



Scaling-Up Educational Intervention in Teacher Education for Effective Curriculum Implement for Sustainable National Development

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Abstract

This paper is a research on scaling-up educational interventions in teacher education for effective curriculum implementation for sustainable national development. The concept of teacher education for sustainable national development, teacher education curriculum, curriculum implementation and national development were discussed. The paper also highlighted the teacher education goals in Nigeria, need for scaling-up interventions in teacher education for curriculum implementation for sustainable national development also addressed. Furthermore, how to pursue scaling-up of educational interventions in teacher education for effective curriculum implementation for sustainable national development were outlined and discussed and the way forward for educational interventions in Nigeria were enumerated. The paper concluded that educational interventions should be channelled to teacher education for effective curriculum implementation that is result driven. The paper therefore, recommended the following findings that faculties of education should be empowered through policy interventions for higher productivity, local materials should be used in the curriculum development processes, partners should intervene in critical education areas, specific curriculum development efforts be made based on the geographical location of a people and teacher education practices be based on areas of comparative advantage for each practicing institutions.

Keywords: Scaling-up, intervention, teacher education, curriculum implementation, sustainable development

Introduction

The world over, there is a lot of pressure on education and education practices. Either that there should be improvement in certain aspect of it or that there should be a total innovation, that is an outright change in the way and practice system in education and because government alone is not able to provide all the needed funds and facilities or even where it is able to make such provisions, there is need for it to be guided on areas where more attention is required in order for it to channel her attention and resources to that area so as to produce the kind of result that would make the society a better place to dwell in. Thus, the call for

scaling-up educational intervention at a time like this that facilities are depreciating and government funds are shrinking and even the allocation to education in Nigeria is becoming merger and merger with each passing year and seasons of government in power.

To scale-up according to Hornby (2010) means to increase the size, weight, width, amount and the general quantity of a thing in use or needed. Hence, scaling-up means to keep increasing, raising, elevating and raising-up the quality of a thing and then for educational intervention; scaling-up educational intervention could mean to raise or increase the amount or level of intervention or assistance needed in the educational sector of an economy. On the whole scaling-up educational intervention, could be construed to mean raising or increasing the amount of educational assistance needed for the Nigeria educational system to produce well meaning individuals and personalities required to keep the Nigerian society afloat and properly represented in the comity of Nations.

According to Dike (2016) interventions are packages or programs from the government which is directed towards taking care of a prevailing social or economic difficulty being experienced in a particular area of the society's life in order for them to fare better. However, it will be necessary to add here that interventions are not only a gesture the government alone gives but even non-governmental organizations and philanthropic individuals pursue interventions in localities depending on the type of need that is prevalent at a particular point in time. So scaling-up educational interventions in teacher education for effective curriculum implementation for sustainable national development is very important in this era. Curriculum implementation is the act of operationalizing the curriculum document (Amadioha, 2017). While Akor (2019) sees it as a procedural act of making functional the official curriculum prescription. Generally, the education sector and indeed for an effective curriculum implementation, interventions are required for success (Sterberg, Birney, Jarvin, Kirlik, Stemler & Grigorenko, 2010).

But more educational interventions are even needed in the teacher education programmes of the nation through the tertiary institutions, this is being harped on the back drop of the claim of the national policy on education (FRN, 2013) that 'no education can rise above her teachers', therefore, it has become imperative that our nation Nigeria pursues her teacher education and development programmes vigorously using available interventions packages that it could get in order to achieve its aim. Onwumere (2017) in lending a voice to the above has said that if there will be assurance in quality, that is, measuring from the Nigerian education system, then teacher education must continue to peep into the competence, quality and knowledge level of professional teachers churned out, which invariably means that every effort needed for proper teaching and learning to take place must be given the right kind of attention. Amadioha and Akor (2019) believe the areas mentioned above that are begging for interventions as observed may include the crop of facilities and social amenities that would transform what is meant to be learnt, to what should be learnt and eventually what has been learnt by the teacher-trainee and these being a far cry from a result oriented situation which is anticipated, otherwise, the nation and her graduate teachers will continue to be dependent on the developed countries of the world for her educational practice needs instead of becoming

independent in order to be completely able to proffer solutions to her own difficulties in terms of economy, policy formulation, social needs, education, health, transport, just to mention but a few through an articulated curriculum implementation practice.

Also, considering the nation's peculiarities too and if the teacher education programme in Nigeria continues to suffer lack of interventions like as it has been in the last three or more decades, then the backwardness being experienced in virtually every aspect of the nation's life at the moment would continue for a while to come but with more attention and provision of interventions here and there, the teacher education curriculum implementation process would lead to sustainable national development, then, the chances of a bounce back for the countries educational system would be guaranteed.

The Concept of Teacher Education Curriculum Implementation for Sustainable National Development in Nigeria

Teacher education deals with the policies and procedures constructed and organized to prepare intending teachers and trainees with the skills, values, attitudes and to gain the needed knowledge that would enable him/ her to carry out attendant responsibility rightly and accurately in a classroom, school and the society at large (Johnson, 2019). The description above presents the teacher education process as an opportunity for people who have decided to become teachers in the future to get the chance to be made into what they desired through proper training and development that would be adjudged satisfactory when they are done. The training and development process is meant to mold the domains of learning(cognitive, affective and psychomotor): perhaps, the reason Agwu andDorgu (2015) concluded that the main target of teacher education is to expose would be teachers to the activities of teaching(curriculum implementation) which they are expected to perform with effectiveness in the classroom upon graduation from teacher training programme.

Besides the above, (Whawo, 2004) had said that teacher education also prepares teachers for the job of administrators, supervisors and guidance counselors so that they would be able to help younger people who they teach to learn from them. This is to achieve the educational goals for teachers of the nation Nigeria as stated in (FRN, 2013):

- a. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- b. encourage further the spirit of inquiry and creativity in teachers.
- c. help teachers fit into social life of the community and the society at large and enhance their commitment to national goals.
- d. provide teachers with the intellectual and professional backgrounds adequate for their assignment and make them adaptable to changing situations.
- e. enhance teachers' commitment to the teaching profession.

Also section 74 clearly states that the teacher education process shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations of their profession. This Amadioha and Akor (2018) perceive should

not just be an empty policy statement but that it should be matched with action which by deduction means that teacher education would require interventions from time to time in order for the professional practice in the nation to keep-up with what is happening elsewhere in the world or even in a situation where better practice is required and showcased. The reason perhaps Amadioha and Akor (2018) said that high quality teacher education require high investment in infrastructure, teaching and learning facilities as well as for human capital development. Of course, human capital development leads to sustained improvement in the living standard of the people as it bridges the gap between the poverty and richness found in a society and a push for advancement towards self-reliance and contentment. This is what could produce national development and when attention is given to constant and consistent growth, and advancement in every sector of a nation's educational life, particularly to the development of curriculum and teacher education sustainability would be sure for the national development of that nation over time (Gwediananie, 2018).

National development has been defined by (Oroboso, 2010) as the intentional advancement in the capacity of a nation. This could also mean the stage by stage or phase by phase reconstruction of the abilities possessed by persons in a society. So that they are able to exercise what they have practically with it growing from one level to another and getting better by dimension, length and width such that no one is left behind, in that everyone has something to contribute and everyone has something to gain. An indication of individual autonomy for people to exercise creativity and also take responsibility for prevailing challenges that a society faces and look for ways to proffer solutions to each of the difficulties of the society. When this happens, it is because there had been interventions in policy and action and the best medium to make the society know, absorb and observe the effect of the policies and interventions comes more through the education a people because a good number of people in the society have or will have to at one time or the other encounter a teacher, therefore, curriculum implementation in teacher education for the preparation, and practice of training the-trainer should never be seen as a loss at all and from this, when a group benefit from the development of one teacher you can imagine how many more people will benefit from the development of those first receivers of the training from the hand of the teacher, in fact the result obtainable from a class of teachers whose curriculum development was taken seriously at the point of training through intervention cannot be overemphasized. According to the FRN (2013) it states that the teacher-pupil ratio is put for early childhood education at 1:25, 1:35 at the basic education level and by speculation could be more or about the same figure for senior secondary education. This seem to mean that the influence of the teacher on the learner is quite high as compared to what would have been thought of. As this influence continues year in, year out, then sustainable national development begins to take a foothold on the nation. Therefore, effective curriculum implementation in teacher education is the key to national development but observation from an encounter with a number of graduate teachers that have attended interviews according to the view of one of the panellist who shared the experience were considered to have been ill-prepared for the tasks of curriculum implementation practice ahead especially because their ability to manipulate the curriculum implementation process in order to bring about effective learning and this possibly is because the level of facilities they

were exposed to during their training was not adequate enough to bring out the best results in them. Thus, the need to do the study on scaling-up educational intervention in teacher education for effective curriculum implementation for sustainable national development.

Need for Educational Intervention in Teacher Education Curriculum Implementation for Sustainable National Development in Nigeria

There are so many reasons why sustainable national development should be pursued through a robust teacher education curriculum implementation practice in tertiary institutions in Nigeria and among them include the following:

1. To ensure global competitiveness and to take competitive advantage.
2. To encourage innovation and renewal practices since no resources is permanently readily available for life.
3. To encourage specification through infrastructural and facilities provision that can help self-actualization and social actualization.
4. To encourage partnership sharing of ideas through acculturation process.
5. To forestall crisis in a turbulent and tumult ridden society.
6. To encourage every talent and gift possessed by the citizens of the nation to be utilized.
7. To encourage national diversification through geographical empowerment.
8. To encourage managerial skills development and use.
9. To encourage the spirit of inquisitively and research among citizens.
10. To prepare people to face risk and assumptions.
11. To prepare people to accept, adapt or adopt change.
12. To increase the production of manpower for sectorial productivity in the society (Amadioha & Akor, 2018; Wordu & Akor, 2018).

How to Pursue the Scaling – Up of Educational Intervention in Teacher Education for Effective Curriculum Implementation for Sustainable National Development

The various areas that need intervention scaling-up in teacher education for effective curriculum implementation and by extension to aid curriculum development could be in the areas of infrastructural development, instructional material/facilities development and provision, personnel development and training, monitoring and evaluation, innovation practices, teachers condition of service, research, provision of internet facilities e.t.c.

1. **Infrastructural Development in the School:** According to Cuyvers (2011) school infrastructure facilities include school building, classrooms, libraries, laboratories, furniture and recreational facilities. These facilitate good and academic achievement of the students. Overcrowded classes and class size/population, several researches have declared hamper effectiveness of the teacher in carrying out his duties and also that it militates against the learning capacities of the learner. Adequate school infrastructure encourages good teaching and learning, builds better behavior in the students and presents a school in the good of a society. Besides, it is very important according to (Ojeje and Adodo, 2008), to now build a school network that would represent future needs of the society. Routine and regular maintenance of such buildings is also

advocated by (Oladunni, Oladipo & Ajo – Vaughan, 2004) for the lifespan of the building and ancillary accessories to be prolonged. This is a situation demanding intervention and a scaled-up intervention should be given here.

2. **Development and Availability of Instructional Materials:** These are materials that make teaching easy for the teacher, these are cited as examples, shown to students as replica of real objects in a classroom situation. They energize the teaching learning situation in the classroom. They help the learners' knowledge build up through the internalization of them of the pseudo materials and artifacts. The inability to produce instructional materials and the inadequacy of the instructional materials or outright non-availability of it have been a challenge to our world of teaching. Tuimur and Chemwei (2015) have advocated that there should be adequate provision and use of instructional materials and that the ones in a while approach to the provision or even funding for its development by politicians in order for them to gain popularity should no longer be taken as an acceptable practice of the day rather the teachers should be provided funds and commissioned to develop the needed instructional materials themselves alongside their pupils and students, hence educational intervention is needed here.
3. **School Personnel/Teacher Training and Development:** Teachers' professional development and training is one approach that can be used at a time like this to support the complicated skills need of students in this era. Thus, the right methodologies, approaches, practices should be employed to guarantee that government or any interventions received is not wasted (Darling-Hammond, Hyler and Gardner in Michael & Coutinho, 2018).
4. **Monitoring and Evaluation:** Monitoring and Evaluation is a management duty for evaluating expected achievements of a school in a school aimed at targeted blockages to advancement in school performance, implementation practices and to find out the impact of an already existing institutional system (FAO, 2018). It is a result driven approach used to pursue the progress of an establishment. Hence, intervention processes in this area would do the teacher education practice a lot of good, so it should form part of the practices that is adopted from time to time.
5. **Teachers Condition of Service:** Teachers are inseparable from students and school practices and for them to show continuous commitment to their duties, there has to be motivation and one of the ways they could be motivated is in the area of welfare. Therefore, it is expedient that teachers' condition of service be reviewed from time to time, especially with the spate of gallop inflation ravaging the global economy. This is why Umah (2018) opines that functional education is linked to improved condition of service for teachers. Thus an intervention that is sustainable over time in this area would be a welcomed development.

The Way Forward for Educational Interventions in Teacher Education for Effective Curriculum Implementation for Sustainable National Development

There are some measures that need to be put in place for sustainable national development for a striving society on the issue of teacher education for effective curriculum implementation, they are:

1. There should be provision of grants to researchers in teacher education to pave way for innovation and creativity.
2. Awards should be made available to outstanding performers in teacher education curriculum implementation practices
3. Initiate interventions only in areas where students learning and academic performance results are critically needed (SLLC, 2019).
4. Research in educational advancement and progress should be given a priority position.
5. Encourage competitiveness among establishments and agencies receiving educational interventions, showing that the more an establishment utilizes her funds better, the more funds they would get (USDE, 2005).
6. Direct intervention resources to location and students with the greatest needs (OECD, 2008). This will help foot the school bills of indigent students and create a near egalitarian education system.
7. Give total intervention for liberal, vocational and technical education. This would ensure that no person is left behind in the education drive of the nation (Partelow, 20158).
8. Increase infrastructural facilities development budget and ensure that the prescription are followed to the latter.
9. Encourage regular manpower/professional staff development programs.
10. The schooling system should be internet networked for the school to be globally accessible.

Conclusion

The yearning and drive to achieve sustainable national development is a function of the curriculum and particularly teacher education curriculum because when the teacher program fares well, those that would learn under them surely would fare well too, this is why this paper has gone ahead to make a case for educational intervention for teacher education for effective curriculum development which would serve as the spring board for achieving a changed and better society, because one cannot give but what he/she has. Adequate attention is being sought through this medium for a teacher education curriculum development that would put the nation in the good book of the world or better still that Nigeria becomes the education destination of the whole world.

Recommendations

Below are some suggestions in support of this research study:

1. The government policies should be made to empower the faculty for teacher education to take up the development of the nation through adequate financial and morale empowerment that would help them do more than they are paid for.
2. Curriculum developers in each field of study should look inward for locally sourced materials that would enhance the cost effectiveness of instructional materials.
3. Partners, Non-governmental organizations, philanthropic individuals should be encouraged by education stakeholders to intervene in the education sector of the Nigerian economy such that current teacher education programme to be provided would lead to better output than the previous one due to the innovations and certain changes that can change the old story.
4. The curriculum development practice in Nigeria should change from the all sizes fits all situations to a curriculum development that is dependent on the geographical location of a people, that is, each geographical location to adopt a curriculum that can produce result for them
5. The current teacher education practice should pursue areas comparative advantage of an institution with this the best of the best is what schools will be producing.

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