

Management Mechanisms and Teacher Education for Sustainable Development in Nigeria

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Abstract

A nation that is aspiring for greatness, self-sufficiency, political and economic emancipation cannot afford to escape from effective system of managing teachers' education which can only be managed through effective management mechanisms. A teacher is an individual who must have undergone the necessary and recommended training in a teacher training institute and charged with the full responsibility of managing the classroom in such a way as to enhance the learning behavior of the learners. Therefore, this study investigated management mechanisms and teacher education for sustainable development in Nigeria. The study adopted the descriptive survey research design. The population of the study consisted of three thousand, two hundred and seventeen (3,217) personnel's from 36 states and Abuja. The sample for the study was 370 (222 lecturers and 148 Management staff) personnels of National Teachers Institute in Nigeria, selected on the basis of six lecturers and four Management staff from each state of the 36 states and Abuja through the use of simple random sampling technique. The instrument for data collection was a 20- items questionnaire titled: Management Mechanisms and Teacher education Questionnaires (MMTEQ). Two research questions were answered using mean and standard deviation while t-test was used to test the null hypotheses at $P < 0.05$ level of significance. The instrument was duly validated by experts and the reliability index determined using Cronbach Coefficient Alpha which yielded 0.82 and was considered adequate for the study. Findings show that the management style does not include lecturers in decision making in managing the National Teachers Institute. Another finding also shows that lecturers generally disagreed with the style of management mechanisms used for managing the National Teachers Institute. These findings imply that there is need for effective and efficient management mechanisms in managing teachers' education in the National Teachers Institute. It is therefore recommended that, the management staff should use regular staff meetings as a good mechanism for discussing vital issues of the National Teachers Institute administration and the management should also involve lecturers on issues about staff welfare and promotion.

Keywords: Management Mechanisms, Teacher Education, Sustainable Development.

INTRODUCTION

The importance of education for social, political and economic development is not in doubt and there is a glaring consensus that education is the catalyst for sustainable national development. To achieve this, requires highly qualified teachers who are equipped with desirable knowledge, competencies and commitment and are empowered to perform their multiple tasks in the classroom, school and community in a truly professional manner. For any society to enjoy remarkable progress, the teacher who is the hub of teaching and learning must be imperative because no nation can rise above the teacher. Thus, teacher education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. It is on this basis that education managers play several roles in teacher education in Nigeria. In view of the above, the worth of an individual's contribution to national development should be recognized through teacher education. Teacher education can be enhanced and empowered through the proper management mechanisms.

Management in the view of the Pitan (2013) is a process of planning, organizing, directing, implementing and evaluating input resources for the purpose of producing outputs in the form of goods and services. Resources in an organizational management are both human and material resources. This implies that management involves effective allocation of material inputs and directing of human resources into production, through proper planning and control mechanism, for the purpose of producing the desired results. Those who focus specifically on human resources aspect according to Okoye (2002), often view management as guiding and directing people towards the achievement of organizational objectives. The management of the teacher education through effective and efficient mechanism is paramount to sustainable development in Nigeria. Therefore, in a nation's educational system, the teacher is a key human resource

that is required to have access to quality teachers education programme, with good management system in achieving the desired results. Management is the process of planning organizations operations in order to achieve a coordination of human and material resources essential to the effective and efficient attainment of set objectives. It is also viewed as the art of purposeful action of planning, organizing, directing, communicating and controlling scarce human and material resources to achieve organizational goal (Onuselogu, 2013).

Management mechanisms are organizational or structural means used to promote effective management system. It also involves some organizational arrangement or social structural means of facilitating management system (Fernandez and Sabherwal, 2010). The four control mechanisms of management are planning, leading, organizing and controlling (O'Connor, 2015). Certainly, planning involved the creation and maintenance of operating plan by the senior management in order to achieved the organizational goals. A good school administrator communicates with his staff and encourages them to maximize their productivity. Regular staff meetings are a useful mean of communication. Organizing the curriculum activities yearly and maximizing the resources of the institution is the key to an optimal organizational structure. There are many controlling mechanisms in an institution. A strong human resources department controls managers and prevent personnel abuse. Employee performance reviews and incentives assist in the control of employees.

The Nigerian National Policy on Education (FGN, 2004) unequivocally states that no education system can rise above the quality of its teachers. This expression sets standard for the education in Nigeria. Education can be regarded as the key that unlock the personal development, national potentials, and all other kinds of rights in the world. The increasing awareness of the importance of education for sustainable development in Nigeria can not be overemphasized. The success of education in Nigeria depends particularly to a very large extent, on the teachers education, which pave ways for regular supply of teachers in adequate quantity and quality to primary and secondary schools in Nigeria. The Nigerian National Policy on Education (FGN, 2004) asserts that no nation can achieve economic, social, technological progress without a good system of education. Teaching involves the use of wide body of knowledge about the subject being taught. Teachers at all levels of the educational system are very important in the overall development of Nigeria.

Teachers' education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. It is on this basis that education managers play several roles in teacher education in Nigeria. The terms, teachers' education revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in effective classroom teaching and in other educational gatherings (Fabunmi, 2005). Teacher education also refers to the totality of deliberately designed programmes and exposure meant to turn individuals into teachers and to sustain them throughout their career as professionals. Suleiman (2012:106) defines teacher education as the means through which trainee teachers are trained. Teacher education is a process whereby the prospective teachers are provided with the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competencies, which will imbue with the qualities, capacities and capabilities for teaching. The professional preparation of teachers is therefore, the central focus of teacher education.

The need for teacher education

Teacher education is policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviors and skills they require to perform their tasks effectively in the classroom, school, the church and the local unit. The term teacher education which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground to teacher education (with its connotation of preparing staff for a professional role as a reflective practitioner). The objective of Nigerian teacher education should emphasize 21st century in the training of highly motivated, conscientious and successful classroom teachers for all educational levels. It should encourage in potential teachers, a spirit of improving creativity, nationalism and belongingness. It should help the prospective teacher to live into the social life of home and community which provides him with intellectual and professional backgrounds, adequate for his assignments. In fact, the Nigerian teacher education in the 21st century should produce knowledgeable programme and effective teachers who can inspire children to learn.

These objectives are to be obtained with the efforts of the educational administration, which is saddled with various responsibilities of managing the human, financial and material resources of the school.

Aims and Objectives of Teacher Education in Nigeria

Therefore, the aims and objectives of Teacher education in Nigeria is anchored on five value objectives enshrined in the National Policy on Education (FGN,2004)

These are:

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

However, it is evident from the above that the aims and objectives of teacher education in Nigeria should not just be the production of teachers in large quantity; rather they must fulfill the three major thrusts of:

- a. Possession of certain positive qualities.
- b. Possession of professional skills, techniques and ICT.
- c. Possession of a body of knowledge and understanding.

The Teacher Education and Sustainable Development

The teacher stands out as one of the most important factors determining the quality of education and its contributions to national development. Certainly, at every stage of education, people who go to school look on the teacher for the acquisition of the desirable skills to enable them become what they want to be. Thus, students often look on the personal qualities, their educational qualification and professional competence, which are rewarding to the learners. It is on this note that the managers of teachers education need to use effective management mechanism in ensuring sustainable development of teachers education in Nigeria. Nwagbara (2002) defined teacher as a person that has relevant skills, knowledge and competencies in relevant training, in a well-established teachers' college, or institution. On issues of human resources development, the teacher should undergo regular orientation on the capacity building training programme, to up-date their knowledge in line with current issues in the World. The two cardinal principles of concern in teacher's appraisal are teacher's personal characters and performance effectiveness.

Fabunmi (2005) defined sustainable development as an economic and social development that meets the needs of the present generation without endangering the ability of the future generations, satisfying their needs and choosing their life style. The implication of this is that any development that aimed at the present socio-economic needs without minding its consequences on the future needs of the people is myopic and unsustainable. Similarly, Bryant (2003) ex-rayed sustainable development as policies and behaviours that are conceptualized, instituted, maintained overtime and which are considered essential to the vitality, general welfare and continued existence of people with the environment. In line with the above description sustainable development includes infrastructural, policy and behavioral or attitudinal development. These infrastructure, policies and behaviour are programmed, instituted and maintained to serve the present and future needs of the people with the environment. Hence, any policy or programme, and action that aim at satisfying the present interest, needs of the people and the environment without same for the future cannot be termed as sustainable development. This, therefore calls for effective teacher education with appropriate management mechanisms that will foster continued positive growth both in the system and the learners.

Statement of the Problem

The teachers Institute as an educational organization where their daily activities, involves a lot of human interactions to realize its stated objectives. The achievements of such goals and the system of activities are possible through effective management mechanism between individual and the institution. However, some administrators have been greatly criticized for neglecting effective control mechanism in their institutions.

It was also discovered that qualified and dedicated lecturers in teachers institute could be frustrated and rendered unproductive due to lack of motivation in the teachers institute. In recent time, students' academic achievement in Nigerian secondary schools has been a major concern to the parents and education board officers. Research has also shown that some secondary school teachers are lacking instructional competencies, resulting to low quality of instruction and indiscipline among teaching staff which also affect learning outcomes of learners. These problems reoccur yearly and transformed into major challenges to the teaching profession. This study examines the styles of management mechanisms and associated problems in NTI's teachers' education in order to improve quality of instruction and good students' academic achievement for sustainable development in Nigeria

Purpose of the Study

The main purpose of this study is to identify the effective management mechanisms that could be employed in repositioning teachers education for sustainable development in Nigeria.

Specifically the purpose of the study includes:

1. To ascertain the style of management mechanisms used in National Teachers Institute.
2. To ascertain the problems associated with management mechanism in National Teachers Institute.

Research Questions

The following research questions were used for the study.

1. What is the style of management mechanisms used for managing National Teachers' Institute?
2. What are the problems associated with management mechanism in National Teachers Institute?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant difference between the mean ratings of lecturers and staff on the style of management Mechanism used for managing National Teachers' Institute.
2. There is no significant difference between the mean ratings of lecturers and staff on problems associated with management mechanism in National Teachers Institute.

METHODOLOGY

This investigation follows a quantitative research design with a survey approach. The researcher adopted this approach because, it permit the use of questionnaire to gather information from the sample group and to measure their opinions toward some issue. Population of the study comprises of National Teachers Institute (NTI) management staff and lecturers in 36 states and Abuja they where 3,217 in number. The sample for the study was 370 personnel's of National Teachers Institute in Nigeria, selected on the basis of 6 lecturers (222) and 4 staff (148) from each state of the 36 states and Abuja through the use of simple random sampling technique. A 20-item structured questionnaire titled: "Management Mechanisms and Teacher Education Questionnaire " (MMTEQ) was the instrument for data collection. The questionnaire was divided into two sections. Section 'A' solicited information on demographic data, consisting of 3 items that elicited information on the status, qualification and administrative experience while section 'B' consisted twenty (20) items on management mechanism for achieving teacher education for sustainable development. A 4 point modified scale of strongly agree (SA)=4, agree (A)=3, disagree (DA)=2, and strongly disagree (SD)=1 was used for the items. The instrument was validated by two experts, one in Science Education and another in the Department of Educational Foundations of Anambra State University. The reliability index of the instrument was determined using Cronbach Coefficient Alpha which yielded $r=0.82$ and which was considered adequate for the study. Two research questions were answered using descriptive statistic of mean and standard deviation for the analysis while t-test was used to test the

hypotheses at $p < 0.05$ level of significance. An item with a mean score of 2.50 and above was accepted, while an item with a mean score of less than 2.50 was not accepted.

RESULTS OF FINDINGS

Research Question 1:

What is the style of management mechanisms used for managing National teachers institute in Nigeria?

Table 1: Mean and Standard Deviations responses of lecturers and management staff on management mechanisms style used for managing National Teachers Institutes in Nigeria.

S/No	Item Description	Lecturer	Lecturer	management Staff	management Staff	Decision
		$\bar{X}$	SD	$\bar{X}$	SD	
1	Lecturers are involved in decision making for management	2.3	0.8	2.4	0.9	N A
2	Staff are involved in decision making for management	2.4	0.9	2.3		N A
3	Lecturers are involved in planning activities for management	2.2	0.7	2.1	0.6	N A
4	Lecturers are involved in decision made on staff welfare for management	2.3	0.8	2.2	0.7	N A
5	Lecturers are involved in decision made on students discipline	2.1	0.6	2.4	0.9	N A
6	Staff are involved in making decision made on community participation for management	2.2	0.7	2.3	0.8	N A
7	Staff are involved in decision made on their promotion	2.0	0.5	2.4	0.9	N A

Results in table 1 showed that all the items had mean rating less than 2.50. This indicated that both lecturers and management staff were generally disagreed with the style of management mechanism used in National Teachers Institute.

Research Questions 2:

What are the problems associated with management mechanisms in National Teachers Institute in Nigeria?

The mean responses of all items under Table 2 were less than the cut of point 2.5. This indicates that all items identified under the research question two were generally disagreed by both lecturers and management staff confided that, there are problems related to teachers' education in Nigeria

Table 2: Means and Standard Deviation responses of lecturers and management staff on problems associated with management mechanisms in National Teachers Institute?

S/N	Items	Lecturers X	Lecturers SD	Mgt Staff X	Mgt Staff SD	Decision
1	It takes a longer time to decide an issue when lecturers are involved In making decision on organizing activities in the institute	2.0	0.5	2.3	0.8	N A
2	Sometimes group decision are dominated by small clique	2.4	0.9	2.1	0.6	N A
3	A lot of compromise are involved in the leadership ability to take a decision when lecturers are involved	2.2	0.7	2.0	0.5	N A
4	Social and group pressures may force lecturer to conform to Low quality decision	2.1	0.6	2.4	0.9	N A
5	Group consensus becomes dominant that it override any realistic appraisal of alternative causes of action	2.3	0.8	2.3	0.8	N A
6	Dominant member could influence the decision of others	2.2	0.7	2.1	0.6	N A
7	Lecturers good opinion is affected by management individual interest and hidden agenda in the institute.	2.0	0.5	2.2	0.7	N A

Research Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of lecturers and management staff on the style of management Mechanism used for managing National Teachers' Institute.

Table 3.t-test of differences between the mean ratings of lecturers and staff on the style of management Mechanism used for managing National Teachers' Institute.

Respondent	No	Mean	SD	df	t-cal	t-critical	Remarks
Lecturer	222	2.37	0.9	219	0.80	1.96	Accept
Mgt							
Staff	148	1.89	0.4				

The calculated value is 0.80 while tabulated value is 1.96 at 0.05 level of significance. Since the calculated value is less than the tabulated value, the null Hypotheses one is accepted. The t-test therefore, reveals that there is no significant difference between mean responses of lecturers and staff on the style of management mechanism used in National Teachers Institute.

Ho 2: There is no significant difference between the mean ratings of lecturers and staff on problems associated with management mechanism in National Teachers Institute.

Table 4.t-test of differences between mean responses of lecturers and staff on problems associated with teacher education in Nigeria.

Respondent	No	Mean	SD	df	t-cal	t-critical	Remarks
Lecturers	222	2.44	0.94				
mgt Staff	148	2.01	0.48	218	0.79	1.96	Accept

The calculated t value is 0.79 while the table value is 1.96 at 0.05 level of significance. Since the calculated value is less than the tabulated value, the null hypothesis two is accepted. The test therefore, reveals that there is no significant difference between the mean responses of lecturers and staff on problems associated with management mechanism in National teachers Institute.

DISCUSSION OF FINDINGS

The data in table I showed that the lecturers and management staff of NTI agreed that, items 1 which said lecturers were not involved in decision making which shows the mean rating of 2.3 which postulate in-effectiveness in the style of management mechanism used by the management National Teachers Institute. The staff are not also involves in the decision making in the managements process of the institution with a mean rating of 2.4 which is less than 2.50 cut of point. Item 3 which opined that lecturer were not involved in the planning activity for the management of the teachers institution have mean rating of 2.2 respectively. Item 4 which dwelt on lecturer Involvement in decision making about staff welfare have mean rating of 2.3 which is below the average mean of 2.50. Item 5 which said lecturer were involved in making decision on student discipline received mean rating of 2.1 which indicated that, management do not involved lecturers in making decision as regards to students discipline in the institute. Item 6 which shows that staff were not involve in making decision on community relationship with the institution received mean rating of 2.2 this indicated that, management did not involve staff and lecturers on community issues. The last item in table 1 shows that staff are not involve on decision made on promotion issues in the institute with mean rating of 2.0 respectively. In summary, all the items in table 1 have shown that lecturer and staff generally disagreed with the styles of management mechanisms used for managing the National Teachers Institute.

In table 2, Item 1 with mean rating of 2.0 from lecturers and 2.3 for management staff of NTI. They both agreed that It takes a longer time to decide an issue when lecturer are involved in decision making. This indicated that the respondents generally agreed that management tend to delay an issue, when lecturers are involved in making decision on the issue. Items 3 and 4 had mean ratings below 2.5 indicating that they are associated problems of management mechanism in institute. This indicted that both the lecturers and staff accepted that there are associated problems

Items 5 which have mean rating of 2.3 from lecturers and management staff of NTI agreed that smaller group consensus or decision within the management overrides any realistic opinion from other staff in the institute. Item 6 have mean rating of 2.2 from lecturers and 2.1 from staff, this indicated that, both lecturer and staff agreed that a strong member in the management of the institute could easily influence the entire decision of others, which the lecturers viewed as a problem in management mechanism of the institute. The last item on the table has mean rating of 2.0 from lecturers and 2.2 from staff. This indicated that both lecturers and staff agreed that their opinion is influence by the personal interest and hidden agenda of management of the institute.

Table 3 indicated that there was no significant difference between the mean ratings of lecturers and staff on the style of management Mechanism used for managing National Teachers' Institute. Since the calculated t of 0.80 was less than the critical t value of 1.96 and the degree of freedom is 219. It is therefore concluded that the mean ratings of lecturers and staff did not differ in all ramifications. Therefore, the null hypothesis was accepted.

Table 4 indicated that there was no significant difference between the mean ratings of the principals and teachers since calculated t of 0.79 is less than t -critical of 1.96 tested at 0.05 level of significance. It is therefore concluded that no significant difference exists between the mean ratings of the lecturers and staff on problems associated with management mechanisms in national teachers institute Nigeria.

In discussing the findings, the study revealed that the respondents are of the same opinion in their mean rating. It can therefore be deduced that the respondents held the view that if they were involved in planning activities and involved in making decision about their welfare. The style of management mechanism would have been effective in repositioning teachers education in National Teachers institute. This finding agrees with Akinsolu (2006), who asserted that lecturer's participation in the management decision of an institution will yield better administrative outcomes for effective management system. In response to research question two, the finding revealed that lecturers and staff agreed to all items listed in table 2 were associated problems of management mechanism. All the mean rating of lecturers and staff were below 2.50 postulating that, management does not involve them in planning and organizing of activities in the institute. This finding laid credence on the findings of Balogun (2010) which opined that, apart from being member of senior management, most lecturers were not involved in the planning of activities in higher institution. Focusing on the roles of staff in the planning, and organizing process of the institute, both staff and lecturers themselves agreed that, they were not involved in planning and organizing process of the institute. This finding was in consonant with Akinwumi (2006) who posited that staff of teacher institute must be inform about their roles in planning and organizing process for effective management system.

Implications of the Findings

The findings of this study has highlighted that, through the use of effective and efficient management mechanisms in managing teachers education in the National Teachers Institute, the academic standard of the institute will be higher and good quality teachers will be produced for primary and secondary schools in Nigeria.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. The senior management team should use regular staff meetings as a good mechanism for discussing vital issues of the National Teachers Institute administration.
2. The management should involve lecturers in every stage of planning activities in National Teachers Institute.
3. Lecturers should be involved in making decision on student academic assessment.
4. Communication between the management staff and lecturers should be regular.
5. The management should endeavor to make quick decision on matters that involve lecturers.
6. The management should involve staff on issues about staff welfare and promotion.

CONCLUSION

Quality teacher education implies quality teaching, and quality teaching begets quality education which in- turn transforms the society. From the findings, the researcher concluded that effective management mechanism of planning, organizing, controlling and good leadership are what should be embraced by the senior management in repositioning the National Teachers Institute for effective and efficient management system. Proper communication channel should be harmonized using general staff meeting and suggestion box as a medium of getting feedback from the staff.

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