



Research Article

THE RELEVANCE OF TEACHER EDUCATION TOWARDS ATTAINMENTS OF MILLENNIUM DEVELOPMENT GOALS, VISION 2020

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ABSTRACT

This paper presented a discourse on the relevance of teacher education towards attainments of millennium development goals, vision 2020 and 20:20:20 objectives in Nigerian in this discourse, the role of teacher education has been highlighted vis-à-vis the established agencies that regulate the conducts, role and functions of teacher education institution of learning. Such agencies include National University Commission (NUC), national teacher institute (NTI), and teachers registration council, among others. The paper tailored its discourse on the objective of these agencies highlighting on their mission and vision in relation to their roles in enhancing the quality instructions and moulding the personality of the learners. Further, the paper featured information on the goals aims and objective of teacher education as contained in the national policy on education. The declarative statements, missions and visions of 2020 and 2020:20 were established through the role of functional literacy education that makes an individual productive and creative, that leads to societal goals achievement and the development of nation(s) alike. Appropriate recommendations are made in the paper.

KEYWORDS

Teacher education, millennium development goals, visions 2020 and 20:20:20, Nigeria

INTRODUCTION

Teacher education has been provided in Nigeria by education faculties, institutes and teacher education colleges. These faculties, institutes and colleges of education are under the purview of regulatory agencies such as Univesity commission (NUC), national commission for colleges of education (NCCE), national teachers institute (NTI) and the teachers' registration council of Nigeria (TRCN) which serves as a watch-dog to the teaching profession. The establishment of these regulatory bodies coexists along side with their respective teacher education institutions which are spread across the country.

The goals and objective of these agencies informed the statements of mission and vision of these institutions. The overall goals of these institution are not mutually exclusive, and when synthesized together, imply among others; ensuring and achieveing professional training and ethics in order to produce the musch needed caliber of teachers required to satisfy the

manpower yearnings and aspiration of the clientele such as pupils, student's governments and the society at large.

Enahwo (2010), Maintains that the essence of these regulatory agencies partnering with the teacher education institutions is to fundamentally tailor the significance of quality control and assurance in these educational institutions to the changing context of globalised society. In other worlds, it is to make the defined goals and objectives underlying education achievable or attainable in both quantitative and qualitative terms as portrayed by nation policy on education (NPE, 2004).

Hence, regulatory function in teacher preparation and professionalization are implicit measures of quality assurance and process adopted in order to satisfy public expectations through education. Thus, Enaohwo (2010) on this note relates that Quality assurance in education is a means and constituents of the most critical

factor/complement in the system orientation of public education which involves the selection of inputs (public and resources) into the school set-up for processing in order to make realizable outcome of education from these school products in terms of obtaining functional literacy, critical knowledge and skills.

This development highlights the relevance of teacher factor as central in quality control and assurance in terms of initial preparation and continuous training. In short, the essence of quality assurance in education depends on quality of teacher as put forward by Enaohwo, (2010). He further relates that through education and training, teacher is exposed to basic theories, concepts and skills to ensure that pupils are moulded into desirable or expected products. Hence, the national policy on education (NPE, 2004) highlighted on the need for training and development of teacher and its challenges as spelt out by its goals and objectives as thus:

a. To produce highly motivated conscientious and efficient classroom teachers for all levels of our education system;

- b. Encourage further the spirit of enquiry and creativity in teacher;
- c. Help teachers to fit into social life of the community and the society at large and enhance their commitments to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- e. Enhance teacher's commitment to the teaching profession NPE, (2004).

From the fore-going, the importance of teacher education system and indeed the entire education system in general need to be give due attention. The NPE advocates for such attention when it states, that "since no educational system may rise above the quality of its teacher education shall continue to be given major emphasis in all educational planning and development (NPE 2004 p. 39). This assertion according to shehu (2014) was subjected to two major interpretations serving the relevance of this discourse that;

1. Throughout history, teacher has been and will continue to remain indispensable figure in teaching and learning process in order to facilitate effective and efficient teaching and learning even in the period of technological innovation that brought about the invention of the so-called artificial intelligence machine (the computer).

2. For a society undergoing far-reaching economic and social changes there is always a growing recognition that teacher quality is critical in preparing students mindset being products of intelligence entity thereby making them tactful towards realizing this noble objective undertone.

Hence, his justification on this basis rests on the argument that it is teacher who translates policies into practices and programmes into action. This also highlights the importance of teachers being central to building a high quality education system relevant to 21st century social and economic realities.

Accordingly, teacher education has become a top most priority for governments and nations alike world over today. Indeed the quest to attaining any meaningful development cannot be divorced

from quality teacher education. This underscores the relevance of teacher education towards attainments of millennium development goals, visions 2020 and 20:20:20 objectives respectively.

An overview of millennium developmental declaratives

The millennium Developments goals (MDGS): This as portrayed by Babangida, Yahaya and Ekele (2009) are eight point agenda contained in the United Nation Millennium declaration signed in September, 2000 committing the states and other signatories to:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empowerment of women
- Improved materials health
- Combat HIV/AIDS, malaria and other disease.
- Ensure environmental sustainability
- Develop a global partnership for development.

The concept of vision 2020 developmental Objective

Eliminating the main causes of avoidable blindness by the year 2020 by facilitating the planning, development and implementation of sustainable national eye care programmes based on three core strategies of; disease control, human resources development and infrastructure and technology incorporating the principle of primary health care. This shall be achieved by mobilizing the will and passion for action through advocacy and by mobilizing resource (longbap, 2014).

The visionary statement underlying this conceptual framework is to have a world in which no one is needlessly blind and where those with unavoidable vision-loss can achieve their full potential. In this vein the overall aim is to eliminate the main causes of avoidable vision impairment between 1990 and 2020.

To this end, the goal of eliminating avoidable blindness by the year 2020 will be achieved by integrating an equitable, sustainable, comprehensive eye-care system into every national health system. Thus, the vision 2020 initiative is intended to strengthen national

health care systems and facilities national capacity building; which according longbap (2014) refers as a total description of the future that stems from the present to reach the presumed focus. For visioning process can be seen as an effort made for strategic planning that identifies goals and objectives, and the means and methods to achieve them.

Hence, these global concepts emerging with different blend of names such as vision 2020 and vision 20:20:20. Accordingly, vision 2020 marked the year 2020 as being a critical bench mark date against which Nigerians are set to achieve their strategic mission for a world class ethical democracy, competitive and innovative foreign policy, cultural renaissance and or rebirth befitting our history and greater integration with the global system hence the emerging concept of vision 2020:20. The Developmental Objective of Vision 20:20:20: according to longbap (2014) the concept was an extension in the scope and the visionary statement for Nigeria to enhance her socio-economic and political development performance for may be based on certain parameter. Hence its objective run as follows; to achieves

1. A peaceful, harmonious and a stable democracy
 2. A sound, stable and globally competitive economic;
 3. Adequate infrastructure service that supports the full mobilization of all economic sector;
 4. Modern and vibrant education system which provides for every Nigeria the opportunity and facility to achieve his maximum potential and provides the country with adequate and competent man power;
 5. A health sector that supports and sustain a life expectancy of not less than 70 years and reduces to the barest minimum the burden of infection diseases;
 6. A modern technologically enable agricultural sector that fully exploits the vast agricultural resources of the country;
 7. Ensure national food security and contributes significantly to foreign exchange earnings, and
 8. Vibrant and globally competitive manufacturing sector that contribute significantly to gross domestic product (GDP) with a manufacturing value added. Longbap, (2014), it is on this note, that by the year 2020 nigerian will be one of the 20 largest economies in the world able to consolidate its leadership role in Africa and establish its-self as a significant players in the global economic and political arena. Longbap, 2014.
- The relevance of teacher education towards attainment of millennium goals, vision 2020 and 2020:20.
- The embodiment of teacher education is such a process of training and retraining. Its main target is the attainment of the value defined by national philosophy of education including the inculcation of the right type of values and attitudes on the recipients of education at all levels. It should empower its recipient for the survival as an individual and the society and the nation. Such

values to be inculcated include national consciousness and unity, the full integration of the individual into community and the training of the mind to understand the world around and the development of its mental, physical and social abilities and competence as equipment for the individual to live and contribute to the development of society (NPE, 2004:8).

To this end, the entire psychology of teacher education provides for intellectual training, anchoring on quality of instruction that is values oriented which enable him to make education delivery practices task fully oriented towards envisaging the values of respect for the worth and dignity of the individual, faith in man's ability to make rational decision, moral and spiritual principles in interpersonal and human relations, shared responsibility for the common good of society, promotion of psychological development of children and acquisition of competencies necessary for self reliance.

Hence, the training in the psychology of teacher education enables him to possess skills that makes him innovative, creative and productive in various fields of specializations and equipped with processes of fostering knowledge through information dissemination or manipulative

means that is envisaged in the assessment of skills for character and industry of students that cut across the development of affective, psychomotor and cognitive domains of abilities.

This can evidently be seen in the ways and manner a teacher interplays with various methodologies of teaching and innovative skills and creativity. This is essential in fostering effective teaching and learning to all categories of the special needs in either mainstream system of education environment of inclusion. Mainstream system entails education delivery practice for all normal and special need in one environmental setting. While inclusion is the integration of special needs in the same classroom with normal where education delivery practices is undertaken by one specific teacher or many different ones. Accordingly, education programmes outlined by national policy of education (NPE, 2004) for functional literacy to be achieved.

This developmental task makes teacher education so special and a value oriented system which enables for transmission of knowledge and skills to the learner, possible through provisions of a designed curriculum content materials. Yusuf (2005) refers to curriculum as the totality embodiment of all learning which is planned,

delivered by school tailoring education programmes that are outlined or targeted for learner's achievement. Hence, the scope of curriculum involves stages

Like curriculum design, curriculum planning, change development, innovation, implementation and evaluation

To this end, teacher education is instrumental towards achieving universal primary education and eliminating hunger through functional literacy that makes an individual productive and creative. Teacher education is also instrumental in this direction in making realizable the visionary statements of 2020 in which no one is needlessly blind and where those with unavoidable vision loss can achieve their full potential. Hence, the teacher education system is a complete embodiment of psychological process that instills values in a mainstream system functions to be discharged in oHence, the teacher education system is a complete embodiment of psychological process that instills values in a mainstream system functions to be discharged in order to empower learners to fit into social life of the community and the society at large (NPE, 2004p. 3a).

In this development, education which is a value oriented system transmits knowledge and skills to the learner through a provision of curriculum content materials for, (Yusuf, 2005) refers to curriculum as the embodiment of all learning which is planned guided by the school has it embraces educational objectives that are targeted for achievement,. Hence, the scope of curriculum covers facets like curriculum design, curriculum planning, change development, innovation, implementation and evaluation.

More so, the role of teacher education in various capacity and in fundamental field as outlined above is very much instrumental and a milestone development towards the attainments or realizations fo vision 20:20:20 objective underlying having a modern and vibrant education system which provides for every Nigeria the opportunity and facility to achieve his maximum potential and provides the coutry with adequate and competent manpower. For teacher education is built up the synergy to facilitate training and re-training in order to allow for a successful implementation of any given curriculum of studies thereby making its goal expectancies realizable and tailored to the needs of individual, society and nation at large. Thus,

education is the means through which attitudes are changed and skills as well as other forms of development are acquired in terms of physical, social, moral mental and emotional development of the people and consequently the overall development of the nation is prioritized and brought to stake through function literacy (Iya, 2005).

Hence, Iya (2005) related that the quality of instruction in any educational system is to inculcate values such as moral and spiritual one in interpersonal and social education as been instrumental for the good of individual and society. In other words the embodiment of such educational values imparted by teachers made the individual an effective person, mentally sound, socially balanced and practically. As she further maintains that functional education take care of the needs of the Nigeria society both rural and urban, children and adult men and women who have a lot to contribute to the development of the society and nation alike. Hence, the philosophy of the national policy on education among other emphasizes on building a just and egalitarian society (Iya, 2005).

The role of teacher education cannot be overemphasized in the attainments of millenniums declarative and objectives. It is on this note that Bello (2009) categorically remarked that teacher education is the part of education process to training that deals with the art of acquiring skills an creativity in arts of teaching profession. Furthering that the training received enhances that skills of teaching and learning per excellence. The success or otherwise of any nation development depends largely on quality of its teachers.

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CONCLUSION

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