

Scaling-Up Educational Intervention on Teacher Education in the State of Emergency

VICTORIA I. AHUPA

Federal College of Education, Pankshin, Nigeria

Abstract. Scaling-up educational intervention on teacher education in the state of emergency is a step towards improving on teacher training and retraining to improve the teacher and the taught. Scaling-up educational intervention is a viable alternative to classes taught using traditional lecture method. It is a research proven pedagogy that prepares students for leadership through development of team building skills. When applied to teacher education, will make a great educational intervention considering that the teacher plays very important role as the initiator of the learning process, the facilitator of the learning skills, the coordinator of the learning sequence; the assessor of learning efficiency; and the pivotal element in the entire educational development. The teacher is the one who will and can bring about change in behavior, adaptation to circumstances and initiator of skill acquisition in state of emergency.

Keywords: Scaling up, educational intervention, Teacher Education and State Emergency

1. Introduction

If education is the transmission of what is worthwhile involving knowledge and understanding, and some kind of cognitive perspective, then the teacher's role becomes one of the most formidable determinant of the quality of education. To perform roles effectively, teachers must have a true vision of

his mission in the school where formal education takes place. The teacher usually involves in teaching-learning situation. He knows the appropriate techniques, methods and materials that are adequate for a particular age group and for a particular environment. Thus, for good teaching-learning situations, teachers should act like catalyst, they are also expected to use styles of teaching that suits their individual skills, their students' capabilities and expectation of stakeholders even parents. Since the future progress and developments of a nation to some extent depend on the quality of its teachers and teacher education has been clearly underscored in the National Policy on Education (NPE, 2013).

Teachers are largely, responsible for the translation and implementation of educational policies, curriculum offerings, instructional material packages and assessment of learning outcomes at the level of learners. Besides his instructional leadership role, the teacher exerts a lot of influence on the character formation and the process of socialization of the children within the learning environment (Edozie, (2005) in Ifamuyiwa, (2013)).

Going by the National Policy on Education from 1981 to date, government had made tremendous effort on teacher production but the quantity and quality of teachers produced in Nigeria over the years fell short of national expectations and

needs hence the desire for interventions. Scaling-up educational interventions in Nigeria couldn't have been clamoured for in a better time than now.

2. Scaling-up

Scaling-up is deliberate effort to increase the impact of successfully tested pilot, demonstration or experimental projects to benefit more people and to foster policy and programme development on lasting basis. This name was originally "Student-centred activities for large enrollment undergraduate physics". But since then many different institutions have adapted scale-up to teach variety of courses of varying enrollment sizes. The acronym was changed to "Student-centred Active Learning Enrollment for Undergraduate Programmes" now because of the increasing number of pre-college installations, plus to draw attention to the instruction as well as the space, the name has become "Student-centred Active Learning Enrollment with Up-side-down Pedagogies".

The basic idea is that students are given something interesting to investigate. While they work in teams on these "tangibles" (hands-on measurement or observations) and "ponderables" (interesting, complex, problems), the instructor is free to roam around the classroom-asking questions, sending one team to help another or asking why someone else got a different answer. There is no special lab class and most of the "lectures" are actually class-wide discussions. The groups are carefully structured and give students many opportunities to interact.

Scale-up facilitates active learning in redesigned studio classrooms and has been effectively implemented for large enrollment classes of large student members. It is a viable alternative to classes taught using a traditional lecture with separate breakout laboratory sections.

3. State of Emergency

This is a situation of national danger or disaster in which a government suspends normal

constitutional procedures in order to regain control.

It can also be described as a situation in which a government is empowered to perform actions that it would normally not be permitted to do. A government can decide such a state during disaster, civil unrest, or armed conflict.

4. Teacher Education

Teacher Education has been defined differently by different educators. Ughamadu and Oriahi (1997) see teacher education as a gigantic and all-important enterprise for any nation that is interested in making pronounced advancement in all sphere of life. It is that kind of formal, systematic and organized training which is geared towards production of professional teachers. It is body of knowledge, skills, attitudes etc. that are given to students in school to enable them to achieve efficiency and effectiveness in their teaching career after graduation. According to Okafor (1988), teacher education is the form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach and are training to teach. In its extended dimension, it comprises also the preparation of administrators, supervisors and guidance counsellors.

The contention that teachers are born not made can be true only in a few rare cases. It is also not contended that training by itself is sure to make good teachers but it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently.

Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentials can be brought out and developed. Teacher Education is needed to kindle the imagination of the teacher and to remove the evils of "hit and miss" process to accord a professional status to the teaching profession and above all, to make the optimum use of the time and energy of the teacher and the taught (Aggarwal, 2004).

5. Scaling-up Intervention on Teacher Education in a State of Emergency

It has been aptly remarked “If you educate a boy, you educate one individual, if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”. A sound programme of professional education of teachers is essential for the quantitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions.

The maxim that “No educational system can rise above the quality of its teacher” clearly demonstrates the position of teachers in the Nigerian educational development (Adeosun and Okey in Akintola, 2013). This insight enforces the drives to make rigorous effort towards producing competent teachers as teaching profession is a versatile field that requires at all time the correct identification of indices of developments in the society (Akintola, 2013). There is a need to move away from regarding everyone who possesses a paper qualification as a competent teacher. The importance of teacher competence therefore, cannot be overemphasized and this is sustained by single most important factor in determining student performance is the quality of his or her teachers.

Quality of teachers and teacher education has been given prominent attention in the National Policy on Education in the area of Educational Planning and Development. This is seen in the light of the National Policy on Education (1981) which devoted the entirety of its section 9 made up of 26 subsections (ss.57-82) to Teacher Education. The 1995 draft 3rd edition comprises 11 sections out of which 6 is devoted to higher education. Teacher Education was subsumed under this section and has 10 subsections (ss.56-65) (Olagboye, 2000). But the challenges are still there in areas of quantity and quality.

Scaling-up interventions, the research proven pedagogies that prepare students for leadership through development of team building skills will make a great educational intervention for teacher

education with reference to the critical role of the teacher in formal education with the current quantitative expansion we have today, the system must of necessity take in its stride qualitative teacher education if quantity is to be matched with corresponding quality in the education provided. This is because the central role which teachers play in education. With this educational intervention, the general low quality of education, the issues of high number of out-of-school children, low levels of incompetence among teachers, low primary completion, persistent high levels of drop-out at primary, little learning by children that are able to access school, low achievement levels, low levels of learning in the nation’s public schools, emergency situations – internally Displaced Children, the Almajiris, Nomadic Children, the Girl child, children with disabilities/special needs etc will be tackled if proper intervention is made.

When an emergency such as war, communal conflict, insurgency, volcanic eruption, land slide, flood, building collapse etc, occurs in a community, we often notice that schooling for most children is interrupted. We must understand that as a result of these calamities, the child’s life must not be allowed to stagnate. In most cases, the focus has been on how to survive, so priority is given the responses such as shelter, water and sanitation, food and health, of course these are vital necessities but these may only work on short term and temporary bases, while on the long term, education helps the children meet their needs, reduces vulnerability to disaster and help build their lives.

Education provides children the fundamental role of protection. A safe supervised environment is what a child who has witnessed crisis requires. Most children are vulnerable during an emergency. Education helps to provide psycho-social support to children, teachers and community members. The effects of emergency which often traumatize families can be gradually healed as children engage in activities where they learn to express their emotions. Children learn to cope with skills that help them to be resilient to the effects they had experienced in the emergency. The teacher’s

role here includes according to Kadiri (2015) creating awareness on the importance of education in emergencies in areas of:

- Building a core team of critical mass and master trainers that through step down training can cascade knowledge to teachers in order to build their capacity at the school level.
- Integrating psychological activities and life skills into our daily lesson delivery not as a separate subject but an intervention to promote concrete changes in the content and methodology to be used in the classroom, especially those skills that boarder on cultivating critical thinking value clarification, communication, decision making etc. this skills will help children to develop resilience and cope with any crises while they learn to forge ahead with determination.
- Creating a peaceful and socializing environment where all children are treated with respect and given the chances to discuss freely their thoughts as they view issues.

6. Conclusion

Nigeria can get the education system working if and when she confronts the challenges of quality and quantity head on. To achieve this, quality education at all levels should be paramount as education will involve learners who are healthy, contents that are reflected in relevant curricular, the process through which trained teachers use child-centred teaching approaches which scale-up intervention is advocating, and outcomes that encompass knowledge, skills, attitudes and values for positive participation in the society. Funding at all levels of government is key to quality education in Nigeria. Poor funding has led to acute shortages of infrastructures and facilitates at all levels. Efforts on training of teachers is desired because poor quality teachers is a major problem confronting the quality of our education system.

References

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. Vikas: Publishing House PVT Ltd.
- Akintola, O.A. (2013). Professional Competence of Nigeria Teachers: The Bane and Bounty for Educational Development. In P.K. Oyedele, M.O. Arikewuyo & A.C. Njoku (eds) *Challenges of Educational Development in Nigeria*. Ondo: National Institute for Educational Planning and Administration.
- Federal Republic of Nigeria (1981). *National Policy on Education*. Lagos: Federal Government Press.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja: Fed. Govt Press. [https://en.m.wikipedia.org/wiki>state_...](https://en.m.wikipedia.org/wiki/state_...) Accessed 27/4/2019
- [https://en.m.wikipedia.org/wiki>SCAL...](https://en.m.wikipedia.org/wiki/SCAL...) Accessed 27/4/2019
- Ifemuyiwa, A.S. (2013). The Challenge of Training and Retraining for Teacher Preparation, Development and Production on Nigeria in P.K. Ojedele, M.O. Arikewuyo and A.C. Njoku. *Challenges of Educational Development in Nigeria*. NIEPA: Ondo State.
- Kadiri, A.M. (2015). *Educating the Nigerian Child in a State of Emergency: A Book of Readings*. Yola. School of Early Childhood Care and Primary Education.
- Okafor, F.C. (1988). *Nigeria Teacher Education: A Search for New Direction*, Enugu: Fourth Dimension Publishers.
- Olagboye, A.A. (2000). *Nigerian Teacher Education Policy: Implementation, Problem and Prospects* in J.O Fadipe and E.E. Oluchukwu (eds) *Educational Planning and Administration in Nigeria in the 21st Century*. Ondo: NIEPA.
- Ughamadu, K.A. & Oriahi, C.I. (1997). *The Concept and Objectives of Teacher Education in Teacher Education Concepts and Principles*. Onitsha: Kmensuo Educational Publishers.