

N J S E

18

NIGERIAN JOURNAL
of **SOCIOLOGY**
OF EDUCATION

© NJSE 2014

VOLUME VIII, NUMBER 1, OCTOBER, 2014



Supported by:

EDUCATION TRUST FUND

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means that those who are elected or selected must possess certain qualities that would win the mandate of the people they represent. These qualities are sometimes developed or acquired through formal education. This paper is of the opinion that democratic values through teacher education can be a way of developing people who will meet the requirement needed for leading others so as to be able to achieve the aims and aspirations of the people in the society. Apart from occupying positions as leaders, the characteristics and qualities of a good teacher which were acquired in the course of their training might come to play in the various positions they find themselves in various areas of human endeavours. No wonder Bala (2008) in a discussion on Nigeria in search of leadership in a proceedings and policy recommendations of the 3rd Obafemi Awolowo Foundation dialogue maintained that:

I don't think one can search for leadership because it is not something that is standing up there which you go and pick and break. It is produced by a community and organization. Once you say search for it, the implication is that somehow these people are searching for leadership inherent in them. My argument is that those people are produced and they don't search for leaders. We have proved this. If you do not want to produce them then leave yourselves with rulers who will just oppress you.

By implication, it means that leaders are produced, that is, for Nigeria democracy to survive there is need for people who will show the way. Bala (2008) continues by saying that "...However, democratic leaders can be produced through teachers' education via citizenship education which is one of the compulsory general courses in colleges of education and teacher training institutes, it can also be through hidden curriculum of teacher education by catching it from the teacher educators and by involvement of students in school governance. These democratic values when acquired can promote school democracy and that of the wider society at large and can as well make teachers imbibe the ethics of teaching profession, live by the values and impart them to learners.

Teacher Education in Democratic Society

Democracy is based on the idea that people should govern themselves, basic ally, but that doesn't mean that a mob will rule, because no decent democracy does without a basic set of rules that cannot be changed by anyone. The most popular type of democracy commonly practiced in Nigeria is representative democracy, where every adult citizen of the country is regularly allowed to vote for representatives in common, equal, free and secret elections. These representatives then make laws, enforce them or institutions to enforce them, and implement "standards control by manning or installing courts of law. According Montesquieu (n.d) democracy of any society can be prevented from being corrupted through the following techniques:

- a. Horizontal division of powers: There's an executive power, a legislative power and a juridical power.
- b. Vertical division of powers federal, the states, and then local government.
- c. Checks and balances: An intricate network between the powers to make sure that their competencies remain equally distributed, that they have got an equal say.

A modern democratic society is very delicate and a complex machinery. Democracy is characterized by the fact that people always complain the loudest when it works best, and that there is no police terror and ensuring peaceful and quiet streets. Democracy has helped to increase both the material and the ethical standards of living in any country where it was ever

effectively implemented. A working democracy leads to prolific intellectual, scientific and industrial output in a country.

Eneasotor (1997) noted that teacher education is a form of education, which is specially geared or tailored towards the production of people who will teach, essentially in the primary, secondary schools and tertiary institutions. Teacher education therefore is that aspect of formal education, which prepares people to become qualified teachers, ranging from Teacher's Grade Two Certificate to Doctorate degree in education. It involves the production of teachers for all levels of education.

Teacher education is specifically designed for individuals who are willing to become teachers to acquire skills, dispositions, knowledge, habits, attitudes, values, norms, ethics, and professional competencies that prepare them to effectively influenced learning situation.

It aims at producing efficient teachers for primary- and junior secondary level of education (Adedeji & Bello, 2008). They are of the opinion that developing Nations like Nigeria and others are confronted with the problems of national integration/ nation building, economic development, and other related problems. They believe that through education, the sense of national unity, patriotism and loyalty can be transmitted to the members of the society.

The Nigeria Certificate in Education (NCE) programme being a programme for the training of teachers in various disciplines, trains teachers who are dedicated, who have appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals spelt out in the National Policy on Education (FRN 2004) as:

- a. a free and democratic society.
- b. a just and egalitarian society.
- c. a united strong and self reliant nation.
- d. A great and dynamic economic and.
- e. A land of bright and full opportunities for all citizen.

By implication, teacher education like any aspect of education is expected to be an instrument for attaining a free and democratic society, a just and egalitarian society and bright and full opportunities for all. It is in line with this that one will demonstrate desirable attributes in moral and character development (Federal Republic of Nigeria, 2002).

From the above, one can deduce that one of the goals of teacher education is to achieve sustainable democracy in the country through teacher education. It is also believed that if teacher education objectives are achieved, it will enhance the attainment of the national goals stated above. The national objectives as stated above can be achieved through the teacher education by:

1. Developing pre-science teachers in the three education domains-cognitive, affective and the psycho-motor with special emphasis on the affective domain which deals with feelings, desire, aspiration, attitudes, values, character/ behaviour, interest, moral disposition, passion and aesthetic sensibilities and appreciations. Valuing- organization- characterization by value or value complex. In developing pre- service teachers in the affective domain for transformation of attitudes, citizenship education is offered as a compulsory course in teacher education where values of honesty, respect, hardwork, tolerance, national integration, integrity, patriotism, loyalty etc are taught. It is believed that when the affective domain of learners in teacher education are emphasized, the pre-service teacher will receive what is being taught,

respond positively to it, value it organize it through conceptualization and develop value concept system according to priority and finally characterization and develop value concept system according to priority and finally characterization and develop value concept system according to priority and finally characterization by value or value complex. This is the fifth level of the affective domain. It involves value system that represents one's philosophy of life, lifestyles are then fashioned after this philosophy of life, simply put the internalization of values. This influences the character of the pre-service teachers. Behavior at this stage are consistent and the pre-service teacher's lives are in harmony with the value system (Joshua, 1997). Therefore, educators must endeavour to use strategies that would make learning of values reach the highest levels of affective domain so that the values can be part of the pre-service teachers who will in turn transmit same to learners at the basic education level.

On the other hand, if these values are not properly handled or taught, they will end up at the 1st and 2nd levels of receiving and responding respectively, only which can be taken for granted and will not be internalized for change in attitudes and values that would enhanced the attainment of teacher education objectives to that of the National (a free and democratic society, a just and egalitarian society, a united strong and self reliant nation among others).

2. Effective evaluation of learning outcome in the affective domain; for educators in teacher education to ensure that there values are internalized, there is need for proper assessment of learning outcome in the affective domain using observation, rating scales anecdotal records, socio-metric system etc. unfortunately, most assessment is done only on the cognitive domain only. Other ways of acquiring democratic values in teacher education are discussed below .

Ways of Acquiring Democratic Values in Teacher Education.

Values are moral principles, standards that a society considered important that can be acquired in school. Schweisfurth (2002) observed that teacher education should be a center for value orientation and re-orientation on every aspect of societal life- social, political, economic, personal for pre- service teachers and educators. If the pre-service teachers are well equipped and sound in democratic values of due process, justice, patriotism, honesty, rule of law etc, they can successfully transmit same to their learners. Therefore, the following ways are provided consciously and unconsciously for democratic values acquisition:

a. Citizenship Education: This is a course in teacher education which helps to equip pre-service teachers with appropriate knowledge, norms, skills, values, orientation, attitudes that would enable them become effective citizens and to function in the society as effective members; it prepares them for democratic process. As citizens, they are meant to learn the constitution of the country to know their rights and obligations and that of other members of the country; and the restrictions on those rights. They also study the systems of government and leadership styles as well as the symbols for national unity. The NCC (2002) minimum standard highlights some themes in citizenship education as follows: the constitution; federation; citizenship; constituted authority; government; arms of government; historical perspectives of Nigeria's political and economic development; rights and obligations; National ethics and discipline in National life; Nigerian Environment; and national identity. These themes are carefully broken down into sub-themes or topics and pre-service teachers are all expected to study them under general studies education as a compulsory course through application of appropriate methods and instructional materials on these themes by well

qualified teachers-educators. The acquisition of democratic values from teacher education will be unlimited; as this will equip them with societal values which will enhance their performance as teachers and as political leaders.

b. Leadership Style of Teacher Training Institutes: Democratic values can also be acquired through democratic leadership style of the school leaders and teachers-educator. Leadership is an important aspect of a teacher's roles as society depends on the Teacher Institutes to train and produce teachers who in turn will train and produce future leaders in the society. Its form is the school that qualified business managers, doctors, lawyers, and other professionals are produced. The importance of effective leadership in the education sector therefore cannot be over-emphasized (Hikimi, 2006).

However, for democratic values to be acquired through teacher education, the leadership of our Primary, Secondary and Tertiary Institutions must abide by the theories of democratic leadership. In the theory of democratic leadership style, power and responsibilities are shared (between the school leaders roles in the classroom should create ways for an effective working environment which is stimulation, supportive, unthreatening and conducive for all the learners. Leadership values of justice, rule of law, efficiency, discipline, transparency, integrity and honesty should be demonstrated by the administrators, academics and non-academics staff. The school environment also should then be friendly, loving, motivating, inspiring for democratic values and regulations put in place in Teacher Institutes will influence the leadership skills which the pre-service teachers will acquire during the period of their stay in the institutes, and it is assumed that they carry this to the larger society. Thus, democratic leadership in teacher training colleges breeds people with democratic principles, for the society.

c. Staff as Models of Emulation: It is pertinent to note that the personal qualities of staff in the Teacher institutes can serve as models for the pre-service teachers. It can either shape their behaviours or develop the philosophy of decency in them. The ethics of teaching profession as a yardstick for good conduct can influence pre-service teachers lifestyle which invariably can be transferred to the larger society. Ryan, (1997) in Bello (2008) opined that moral values are "caught not taught" and classroom life is saturated with moral meaning that shapes students' character and moral development. Bello (2008) also asserts that the students would see the opportunity to examine the character traits personified in their teachers and aspire to emulate their good character and lifestyle. When pre-service teachers are provided with good role models such as virtues of patriotism, hard work, honesty, self control, respect for constituted authority, loyalty, integrity justice, democratic behavior, decency in speech and dressing, due-process etc. then the teacher institutes will produce teachers who are not only qualified in knowledge of subject areas, skills of imparting knowledge but also teachers who are able to contribute meaningfully to the political, economic and social development of the nation.

Challenges of Acquiring Democratic Values in Teacher Education

Difficulty in teaching citizenship education: The teaching of citizenship education in teacher training institutes pose a lot of challenges, prominent among them is shortage of time of coverage of course outline. There are too much topics to be taught within a very short time. The time allotted to the course in the college Time-Table is not enough and couple with this is the problem of inadequate assessment techniques of learning outcome in the student since the course deals with values, norms and attitude transformation.

Pre-service teachers are not involved in the school administration. Pre-service teachers are not much involved in the school administration, this did not exposed them to practical democratic skills and knowledge and the method of teaching does not encourage that either.

Bad personality traits of pre-service teachers' educators: The classroom and indeed the school community is being managed by lecturers whose personality traits and character influence in the mind and personality of the learners. Some lecturers indulge in different forms of corrupt practices not worth of pre-service teachers' emulation. Some lecturers unduly, aids and abet examination malpractices and other indiscipline acts, such as: bad relationship with students and colleagues, intolerant, unpatriotic, disobedient to rules and regulations/ code of conduct of teaching profession and dishonesty in their dealings. How can democratic values be acquired through them? It is a common knowledge that morals cannot be taught but can be caught from models found worthy of emulation. Since democratic values are acquired by practical examples, then lecturers in the Teacher Institutes must live up to expectation.

Bad leadership style: An authoritarian leadership style is one of the styles that discourage democratic values from being achieved in most Nigerian colleges of education. It breeds only leaders who impose their leadership on the people and their decision are final and they have control over all the departments of the school or organization, hence the authoritarian leaders always achieve little, it is in line with this that Ibrahim (2004) lamented that "one major cause of the decline in the quality of tertiary education, is the quality of leadership in these institutions. He lashed out at what he called the progressive disregard for due process, rule of law and democratic processes which the establishing statutes of these tertiary institutions have been provided for.

With all these things going on in most teacher education institutions, it will be difficult or impossible for democratic values to be learnt in the mist of dictatorship, greed, injustice, lawlessness, segregation and division. It would also be very difficult to produce teachers in such an environment for democratic culture and appropriate electoral process in Nigeria.

Recommendations

To provide a way forward on these challenges facing teacher education in inculcating democratic values for democratic culture and electoral process, the following are recommended:

- i. Citizenship Education as a course in the Teacher Institutes should be allotted more credits unit in the National Commission for Colleges of education minimum standard.
- ii. Colleges of Education and other tertiary institutions where teachers are trained must be managed in a pattern that would demonstrate core democratic values.
- iii. Citizenship education should be integrated into the curriculum of teacher-education programme in Nigeria.
- iv. Pre-service teachers should be offered meaningful opportunities to participate in the administration of their various College/Institutes.
- v. Pre-service teachers' education should adopt appropriate pedagogies techniques (such as simulations, service-learning projects, conflict resolution among others) in their teaching. This would afford pre-service teachers the opportunity to acquire relevant knowledge, skills and values which will enable them to be effective citizens in the society.

vi. Teacher educators should imbibe the ethics of teaching profession: Teacher educators should endeavour as a matter of decency shun all forms of corrupt practices and all other unwholesome acts which can tarnish the image of teaching profession.

Conclusion

For democratic values to be acquired in our colleges and faculties of education, it is mandatory that democratic environment be provided and loaded with democratic principles and values, along side the effective teaching of citizenship education. Good leadership styles and the personal character of teacher educators among others would go a long way to breed democratic philosophers (teachers) who will contribute to the development of the country's democratic culture and electoral process.

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