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For the overall development of the entire society, the importance of teachers cannot be over-emphasized, because it has been established that there is no society that can rise above her teachers. If teachers are so significant in the development of a nation, then the questions are, who are these teachers? how are they trained to be able to produce students who would be sound intellectually, acquire skills and develop socially desirable behaviour in the society? The answers to these questions constitute the main thrust of this paper.

Conceptual Clarification

Teacher education

Teacher education is an educational programme designed to prepare and equip teachers with academic training and professional skills required in the teaching-learning situation. It is a component part of an educational system, charged with training and production of teachers for all the levels of education. It helps to acquire skills and competencies of teaching for the improvement in the quality of teachers for the school system. In consonance with the above meaning, Ipaye (2000) in Adedeji and Bello (2008) defines teacher education as the process whereby the prospective teacher, pre-service teacher or intending teacher or aspirant teacher, is provided with the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competencies which will endow him or her with the qualities, capacities and capabilities for teaching. Also Denga (2001) opines that teacher education is the process of preparing or developing individuals with the necessary knowledge and skills that will enable them to effectively direct learning situations.

Federal Government of Nigeria (2004) has emphasized the aims and objectives of teacher education as contained in the National Policy on Education as follows:

- a. to produce highly motivated, conscientious and efficient classroom teachers for all levels of 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 change situation not only in the life of their country but in the wider world;
- e. to enhance teachers' commitment to the teaching profession.

Furthermore, Ukeje (1986) has also stressed that in addition to the objectives of teacher education stated in the National Policy on Education, the teacher education programme should aim at producing teachers who are able to:

- i. inspire the youth to develop national consciousness and sense of national unity;
- ii. inculcate in the youth the right type of values and attitudes for their individual progress and for the survival of the nation; and
- iii. lead the youth to the development of their minds to the proper understanding of the world around them.

If the above objectives of teacher education as stated in the National Policy on Education are to be achieved, then there is need to examine the vital role of teacher education programme in the production of teachers who are to impart positive social and moral values into the learners.

The concepts of positive values

DeRoche and Williams (1998) see positive values as the ethical dimensions of the individual and society which examines how the standard of right and wrong are developed. Positive values is all about core moral values, such as honesty, responsibility, care, etc., and helps to raise morally responsible and self-disciplined citizens. Bello (2006) states that positive moral values, like moral education involves teaching children and youths basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. It aims at creating schools that foster ethical, responsible values, and caring for young people. Development of positive values is what the school teaches to help the youth to become ethnically mature adults, capable of moral thought and action. Hurn, (1987) defines positive values as moral character that creates justification for a person's beliefs, decisions, and actions, including getting involved in corrupt activities.

Teacher Education a Pathway to the acquisition of positive societal values and skills

Adedeji and Bello (2000) observe that 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 influence the learning situation. It aims at producing efficient teachers for all levels of the Nigerian educational system. They went further to say that developing nations like Nigeria are confronted with the challenges 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 from the older members of the society to the younger ones.

The Nigeria Certificate in Education (NCE) and Bachelor Degree in Education (B.Ed. B.Sc. Ed & B.A. Ed.) programmes are designed for the training of teachers in various disciplines, dedicated teachers who have appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals as spelt out in the National Policy on Education (FRN, 2004).

By implication, teacher education, like any aspect of education, is expected to be an instrument for attaining these goals through teaching of positive moral values to its student-teachers who would also teach it to the end users, (i.e the learners). Positive values are good moral principles, standards that a society considers important. Teacher education, which is a structure or basis for equipping teachers and teacher educators, should be the centre for value-orientation and re-orientation on every aspect of societal life be it social, political, economic, personal etc. The environment in teacher education is discussed as a major mode for the development of values needed in the society. For any change to take place in the society, it starts from the school as the play ground and the teacher as the coach. If the teacher is well equipped and sound in positive values of due process, justice, patriotism, honesty, trustworthiness, loyalty etc, teacher educators can then transmit same into the learners. These could be achieved by:

1. Developing student-teachers in the three educational domains- cognitive, affective and the psycho-motor with special emphasis on the affective domain, which deals with feelings, desires, aspirations, attitudes, values, character/ behaviour, interest, moral disposition, passion and aesthetic sensibilities and appreciations. The affective domain is classified into five levels as: receiving, responding, valuing, organization, and characterization by value or value complex. In developing student teachers in the affective domain for transformation of attitudes; citizenship education is offered as a compulsory course in Nigerian Colleges of

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Education, where teacher-trainees are taught the values of honesty, respect, hardwork, tolerance, national integration, integrity, patriotism, loyalty etc. It is believed that when the affective domain of learners are emphasized, the learner will respond positively to what is being taught, value it, and organize it through conceptualization and develop value concept system according to priority. This is the fifth level of the affective domain which involves value system that represents one's philosophy of life. This influences the character of the student teachers. Behaviours at this stage are consistent and the student teachers' lives are in harmony with the value system (Piwuna, in Bello 2006). It is therefore advocated that Nigerian Colleges of Education and Faculties of Education in the Universities teach relevant courses that would make learning of values reach the highest levels of affective domain, so that the values can be part of the student teachers who will, in turn, transmit same to learners in primary and secondary schools. On the other hand, if these courses are not properly handled or taught, they will end up at the 1st and 2nd levels of receiving and responding respectively which can only be taken for granted and will not be internalized for change in attitudes and values that would enhance the attainment of teacher education objectives of development of positive character or behaviours needed for value change.

2. *Effective evaluation of learning outcome in the affective domain:* For proper assessment of what the student teachers have learnt in their various institutions of learning, effective evaluation process must be put in place to ensure that those values taught are understood and internalized. These can be done by using observation, rating scales, anecdotal records, sociometric system etc. Unfortunately, most assessments are done only on the cognitive domain.

3. *Citizenship education:* Citizenship education equips students with knowledge, norms, skills, values orientation, attitudes that would enable them become effective citizens and function in the society as effective members; it prepares them for democratic processes. As citizens, they are meant to learn the constitution of the country, to know their rights and obligations and that of other citizens 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 NCCE (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 student 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. The acquisition of positive moral values by the student teachers will not be limited as this will equip them as teachers with skills which will enhance national development.

4. *Leadership style built into the curriculum of the teacher training institutions:* Positive values can also be taught through the curriculum of the teacher trainees. Leadership is an important aspect of a teacher's roles. The society depends on the teacher education to train and produce teachers who will train and produce leaders of tomorrow in the society. Hikimi, (2006) opines that it is in the school that the society can produce qualified business managers, teachers, doctors, lawyers, and other professionals that would handle leadership roles in the society. The importance of effective leadership in the education sector therefore cannot be over-emphasized. However, for positive values to be acquired in teacher education, the provosts, rectors, vice chancellors and staff should adopt democratic leadership style in their

management and administration. In the theory of democratic leadership style, power and responsibilities are shared (between the school leaders and the staff and between the lecturers and student-teachers). The teacher's managerial role in the classroom creates way for an effective working environment which is stimulating, supportive, unthreatening and effective for all members. Leadership values of justice, rule of law, efficiency, discipline, transparency, integrity and honesty should be demonstrated by the administrators, academics and non-academic staff. When all these are available in the various institutions of learning, the environment will be friendly, loving, motivating and inspiring for teaching/ learning activities. The student teachers have a lot to learn from their various Colleges and Universities. Among these variables is the leadership which they are going to assume when they get to the larger society. Thus, democratic leadership in teacher training colleges breeds people with democratic principles for the society (Ibrahim, 2000).

5. Staff as Role Models of Emulation: It is pertinent to note that the personal qualities of academic staff in Nigerian Colleges of Education and Faculties of Education in the Universities can go a long way in influencing the teacher trainees. It shapes their behaviours or develops the philosophy of decency in them. The ethics of teaching profession as a yardstick for good conduct can influence student teachers' lifestyles which invariably can be transferred to the larger society. Ryan in Bello (2008) stated that moral values are "caught not taught" and classroom life is saturated with moral meanings that shape students' character and moral development. When student teachers are provided with good role models such as virtues of patriotism, hardwork, honesty, self-control, respect for superior, loyalty, integrity, justice, democratic behaviour, decency in speech and dressing, due-process etc. Then teacher education will be able to produce teachers who are not only qualified in knowledge of subject matter, skills of imparting knowledge but also upright in character. This means that the institutions will be able to produce individuals who have received all round education. When this is attained, the society will be better for it.

Challenges hindering the acquisition of positive values in the provision of teachers:

1. Difficulty in the teaching of citizenship education: The teaching of citizenship education in teacher training institutions poses a lot of challenges, prominent among them is that there are many topics and not all of them can be taught within the stipulated semester. Also there is the problem of evaluating learning outcome in citizenship education since it deals with values, norms and attitude transformation. This is coupled with large class size experienced in most Education Faculties and Colleges of Education. The introduction of Computer Based Test (CBT) poses serious challenge to evaluation; this method has limited the evaluation of learners understanding to purely the cognitive domain to the detriment of affective and psychomotor domains.

2. Less involvement of student-teachers in school administration: Student teachers are not much involved in the school administration, this does not give room for the student teachers to acquire the needed skills and knowledge that will enable them function adequately in their various schools.

3. Bad Personality traits of teacher educators: The classroom and indeed the school community is directed by student teachers' educators. The environment from where the teaching / learning process takes place must be conducive. The lecturers must prepare for their lectures as nobody can give what he/she does not have. Therefore, they must serve as role models for their students. The lecturers' attitudes to their work and their students will tell much about them outside their campuses. Therefore, bad personal traits on the part of the

lecturers must be curbed and reduced to the minimal by the college or the university authorities.

4. Bad Leadership style: if the leadership of any organization is weak or bad, the out-put of that organization will be minimal. The student teachers should imbibe the culture of good leadership right away from their various institutions of learning. Lecturers in the Nigerian Colleges of Education and Faculties of Education where teachers are produced should make the development of positive moral values their watch-word in their day to day activities in their various institutions of learning.

Conclusion

Nigeria, like any country in the world, has her cultural values which are transmitted from one generation to the other. Education has been seen as a means of transmitting these values, but because Nigerian society, like any other in the world is not static but dynamic. Therefore, her education system should be able to keep pace with all the changes that are occurring in all the sectors of the economy.

For the effective teaching / learning of positive societal values and skills, the curriculum of the teacher- trainees should include courses like citizenship education, civics, skills and values, and they should be explicitly and systematically taught in the teacher training institutions and schools. It is important to note that preparing student teachers to be effective citizens is explicitly recognized as an important part of the teacher training institutions' mission and not just citizenship education as a general course.

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