

**REDESIGNING PHILOSOPHY OF EDUCATION AND TEACHER
EDUCATION: ALIGNING SKILLS WITH GLOBAL COMPETENCIES IN
SOUTH EAST NIGERIA PUBLIC TERTIARY INSTITUTIONS**

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Abstract

The study worked at redesigning philosophy of education and teacher education by aligning skills with global competencies in Southeast Nigeria's public tertiary institutions. -Descriptive survey research design was adopted for the study. Three research questions were used to elicit responses from participants. The population comprised of 180 lecturers in 10 Southeast Nigeria's public tertiary institutions. There was no need for sampling since the population was of a manageable size. Instrument for data collection was a self-structured questionnaire. The reliability of the instrument was established using Cronbach Alpha method. The coefficients obtained were 0.72, 0.73 and 0.74 respectively for each of the three clusters in the questionnaire. Data collected were analyzed using descriptive statistics. Some thought-provoking findings were made and interesting recommendations were put forward.

Keywords: Philosophy of education, Teacher education, Skills, Global competencies

Introduction

Philosophy of education as education in action is concerned with the study of the purpose, nature, processes and ideals of education. According to Onebunne (2018) philosophy of education deals with the guidelines, policies and ideas that are used to monitor the ways schools should be managed. In the words of Bostrom (2017),

philosophy of education is concerned with the questions “what is education for?” and “what should education be for?”. It involves a critical examination of the dominant ideologies and practices in education. In other words, philosophy of education is an aspect of teacher education. It develops an open attitude in teachers that make them receptive to new ideas which on basis of better reasoning is preferable to the existing ones. Philosophy of education plays a critical role in teacher education. It helps would – be teachers to develop critical thinking which is essential for teaching profession. Teacher education is the hallmark of education. Since no educational system can rise above the quality of its teachers.

Different educational thinkers define teacher education differently. Ezeaku and Ohamobi (2018) defined teacher education as a process whereby prospective teacher, pre-service teacher or intending teacher or aspiring teacher is provided the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competences which will endow him or her with the qualities, capacities, capabilities for teaching. It involves giving professional training to teachers by imparting knowledge, skills, attitudes, aptitudes and values desirable in the teaching profession. According to Ogbuagu (2021), teacher education is a pre-planned articulated set of events and activities that are intended to help would – be teacher acquire appropriate competencies needed to become a resourceful, effective, efficient and a competent teacher. Furthermore, teacher education is further viewed as the arrangement which helps in updating the teachers’ knowledge in their job of teaching and learning.

Many nations across the globe encourage teacher education as it is believed that it is through the teaching profession that professionals of other fields of study are groomed. According to Cavallari (2023) teacher education is a process of providing teachers and prospective teachers with the skills and knowledge necessary to teach effectively in a

classroom environment. On the other hand, Lukman (2021) viewed teacher education as an indispensable concept for the teacher at all levels of education, bearing in mind that the system of education differs at every level. He further added that it facilitates the identification and development of teaching skills in teachers and potential teachers as well as prepares teachers and would – be teachers in the direction of performing their jobs in the right way. In the words of Jamal (2022) teacher education is mostly concerned with the who (teacher), whom (student), what (content) and how (strategy or teaching technique). From the foregoing, one can see that the goal of philosophy of education and teacher education is to ensure the development of teaching skill, which will translate into achieving of quality education and effective teaching.

In view of the importance of teacher education, the National Policy on Education (2014) highlighted the aims as follows:

- i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our system.
- ii. To encourage further, the spirit of enquiry and creativity in teachers.
- iii. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- iv. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.
- v. To enhance teachers' commitment to the teaching profession.

The importance of philosophy of education and teacher education lies on the fact that the prepared teacher shows mastery of subject – matter, skills, methods, creative ingenuity, abilities and competencies. Besides teaching skills, vocational education is to be introduced in redesigning philosophy of education and teacher education. It is designed to develop skills, abilities, understanding, attitudes and work habits necessary for global competencies. Federal government in the National Policy on Education (2014) stated that

there is need to provide vocational and technical educators that would help in training and equipping her citizens with necessary skills and knowledge for self – employment or self – reliance. Government promised to make all necessary efforts to make sure that this is achieved. It is on this background that the current study sought to examine redesigning philosophy of education and teacher education, aligning skills with global competencies in South East Nigeria’s public tertiary institutions.

Statement of the Problem

Philosophy of education sets standards for manpower development in every country. Teacher education is concerned with manpower development through preparing of future teachers. Sadly, in Nigeria, philosophy of education and teacher education are facing challenges in the task of preparing future teachers. According to Ogbuagu (2016) a modern teacher must have thorough knowledge of his or her chosen subject matter if he or she is to command the respect of his or her learners or students. Philosophy of education and teacher education are responsible for effective classroom delivery.

There are cases of students complaining of ineffectiveness in teaching by their teachers. The image of teaching profession is dragged to the mud. Philosophy of education and teacher education are central to proper preparation of future teachers for effective classroom delivery. This situation makes the current study imperative. Hence, the need to redesign philosophy of education and teacher education; aligning skills with global competencies in South East Nigeria’s public tertiary institutions.

Purpose of the Study

The purpose of the study was to examine the re-designation of Philosophy of Education and Teacher Education by aligning skills with Global Competencies. Specifically, the study sought to determine;

- i. The factors necessary for redesigning philosophy of education and teacher education in South East Nigeria's public tertiary institutions.
- ii. The reasons that call for the necessity of redesigning philosophy of education and teacher education in South East Nigeria's public tertiary institutions.
- iii. The benefits of redesigning philosophy of education and teacher education, in South East Nigeria's public tertiary institutions.

Research Questions

- i. What are the factors necessary for redesigning philosophy of education and teacher education with global competencies in South East Nigeria's public tertiary institutions?
- ii. What are the reasons that call for the necessity of redesigning philosophy of education and teacher education in South East Nigeria's public tertiary institutions?
- iii. What are the benefits of redesigning philosophy of education and teacher education, aligning skills with global competencies in South East Nigeria's public tertiary institutions?

Method

The descriptive survey design was adopted for the study. The population of the study consisted of lecturers in public tertiary institutions in South East States. The study population comprised of 187 lecturers of educational philosophy in the 10 public tertiary institutions in South East States. There was no need for sampling since population was not large but of a manageable size. A structured questionnaire by the researcher was the instrument used for data collection. The questionnaire was validated by three experts, one in the area of philosophy of education, another in area of teacher education and the other in area of measurement and evaluation, all from Nnamdi Azikiwe University Awka. To establish the reliability of the instrument, trial testing method was used on 20 lecturers in the University of Benin which is outside the study area. The reliability was calculated using Cronbach Alpha for each of the subsections. At the end of the analysis, the scores

obtained were 0.72, 0.73 and 0.74 for each cluster in the questionnaire. The results showed high reliability of the instrument. The instrument has two parts, A and B. Part A sought information on the demographic variables of respondents. Part B sought information required to answer the research questions. The four – point response mode of Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (D – 2 points) and Strongly Disagree (SD – 1 point) was adopted in the study. The questionnaire was administered to the respondents by the researcher with the help of 10 research assistants, who were paired for each of the 10 public tertiary institutions. All copies of the questionnaire distributed were collected back because of the on – the – spot delivery and collection technique applied. Mean was used to analyze the data. The four – point response mode used informed the use of mean 2.50 as the cut – off point for decision. The decision rule was that 2.50 mean scores of item statements and above were regarded as agree while mean scores below 2.50 were regarded as disagree.

Results

Table 1: Mean Rating of Respondents on the factors Necessary for Redesigning Philosophy of Education and Teacher Education by aligning skills with Global Competencies in South East Nigeria’s Public Tertiary Institutions

S/N	Factors Necessary for Redesigning Philosophy of Education and Teacher Education	X	Decision
1	Adequate qualified academic staff is one of the factors necessary for redesigning philosophy of education and teacher education	2.88	Agreed
2	Better staff welfare is a factor necessary for redesigning philosophy of education and teacher education; aligning skills with global competencies.	2.86	Agreed
3	Conducive learning environment is another factor necessary for redesigning philosophy of education and teacher education, aligning skills with global competencies.	2.74	Agreed
4	Adequate funding of curriculum is also a factor necessary for redesigning philosophy of education and teacher education, aligning skills with global competencies.	2.83	Agreed

5	Organizing regular workshop and conference is among the factors necessary for redesigning philosophy of education and teacher education, aligning skills with global competencies.	2.68	Agreed
Cluster Mean		2.80	Agreed

In table 1, all the item statements including the cluster mean obtained mean rating of 2.50 and above indicating that all the respondents agreed that the item statements in Table 1 are the factors necessary for redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria’s public tertiary institutions.

Table 2: Mean Rating of Respondents on the Reasons that call for the necessity of Redesigning Philosophy of Education and Teacher Education, Aligning Skills with Global Competencies in South East Nigeria’s Public Tertiary Institutions

S/N	Reasons that call for the necessity of Redesigning Philosophy of Education and Teacher Education	X	Decision
6	Redesigning of philosophy of education and teacher education, aligning skills with global competencies enhances critical thinking of students.	2.86	Agreed
7	Redesigning of philosophy of education and teacher education, aligning skills with global competencies encourages analytical reasoning of students.	2.78	Agreed
8	It creates avenue for sharing ideas among students.	2.68	Agreed
9	It helps students build problem – solving skills.	2.86	Agreed
10	Redesigning of philosophy of education and teacher education, aligning skills with global competencies promotes result – oriented scholarship among students.	2.64	Agreed
Cluster Mean		2.76	Agreed

In Table 2, all the item statements including the cluster mean obtained mean rating above the criterion mean of 2.50. It shows that all the respondents agreed on the results that call for the necessity of redesigning philosophy of education and teacher education, aligning skills with global competencies in South East Nigeria’s public tertiary institutions.

Table 3: Mean Rating of Respondents on the reasons of Redesigning Philosophy of Education and Teacher Education Aligning Skills with Global Competencies in South East Nigeria’s Public Tertiary Institutions.

S/N	the reasons of Redesigning Philosophy of Education and Teacher Education	X	Decision
11	Redesigning philosophy of education and teacher education, aligning skills with global competencies makes students better prepared to fit into current trend in knowledge.	2.85	Agreed
12	It provides creative options for students to express their understanding.	2.68	Agreed
13	It impacts students learning with higher order of thinking.	2.72	Agreed
14	It allows students to select learning materials that meet their level of knowledge.	2.84	Agreed
15	Redesigning philosophy of education and teacher education, aligning skills with global competencies supports curriculum goals of institutions for higher quality education.	2.78	Agreed
Cluster Mean		2.77	Agreed

In Table 3, all the item statements including the cluster mean obtained mean rating of 2.50 and above indicating that all the respondents agreed that the item statements in Table 3 are the benefits of redesigning philosophy of education and teacher education, aligning skills with global competencies in South East Nigeria’s public tertiary institutions.

Discussion

The findings of the study revealed the factors necessary for redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria’s public tertiary institutions. To support this result, the findings by Ogbuagu (2021) supported that it is pertinent that would – be teachers are adequately up – skilled to deliver the kind of education that the future demands.

Government at all levels ought to provide the demands necessary for redesigning philosophy of education and teacher education aligning skills with global competencies. Again, the findings by Ezeaku and Ohamobi (2016) agreed that adequate qualified

academic personnel and sound motivation are factors necessary for redesigning philosophy of education and teacher education aligning skills with global competencies in public tertiary institutions.

The second findings of the study revealed clearly the reasons that call for the necessity of redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria's public tertiary institutions. To support this result, Ajibola (2020) posited that philosophy of education and teacher education help in developing students' capacities for critical reflection, ethical decision – making and social responsibility. Philosophy of education and teacher education offer students advanced learning, cultivating specialized knowledge, critical thinking and innovation. They foster intellectual curiosity, analytical skills and problem – solving abilities. In addition, Jamal (2022) agreed that philosophy of education and teacher education offer students a unique opportunity for personal growth and development. Students are exposed to diverse perspectives, cultures, and beliefs, broadening their understanding of the world and help them become empathetic and open – minded individuals.

The third findings of the study revealed benefits of redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria's public tertiary institutions. To support this result, the findings by Ezeaku and Ohamobi (2018) supported that philosophy of education and teacher education prepares students for leadership, profession – specific expertise and lifelong learning. Students are provided with specialized knowledge and skills for a successful career. Again, the findings of Ogbuagu (2016) agreed that philosophy of education and teacher education instill critical thinking, problem – solving, and communication skills, enabling students to navigate complex challenges and adapt to an ever – changing world. Students are

taught to think creatively, approach problems from different angles and develop innovative solutions.

Conclusion

The findings of the study revealed that factors such as adequate qualified academic staff, better staff welfare, conducive learning environment, adequate funding of curriculum, organizing regular workshops and conferences are necessary for redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria's public tertiary institutions. It was additionally concluded that making students better prepared to fit into ever – changing world and impacting students' learning with higher order of thinking are the top most benefit to be derived from redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria's public tertiary institutions. The reasons that call for the necessity of redesigning philosophy of education and teacher education aligning skills with global competencies in South East Nigeria's public tertiary institutions as identified in this study are certain and obvious.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. Administrators of public tertiary institutions should recruit adequate qualified academic staff.
2. Public tertiary institutions administrators should place their priority on staff welfare.
3. Administrators of public tertiary institutions should promote conducive learning environment.
4. Public tertiary institutions administrators should adequately fund and implement curriculum.

5. Administrators of public tertiary institutions should organize regular workshops and conferences.

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