

# Reforms and Innovative Pedagogy in Teachers' Preparation for Repositioning Education in Nigeria for Global Relevance in the Twenty First Century

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**Abstract**— The authors considered reforms and innovative pedagogy in teachers' preparation for repositioning education in Nigeria for global relevance in the twenty first century. The authors opined that the world as a global village is dynamic and changing with a lot of global challenges that are confronting humanity in this twenty first century begging for immediate response and solutions through the educational institution. The authors identified global warming, the rising of the ocean and sea level, flooding, natural disaster, etc. as some of the challenges begging for solution through the educational institution. The authors also maintain that these challenges and their complexities to human existence require educational solutions to mitigate these challenges, and to successfully mitigate these challenges require a change in the method of service delivery in the educational institution. This change in service delivery has to do with pedagogic reforms and innovation to prepare teachers in Nigeria to be globally relevant in the twenty first century educational practice. However, the authors identified some challenges to pedagogical reforms in education in Nigeria which include: low morale of teachers occasioned by poor salary to teachers, poor funding of teachers' education in Nigeria, inconsistent power supply, lack of trained personnel, resistance to change and high cost of data subscription among others. Based on the challenges so identified, the authors recommended that teachers' education should be properly funded with the training of teachers through exchange programmes abroad and technological transfer through investment by banks, government and other stake holders in education and other international and non-governmental organizations to prepare Nigerian teachers to be globally relevant in the twenty first century.

**Keywords**— Reforms, Innovation, Pedagogy, Repositioning Education.

## I. INTRODUCTION

We live in a dynamic world that is constantly changing. As the earth rotates and revolves round the sun leading to day and night, months and seasons of the year; consequently, seasonal changes occasioned by the rotation of the earth round the sun places serious demand on humans to respond to a general change in behavior, dressing, mode of transportation, and even cuisines, etc. For example, in Europe, the advent of the winter places a very serious demand on citizens to adjust to winter clothes and other winter friendly attitudes and behavior, which if neglected poses serious life threatening challenges on the citizens. Even as humans, we experience a lot of changes in our bodies from birth to adulthood which consequently affect our behavior. Change is a constant and a continuous phenomenon to all living organism, society and climate. Living Organisms acquire relevant skills in every habitat and environment they find themselves. The skills so acquired enable the organisms to get adapted to the habitat. In most cases some organisms in response to changes in the weather condition, also change their behavior in their habitat. For example, the advent of the winter in Europe may cause some creatures like the butterfly, some species of birds (migratory birds) and other winged creatures to migrate to areas of favourable weather condition for their survival, while other creatures may hibernate as the case may be, while some other creatures will form a cocoon around their body in response to the winter weather condition.

For humans, the environment determines the skills to be acquired at every point in time, place and stage of development. These skills can be acquired in an informal or in an organized

formal way. Whichever method that is adopted in transferring skills to the younger generation, it is believed that education has taken place. However, it is worthy to emphasize that no particular method or approach to skill transfer is constant to any and every society at a time. A common denominator to every society, be it traditional or modern; developed or developing, is that the environment and the need of the society determines the content and the method of skill transferred to the citizens. Given the fact that every society is unique and dynamic, a demand is placed on the institution responsible for societal skill transfer to respond and adjust its method of skill transfer to the citizens as the occasion demands. Ukeje (1986) maintains that all through the ages, education has always been the process of passing on the group culture from one generation to the next. Culture, Ukeje maintains, vary from place to place and changes from time to time. Similarly, the role of education and method of delivery vary and respond to the dynamic realities of the time.

Before the introduction and advent of missionary Western education in Nigeria, various African communities emphasized the skills they considered vital to be transmitted to the citizens. Missionary education emphasized reading, writing Religion and Arithmetic, specifically for the purpose of raising interpreters clerks and religious pious men for the colonial government and the missionaries. Over the years the emphasis of education in Nigeria has shifted from certifying religious pious men and interpreters for the government to meeting the needs of the time occasioned by national development, national integration, globalization, global warming and other contemporary challenges/issues. The demand on education by the global community in this twenty first century is different

from the demand in the twentieth century. Therefore, new demand on education requires new approach and methods of teaching and instruction. If the Nigerian educational system must be responsive to the globalizing world and to be relevant to the demand and reality of the global village, a change in method and approach of teaching has become imperative. This change must begin with the reforms and innovations in the pedagogical training of teachers to have them equipped to meet the 21st century global competitiveness and demand on education. The authors are of the opinion that a careful and deliberate pedagogical reform and innovation is the only gateway to prepare and equip the Nigerian teachers to enable them advance the Nigerian education system to global relevance in this 21<sup>st</sup> century.

## II. CLARIFICATION OF CONCEPTS AND THE CONCEPT OF REFORM INNOVATIVE PEDAGOGY IN TEACHERS PREPARATION /EDUCATION

Educational reforms is a transformation plan and movement, which tries to bring about a systematic change in education theory and practice in the level of basic or higher education in a given community or society. (The Education international encyclopedia of education 2010 3<sup>rd</sup> edition). Reform in teachers education comprises any planned changes in the way a school or school systems functions, from teaching methodologies to administrative process. Udoh (2010), maintains that educational reforms can also be seen as the same thing as innovation. Similarly, Jerry and Nziadam (2023), maintains that Pedagogy encapsulates the activities of educating, teaching, or instructing. In this regard learners are encouraged to learn new things in a way that they can make changes in their lives. The individual is developed to achieve optimum potentials. This is in line with Dewey's (1968) assertion when he described pedagogy as "enlarging experience".

Many factors according to Udoh (2010), can led to educational reforms and innovations, one of such factor is the need for national development. The need for novel and specific change can also spark off educational change and reform in any given society. The need for specific change in the method and manner of teaching for effective and desired result in repositioning education in Nigeria for global relevance demands a pedagogic innovations for teachers in Nigeria. Ukeje (1986), maintains that innovation implies change but not change for its own sake. He argues that innovation properly viewed, implies change plus progress and changing something for the better.

There are many aspect of changes to be effected in the educational industry, for example: changes in the aims and objectives of education, changes in organizational pattern, changes in the content of education, and particularly for teachers education. Innovation implies changes in the methods and techniques of teaching. Given the new world order of globalization where the whole world is a global village, and given the need to be responsive to the contemporary challenges and realities of the time, places demands on new teaching methods and approaches to meet the educational needs of the time.

Challenges like global warming, glaciers melting and movement, Ocean and sea levels rising, meeting the millennial development goals, terrorism and other contemporary challenges requires new, practical and realistic approaches to mitigate and contain these challenges educationally. These new approaches to containing the contemporary millennial educational challenges must begin with the innovative pedagogy of the teachers, teaching the teachers new methodology, approaches and techniques of teaching that complies and respond to global best practices. According to Fafunwa (2004) "you cannot use yesterdays tools to solve today's problems and hope to be in business tomorrow". Therefore, the demand for efficiency and relevance in our educational enterprise in the globalized world demands a total overhauling of the teachers' education, methods, approaches and techniques.

Nigerian teachers of today must have to be adequately prepared and pedagogically retrained in order to effectively meet the challenges of the time in this twenty first century. Ogeh (2023) maintains that reforms and innovative pedagogy for teachers for repositioning education in the twenty first century will require a shift from the normal regular teaching method to a more organized professional teaching method, a rediscovery of new and application of the specific relevant techniques that is associated with the teaching profession. Similarly, Le Van and Le Van (2023) collaborate Ogeh's argument by asserting that innovation for teachers is the improvement and improvement of the quality of teaching methods that is being used to improve the quality and effectiveness of teaching.

This has to do with the addition and coordination of many teaching methods to overcome the limitations of the methods that have been used to achieve teaching goals. This requires a superior method that will bring out higher learning outcomes and efficiency. The world over today, there is an increasing demand on new ways of making education interesting, appealing, easily accessible, time effective and cost effective. (Ogeh and Nnorom 2015). These new demands, demand deliberate, drastic and systematic change in the teachers' education as to effect a change in the method of delivery to be globally relevant. Le Van and Le Van (2023), are in agreement with the above assertion by emphasizing that the innovations of teaching and learning methods places many requirement on teachers teaching activities and his training methods. This is imperative and urgent if Nigerian teachers must remain in the business of education in the contemporary world and be globally relevant in this twenty first century.

## III. CONSTRAINTS TO REFORMS AND INNOVATIVE PEDAGOGY IN TEACHERS PREPARATION

There are a lot of challenges and constraints to reforms and innovative pedagogy in teachers preparation for global relevance in Nigeria in this twenty first century. These challenges ranges from low morale of teachers, limited fund and investment in education by the government and particularly on teachers' education to curricular rigidity and resistance to change.

### *Low Morale of Teachers*

Low morale of teachers, occasioned by poor remuneration leading to low esteem of teachers. Low esteem consequently leads to lack of zeal, creativity and inspiration amongst teachers. Poor salary and poor welfare of which consequently affect the psychology, personality and the audacity of teachers is a major challenge that teachers face in their efforts to innovative pedagogy and preparation for global relevance in this twenty first Century

#### *Poor Funding*

Poor funding has been a major challenge to education generally in Nigeria and specifically teachers' education. This issue of poor funding to teachers' education and innovative pedagogy historically dates back to the nineteenth century when western education found its footing in Nigeria. Right from 1842, when the first school was established at Badagry-Lagos by the missionaries from the United Kingdom, the austere and ascetic lifestyle of teachers, and the condition of service that heralded school establishment and recruitment of teachers by the missionaries persisted over the years even after government stepped in to control education, through independence even till date. The axiom that "teachers reward is in Heaven" has seriously affected teachers remuneration and consequently affected the funding of teachers' preparation and innovative pedagogy in Nigeria. This is in line with the position of Udoh (2010) when he opined that the educational practice at any time and clime has always been a humanitarian affair and as such demands a humane approach to its principles and practice. But does humanness mean the same thing as poverty?. Okorosaye-Orubite (2022) also collaborates Udoh, when he averred that poor funding and poor salaries to teachers has seriously affected teachers' education and training. This, Okorosaye-Orubite maintains, is informed by low regard for teachers which has seriously affected their condition of service any time. Oriji and Nnadijeze (2023) collaborate that constant poor budgetary allocation to education by the Nigerian government, which seems to be the least amongst committee of nations in Africa, based on United Nations recommendation yearly allocation for education, is a major setback to reform and innovative pedagogy for teacher preparation in Nigeria in this twenty first century.

#### *Lack of Trained personnel*

One major challenge to innovation and reform in teachers preparation is lack of trained and skill personnel to stimulate reforms in teachers' education and preparation. Muhammad and Beel (2016), Udoh, (2010) opined that shortage of professionally qualified manpower trained with relevant skills and ideas of what constitute reform and innovation is a major challenge to reform and pedagogic innovation in teachers preparation in Nigeria this twenty first century. Udoh, furthers his argument by saying that the adoption of innovation in agriculture in Kenya which resulted to increased in farm output in the country was stimulated and maintained by trained benevolent local farmers who trained other farmers, thereby the spirit of innovation gained currency all over the country and eventually diffused to other countries like Togo, Congo, Uganda etc. in the 1980s. Such benevolent innovators if available at all, are not yet manifest or committed to reform and

innovation for teachers preparation in Nigeria for global relevance in the twenty first century. Sometimes it is alleged that even when government and some International organizations, inter-governmental Organizations and Nongovernmental Organizations assigned and donate money for personnel and manpower training and development in Nigeria, due to high incidence of greed and corruption in Nigeria, some of the government officials and representative of such institutions divert the fund to personal account thereby hindering the effort to innovative pedagogy in teachers education.

#### *Resistance to change*

Resistance to change to new methods, approaches, innovations and pedagogy constitute another major challenge to teacher preparation for repositioning education in Nigeria in the twenty first century. Ukeje, (2000) in Halilu (2023) maintains that a good teacher must be adaptable, flexible, dependable cooperative, enthusiastic, considerate, industrious, honest, resourceful, refined and open minded, amongst others. A good teacher must have a breath of knowledge so that he should be able to transmit knowledge and skill effectively. These qualities cannot easily come by, but through deliberate constant and consistent training and retraining. However, it is unfortunate to observe that many teachers and head teachers in Nigerian schools are very, very resistant to change and innovations even when the opportunity for training for pedagogic innovations come their way. They remain stocked to the "known old ways of doing things" that is very easy and simple to them. This attitude is very discouraging to investment in teachers' pedagogic innovation for global relevance. This is in line with Oriji and Nnadijeze (2023) position when they averred that many "Digital immigrant teachers" are usually resistant and unwilling to adapt to new pedagogy. These group of teachers normally prefer and stick to the "old ways of doing things" which they belief has been working for them since time immemorial and better than the modern type. They remain resistant to any reform and innovative pedagogy that comes their way.

#### *Technology Barriers.*

Technological barriers constitute another clog in the wheel of reform and innovative pedagogy in teachers preparation for global relevance in the twenty first century in Nigeria. Many countries in the third world region and Nigeria in particular lack the technological apparatus and infrastructure to instigate and execute innovative pedagogic reforms in teachers' education. Oriji and Nnadijeze (2023), Birabil and Ogeh, (2020) argued that lack of dependable infrastructural facilities occasioned by inadequate budgetary allocation has seriously hindered reforms and innovation toward teachers preparation for global relevance in the twenty first century. Otara (2012) also argued that technological advancement and development in the educational sector constitute additional challenges for education and society at large in that, it is very difficult to access these technological inventions in Nigeria. This lack of accessibility keeps the Nigerian education system behind the iron-curtain of archaic method of lesson delivery, and continuously hinders innovation and reform in teachers' education in Nigeria in the twenty first

century for global relevance. Even if the interest and the need to adjust to technologies that require digital learning and training is there, it has always been difficult to have avenue to these gadgets and digital material for innovative advancement of teachers education.

#### *Lack of Energy/electricity.*

Electricity and power generation has been a major setback to innovation and reform in teachers' education in Nigeria. Many higher institutions in Nigeria lack regular electricity and power supply to power their equipment for effective innovative teaching and learning process as required in this twenty first century. More often than not, the electricity supply is not available, sometimes half current that cannot power the office equipment or sometimes the energy is supplied when there is no enthusiasm to use it for research purposes, or manipulate the gadgets that depend on electricity supply to function. Sometimes the electricity is supplied outside study research period of the teacher to enable him engage on personal research for innovation. Oriji and Nnadijeze(2023) argues that one of the effective way of pedagogic reform and innovation in teachers preparation in the twenty first century is digital education; and digital education is synonymous with electricity. Unfortunately, this is not the case with the Nigerian education institutions. Worst still, it is unfortunate to observe that due to the epileptic nature of energy supply and the unsteady power voltage in energy supply few/some personal gadgets and equipment procured by individuals and the institutions of learning respectively, had been damaged and rendered useless and worthless, thereby hindering and limiting the reform and innovative effort of the teachers and the institutions concerned.

#### *Unsteady network service / high cost of data subscription.*

Unsteady internet service and the cost of access to internet service in Nigeria is another major challenge to pedagogic reform and innovation in teachers educational preparation for global relevance in the twenty first century. More often than not, the service coverage is limited to select areas, and sometimes the service does not come up; sometimes delay in service response could be very discouraging and frustrating. Even if one decide to be engaged on personal self- development trough on-line training, the case will always be poor network service resulting to unsteady sound and communication disruption. After a few trial, the learner gets discouraged, frustrated and abandon the programme and falls back to the old ways of teaching and learning method. During the Covid -19 lockdown period, institutions, teachers and students tried to readjust their academic activities to virtual, e-learning and on-line process to keep the light of academics aglow despite the lockdown, but this was not possible. It had been network failure, no electricity to power gadgets, high cost of subscription for data, low coverage or delay response of network provider. Wosu,(2016), Oriji and Nnadijeze (2023), collaborate that lack and shortage of requisite equipment and learning facilities, and poor internet connectivity has been the problem for drive for a digitalized education, innovation and reform in teachers preparation for global relevance. As many of the communities in Nigeria are not connected, and lack of materials encourages stagnation which consequently leads to

indulgence which is a major bane to pedagogic reforms and innovation in education generally.

#### IV. RECOMMENDATIONS FOR REFORMS, INNOVATIONS AND PEAGOGY FOR TEACHERS PREPARATION

##### *Low Morale of Teachers.*

Teachers should be encouraged by good financial reward and should severally and be constantly exposed to human capacity building training, seminar, colloquium and orientation that will boost their morale. There should be constant psychological counseling and dialogue on dignity of labour and the professional value of the teaching profession.

##### *Poor Funding.*

There should be Increased government funding, and other public spirited individuals and Non-governmental organization should be involved in funding and assist the government to ensure and support proper innovative pedagogic training, retraining and development for teachers' education. The increased funding should be aimed at properly equipping teachers with contemporary relevant skills, techniques, methods and pedagogic innovations that will transform them to "teachers without boarders" and twenty first century educationally complaint.

##### *Lack of Trained personnel*

The government should deliberately invest on specially trained personnel with the modern and latest innovative and pedagogic techniques and ideas. These specially trained personnel will in turn coordinate pedagogic educational reforms and training in Nigeria to enable teachers in Nigeria be prepared for the twenty first century educational demand and be globally relevant.

##### *Resistance to change.*

Given the fact that many teachers in Nigeria in contemporary times are still stocked to their old ways of the teaching and learning process while new reforms, innovations digitalization has gained currency all over the world in education industry; the government should make concerted effort for proper orientation on the need for an innovative pedagogic reform in the learning and teaching process for such teachers. Some teachers who due to age and health challenges cannot readjust to new reforms and innovations that require the manipulation of new gadgets that require serious concentration at a time, should be paired with young agile teachers who understands the new reforms and innovations. The recruitment of new teachers henceforth, should be limited to those who have opportunity to acquiring new skills and innovation when the opportunity for such reforms and innovative training come their way.

##### *Technology Barriers.*

Technology barriers should be tackled with deliberate government policy of technology transfer and importation through government sponsored programmes to overseas countries where such technology could be conveniently acquired. There should be avenues for exchange programmes amongst and between universities for the crossbreeding of

information, ideas and new skills that enable teachers in Nigeria to be well informed of the current global best practice on pedagogic reforms and innovations. This was the case in the early 1980s where some Nigerian universities had exchange programme agreement with some foreign universities in Europe and the United states for the crossbreeding of ideas and information.

#### *Lack of Energy/electricity.*

Schools and institutions of learning should seek to invest on renewable green energy for steady energy- supply to power their gadgets and equipment to encourage research, reforms and innovations into new and current educational best practice for global relevance of teachers in Nigeria. Universities should partner with banks and other financial institutions and Non Governmental Organizations to sponsor such projects, while personnel from such donor institution may have their personnel trained by the University for their staff development programme as the case may be.

#### *Unsteady network service / high cost of data subscription.*

Unsteady network service, poor network coverage and high cost of data procurement should be tackled through the provision of special customized network/ Wi- Fi service for members of staff of institutions of learning to enable them engage in researches wherever and whenever they are prompted to do so. Data procurement for research should also be highly subsidized for teachers and research bodies and institutions as to encourage pedagogic reforms and innovations to encourage Nigerian teachers to be educationally prepared for global relevance in this twenty first century.

### V. CONCLUSION

Having discussed the need for pedagogic reforms and innovations in teachers preparation in Nigeria for global relevance in the twenty first century. And having clarified the concepts of pedagogic reforms and innovation in teachers preparation for global relevance in the twenty first century. The challenges to reforms and innovations, and the recommendations were also discussed, though not exhaustive. However, it is imperative to emphasize that given the new educational challenges and the globalizing world which Nigeria is also part of. The time has come for definite and committed policy and effort by the Nigeria government and other stakeholders on education to seriously invest on teachers' education to have it innovate and upgrade to global educational best practices. The age long lackadaisical and laissez-faire attitude

to teachers' education should be done with. If the Nigerian education system must be responsive to the global trend with the wind of change occasioned by the environmental challenges, it has become urgently imperative to pedagogically reform and innovate the teachers education in Nigeria for teachers preparation for global relevance in this twenty first century and that moment is now

The Nigerian educational system cannot remain stagnant while others are reforming and innovating to meet the current realities of the time

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