

Improving the Standard of Undergraduate Technology Teacher's Training Programme in Tertiary Institutions in Nigeria

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Abstract

"Standards pass through all aspects of life". These are stages of expectations attached to achieving a thing. Moral behavior has standard to also is education and the society. The Nigerian Society has the its own standard i.e expectation of education system as stipulated in the National policy on Education. Training of Technology Teacher also has criteria as highlighted verne, (1970). The paper examines the current practices on technology teacher training programme (TTTP) in tertiary Institutions and suggests some strategies for improvement in this new millennium.

Introduction

The Academic Programme of a teacher education in general is designed for the students so that they are equipped with the knowledge, skills and value which they will subsequently transmit to their students (Pupils) Colleges of Education (Technical) Polytechnics and Universities are often adapt to changing situations. Because these are levels in educational system, the teaching field contents in a teacher's education in general, varies with what level of students the teacher intends to teach at the end of the studies.

For the technology teachers, the teaching subjects (options) are limited quite often to a minimum of one option and a maximum of two options. Thus, the Secondary School, Technical college, Teacher needs more specialization. For the

technology options (Subjects) such as metalwork, wood work, electrical/electronics Building and Automobile work a student could be trained in one of the optional areas plus technical drawing which is common to the options mentioned above. That is a trained technology teacher specializes in any of the options plus technical drawing.

The Aim and Objective of Technology Teacher Education

The aim of Technology Teacher Education is to prepare personnel who in turn will prepare young members of the society to live happily and serve in the society, to share and transmit the accumulated intellectual skills values, beliefs and attitudes of the society from one generation to the other; if that society intends to sustain and maintain it's evaluation and longevity.

Verne, (1970) in discussing the objectives of technology teacher education and in general. Note that the Teacher Education should seek to produce teacher who are:

1. Effective and useful members of their communities.
2. Loyal citizens of the state.
3. People of high moral standard and integrity.
4. Knowledgeable, progressive and effective teachers who can inspire students and challenge them to learn. In line with Veme (1970) Udo (1969) gave same conditions, such as
 - a. Extent of pursuit of excellence in an Instruction depends on the caliber and quality of it's staff. This suggests that there should be a high quality of staff.
 - b. Quality of students admitted for the course must be high.
 - c. Courses should be challenging so that to attract high quality students.
 - d. There should be a balance in the curriculum, if the curriculum is badly constructed and unbalanced, the emphasis will be on teaching

alone rather than on teacher education and so the pursuit of excellence because difficult.

- e. Teachers of highly developed attitudes towards teaching, good understanding of the nature of the teacher's work, understanding of the philosophy of education and how to relate background of their specific classroom and workshop situations.

Pattern of Technology Teacher Training in Universities

Okobiah (1985) wondered about the extent to which the training of teachers in Nigeria has been planned to provide sound Intellectual and the teaching profession in general. His worry was that every programme has evolved as an emergency or temporary remedial approach to an unanticipated situation or need. 6-3-3-4 (9-3-4) system of education which at Junior and senior Secondary School Levels, where Introductory Technology was introduced at JSS level, while at senior level all the technical options were suppose to be learned are example. Afe, (1995) also lamented on the lack of well designed teacher education programme and attributed it to haphazard development and improvisation of structures such as workshops and equipment. This is also the situation with the teacher training programme in the tertiary institutions such as Universities, Polytechnics and Colleges of Education (Technical) that run the programme.

A prospective candidate for a technology education course can move to a three years Junior Secondary School and proceed upon satisfying the minimum admission requirements to a three years Colleges of Education or Polytechnics to obtain an N.C.E Technical Certificate or direct to a five years University course to earn B.Ed. (Technology) in any of the options.

The curriculum for the Technology Teacher Education which is the planned learning and teaching process designed for achieving intended learning outcomes is made up of the following components:

- a. General Studies: comprising basically about man in society, man's survival.
- b. Foundation of education i.e principles and practice of education.

- c. Deeper studies in student - teachers intended field of options (subjects) that is academic programmes.
- d. Teaching - Practice which is exposed to stimulate an actual classroom Lab/workshop teaching over a period (usually 12 weeks) and supervision.

Problems Associated With the System

According to Verne (1970) the following are associated with Technology Teacher training:

1. The quality of teacher is very poor, that is they do not receive enough practical exercises (skills)
2. The quality of students admitted is poor, most drop outs opt for teaching or are given admission into education.
3. The curriculum does not give enough room for practical, and not broad or all embracing to supply the new era of computer age.
4. Time duration for the course is not enough especially for teaching of practical skills. This makes supervision of workshop practices not adequate.

Strategies to improving Technology Teacher Training Programmes

1. Since no nation can rise above technologically and industrially without its this type of teachers, the highly intelligent ones should be admitted into teaching profession so as to produce a high breed of pupils who are future leaders of the country.
2. The curriculum should be broad based not be limit the teacher to only his/her options, but should know more of other options.
3. As regards the institution, there should be an introduction of tutorials which are neglected into the instruction. This exposes the students from theoretical base to more practical situation. This gives time for discussion of what has been taught in the class.
4. Technology Teacher in training should be exposed to peer group or stimulation teaching and also micro-teaching. Here, the student-teacher is

mandate to take a full lesson to teach his proper. This gives the students the opportunity to practice teaching.

5. The teaching practice which gives the student the opportunity to participate in actual teaching situation, should be made interesting to the students so that they are not being seared. Olaitan, and Agusiolo (1981) consider this act of teaching has a very important one and much time should be developed. They should be encouraged to teach both practical and theory.

Conclusion

Technology Teachers are very important to the training of other technology teachers or engineers for technological advancement and national development. From the forgone, Technology Teachers' Training Programme should be reviewed and to the compare their standard and the expertise to the country. This needs urgent attention.

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