Nigerian education, teaching and professionalism, citizenship education, etc.	15		1	

APPENDIX 6

ANAMBRA STATE OF EDUCATION:
ACADEMIC PROGRAMMES 1982 EDITION

ANAMBRA STATE COLLEGE OF EDUCATION

A W K A

ACADEMIC PROGRAMMES

MOTTO: DISCIPLINE, INDUSTRY, KNOWLEDGE AND
SERVICE

(CURRICULUM)

NOVEMBER, 1979

ANAMBRA STATE COLLEGE OF EDUCATION, AWKA

PREFACE

GENERAL AIMS

Anambra State College of Education, Awka, was opened in February, 1978, with the primary objective of producing professionally qualified and competent teachers for Nigerian schools. The College is very conscious of the fact that such teachers need broad-base education. The curricula therefore, include specialization in one or a combination of two teaching subjects, Education for professional grounding, ancillary subjects made up of the Use of English, Library Studies and Fine and Applied Arts, and electives in Music, Health and Physical Education (HPE) etc.

The College operates two semesters - the Harvest (September - February) and the Planting (March - June) semesters. Each semester runs for about 18 weeks with a minimum of 15 teaching weeks.

The academic programme produced under this cover is for production of secondary school teachers in the various subject areas outlined. The terminal qualification will be the Nigerian Certificate in Education (NCE). Course duration - 3 academic years (ie. 6 semesters).

2. ENTRY QUALIFICATIONS:

The minimum entry qualifications are the Teachers' Grade II Certificate and/or the West African School Certificate passed at appropriate levels in appropriate subjects and satisfactory performance in the College entrance examination and interview, where applicable. A candidate may be admitted by direct entry with two subjects at A/L in the relevant areas.

3. CREDIT LOADS DISTRIBUTION:

- (a) One semester credit load is equal to 15 contact hours and a normal semester course is three credits or 45 contact hours per semester.
- (b) For completion of the N.C.E. Course, a student requires from a total of 110 credits to 126 credits.

(c) The credits are shared as follows:

- (i) Education has a total of 38 credits made up of Theory 29 credits, Teaching Practice 9 credits.
- (ii) Area(s) of specialization - 60 to 70 credits. Under this, one-subject major carries the 60 - 70 credits, while two-subject major has 30 - 35 per subject.
- (iii) Ancillary 10 credits.
- (iv) Electives 2 - 8 credits.

4. SPECIAL NOTES:

- (a) Fine and Applied Arts, Health and Physical Education, Music, French and Home Economics are one subject majors because they demand a lot of time and practical performance to attain proficiency.
- (b) Because of the special requirements of Physics and Mathematics for Chemistry, and of Mathematics and Chemistry for Physics, students who combine Chemistry and Physics or one of the two with any other subject, may be allowed to take up to 37, 38 or 40 credits, as the case may be, in one of these two subjects. At the same time those who wish may take only the normal departmental limit number of credits.

(c) Each student is allowed to carry out only one project chosen from one of the subjects of his specialization. Departments may co-operate to supervise a student carrying out a project that may involve two-subject areas (which may include Education) as long as such co-operation does not lead a student to producing two project reports or carrying out two projects.

(d) ED. 223: Special Method (2 credits) and ED. 341: Teaching Practice (9 credits) are Education credits and therefore, are non-additive to subject specialization credits. Each of these courses is shown in the course outline of each department with one asterisk.

(e) The course numbering system used throughout is as follows:

- *1st digit stands for the year the course is offered;
- *middle digit stands for the area covered by the course within the subject;
- *last digit is the number of times the course area is offered within the three year period.

Some of the course numbers agreed to between the curriculum panels of the University of Nigeria, and their College of Education counterparts have been modified in order to maintain the consistency of the course numbering system. Such modifications have been made without any prejudice to the course title, course description and the sequence of the courses as agreed upon by the panels.

REGISTRAR

ANAMBRA STATE COLLEGE OF EDUCATION, ANYA

ACADEMIC PROGRAMME

School of Education

1. Departments of:
 - (a) Curriculum and Teaching/Teacher Education
 - (b) Educational Administration, Planning and Supervision
 - (c) Foundations of Education

(All combined in School of Education)
2. Health and Physical Education Department.

ANAMBRA STATE COLLEGE OF EDUCATION, AWKA

SCHOOL OF EDUCATION

GENERAL AIMS:

The School will aim at leading the students to

1. identify and discuss intelligently the main ideas that have affected the development and practice of education;
2. understand and identify the main psychological and socio-economic factors that may aid or hinder a child's educational performance;
3. acquire the right teaching tools and be able to develop appropriate strategies for effective performance in different situations;
4. identify major problems of education in Nigeria;
5. be able to organise, at least, survey research and present papers on - as well as discuss intelligently educational problems; and
6. identify and discuss intelligently major issues affecting the teaching profession in Nigeria.

(Course outline)

Year	Semester	Course Number	Course Title	Credit Hours
I	I	Ed. 101	Historical Foundations of Education	2
		Ed. 111	Educational Psychology I	3
		Ed. 121	Curriculum Development	2
	II	Ed. 102	Philosophical Foundations of Education	2
		Ed. 112	Educational Psychology II	2
		Ed. 122	Curriculum and Methodology I	2
Ed. 151		Professional Seminar	1	
2	I	Ed. 203	Social Foundations of Education	1
		Ed. 204	History and Problems of Nigerian Education	2
		Ed. 223	Special Methods (in students' own subject field).	2
		Ed. 252	Professional Seminar	1
	II	Ed. 213	Evaluation	2
		Ed. 222A	Curriculum & Methodology II (Microteaching Theory and Practice)	4
		Ed. 231	Educational Administration	2
3	I	Ed. 341	Teaching - Practice	9
	II	Ed. 353	Professional Seminar	1
Grand Total				38

COURSE DESCRIPTION

ED. 101 Historical Foundations of Education: (2 credits)

Education of the Ancients, the Orientals, the Greeks, the Romans; Evolution of Modern Education through medieval, Renaissance - Reformation and contemporary stage. The historical development of Education disciplines as a means of preparing the students for the study of the disciplines.

ED. 102 Philosophical Foundations of Education: (2 credits)

The main competing philosophical ideas in education. Their effect on the teacher; relevance to national educational problems.

ED. 103 Educational Psychology I: Child Growth And Development: (3 credits)

Various phases and aspects of growth and development and their interrelationships: physical, social, emotional and cognitive development. Contributions of Jean Piaget and their implications for educational practice. Growth from the prenatal period to adolescence: characteristics of childhood and adolescence. Personality development. The role of the school in the development of the individual.

ED. 112 Educational Psychology II: Learning Theories (2 credits)

The various concepts and theories of learning: the process and mechanism of learning: the essentials of learning and the role of the teacher in promoting learning. Their implications for teaching. The major contemporary theories of learning: the S - R Associationism and the Gestalt-field Theories and their implications for educational practice.

ED. 121 Curriculum Development (2 credits)

The basic principles of curriculum development: curriculum process: patterns of curriculum organization. The guidelines for curriculum evaluation, revision, and implementation.

ED. 122 Curriculum and Methodology I (2 credits)

The role of the teacher as an interpreter, moderator and executor of the curriculum. The general curriculum implementation techniques - breaking broad goals down to specific operational objectives. The major concepts and principles of instruction, teaching models, major teaching methods, discipline, and classroom management.

ED. 203 Social Foundations (1 credit)

The relationship between education and other social institutions. General education agencies. The role of the school as a social institution; socio-economic factors in the education of the individual and the performance of an educational system; the teacher in the educational process.

ED. 204 History and Problems of Nigerian Education (2 credits)

Traditional education and the development of western-type education in Nigeria: A graphic description of Nigerian educational system. Its problems - historical, political, economic and social.

ED. 213 Evaluation (2 credits)

Basic statistical techniques; measures of central tendency; variation or dispersion and of relationships. Graphical representation of data. Transformation of test scores. The planning, construction, administration, and interpretation of major teacher-made tests for assessing and reporting pupil progress.

ED. 222 Curriculum & Methodology II
(Microteaching: Theory and Practice) (4 cre

This course on micro-teaching takes place (where possible) in the "Teaching Skills Laboratory" under simulated conditions. Integration of theoretical and clinical work on specific teaching techniques treated in general in Ed. 121 and 122. Lesson presentation, question reinforcement, evaluation, and class control.

ED. 223 Special Methods (In Students' Own
Subject Areas) (2 cred

Special teaching techniques germane to each subject area. The special features of imparting them to learner. Inter-disciplinary co-operation between the subject matter specialist/academician and the professional educator/method master.

ED. 231 Educational Administration, Planning
and Supervision (2 cred

General administrative principles and practices in relation to organization of education. Administrative issues that affect the practising teacher as educational organizer. The organization of the national system with particular reference to secondary education. The fundamental issues in educational planning and supervision of instruction.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

GENERAL AIMS

To equip the students with academic and professional competencies in the areas of Health and Physical Education

Specific Objectives:

1. To offer the students opportunities to acquire requisite health habits as well as skills and knowledge of various Sports.
2. To equip them with competencies in teaching health and in participation, teaching and officiating in various Sports.
3. To develop interest in worthwhile leisure time activities.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
(Course outline)

Year	Semester	Course No.	Course Title	Credit Hours
1	I	BIO. 101	(BIOLOGY) Basic Concepts of Biology	4
		HPE. 101	Historical & Philosophical Foundations of Physical Education	3
		HPE. 111	Skills and Techniques of Sports I	6
	II	HPE. 112	Skills & Techniques of Sports II	3
		HPE. 121	Diseases of the Tropics	3
		HPE. 122	Safety Education and First Aid	3
		HPE. 123	Personal, Mental and Family-Life Education	3
2	I	HPE. 200	Activity Science	2
		HPE. 213	Instructional Activities I	3
		ED. 223	Special Method	2*
		HPE. 231	Evaluation in Physical Education	3
		HPE. 224	Food and Nutrition, Schools and Community Health	3
	II	HPE. 241	Anatomy and Physiology	6
		HPE. 242	Gymnastics Kinesiology and Exercise effects	3 3
3	I	ED. 341	Teaching Practice	9*
		HPE. 351	Seminar	2
		HPE. 352	Project	1
	II	HPE. 315	Instructional Activities II	3
		HPE. 316	Principles and Practice of Coaching & Officiating	3
		HPE. 361	Curriculum, Programme administration & organisation of Health & Physical Education	6
				61

Ancillary:

ENG. 100	Use of English I & II	6
FAA. 100	Elements of Drawing	2
LS. 100	Library Studies	2
MUS. 200	First Steps in Music	2
HPE. 200	Activity Science	2

Electives:

COURSE DESCRIPTION

BIO. 101 Basic concepts in Biology. Offered by the Department Biology (see p.56).

HPE. 101 Historical and Philosophical Foundations of Physical Education (3 credits)

The course includes the history, philosophy, principles, aims and objectives of physical education. It also includes the nature and scope of modern physical education, the career requirements and relationships in health, physical education and recreation. This course would also briefly treat some aspects of theory of sports, games, play and recreation such as:

- (a) Why does man engage in sports?
- (b) Definitions of sports, play and recreation
- (c) Sports and culture
- (d) Human values through sports
- (e) Sports and politics
- (f) Sports and religions

HPE. 111 Skills and Techniques of Sports I (4 credits)

An introductory course emphasizing fundamental skills, exercises and techniques of popular team sports in Nigeria. The team sports will include soccer, basketball, handball and volleyball.

HPE. 112 Skills and Techniques of Sports II (3 credits)

This course will treat all aspects of track and field athletics. This course will also cover table-tennis emphasizing the fundamental skills and techniques including rules and game strategy in table-tennis.

HPE. 121 Diseases of the Tropics (3 credits)

This will treat the classification, causes, transmission, prevention and control of major communicable diseases, and non-communicable diseases with emphasis on how they relate to Nigeria in particular.

HPE. 122 Safety Education and First Aid (3 credits)

Emphasis will be on accident prevention in the home, school, community and industry. Other topics to be treated are safety in play and recreation. The first aid course will treat emergency care to accident victims in schools, homes, community, etc.

HPE. 123 Personal, Mental and Family-Life Education (3 credits)

This course involves health care as it relates to the individual. Personal cleanliness, appearance posture, dental health, care of the eyes, ears etc. Steps in achieving mental health. Factors that help to shape personality. Application of mental hygiene. Family-life education would be

trated under the following themes: sociological moral, as well as biological aspects of family life. Factual instruction in sex education. Counselling in family living.

HPE 213 Instructional Activities I (3 cred

This is an introductory course in badminton, hockey and lawn tennis. The emphasis would be on fundamental skills and techniques relevant to the sport concerned.

HPE. 231 Evaluation in Physical Education (3 cred

This course will treat the nature and purposes of evaluation in Health and Physical Education. Emphasis will be on administration of tests on sports skills and physical fitness. Explanation of simple statistical terms involved in evaluation.

HPE. 224 Food and Nutrition, School and Community Health (3 cred

A course in food and nutrition with particular reference to Nigerian food. Reference will be made to common nutritional disorders and diseases including the role of food and nutrition in athletics and sports activities. This includes also an overview of the major personal health problems including health values and possibilities. A detailed course in the scope and objectives of school and community

health education and the modern concepts, problems and organizational relationship of community health delivery systems, in Nigeria.

HPE. 241 Anatomy and Physiology (3 credits)

A detailed study of the anatomy and physiology of the human body. This course involves theory and practicals. The course will be treated under the following topics: The body systems - endocrine, digestive, excretory, skeletal, muscular, circulatory, respiratory, nervous, and reproductive systems. Body metabolism, regulation of body temperature will also be covered.

HPE. 214 Gymnastics (3 credits)

Essentially a study of basic movement patterns and qualities common to all activities. The use of movement factors of gymnastics (force), space, time and flow of movement in gymnastics; stunts and tumbling; development of qualities such as flexibility, coordination, agility, power, et cetera, and their use in apparatus work on horizontal, parallel and uneven bars, partner and group activities.

ED. 223 Special Method (2 credits)

A general approach to the modern methods of teaching Health and Physical Education at various levels. The course will include the planning and development of programmes for these levels in the areas of health and physical Education.

HPE. 242 Kinesiology and Exercise Effects (3 credits)

The role of the major body muscles including the general effects of physical activities and training on cardiovascular, respiratory and other physiological processes. The effect of skill, endurance and fatigue on physical performance. An analysis of human movements as they involve the different muscles of the body including joints in different

HPE. 351 Seminar in Health and Physical Education (2 credits)

Students either in groups or as individuals choose topics or are assigned topics on which they do research work, either in Health or Physical Education. A write-up follows the research work and a class seminar, or departmental seminar.

HPE. 352 Health and Physical Education Project (1 credit)

This is a special project arranged as individual or group study in health or physical education. Knowledge gained in the projects may enable the students to improve their teaching of Health and Physical Education.

HPE. 315 Instructional Activities II (3 credits)

This is an advanced course in track and field athletics and table tennis. Emphasis is laid on the development of skills and techniques, learning of rules, etiquette, and practice of good sportsmanship in the sports concerned.

HPE. 316 Principles and Practice of Coaching and Officiating (3 credits)

The course gives a general approach to principles of coaching and officiating. It treats the proper application of the mechanics of motion as it relates to physical activities. Objective guide for judging performance and for directing performers toward perfection in execution. It also covers techniques of officiating in selected team and individual sports.

HPE. 361 Curriculum, Programmes, Administration
Organization of Health and Physical
Education (6 credits)

The course will be made up of curriculum development as it is applied in the areas of health and physical education. It will include basic issues involved in curriculum design and planning, criteria for choice of curriculum materials, scope for development and planning of health and physical education and guide-lines for intramural, extramural, inter-scholastic and adapted Physical Education programmes. The administration of Physical Education will include a survey of the patterns of organization and administration of sports and games in general with particular reference to Nigeria.

HPE. 20C Activity Science (Elective) (2 credits)

Fundamentals of physical activity - scope and selection for modern life. Physical fitness - concept, elements, how and hygiene of. Intramural sports - basic concepts, role and organization in schools. Acquiring sport skill in selected sports, general motor skill; training factors and programmes in sports and games; basic theory in selected sport.

APPENDIX 7

EDUCATIONAL STATISTICS IN NIGERIA, 1975 - 1979

SUMMARY OF ENROLLMENTS IN EDUCATIONAL INSTITUTIONS IN NIGERIA, 1972/73

No.	STATES	Primary Enrolment	Secondary Open/Co- Schools	POST			PRIMARY			DISTRICTS			POST SECONDARY DISTRICTS			Total
				Secondary General Schools	Secondary Modern Schools	Secondary Total/Co- Schools	T. T. Co. Enr. B1	Federal Government Colleges	A - T. C. I. Colleges	Polytechnic and Tech. Schools	Enrolment in Arts & Science	Universities				
1	AWAMBARA	911,371	133,343	-	4,709	3,710	1,100	218	912	1,291	315	315	7,009	1,071,312		
2	BAUCH	395,811	6,407	-	318	7,404	218	1,291	912	1,291	315	315	7,009	310,025		
3	BEAUFEL	781,981	132,652	-	5,643	11,630	1,341	466	1,311	1,310	315	315	3,811	1,194,420		
4	BENUE	638,722	41,873	-	1,418	14,401	466	432	1,311	1,310	315	315	7,009	807,028		
5	BORNO	529,830	19,211	-	1,402	3,322	438	432	1,311	1,310	315	315	7,009	532,118		
6	CROSS RIVER	824,500	87,308	-	7,110	10,717	970	970	1,311	1,310	315	315	7,009	925,322		
7	CONGO	397,708	15,232	-	708	10,061	139	139	1,311	1,310	315	315	7,009	424,841		
8	IMO	1,014,487	311,097	-	5,021	16,257	922	1,311	1,311	1,310	315	315	7,009	1,350,218		
9	KADUNA	743,133	35,218	-	3,411	10,420	922	922	1,311	1,310	315	315	7,009	822,578		
10	KANO	659,327	18,848	-	1,419	17,594	1,227	1,227	1,311	1,310	315	315	7,009	701,605		
11	KWARA	482,141	42,710	-	2,364	11,298	1,082	1,082	1,311	1,310	315	315	7,009	518,482		
12	LAGOS	524,453	87,812	-	762	5,002	2,002	2,002	1,311	1,310	315	315	7,009	612,265		
13	NIGER	377,495	7,660	-	1,420	9,421	472	472	1,311	1,310	315	315	7,009	397,010		
14	OGUN	345,373	46,157	-	7,133	3,790	1,218	1,218	1,311	1,310	315	315	7,009	406,735		
15	ONDO	464,295	83,576	-	1,320	6,281	364	364	1,311	1,310	315	315	7,009	542,132		
16	OYO	620,382	110,818	-	1,661	9,443	818	818	1,311	1,310	315	315	7,009	732,000		
17	PLATEAU	452,024	27,973	-	1,364	11,007	530	530	1,311	1,310	315	315	7,009	480,000		
18	RIVERS	470,438	41,229	-	1,419	9,314	916	916	1,311	1,310	315	315	7,009	512,000		
19	SONOTO	327,231	9,428	-	1,422	13,622	811	811	1,311	1,310	315	315	7,009	336,000		
20	NIGERIA	11,410,420	1,137,220	-	44,291	103,103	44,291	44,291	1,311	1,310	315	315	7,009	12,547,640		

1971/72 FIG.
 (a) They are mostly F.2's. Enrolment of Oyo
 (b) Excludes Enrolment for Lagos and School of Science.
 Source: Federal Ministry of Education, Statistics Unit, Lagos.
 Derived by the Federal Office of Statistics, Lagos.

TOTAL ENROLMENT IN NIGERIAN UNIVERSITIES BY FACULTY AND STATE

Universities	Admin- istration	Arts	Arts & Social Science	Arts & Islamic Studies	Education	Law	Science	Social Science	Medicine Pharmacy & Nursing	Techno- logy	Agric. Forestry & Vet.	Psycho- Mental Studies	Basic Studies	Remedial Year Prog.	P/G Higher Degree	Post Graduate Diploma	Total
Ibadan		882			1,588		1,186	1,166	1,449	281	1,229						7,781
Lagos	782	899			1,098	682	755	1,542	1,886	431		121				347	8,543
Nawuka	416	591			753	479	1,069	710	953	819	673	546	1,880				7,009
Zaria	478		1,513		1,245	326	803		601	553	807	805					8,810
Ife	144	1,014			1,040	540	1,049	984	970	970	523						7,234
Berba	57	209			518		431	552	572	272							2,811
Jos		284			550		402	439	286								1,971
Calabar		386			216		350	531	76					116			1,675
Kano					530	50	150	558						450			2,398
Ilesha					428		138	401	24		44						1,462
Sokoto	32				188		68	74	15		12						455
Ilorin					228		275		117	52							912
Port Harcourt		90			50		270	98						150			658
Total	1,909	4,793	1,700	848	8,022	2,169	7,253	7,043	6,949	3,378	2,988	1,472	1,880	766	2	347	51,519
Faculty Percentage	3.70	9.30	3.30	1.65	15.57	4.21	14.08	13.67	13.49	6.56	5.80	2.86	3.65	1.49	0.00	0.67	100%

Source: Nigerian Universities Commission, Lagos.
 Serviced by the Federal Office of Statistics.

ENROLMENT IN ADVANCED TEACHERS' COLLEGES (A.T.C.) AND
OTHER INSTITUTIONS TRAINING NCE TEACHERS, 1975/76-1978/79

No.	STATES	ENROLMENTS			
		1975-76	1976-77	1977-78	1978-79
1.	ANAMBRA	80	238	276	436
2.	BAUCHI	-	54	144	279
3.	BENDEL	1,315	1,291
4.	BENUE	-	548	1,056	1,395
5.	BORNO	-	-	172	423
6.	CROSS RIVER	807	1,194	1,270	1,543
7.	GONGOLA	133	229	261	958
8.	IMO	684	1,283	1,920	1,963
9.	KADUNA	-	70	164	382
10.	KANO	1,213	1,160	1,029	1,616
11.	KWARA	152	267	372	372
12.	LAGOS	190	219	270	119
13.	NIGER	77	261	431	497
14.	OGUN	-	-	187	400
15.	ONDO	629	737	736	1,092
16.	OSUN	-	-	58	130
17.	PLATEAU	223	223	292	275
18.	RIVERS	125	346	616	928
19.	SOKOTO	119	357	537	669

Source: Statistics Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

ENROLMENT IN GRADE II TEACHER TRAINING COLLEGES BY STATES,
1975/76 - 1978/79

No.	STATES	1975/76		1976/77		1977/78		1978/79	
		Number of Students	Percentage Distribution	Number of students	Percentage Distribution	Number of Students	Percentage Distribution	Number of Students	Percentage Distribution
1.	ANAMBRA	3,920	3.2	6,598	4.5	8,673	4.8	9,728	4.5
2.	BAUCHI	7,078	5.8	6,437	4.4	6,999	3.9	7,404	3.5
3.	BENDEL	9,281	7.6	9,281	6.4	10,573	5.8	11,630	5.4
4.	BENUE	5,701	4.7	8,945	6.1	12,692	7.0	14,491	6.8
5.	BORNO	6,404	5.2	6,898	4.7	6,898	3.8	7,328	3.4
6.	CROSS RIVER	7,123	5.8	7,622	5.2	8,406	4.6	10,717	5.0
7.	CONGOLA	6,784	5.5	6,014	4.1	5,835	3.2	10,061	4.7
8.	IMO	6,977	5.7	8,212	5.6	10,005	5.5	16,257	7.6
9.	KADUNA	8,702	7.1	10,767	7.4	14,798	8.2	18,630	8.7
10.	KANO	8,444	6.9	12,619	8.7	16,972	9.4	17,594	8.2
11.	KWARA	5,399	4.4	7,215	4.9	9,353	5.2	11,398	5.3
12.	LAGOS	3,690	3.0	4,727	3.2	5,308	2.9	6,082	2.8
13.	NIGER	6,435	5.3	7,220	4.9	8,326	4.6	8,431	3.9
14.	OGUN	3,141	2.6	3,462	2.4	4,100	2.3	3,790	1.8
15.	ONDO	4,493	3.7	6,353	4.4	7,757	4.3	8,381	3.9
16.	OYO	6,687	5.5	7,091	4.9	8,866	4.9	9,445	4.4
17.	PLATEAU	6,246	5.1	8,384	5.7	9,952	5.5	14,037	6.5
18.	RIVERS	6,035	4.9	5,743	3.9	9,050	5.0	9,514	4.4
19.	SOKOTO	9,736	8.0	12,349	8.5	16,324	9.0	19,682	9.2
	NIGERIA	122,276	100.0	145,937	100.0	180,887	100.0	214,550	100.0

Source: Federal Ministry of Education Statistics Unit, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

AS

ENROLMENT IN SECONDARY TECHNICAL AND VOCATIONAL SCHOOLS,
BY STATE, 1975/76 - 1978/79

No.	STATES	1975 - 76		1976 - 77		1977 - 78		1978 - 79	
		No. of Schools	Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment
1.	ANAMBRA	4	2,315	4	2,257	4	2,428	10	4,709
2.	BAUCHI	-	-	-	-	3	132	2	228
3.	BENDEL	5	4,226	5	3,758	10	4,349	10	5,845
4.	BENUE	6	856	6	1,317	4	1,195	6	1,616
5.	BORNO	1	228	1	228	6	522	6	1,409
6.	CROSS RIVER	9	4,906	10	5,372	12	6,075	16	7,170
7.	GOGONIA	2	60	3	110	4	200	4	200
8.	IMO	7	1,515	7	2,349	7	4,905	7	5,031
9.	KADUNA	3	1,566	4	2,896	4	3,513	4	3,441
10.	KANO	3	1,090	4	1,253	4	1,895	3	1,439
11.	KWARA	6	554	7	901	7	1,770	7	2,504
12.	LAGOS	4	1,770	4	1,923	1	602	1	762
13.	NIGER	2	573	3	737	3	1,308	3	420
14.	OGUN	3	1,053	3	1,029	2	781	2	647
15.	ONDO	2	510	2	623	4	960	4	1,230
16.	OYO	4	1,973	4	1,933	4	1,114	4	1,661
17.	PLATEAU	4	369	3	840	3	1,246	3	1,264
18.	RIVERS	9	2,242	9	3,728	4	2,917	5	2,418
19.	SOKOTO	1	141	2	736	2	811	3	1,089
	NIGERIA	75	25,947	81	32,010	88	36,723	90	43,083

Source:- Statistics Unit, Federal Ministry of Education, Lagos.
Serviced by the Federal Office of Statistics, Lagos.

TEACHERS IN PRIMARY EDUCATION BY QUALIFICATION AND STATE, 1977 - 78

NO.	STATES	Total Primary School Enrolment	Total of Teachers	CR I & Higher	CR II & Cert.	CR II Failed	CR III & IV	H.S.C/ WASC	Incomp- late Secondary School	Primary V/VII	Religious & Arabic Teachers	Student Teachers	Others	Pupil Teacher Ratio
1.	ANAMBRA	907,252	26,813	478	11,147	2,235	208	1,146	108	-	2,458	-	11,491	33.8
2.	BAUCHI	329,611	10,347	2	3,432	-	979	-	-	-	-	-	3,476	31.9
3.	BENDEL	751,712	23,415	211	9,276	3,828	383	4,038	3,916	1,607	-	-	156	32.1
4.	BENUÉ	629,243	15,872	154	2,650	803	181	1,061	-	9,613	-	-	1,410	39.6
5.	BORNO	369,052	6,712	129	978	1,707	770	656	-	-	1,260	-	1,212	55.0
6.	CROSS RIVER	768,292	19,972	-	10,759	-	-	-	-	-	-	-	9,213	38.5
7.	GOGONLA	322,313	9,525	15	1,825	2,040	694	-	-	-	-	-	4,951	33.8
8.	IMO	1,003,824	29,171	1,409	19,617	-	-	582	-	3,879	4,200	-	8,145	34.4
9.	KADUNA	613,091	20,809	20	2,523	6,034	271	-	3,300	-	3,384	-	-	29.5
10.	KANO	472,813	14,968	36	872	3,052	819	-	-	-	-	3,187	2,993	31.6
11.	KWARA	394,030	10,458	316	3,496	1,718	686	1,348	-	1,398	-	-	1,506	31.7
12.	LAGOS	400,405	10,912	391	6,524	1,219	441	358	-	-	-	-	1,979	36.7
13.	NIGER	181,731	3,849	-	1,794	107	445	67	-	-	-	-	1,436	47.2
14.	OGUN	299,015	10,018	60	3,756	1,132	115	-	-	-	-	-	4,955	29.5
15.	ONDO	428,119	14,505	149	6,506	3,055	197	-	-	95	-	-	4,503	29.3
16.	OYO	866,840	26,821	52	440	11,435	417	2,270	5,970	872	-	-	5,325	32.3
17.	PLATEAU	365,554	11,963	163	2,858	-	134	1,019	-	-	-	-	7,789	30.6
18.	RIVERS	430,388	11,247	-	-	-	-	-	-	1,186	-	-	1,749	35.4
19.	SOKOTO	301,542	8,520	24	558	3,321	388	1,294	-	-	-	-	-	-
	NIGERIA	9,845,838	285,897	3,609	89,001	41,666	7,128	13,839	13,294	18,650	11,302	3,187	72,329	34.4

Source: Statistix Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

STATISTICS OF PRIMARY EDUCATION IN NIGERIA :
NUMBER OF PRIMARY SCHOOLS BY STATES 1975/, 1976/77, 1977/78, 1978/79

STATES	1975/76	1976/77	1977/78	1978/79
1. ANAMBRA	1,708	1,757	1,854	1,908
2. BAUCHI	1,086	1,950	2,235	2,251
3. BENDEL	1,562	1,325	1,594	1,603
4. BENUE	1,200	2,291	2,667	2,696
5. BORNO	1,526	1,060	1,825	1,854
6. CROSS RIVER	1,505	1,578	1,620	1,640
7. GONGOLA	1,564	1,575	1,868	1,869
8. IMO				
9. KADUNA	859	2,558	2,821	2,855
10. KANO	678	2,633	3,028	3,084
11. KWARA	539	1,021	1,123	1,185
12. LAGOS	544	598	638	665
13. NIGER	245	931	1,033	1,081
14. OGUN	1,167	1,162	1,203	1,208
15. ONDO	1,159	1,326	1,389	1,470
16. OYO	1,995	2,268	2,318	2,318
17. PLATEAU	685	1,495	1,607	1,632
18. RIVERS	595	757	870	889
19. SOKOTO	732	1,771	2,692	
NIGERIA	21,223	29,853	34,310	35,300

Source: Statistics Unit, Federal Ministry of Education, Lagos.
Serviced by the Federal Office of Statistics, Lagos.

STATISTICS OF PRIMARY SCHOOL EDUCATION :
ENROLMENT IN PRIMARY I, 1975-1979

STATE	1975/76	1976/77	1977/78	1978/79
ANAMBRA	154,162	276,843	231,871	213,400
BAUCHI	57,300	102,908	118,860	85,814
BENDEL	151,045	174,370	180,211	177,783
BENUE	76,069	276,169	194,402	306,564
BORNO	59,896	52,998	130,671	165,438
CROSS RIVER	163,436	226,391	199,619	193,703
GONGOLA	58,692	112,704	102,653	101,298
IMO	189,923	260,918	209,344	198,578
KADUNA	51,823	247,875	190,236	150,332
KANO	32,741	193,064	140,832	123,699
KWARA	49,408	87,307	126,468	127,585
LAGOS	72,402	84,608	82,430	84,824
NIGER	10,478	65,754	74,861	100,573
OGUN	64,219	75,644	70,828	72,158
ONDO	89,906	112,541	118,170	111,376
OYO	155,316	201,504	182,451	196,718
PLATEAU	36,845	171,272	108,177	123,417
RIVERS	80,500	94,585	133,430	141,186
SOKOTO	22,388	78,721	114,358	114,231
NIGERIA	1,556,549	2,896,176	2,709,872	2,788,682

Source: Statistics Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

FEDERAL GOVERNMENT RECURRENT GRANTS AND CAPITAL FUNDS
RELEASED TO THE STATES FOR THE UPE SCHEME: FINANCIAL YEARS

1974 - 75 TO 1978 - 79

	1974-75	1975-76	1976-77	1977-78	1978-79
RECURRENT	39,155,000	117,010,475	386,311,443	456,641,489	501,084,000 *
CAPITAL	56,198,858	181,310,279	223,212,634	155,199,993	59,755,391
TOTAL	95,353,858	298,320,754	609,524,077	611,841,482	560,839,391

* Allocation (Actual Expenditure not Available)

Source: Federal Ministry of Education, Statistics Unit, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

NAIRA

FEDERAL GOVERNMENT CAPITAL FUNDS RELIANT TO THE STATES FOR THE U. P. E. SCHEMES FINANCIAL YEAR 1976/77 TO 1978/79

NARVA

	1976 - 77			1977 - 78			1978 - 79		
	PRIMARY	GR. H. T. T.	TOTAL	PRIMARY	GR. H. T. T.	TOTAL	PRIMARY	GR. H. T. T.	TOTAL
ANAMBRA	9,342,532	4,820,144	13,162,676	3,971,716	2,250,091	6,264,807	1,124,775	1,334,392	2,449,167
BAUCHI	2,272,215	5,712,230	8,684,445	5,878,514	2,852,655	6,722,169	1,665,248	1,688,870	3,354,118
BENDEL	10,062,868	4,197,842	14,260,710	3,188,030	9,133,404	9,342,434	911,151	1,835,023	2,746,174
DENRUE	3,175,804	4,587,122	7,772,926	5,514,885	2,762,886	8,278,771	1,575,680	1,609,338	3,184,018
BORNO	2,601,307	7,045,564	9,646,866	6,347,365	2,937,430	9,484,795	1,870,675	1,709,346	3,580,021
CROSS RIVER	10,236,208	7,218,228	17,474,432	5,427,171	3,140,626	8,577,797	1,553,475	1,827,590	3,381,065
CONCOCA	3,005,509	8,282,974	13,288,483	5,206,758	6,040,000	11,876,758	1,696,216	2,811,833	4,508,049
IAD	8,271,194	3,738,609	12,009,803	4,021,875	2,407,968	6,429,843	1,148,048	1,401,353	2,550,301
KADUNA	11,116,441	8,884,692	20,001,133	7,380,009	2,600,000	9,380,009	2,108,572	1,153,636	3,262,408
KANO	12,131,038	10,892,087	23,023,125	9,883,495	4,853,748	14,737,243	3,825,854	2,824,488	5,650,342
KWARA	9,538,412	3,820,863	13,439,275	4,371,386	2,000,000	6,371,386	1,248,967	1,163,816	2,412,803
LAGOS	12,820,623	827,238	14,717,864	3,186,334	2,006,983	5,253,217	910,357	1,202,803	2,112,160
NIGER	2,075,000	2,782,590	4,787,590	4,177,102	2,658,948	6,876,050	1,182,458	1,570,569	2,784,027
OONUN	321,524	1,860,911	2,182,435	3,447,150	2,189,401	5,636,551	884,800	1,274,054	2,358,854
ONDO	717,828	2,270,882	2,988,710	4,532,364	2,383,010	6,925,374	1,284,960	1,392,536	2,687,496
OXF	1,764,305	5,133,501	6,897,806	5,733,322	3,127,917	8,861,239	1,923,805	1,820,189	3,742,994
PLATEAU	6,287,450	3,916,087	10,203,537	5,754,403	2,639,458	8,393,861	1,258,388	1,535,981	2,894,349
RIVERS	5,821,876	1,097,122	6,918,998	3,430,497	2,673,288	6,103,785	980,142	1,555,638	2,535,778
SOKOTO	6,369,744	12,390,887	20,760,631	8,636,897	2,127,187	10,584,084	2,416,254	1,237,849	3,654,103
	122,632,662	100,559,753	223,212,414	100,799,293	57,400,000	158,199,293	28,801,975	30,948,418	59,750,391

Source: Federal Ministry of Education, Statistics Unit, Lagos.
 Sourced by the Federal Office of Statistics, Lagos.

PROGRESSIVE ENROLMENT IN PRIMARY SCHOOLS

1969 - 1979

YEAR	ACTUAL TOTAL PRIMARY SCHOOL ENROLMENT	ENROLMENT RATE
1969	2.5m	27%
1970	3.5m	32%
1971	3.8m	34%
1972	4.4m	39%
1973/74	4.89m	42%
1974/75	5.19m	43%
1975/76	6.08 m	49%
1976/77	8.10m	64%
1977/78	9.85m	76%
1978/79	11.47m	86%

Source:- Statistics Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

STATISTICS OF PRIMARY SCHOOL EDUCATION IN NIGERIA :
ENROLMENT IN PRIMARY SCHOOLS 1975/76 - 1978/79

NO.	STATES	1975/76	1976/77	1977/78	1978/79
1.	ANAMBRA	641,775	326,783	907,252	911,377
2.	BAUCHI	126,300	220,211	329,611	362,811
3.	BENDEL	606,115	676,373	751,712	792,921
4.	BENUE	256,747	535,096	629,243	838,723
5.	BORNO	136,964	121,982	369,052	529,520
6.	CROSS RIVER	597,182	719,550	769,292	824,500
7.	GONGOLA	158,200	265,335	322,313	397,705
8.	IMO	739,031	938,400	1,003,824	1,014,467
9.	KADUNA	218,204	460,349	613,091	747,125
10.	KANO	160,340	341,806	472,813	659,927
11.	KWARA	181,050	250,716	394,030	493,241
12.	LAGOS	355,645	388,429	440,405	434,453
13.	NIGER	55,377	113,852	181,731	277,495
14.	OGUN	240,701	282,333	299,015	345,393
15.	ONDO	332,611	403,200	428,119	464,395
16.	OYO	582,452	734,832	866,840	996,362
17.	PLATEAU	147,873	317,482	365,554	452,056
18.	RIVERS	275,591	346,961	430,388	470,438
19.	SOKOTO	138,138	206,177	301,542	397,351
	NIGERIA	5,950,296	8,149,867	9,874,827	11,410,260

Source: Statistics Unit, Federal Ministry of Education, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

STATISTICS OF EXAMINATION RESULTS H.S.C./G.C.E. 'A' LEVEL
BY SUBJECT BY GRADE; JUNE, 1977

SUBJECT	TOTAL SAT	NO. AND % SAT BY GRADE					TOTAL A/L PASSES	SLAS.	FAIL	NO. ASSENT AS % OF ENTRY
		A LEVEL PASSES								
		A	B	C	D	E				
ART	32	-	2	4	2	7	13	11	6	3
FRENCH	53	-	6.2	12.3	6.2	21.9	46.6	34.4	18.7	13.3
ENGLISH LITERATURE	1,112	1	3.7	9.4	11.3	35.8	60.3	9.4	30.2	5.3
ECONOMICS	2,116	68	31	54	127	498	703	83	326	81
ECONOMIC HISTORY	8	17	164	174	214	642	1,233	174	709	141
ENGLISH III. BUN	1	0.0	7.7	8.2	10.2	31.3	58.3	8.2	33.5	6.2
GEOLOGY	182	-	-	-	-	1	1	14	87	22
GEOGRAPHY	1,827	11	142	114	125	303	697	13.7	85.3	17.7
GENERAL PAPER	3,488	1.1	13.8	11.3	12.2	29.5	67.9	9.7	22.4	7.4
GOVERNMENT	1,897	1	32	68	208	1,136	1,427	-	2,343	288
CHEMISTRY	1,103	62	8.8	1.8	5.4	28.5	38.6	61.3	7.8	8.3
BIOLOGY	1,307	-	10	19	36	135	200	58	304	99
AGRICULTURAL SCIENCE	38	4	6.9	1.7	3.3	12.3	18.3	8.8	73.6	128
HISTORY	1,124	8.2	37	64	151	467	88	328	695	138
MATHEMATICS	583	14	1.9	2.3	7.8	34.1	47.3	16.5	25.8	4.6
MATHEMATICS (SPECIAL)	1	4.9	7.3	6.2	11.8	32.4	56.1	11.3	32.4	111
PHYSICS WITH MATHS	1	3	7	10	2	12	34	17	12	4.4
PHYSICS	1,324	5.1	12.0	17.2	3.4	20.7	58.6	20.7	20.7	6.4
RELIGIOUS KNOWLEDGE (X' TIAN)	544	2	45	58	129	443	677	151	796	106
RELIGIOUS STUDIES (ISLAMIC)	13	0.2	4.0	5.1	11.5	28.4	60.2	12.4	26.3	8.6
TECHNICAL DRAWING	18	9	28	23	35	115	218	28	347	42
		1.5	4.8	2.9	6.0	19.8	35.9	4.8	59.3	6.7
		-	-	-	-	-	-	-	1	-
		3	23	42	100	322	694	237	393	103
		0.1	1.6	2.7	6.7	34.2	45.5	15.5	36.9	6.3
		-	1	18	60	184	255	92	197	86
		2	8.2	1.8	11.0	32.8	44.9	16.9	34.3	10.8
		13.4	53.8	13.4	7.8	7.8	10.0	-	-	13.3
		8	3	1	1	3	17	4	2	-
		11.1	16.6	5.5	5.5	27.7	64.6	22.2	11.1	-

Source: Federal Ministry of Education, Statistics Unit, Lagos.

Serviced by the Federal Office of Statistics, Lagos.

APPENDIX 8

CORRESPONDENCE



DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

TO WHOM IT MAY CONCERN

This is to certify that Mr. Peter Nnabuo is visiting Nigeria in order to conduct a doctorate research on Colleges of Education/Federal Advanced Teachers' Colleges.

Mr. Nnabuo is a Ph.D. candidate in Educational Administration at the University of Alberta, Canada.

Your assistance in providing him with the required pieces of information on your college will be highly appreciated. Thanks for your co-operation.

Sincerely yours,

D.A. MacKay
Professor D.A. MacKay
(Supervisor)

DAM/rdv

*Mr. R. A. Nwagwu
Recd Sept 2, 1985*

*Encls
Peter Nnabuo - bears - good
J.L.L.
in the
etc
22/10/87*





March 2, 1982

The Provost
College of Education
Awka, Anambra State
Nigeria

Dear Sir:

A Request For Research Document(s)

I humbly request you to furnish me with the available documents on Advanced Teacher Training College. The intent for the said request is to enable me conduct a doctorate dissertation research on the role of A.T.T.C. in Nigeria. I have selected your college to be one of the institutions in Nigeria that will be used for the study. Earlier, I formally approached the State Ministry of Education, Emugu, who referred me to write you for the available materials related to the subject. I am confident that you will help me in this endeavour.

Meanwhile, I am a Nigerian citizen, currently enrolled in doctorate programme in Educational Administration at the University of Alberta, Edmonton, Canada. My dissertation topic is on "The Role of Advanced Teacher Training College in Nigeria." The said research is intended to cover about five or six states in Nigeria that operate A.T.T.C. My utmost request is that you help me in obtaining the following:

1. Articles/Publications on A.T.T.C.
2. Programme and course descriptions
3. Previous research documents on A.T.T.C., and
4. Materials that are relevant to the proposed research study.

I should be thankful if you would give your attention to this matter. I look forward to hearing from you in the near future. Thanks for your cooperation.

Yours truly,

POM Nnabuo

Peter O. M. Nnabuo



DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

December 30, 1982

Permanent Secretary
Scholarship Division
Federal Ministry of Education
Lagos, Nigeria

Dear Sir:

TO WHOM IT MAY CONCERN

This is to certify that Mr. Peter Nnabuo has maintained a full-time status as a Ph.D. student in this Department since May, 1981.

The time period for the completion of the Ph.D. program is three years. We heartily recommend and would appreciate your continued financial support to Mr. Nnabuo for the said duration of his studies.

Thank you for your cooperation.

Yours sincerely,

Dr. C.S. Bumbarger
Professor and Chairman

/b1





Office of the President

The University of Alberta
Edmonton, Alberta
T6G 2J9
Telephone: 403 432-3212
403 432-3620

June 17, 1982

Provost
Awka College of Education
Awka, Anambra State
Nigeria

Dear Sir:

I write on behalf of Peter Nnabuo, who is conducting doctoral research on teacher education in Nigeria. Mr. Nnabuo who is in Educational Administration, is one of my students. Also, I am a member of his supervising committee for his research.

I have read and approved his proposal which centers on a systematic research in teacher education in Nigeria. We would very much appreciate any assistance he might receive in funding. I am confident that if the project is well funded and executed, the outcome will be of immense benefit to Nigerian institutions involved in teacher preparation. The approximate cost for the proposed research will be about 5,000 Naira and this includes air travel, meals, accommodation, data administration, data collection, and preparation of project report.

Enclosed is a summary of Mr. Nnabuo's research proposal. He will be happy to furnish you with additional details.

I would be very thankful if you would give this matter your attention. Thank you for your cooperation.

Yours sincerely

Myer Horowitz
President

MH/mn/att.

C.C. Mr. Peter M. Nnabuo
Dept. of Educational Administration
University of Alberta

Stamp: COPY FOR





March 2, 1982

The Provost
Alvan Ikeokwu College of Education
Owerri, Imo State
Nigeria

Dear Sir:

A Request For Research Document(s)

I humbly request you to furnish me with the available documents on Advanced Teacher Training College. The intent for the said request is to enable me conduct a doctorate dissertation research on the role of A.T.T.C. in Nigeria. I have selected your college to be one of the institutions in Nigeria that will be used for the study. Earlier, I formally approached the State Ministry of Education, Enugu, who referred me to write you for the available materials related to the subject. I am confident that you will help me in this endeavour.

Meanwhile, I am a Nigerian citizen, currently enrolled in doctorate programme in Educational Administration at the University of Alberta, Edmonton, Canada. My dissertation topic is on "The Role of Advanced Teacher Training College in Nigeria." The said research is intended to cover about five or six states in Nigeria that operate A.T.T.C. My utmost request is that you help me in obtaining the following:

1. Articles/Publications on A.T.T.C.
2. Programme and course descriptions
3. Previous research documents on A.T.T.C., and
4. Materials that are relevant to the proposed research study.

I should be thankful if you would give your attention to this matter. I look forward to hearing from you in the near future. Thanks for your cooperation.

Yours truly,

POMNnabuo

Peter O. M. Nnabuo



Office of the President

The University of Alberta
Edmonton, Alberta
T6G 2J9
Telephone: 403 432-3212
403 432-3620

June 17, 1982

Permanent Secretary
Federal Ministry of Education
Lagos, Nigeria

Dear Sir:

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continued 2/



- 2 -

My second purpose in writing at this time is to recommend Peter Nnabuo for one of the UNESCO Fellowships that have been announced by the Commission on Human Resources of the National Academy of Sciences in the United States. He is a worthy candidate.

I would be very thankful if you would give this matter your attention. Thank you for your cooperation.

Yours sincerely



Myer Horowitz
President

MH/mn/att.

c.c.

COPY
FOR

Mr. Peter M. Nnabuo
Dept. of Educational Administration
University of Alberta



Office of the President

The University of Alberta
Edmonton, Alberta
T6G 2J9
Telephone: 403 432-3212
403 432-3620

June 17, 1982

Professor P.A.I. Obanya
Director
Institute of Education
University of Ibadan
Ibadan, Nigeria

Dear Professor Obanya:

I write on behalf of Peter Nnabuo, who is conducting doctoral research on teacher education in Nigeria. Mr. Nnabuo who is in Educational Administration, is one of my students. Also, I am a member of his supervising committee for his research.

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Yours sincerely

Myer Horowitz
President

MH/mn/att.

c.c. Mr. Peter M. Nnabuo
Dept. of Educational Administration
University of Alberta





Office of the President

The University of Alberta
Edmonton, Alberta
T6G 2J9
Telephone: 403 432-3212
403 432-3620

June 17, 1982

Provost
Alvan Ikeokwu College of Education
Owerri, Imo State
Nigeria

Dear Sir:

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Yours sincerely

Myer Horowitz
President

MH/mn/att.

c.c. Mr. Peter M. Nnabuo
Dept. of Educational Administration
University of Alberta



Celebrating our 75th Anniversary
1982-83

The Principal,
..... 19.....

Dear Sir/Madam,

TEACHING PRACTICE: 19.....

The second and third year students of the above-named institution would be going on their teaching practice between..... and 19.....

We are at present, very keen on compiling a list of schools willing to serve as co-operating institutions. For this reason, we should be very grateful if you would kindly supply our representative with the following information:

How many students can your school take?

What Subject Areas?

Can your school provide accommodation for the number of student teachers you requires?

The list of subject combinations offered by the college as followings:-

1. Agriculture Science
2. Fine Art
3. English/History
4. English/Geography
5. English/French
6. English/Music
7. History/French
8. History/Geography
9. Maths/Geography
10. P.E./Biology
11. Maths/Chemistry
12. Maths/Physics
13. Biology/Chemistry
14. Physics/Chemistry
15. Islamic Studies/Arabic
16. C. R. S./Yoruba
17. Religious Studies/English
18. English/Yoruba
19. English/Igbo
20. C. R. S./Igbo
21. Islamic (I.R.S.)/Yoruba
22. Islamic (I.R.S.)/English
23. Business Studies

FATCSE/IB/5/44

9th March, 1981

The Permanent Secretary,
Federal Ministry of Education,
59 Awolowo Street,
Lagos.

Thro' The Director,
Schools and Educational Services,
Federal Ministry of Education,
Lagos.

Thro' The Assistant Director (TED),
Federal Ministry of Education,
Victoria Island,
Lagos.

"NATIONAL TEACHERS' COLLEGE FOR SPECIAL
EDUCATION?" /

Presently, the Federal Advanced Teachers' College, for Special Education, Oyo prepares teachers of Special Education for the award of the Nigeria certificate in Education in three areas, viz., Visually Impaired, Hearing Impaired and Mental Retardation. It also offers teaching subjects, e.g. Religious Studies, English and Biology, as well as Psychology courses and Regular Education Courses.

For the 1981/82 advertisement, students will be admitted to undertake studies in three more areas, viz., Learning Disabilities, Physically handicapped and Islamic studies.

However, these courses which we offer, and even those we propose to offer, and at the level we offer them, not to mention the turn out, cannot justify the name special education. The number of graduates we turn out cannot make a dent on the problem of special education in Nigeria. Hence the objective of this paper is to give the state of "thing" in this area, to enumerate the changing circumstances, and then suggest a programme and a fitting name for the College or Colleges.

AREAS YET TO ESTABLISH

There is dire need to train supportive personnel. For example, educational technologists. Special Education requires from simple machine to sophisticated machines, e.g. braille machines to audiology machines to function. Maintaining these machines is more important than purchasing them. Our University graduates may not know anything about these machines and if they do, it will be "below their dignity" to maintain them at these levels of operation. One good example of the problem in this area is illustrated by Gindiri School for the Blind. For years now it has accumulated so many damaged braille machines which only recently found their way to this College for repairs. Apart from this function such graduates will function at braille press centres. Hence these must be trained.

We need to train paraoptometrist, parapsychologists, speech pathologists, counsellors para-audiologists and other supportive personnels without whose services, special education cannot function. As far as this writer knows, there is no institution that produces them in this country today.

CHANGING CIRCUMSTANCES:

I am aware of the plan to integrate those exceptional children who are intergrateable with children in the regular classrooms. This is one reason why a curriculum for this College was aimed at producing "generalists" who would all go to Teachers' Grade II Colleges to teach. However, the trend today, at least in the Southern States, is to replace these grade II Teachers Colleges with Colleges of Education. This situation dictates, a rethinking on our side. We must not allow events to overtake us.

In the same vein, Secondary Special Education schools are springing up here and there in the country. Very soon there will be many of them throughout the Federation. All these demand diversity in programming. I am therefore recommending the following programmes:

1. Programme for primary oriented teachers.
2. Programme for secondary oriented teachers.
3. Post Graduate one year diploma programme for those to teach at Colleges of education to make intergration feasible.
4. When possible to introduce degree programme.


OTHER SERVICES

The College should be allowed to provide workshops and seminars for inserving teachers during vacations. It should be allowed to establish and run a braille press which will serve the country. More importantly it must be provided with funds to do research in all areas of special education. There are some other functions we hope to introduce in due course. Whether this College should be carried out by one or two Colleges, or even whether this College should be upgraded into a University is left for those in policy making position.

APPROPRIATE NAME

"What is in a name"? asked Shakespear. However, I would say that a rose may not be a rose if it is called something else. At least there will be some confusion. To carry out the functions enumerated above so far, requires that the word Advanced be deleted and I am requesting, and recommending that the name of this College be changed from Federal Advanced Teachers' College, for Special Education to National College for Special Education. This way, the College will not be limited to only awarding the B.C.E. certificate but will be able to fulfil other obligations it should.

You may wish to approve.


C. I. Onwuegbu, Ph.D.,
Principal.

OIO/SLW/

FEDERAL MINISTRY OF EDUCATION

257

PROFESSIONAL DIVISION

LAFOP

P.M.B. No. 12573

Telegrams EDUCATE

Telephone 613107



302

Ref. No. SAF.36/S.9/

Date 3rd February, 1982

Mr. Peter O. Nnabuo,
6027 Lichener Park,
Edmonton, Alberta,
Canada, T6H 5A1.

Dear Sir,

RE: DATA FOR DISSERTATION

I am directed to acknowledge the receipt of your letter dated November, 20th, 1981 on the above subject matter. I also wish to inform you that as a result of fire incident which burnt down our Federal Ministry of Education later part of 1981, we could not lay our hand on relevant documents for your need.

However, a photocopy of your letter had been sent to the Principals of our Federal Advanced Teachers' Colleges soliciting for their help. It might be advisable for you to write a follow up letter to each of the Principals:-

- | | |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| (i) The Principal,
F.A.T.C.,
P.M.B. 1026, Okene,
Kwara State. | (iv) The Principal,
F....T.C.,
P.M.B. 27, Pankshin,
Plateau State. |
| (ii) The Principal,
F.A.T.C.,
P.M.B. 39, Kontagora,
Niger State. | (v) The Principal,
F.A.T.C.,
P.M.B. 2042, Yola,
Bongola State. |
| (iii) The Principal,
F. A. T. C.,
P.M.B. 2096, Abeokuta,
Ogun State. | (vi) The Principal,
F.A.T.C.,
P.M.B. 2041, Katsina,
Kaduna State. |
| | (vii) The Principal,
F.A.T.C. (Spe. Education),
P.M.B. 5087, Oyo. |

Wishing you good luck in your educational pursuit.

Yours faithfully,

S. A. Ojuade
for Permanent Secretary.

FEDERAL ADVANCED TEACHERS' COLLEGE 258
for SPECIAL EDUCATION, OYO.



P. M. B.: 1089 OYO
Telegrams: FACSPED
Telephone:
Your Ref:

PRINCIPAL:

O.I. ONWUEGBU
B.SC (LSC.) M.A (NEBR.) PH.D. (UTAH)

Our Ref: FATCSE/IB/6/S.5/90.

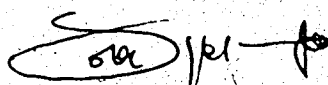
Date: 2nd March, 1982.

Mr. Peter C. Nnabuo,
602H Michener Park,
Edmonton, Alberta,
Canada T6H 5A1.

Re: Data for Dissertation.

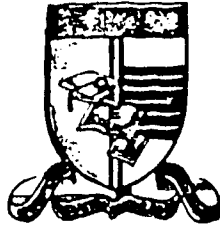
I am directed to refer to your letter dated 20th November 1981 and to inform you that this institution is not ready to write his dissertation for you. However, you are advised to come down to Nigeria and do it yourself or send a questionnaire.

Yours faithfully,


J. O. Ogedengbe,
for: Principal.

All official correspondence should be addressed to the Principal

ANAMBRA STATE COLLEGE OF EDUCATION, AWKA



P. M. B. 5011
Awka,
Anambra State
Nigeria
Telephone: WK 2217

OFFICE OF THE PROVOST

PROVOST: PROF. B. O. UKEJE, BSc.Ed. M.Sc. (Ohio), M.A., Ed.D. (Columbia), F.I.B.A., F.I.I.C.S.

Our Ref:

July 9, 1982

Dr. Hyer Horowitz,
President,
The University of Alberta,
Edmonton, Alberta T6G2J9
Canada.



Dear Sir,

We are in receipt of your letter of June 17, 1982, on behalf of Mr. Peter Nnabuo.

Our is a very young institution with all the initial problems of infrastructural development. We do not yet have a programme for the sponsorship of candidates who have not had any experience with the College. I am, therefore, sorry to state that we cannot be of much financial assistance to Mr. Nnabuo. I hope it will still be possible for him to complete his work and return home to contribute to the development of teacher education in the country.

Thanks for your interest and assistance to him.

Yours Sincerely,

Professor B.O. Ukeje
PROVOST

UNIVERSITY OF IBADAN, IBADAN, NIGERIA

260

INSTITUTE OF EDUCATION

TELEGRAM: University Ibadan
TELEPHONE: 022-400550-400579 (30 lines)
Director: Ext. 1888
Secretary: Ext. 1434



Address all replies to
THE DIRECTOR
PROF. P. A. I. OBANYA
B.Ed., Ph.D. (Ibadan)

OUR REF.: INST/MIS. 1

Secretary
OLU A. OGUNSANWO
B.A. (Legon), M.Ed. (Ibadan)

YOUR REF.:

25th May, 1982.

Mr Peter O.M. Nnabuo,
Faculty of Education,
Department of Educational Administration,
The University of Alberta,
Edmonton,
Canada T6G 2G5.


Dear Colleague,

Thanks for your letter of the 30th of April,
1982 requesting information on ATTCs in Nigeria.

I would advise that you give a 1 + 2-page
write-up on your proposed project. If I know
exactly what you are focussing on I would be
able to send you the appropriate documents.

My very best wishes.

Yours sincerely,


Professor P. A. I. OBANYA.

ANAMBRA STATE COLLEGE OF EDUCATION, AWKA



P. M. B. 5011
Awka,
Anambra State
Nigeria
Telephone: WK 2217

OFFICE OF THE PROVOST

PROVOST: PROF. B. O. UKEJE, B.Sc.Ed. M.Sc. (Ohio), M.A., Ed.D. (Columbia), F.I.B.A., F.I.I.C.S., F.C.C.E.A

Ref: OP/RPC/105/1/36

19th April, 1982

Mr. Peter G. M. Inabuo
The University of Alberta
Faculty of Education
Edmonton, Canada

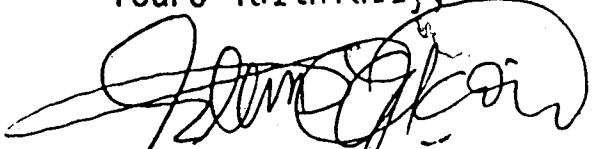
Dear Sir,

A REQUEST FOR RESEARCH DOCUMENT(S)

Please find enclosed a copy of our Academic Programmes.
Your letter of March 2, 1982 refers.

Kindly acknowledge receipt.

Yours faithfully,


Felix M. Ukeje
for Provost

Enc.

fho/cc0

FEDERAL MINISTRY OF EDUCATION

262

Federal Advanced Teachers' College, DIVISION

Okene, Kwara State.

P.M.B. No. 1036

Telegrams FATCO

Telephone -



Ref. No. FATC/OK/22/674

Date 5th March, 1982.

To:
Mr. Peter O. Nnabu,
6024 Michener Park,
Edmonton, Alberta
Canada, T6H 5 A1.

Through:
The Permanent Secretary,
Federal Ministry of Education,
Lagos, Nigeria.

Dear Sir,

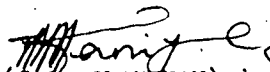
RE: D.T. FOR DISSERTATION

I am directed to inform you that your request as contained in your letter dated November 20, 1981 cannot be met. This is because all the necessary documents you are requesting for are contained in a book published by the Institute of Education, University of Ibadan on behalf of the affiliated A.T.T.C.

I am further directed to advise you to contact the Institute of Education University of Ibadan for a Copy.

I hereby attach the list of subject combinations offer by the college.

Yours faithfully,


(J. O. OLANIRAN)
for: Principal.

APPENDIX 9

A TYPICAL ORGANISATIONAL CHART
OF NIGERIAN COLLEGE OF EDUCATION

COLLEGE OF EDUCATION: ORGANISATION CHART

