

**SELECTED INNOVATIONS IN TEACHER EDUCATION IN  
NIGERIA :  
THE KWARA STATE COLLEGE OF EDUCATION, ILORIN  
EXPERIENCE.**

**BY**

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**Selected innovations in Teacher education in Nigeria :  
The Kwara State College of Education, Ilorin experience.**

**ABSTARCT**

The paper traces the origin of the establishment of colleges of education in Kwara State. Emphasis is placed on the development of Kwara State college of Education, Ilorin. Established in 1974, it is one of the eldest Colleges of Education owned by any state government in Nigeria. Since the establishment of the College, it has passed through many administrations and innovative hands, each trying to ensure that an impact is made on the facilities and infrastructural development of the institution while also ensuring the maintenance of standard of performance of both the staff and the students. Today, Kwara State College of Education, Ilorin has standardized her departmentalization, course maintenance strategies to meet up with the minimum standard requirement of the National Commission for College of Education. Other innovative programmes have been instituted to meet up with the societal and community demand to ensure her community oriented service. This includes her diploma programmes, her certificate programmes in Computer and other staff development programmes. This has heightened the appreciation of the contributions of the institution to the educational development in Nigeria.

**Selected innovations in teacher education in Nigeria: The Kwara State  
College of Education, Ilorin, Experience**

**Introduction**

There has been a lot of concern the pattern and organization of teacher education in Nigeria. Other areas of interest to researchers are in the structure of curriculum and content of courses as well as the methods and approaches to the management of both the formal and informal mode of r teacher preparation. It is however pertinent to note that the objectives of teacher education in any nation is closely related to the national philosophy where the foundation of education and its philosophy derives its root. However because of the peculiarity of each nation in relation to concept of culture and general education, level of socio-economic development and the standard aspired for teaching as a profession, the purpose of teacher education differ from country to country.

The major area of innovations is related to the methods of teacher education and the inclusion of other courses that avail the benefiting communities with diverse chances of self development. The other area of innovations is the nature and structure of interaction that facilitates a functional development of the society making education a priority. The role of research in reforming and refining the society through information dissemination remain crucial to the functions of educational institutions that guarantee the importance of their services for national reconstruction and rehabilitation.

In effect, the degree of organisation and participation of the collages of education and universities in teacher education has some significant consequences on the quality, morale and general pattern of education and functional participation of their products in national development, This will also determine the nature and structure of relationships that exists between the teachers on one hand and the

other professions that have derived their greatness from the teachers' professional practice. The level of integration of courses offered at each level to qualify the teacher trainee to practice at each level has also been under serious scrutiny to ensure professional standard and practice. This relate to the possible degree of specialization for both academic and professional courses that guarantees effective and efficient control of knowledge and its communication in the various institutions within the country, in the teacher educational institutions therefore, it is accepted that academic courses, instrumental or professional courses and general studies all assume their position of importance for effective training of teachers.

Another area of importance is the issue of constant technological changes occurring within the society that makes education to be dynamic and functional. Thus the control of information, its availability and dissemination has been subjected to constant changes as a result of technological innovations. It became imperative that such hi-tech should be integrated into the teacher education curriculum not only to avail them with their availability, but with their use to facilitate the process of education and educative interaction in the classroom. This is why educational technology comes into focus in the teacher education institutions. The use of these materials in teaching the trainees also expose them to the values of these materials and how they can be used to facilitate instruction and classroom interaction. The availability and use of these materials can therefore be regarded as being a prerequisite for the promotion of organised education as a whole, and this contributes to more purposeful and better planned education. Therefore, the practical and theoretical problems of all fields of education are centred on teacher education. This is why any innovative practice that occur in any of such institution would have a universal impact on the society.

#### The Kwara State College of Education Ilorin experience

Kwara state college of education Ilorin was one of the prime state colleges of education to be established in 1974. The college was initially part of Kwara State College of technology as a school of education until it was excised.

The college started off with only six departments in 1974, to eight in 1982 twenty-seven in 1999.

These departments are found in the five schools that constitute the college. They are School of education, Arts and Social sciences, Sciences, Vocational and Technical education and the school of languages,, Through research and developments, each of these schools struggle to make their impact felt in the community by their publications and sponsorship of workshops, conferences and seminars.

#### **Curriculum and Content**

Academic Courses;- Academic courses for intending teachers could formally be regarded as designed almost wholly to further the students own intellectual development. This is the content of what they are destined to teach. At this level the students are to be oriented towards framing appropriate syllabus, scheme of works and suggestions in various approaches and techniques of course and instructional management.

For the professional courses, the emphasis is in building in the intending teachers the necessary skills, competencies, attributes and values that prepare the individual for his professional practice as a teacher. These are the foundation and the instrumental courses. The foundation courses give the prerequisite

information about education, the child, the environment in both historical and current relationship. These courses include philosophy, psychology, sociology, historical foundation of education, economics of education and the likes. The instrumental courses are those that give orientation on how to ensure effective course management and effective instructional interaction. These are usually referred to as pedagogical courses. These courses on methods of teaching usually retain the old heritative. maxim interspersed with an extrapolation from theories of learning. There is thus the need for balanced integration between the professional and academic courses. Currently the national commission for colleges of education established the minimum standard under which each college of education operates. In the Kwara State College of Education, Ilorin, there are currently twenty academic courses. There are eight in the school of arts and social sciences, four in the school of languages, six in the school of vocational and technical education-and six in the school of sciences.

### **Programme organisation**

Kwara State College of Education, Ilorin operates her teaches education programme through the regular as well as the sandwich in-service programme. The sandwich programme is organised for both the nigeria certificate in education in line with the national commission for colleges of education standard. Innovation to boost the quality of teachers produced to match with the educational demand led to the institution of the pre-NCE and the remedial programme to prepare candidates who are underqualified for admission into the N.C.E Programme.

A centre for distance education was established to this effect in 1996 to cater for the management of the Sandwich N.C.E. programme. This was reorganised and changed to Continuing Education in 1993 and the functions were expanded to include the management of consultancy services to the College and her external patrons. Other functions Include, the establishment of departments to cater for Diploma programmes in the teaching of Arabic and Islamic studies, Christian Religious Studies and a unit in the continuing education centre to cater for the pre-NCE, remedial and the IJMB programme.

Enrolment by year of N.C.E. regular and Sandwich students.

Y E A R	NCE REGULAR	NCE SANDWICH
1991/92	662	881
1992/93	664	761
1993/94	356	527
1994/95	618	287
1995/96	820	229
1996/97	1127	163
1997/98	1675	89
1998/99	1639	146

Source: Kwara State College of Education Ilorin Registry (1999) Graduation by year of Diploma students by Sandwich

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Y E A R	ADV. DIP CRS	DIP. ISS	DIP CRS
1992	-	122	-
1993	-	143	
1994	-	227	
1995	132	169	128
1996	102	115	
1997	53	98	61
1998	58	74	33
1999	12	87	10

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Sources: Head of unit Diploma in CRS and ISS programme (1999)

### **Practical Teaching experience**

It is generally recognised that the programme of teacher education is not complete without the inclusion of the practical teaching experience. This is because such experience exposes the trainees to the practical aspect of what has been theoretically learnt in the classroom. This is the cause learning to teach is as tedious and teaching to learn. The role of the supervisors in the latter introduces some artificiality into the programme as student's preparation ceases to be normal.

In line with the National Commission for colleges of Education standard, students are expected to be on the field for a minimum of twelve weeks. However because of the type of students on the N.C.E. programme, it became pertinent that some structural adjustment be made to rectify the lapses of the inexperienced students. To rectify this anomalies therefore the school of education instituted the compulsory one year participation of all students and teacher lecturers in the intensive micro-teaching programme with an inclusion of instructional material, design, development and production. These materials are also put the use by students during their micro teaching experience. During this period, the cooperating supervisors are assigned to a few students for tutorial and assessment This therefore prepares the students for their eventual practical teaching experience in the cooperating schools.

### **Personnel improvement Programme**

The consultancy unit of the continuing education centre initiated the idea of running other programmes outside teacher education which could be of significance to the community and also serve to generate fund to support the College Part of the outcome is the establishment of the Computer centre not only as a service centre but as a training centre to enhance computer literacy.

The centre now operates courses in all aspect of computer programme leading to the award of certificate, diploma and higher diploma in computer science. The college has also approved a compulsory computer literacy programme for all the staffers of the college. This is to enable them cope with the current spade of knowledge explosion and the use of computer in education and allied discipline

Enrollment by year for computer science diploma and certificate courses

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Y E A R	CERTIFICATE	DIPLOMA
1997	8	-
1998	10	60
1999	34	79

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Sources: Kwara State College of Education Computer Centre (1999)

The more recent innovation is the establishment of the internet technology and communication centre sponsored by the Kwara State Government. This is to facilitate information retrieval at national and international level. This has its academic value as information can be gathered through CD. ROM in connection with the international library system where various information about researches and print media are stored.

### **Conclusion**

The professional development of teachers centres around the understanding of the values, ethics and norms that relate to his functions which enable him to face the life needs of his pupils. It also involve/acquisition and exposition to relevant knowledge and skills that enhances his performance. Therefore the effort of Kwara state college of education, Ilorin has been geared towards ensuring this adequate professional development. The design of the sandwich teacher education programme which is community based has not only improved the quality of teacher in the primary school but has also improved their earnings. The innovation in course management as in teach teaching also allow for effective instruction with various approached and styles of interaction with the students. This encourages college Association and provided expanded opportunities for closer contact with other lecturers and thereby providing varieties of opportunities, and experiences to the students.

The personnel improvement programme of the college further guarantees staff job security and exposes them to innovations and changes occurring within their environment and the educational milieu.

### **Re commendations**

Further effort should be geared towards making students accept responsibilities as in accepting the validity of their professional courses and training. While the professional causes provide the basis for their professional practice as teachers. Such effort should be geared towards asking the students see teaching as a noble service, not as one that has only been taken up by the unfortunate minority.

The students should also be made to realise that their achievement of the N.C.E. Certificate is not the terminal point of their career since opportunities are open to them in other areas such as banking, public administration, military and paramilitary services that may be related to their subjects of specialization. It is therefore essential that they should be encouraged to pursue these courses with vigour and determination.

It is also recommended that the state government should increase her funding of the college to enhance her innovative development, encourage research and development. This will also enable the College management to improve her infrastructural facilities to enhance her productivity.

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