

NIGERIAN PROFESSIONAL EDUCATORS' PERSPECTIVES OF TEACHER EDUCATION RESPONSIVENESS TO THE EMERGING CURRICULUM INNOVATIONS AND INFORMATION TECHNOLOGY IN THE 21ST CENTURY

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Abstract

In spite of several measures which have been taken by government to reinvent teacher education with a view to meeting the implementation of the emerging curriculum and application of information and technology tools in classroom instruction, at all levels of education, inadequacies have been observed by education stakeholders. These prompted the study which examined Nigerian Professional Educators' Perspectives of Teacher Education Responsiveness to the emerging curriculum innovations and information technology in the 21st century. Three research questions guided the study. A sample of 600 professional educators participated in the study altogether. It was found out that professional educators in the universities have a higher level of awareness of emerging curriculum innovations and information technology compared with their counterparts in secondary schools with a percentage of 81.0 and 25.3 respectively. Also, only 41.5% of the participants responded that the implementation status of the measures taken on teacher education is very adequate among others. It is recommended that more workable strategies should be taken for better responsiveness of teacher education to meet the emerging curricula policies and application of ICT tools in Nigerian educational practices.

Keywords: Curriculum, ICT, Innovations, Teacher Education.

Introduction

The historical records of Nigerian education make it clear that decades before political independence in 1960 and the trends which followed since independence established the significant place of teacher education in national development. For instance, in the documentation of evolution, trends and challenges of teacher education in Nigeria, Osokoya (2016) asserted that teacher education is considered to be the foundation for quality in

education at all levels. Even today, teacher education is much improved than it was before independence and few decades thereafter, Osokoya buttressed. As a result, the statutory responsibility for teacher education in Nigeria today vested in the training institutions like colleges of education, institute of education and faculty of education among some other avenues is to respond to the teaching manpower needs and innovations in the education system.

In the terrain of teacher education development after independence in Nigeria, year 2000 and after to be specific, there have been historic and dramatic policy reforms in the comprehensive programmes of capacity building in teacher preparation and supply including enhancement of their status and working conditions. This is as a result of the rising demand for education and teachers in the past two decades till date, and the need for more teachers that are competent in the subject matter. Similarly, the curricular policies, educational content, teaching and learning strategies at all levels of education which have undergone reviews and innovations at the beginning of the 21st century in Nigeria make it apparent that a new orientation of teacher education must be in place that would address the dilemma of teacher in response to the emerging curriculum innovations. The role of the classroom teacher is thus vital in curriculum planning and implementation (Ogechi, 2016). The teacher serves as chief dispenser of the curriculum dictates. Any form of curriculum innovation is handed over to the teacher for implementation.

In the same vein, the 21st century has become a technology – driven age because of the amazing advancement in computer- based technological devices, gadgets, and equipment. The use of computer has permeated every sector of the country including education (Abayomi & Arogundade, 2020). The world has thus gone global and has encountered a lot of changes in recent times as a result of computer. In education, Information and Communication Technology (ICT) is expected to be integrated and have great impacts on educational system and pedagogical approach especially in the training institutions. Odia (2020) observed that in most countries of the world, the information revolution has altered many aspects of life significantly in areas such as education, commerce, employment, medicine, security, transportation, and entertainment.

Consequently, in education, ICT can assist in effective delivery of lessons, producing assignments, processing of information, lesson attendance, lesson preparations, concrete presentation of instructional materials and so on. Teacher education is therefore expected to be responsive to information technology that is vastly influencing nearly all the sectors of human race. This is because teachers are very important for effective teaching and learning. They are at the centre of any qualitative education delivery stipulated in the curriculum. They inculcate skills, values, knowledge and attitude that could make learners sailable in the world of work after graduation from educational institution. Thus, their responsiveness in moving with trends and innovations which have much to bear with the education process becomes very paramount.

The implementation of curriculum innovations and adoption of information technology tools demand the major role of the teacher. Teachers adopt and adapt curriculum ideas and innovative technology. Their understanding of the curriculum helps them in helping the students to decide on what to do and how to do it. Adeogun, Salisu & Osifila (2011) put it that:

the implementation of the curriculum in the school is largely dependent on what the teachers make of it, that is, the way in which he accepts and execute the ideas of the curriculum developers or adds his own creative touch based on his unique experience in the teaching-learning process (p. 285).

In order to bring the innovations in the emerging curriculum in Nigeria to reality, adequate teacher education is essential. Such teacher education would thrive better if information technology is integrated. Moruwawon & Adepoju (2020) reiterated that education outside the support of technology in the present age cannot get a high value. Technology acts as a stimulant to boost the morale of education. Its application into education system cannot be underestimated. The prospective teacher has to make three types of preparation, they are: academic preparation, professional preparation and preparation for the classroom (Adeyinka & Tscheko 2004; Gordon, 2004; Sachs, 2003 & Preston, 2001). Academic preparation refers to the acquisition of the knowledge of the subject matter of instruction. Professional preparation on the other hand refers to acquisition of knowledge of various methods and strategies for teaching. Added is the procurement and use of essential resources for teaching (Olatoye & Sobanjo, 2013).

This is where the role of information technology in the computer age becomes essential. Innovation is a way of doing things; could be redial or revolutionary changes in thinking products design or manufacture; services or organisations (Harry & Eluke, 2016). Curriculum innovation implies modifications and changes made in the existing educational document in order to give it a face-lift and serve the society better. Thus, teacher education is expected to be responsive to the demands of the innovative elements or ideals in institutional curriculum carrying along with it information and technology as the working implements. On importance of teacher education, Oyesiku (2009) opined that quality teacher education matters for quality teacher effectiveness. To have high quality and standard education, and to have students' performance enhanced beyond just certificates, teacher education holds the key for such attainments. As a result of emerging curriculum innovations and information technology in Nigeria, more specifically from the beginning of the 21st century till date, teacher education has been demanding priority attention.

Some of the emerging curriculum innovations include: the introduction of French language curriculum and computer education curriculum at the primary school level; the modification of secondary curricular to include Family Life Education, Computer Education, Safety Awareness, Culture and Creative Arts, Basic African Cultural Knowledge, Nigerian History and Drug Education and HIV/AIDs Education; the development of curriculum for applied electricity with electronics, electroplating technology, and computer studies in technical and vocational education; the introduction of information and communication technology education and National Open University of Nigeria (NOUN) programmes of studies with curriculum of subject specializations. In his own paper presentation, Obioma (2014) stated that the school system was restructured into nine (9) years of compulsory basic education (that is, 6years of primary and 3 years of junior secondary education, 3 years of senior secondary education). The various phases of school curriculum renewal which are indeed innovations covered civic education, elaboration of science to incorporate technology and vocational studies, and the emerging trade subjects in secondary school education in Nigeria. With these innovations, some of the overall objectives are to: nurture an education system that drives the

total development of all individual and make the education system relevant and functional for the acquisition of skills for everyday life and for work (Osuji, 2004). Obioma (2014) further identified some of the goals of the innovations as the cross-cutting internationally agreed goals including increasing access in Primary Education (Basic Education); improving quality; gender parity and empowering women; enabling youths and adults acquire learning and life-skills and eradication of stream poverty and hunger.

Apart from the fact that computer studies/education reflects in the curriculum innovations in Nigeria, the need for ICT integration in teacher education would bring an unprecedented opportunities to meet the needs of individual learners and national goals for sustainable development. With the knowledge of information and communication Technology (ICT) skill, the rate of unemployment in Nigeria has reduced to a minimal level compared to previous decades of technology decadence (Oluwalola, 2020). She buttressed that the use of ICT skills enhance efficient and effective delivery of services both in public sector and tertiary institutions matching the curricular offerings which reflect in the emerging innovations with levels of mental development of the learners demand adequate responsiveness of teacher education using information technology. The teacher has to be aware of the current innovations in teaching so as to determine the most suitable method for a particular situation (Avwiri, 2011). In the same vein, improvement to Nigerian curricular practices at all levels is a pointer to teacher education programmes in the training institutions. Consequently, measures are being taken over the years to reinvent teacher preparation so as to leverage the quality of education through the curriculum at all levels of the educational system, information and information technology has crucial roles to play.

In response to curriculum innovations in primary schools, secondary schools, tertiary education, technical and vocational education among others, some of the areas of comprehensive programme improvement for capacity building in teacher preparation area reported in Osuji (2004) are enumerated thus: The main innovative strategy includes the Pivotal Teacher Training Programme (PTTP); the establishment in 2002 of the Teachers Registration Council; the establishment of the Federal Teachers Corps; the restructuring and reinforcement of the National Teachers' Institute (NTI) in Kaduna through significant capacity building and partnership and various professional development workshops, seminars and conferences organized by various educational and professional bodies at different times.

In most of the training, workshops and seminars, acquisition, of ICT principles and skills were not left out. The thrust of reform in teacher education to cater for curriculum innovations also led to the restructuring and reinforcement of the Federal and State Education Inspectorate Services with the assistance of UNESCO. This covered the production of guidelines for school inspection in Nigeria, which highlights the parameters, performance indicators and benchmarks for improved quality control and uniform standard for schools. The regulation of the teacher education curriculum by the National Commission for Colleges of Education (NCCE) has also extended to the pre-NCE programme (remedial programme). Standards are also prescribed in detail for instructional factors, staffing, physical facilities, administrative leadership, discipline and funding. The NCCE enforces these standards through periodic accreditation visits, and completed the second round of such visits in 2000 – 2001 (FME, 2003). This regulating body (NCCE) has not obviously left its responsibilities for quality assurance in teacher education programmes till date. Added is that the National Policy on Education

(FGN, 2013) provides that teacher education shall continue to take cognizance of changes in methodology and in the curriculum, and that teachers shall be regularly exposed to innovations in their profession. Information technology skills are part of the essential skills needed to improve teachers' methodology. The advent of information and communication technology, the internet service and globalization appear to have improved training from what it used to be. The internet appears to serve as a useful tool in support of the various educational activities that ranged from research to teaching (Adebayo & Ogunyemi, 2019).

The emerging curriculum innovations from the beginning of the 21st century further resulted in teacher capacity building that is taken more seriously. In this case, teachers are expected to avail themselves of training and professional development opportunities provided by government, professional associations and the wide range of seminars and workshops that the Nigerian Educational and Research Development Council (NERDC) organizes in the area of curriculum/syllabus review, educational materials development and innovative teaching and learning strategies. Omolewa, (2016) also buttressed that the National Policy on Education recognizes the need for in-service training as an integral part of continuing teacher education.

Obviously, available evidences also reported that on July 2004, the National Commission of Colleges of Education (NCCE) embarked on a nationwide capacity building of lecturers in Colleges of Education in each of the geopolitical zones of Nigeria. Another responsiveness to address the critical issues of teacher supply and quality is the two-year capacity building scheme for teachers, the Federal Teachers Corps programme which involves two years of compulsory post-training experience for teachers in an internship capacity (FME, 2003b). Added to all the enumerated improvement in teacher education issues in Nigeria since the beginning of the 21st century, the salaries and benefits of teachers have been substantially increased. Likewise, the integration of ICT in educational process has been continuously advocated by education stakeholders.

Further still, Nigerian government believes in quality teachers, hence the national policy has pitched the minimum basic entry qualification into the teaching profession as the Nigerian Certificate in Education (NCE) which is a post-secondary professional teacher certificate normally obtained after three years of full time study in designated institutions. The Federal Republic of Nigeria (2013, revised) in its National Policy on Education has also provided that all teachers from pre-primary to university should be professionally qualified. These teachers are also expected to be ICT compliance till date.

Teacher education is central to the achievement of curriculum goals in Nigerian education. The teacher is required to acquire knowledge, skills, interest and attitude towards the teaching profession (Akinpelu & Arewa, 2017). That is why teacher education is a programme that fosters the development of teachers' proficiency and professional competence that will enable and empower the teacher to meet the requirements of the profession and face the challenges there in. Since the beginning of the 21st century therefore, there have been emerging curriculum innovations and integration of information technology of all sorts in the education sector, which have bearing on the status and role of teacher education. The perspectives of professional educators thus far on these responsiveness of teacher education to the emerging

curriculum innovations and information technology become the problem of this empirical study.

Statement of the Problem

The issue of teacher education is significant in policy innovations and practices especially when one considers the role of teachers as the major players in curriculum theory and practice. Teachers implement the dictates of the curriculum including emerging technological innovations at various educational levels, but on many occasions, a proportionate number of teachers obviously complain about changes made to the curriculum they are to implement without appropriate up-to-date information given to them all along.

However, practicing teachers are not totally put in the dark when matters concerning teacher education both in the training institutions and in classroom instruction need attention. Observations by the researchers show that despite several measures put in place to reinvent teacher quality so as to leverage the quality of education at all levels and sectors of the education system, the concerned stakeholders of education still have different commentaries and raise doubt on government efforts on the issue. In the light of the above, this study examined Nigerian professional educators' perspectives of teacher education responsiveness to the emerging curriculum innovations and information technology in the 21st century.

Research Questions

The following research questions were raised and answered in the study:

1. Are professional educators aware of the emerging curriculum innovations and information technology in Nigeria since the beginning of the 21st century?
2. What are the professional educators ratings of the implementation of the capacity building programmes in teacher education as means of responsiveness for meeting the demands of emerging curriculum innovations and information technology since the beginning of the 21st century?
3. What are the challenges facing the responsiveness of teacher education to the emerging curriculum innovations and information technology since the beginning of the 21st century?

Research Methods

The study employed descriptive research design in which no variable was manipulated and the available data relevant to the study were collected. The population of the study consisted of all professional educators comprising all (i) Lecturers in both Federal and State Governments' owned Universities located in Ibadan, Lagos, Abeokuta, Ijebu-Ode and Ago-Iwoye, and (ii) Secondary school teachers in the Government owned schools located in the towns where the universities are also based. The researchers used purposive sampling technique to select 200 lecturers who had professional education certificate (e.g Postgraduate Diploma in Education) added to their specialization vis-à-vis those whose specialization is with education along with 400 secondary school professional teachers who are qualified professional educators. Stratified random sampling technique was also used to select only the lecturers in the government-owned universities in the identified towns in Oyo State, Lagos State and Ogun State as well as the secondary school teachers in the schools located around the universities. The universities are: University of Ibadan, University of Lagos, Lagos State University, Federal University of Agriculture, Abeokuta, Tai Solarin University of Education,

Ijebu-Ode and Olabisi Onabanjo University, Ago-Iwoye, Ogun State. In all, 600 professional educators (220 males and 280 females) were altogether sampled for this study.

The research instrument titled “Teacher Education and Curriculum Innovations Rating Scale (TECIRS) was developed by the researchers and validated by some experts in Curriculum Studies for this study. Twenty-five copies of TECIRS were administered to professional educators outside the scope of the study. A reliability co-efficient of 0.89 was obtained using Cronbach Alpha reliability statistical tool.

The copies of the TECIRS were administered within a period of one month by the researchers and some research assistants. The respondents were strictly monitored because of their excuse of tight schedule and time constraint before them. The data were analyzed using descriptive statistics of frequency count, percentages, mean and standard deviation. Bar charts were also used to complement the analysis of the respondents’ responses to the content of TECIRS. The data analysis and discussion are presented below.

On ethical ground, personal identities of the study participants were not required, and consent was sought from them before they willingly responded to the items in the research instrument.

Data Analysis and Results

Research Question 1: Are professional educators aware of the emerging curriculum innovations and information technology in Nigeria since the beginning of the 21st century?

The results in table 1 (**See Appendix**) shows that the level of awareness of lecturers about the emerging curriculum innovations and information technology in Nigerian since the beginning of the 21st century is 81.0% while those of their professional educators counterparts who are teachers in secondary schools is only 25.3% on the average. Lecturers’ level of awareness is above average in all the emerging curriculum innovations and information technology identified, but for the secondary school teachers, their level of awareness is very high on the introduction of computer studies (ICT) curriculum at both primary and junior secondary school levels (87.5%); Vocational Trades Curriculum (87.7%); Family Life Education Curriculum (75.0%) and the Integration of Citizen Education Curriculum into the already existing curricula (95.0%). The bar chart in figure 1 further presents the picture of the professional educators’ awareness of the emerging curriculum innovations (**see the Appendix**)

From the bars shown in figure 1 (**see the Appendix**), the level of curriculum innovations and information technology awareness is high among university lecturers while the level of unawareness is high among secondary school teachers sampled.

Research Question 2: What are the professional educators’ ratings of the implementation of the capacity building programmes in teacher education as means of responsiveness for meeting the demands of emerging curriculum innovations and information technology in Nigeria since the beginning of the 21st century?

Table 2 (**See the Appendix**) presents a true picture of the implementation ratings of the measures taken by both the Federal and State governments of Nigeria to reinvent teacher education so as to optimally respond to the emerging curriculum innovations and information technology and information technology in Nigeria. On the average, 41.5% of the professional educators sampled responded that the implementation status of the measures taken on teacher education is very adequate, 32.5% declared that it is somewhat adequate, but only 26.0% of the sample responded that the implementation of the measures is not adequate. These variations in opinions are clear indications that there are still the need for further improvement in the responsiveness of teacher education to the emerging curriculum innovations and information technology in Nigeria.

Research Question 3: What are the challenges facing the responsiveness of teacher education to the emerging curriculum innovations and information technology in Nigeria since the beginning of the 21st century?

As presented in table 3 (**See the Appendix**), the professional educators' ratings of the challenges facing the responsiveness of teacher education to the emerging curriculum innovations and information technology in Nigeria in this study is 43.7% on the average while 56.3% of them disagree with the challenges. Specifically, the professional educators responded above average on the following challenges and agreed that they pose serious threat to Nigerian curriculum innovations and information technology. They are:

- Inadequate Funding of Education Sector (71.8%).
- Overcrowded Classrooms (65.0%).
- Lack of Adequate maintenance of School Buildings and Equipment Facilities (62.0%)
- Strikes by Teachers Leading to Distortions in Academic Calendar (50.5%)

These crucial challenges may not enhance the goal of teaching and ultimately the goal of education in Nigeria.

Discussion of Results

In this study, the professional educators working in the universities have shown a high level of awareness of the emerging curriculum innovations and information technology in Nigeria since the beginning of the 21st century (81.0%) compared with a 25.3% level of secondary school teachers awareness of the curriculum innovations and information technology (Table 1). This gap in the awareness may be as a result of the sensitivity of the professional educators in the universities to contemporary curricular issues in Nigerian policy discussions and issues as researchers and trainers of professional educators working in Nigerian Secondary Schools. However, it is disappointing that the professional educators who are expected to be active implementers of the innovations in the emerging curriculum have low level of awareness of curriculum matters. With this finding, there is a wide gap between the secondary school professional educators' knowledge of curriculum innovations and information technology and what they implement in their teaching responsibilities. Meanwhile, teachers must have deep and flexible knowledge of subject matter and how to present ideas in powerful ways and organize a productive learning process for students (Darling-Hammond, 2006). The teacher is required to acquire adequate knowledge, skills, interest, and attitude towards the teaching profession (Akinpelu & Arewa, 2017). Where such teachers who are professional educators do not have up-to-date knowledge and information of current curriculum

innovations and information technology, their obsolete ideas and non-relevant approaches to teaching as well as implementation of the curriculum in its old fashion form cannot lead to a successful education of learners. That is why the role of the classroom teacher is vital in curriculum planning and implementation (Ogechi, 2016).

On the implementation of the measures put in place to reinvent teacher education with a view to responding to the emerging curriculum innovations and information technology in Nigeria, the professional educators in the universities and the secondary schools sampled are still dissatisfied with somewhat adequate responses of 32.5% (Table 2). Notwithstanding, they applauded the following capacity-building programme in teacher education for meeting the demands of emerging curriculum innovations and information technology in Nigeria to be very adequate:

- The restructuring and reinforcement of the National Teachers Institute (NTI) at Kaduna through significant capacity building and partnership (67.5%)
- The regulation of the teacher education curriculum by the National Commission for Colleges of Education with extension to the pre-NCE (the remedial) programme (76.7%)
- Establishment of the Teachers' Registration Council for professionalization of teaching (93.7%)
- Provision of guidelines for school inspection in Nigeria by the Federal and State inspectorate Services with the assistance of UNESCO (80.2%)

Still, the findings of the study revealed inadequacies in the following areas of teacher education responsiveness to curriculum innovations and information technology in Nigeria:

- Training and professional development opportunities provided for teachers by government and professional associations (56.7% - Not Adequate).
- Innovative teaching and learning strategies (63.3% - Not Adequate).
- Enhanced professional educators salaries and benefits (65.0% - not Adequate) (Table 2)

With these findings, attending to the yearnings and aspirations of the teachers become imperative in Nigeria for all concerned stakeholders because of their crucial roles in the learning process. In fact, some writers are of the opinion that the systematic impoverishment of teachers contribute to over 70% of the poor quality of education in Nigeria (Okeowo, 2009).

The findings from this study on challenges facing the responsiveness of teacher education to the emerging curriculum innovations and information technology in Nigeria is a clear indication of the plight and fright of the teacher and teacher education in Nigeria as a whole. Where curriculum innovations and information technology are indeed true reflection of the values, beliefs and aspirations of the society, the challenges of inadequate funding of education, teaching in overcrowded classrooms, inadequacy in infrastructural facilities, poor motivation of professional educators and strikes among others would lead to unsuccessful implementation of the curriculum innovations and information technology as may be identified in the educational programmes of educational institutions. These challenges are thus part of the determinants of emerging curriculum outcomes. In consonance with this, Alade (2013) puts it that such factors which contribute to teaching and learning are strong determinants of the outcomes of a developed curriculum, vis-à-vis the quality of its products.

They are thus the determinants of excellence. Where inadequacies in at least some of the challenges facing the responsiveness of teacher education to the emerging curriculum innovations and information technology in Nigeria persist, there is serious demand for priority attention.

Conclusion

Documentations on Nigerian governments' efforts at various times and specifically in the 21st century on curriculum innovations and information technology have been made obvious in this paper. This is with a view to always implementing a dynamic and progressive curriculum in the existing educational institutions at all levels. Similarly, bearing in mind that teachers are the professional educators directly involved in the task of promoting teaching and learning, the responsiveness of teacher education to the emerging curriculum innovations and information technology have also been investigated in this study.

In the study, it is crystal clear that secondary school teachers' awareness of emerging curriculum innovations and information technology is very low, and this calls for serious concern and re-examination. Some of the measures put in place for the capacity building programmes of both prospective teachers and serving teachers in Nigeria are somewhat adequate. However, the variation in the opinions of the professional educators is a clear indication of the need for the government stakeholders to review some of the measures put in place on teacher education with a view to ensuring their effective responsiveness to the emerging curricular needs and information technology in Nigerian education.

Also in this study, the resultant effect of the challenges bedeviling teacher education is a threat to the ultimate goals of Nigerian education and technological development. The findings of this study put together from the views upheld by the six hundred professional educators that participated in this study call for the need to suggest way forward. As a result, the recommendations given in the next sub-title are suggested for consideration.

Recommendations

In order to improve on the responsiveness of teacher education in Nigeria to the emerging curriculum innovations and information technology, it is hereby recommended that:

1. There is always the need for adequate sensitization of the professional educators at all levels on up-to-date information about curricular issues and innovations so that such dynamic curriculum will not suffer in the hands of the excluded implementers.
2. For teachers to progress most effectively and be reinforced in their professional capability, their continuous professional development and innovations in curriculum and ICT matters right from the conceptualization stage of any programme rather than mere participation only in the classroom instruction should be encouraged for successful implementation of educational programmes through various curriculum outlets.
3. More participative roles and workable strategies are welcome from public education stakeholders and private bodies through their effective contributions for better responsiveness of teacher education to meet the emerging curricular policies in Nigeria.

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Appendix

Table 1: Professional Educators Awareness of Emerging Curriculum Innovations and Information Technology in Nigeria since the beginning of the 21st Century.

S/N	Emerging Curriculum Innovations Awareness	Professional Educators			
		Lecturers		Secondary School Teachers	
		Aware Aware (A)	Not Aware (NA)	Aware (A)	Not (NA)
1.	Development of Curriculum on Drug Education in the existing School Curriculum	120 (60.0)	80 (40.0)	180 (45.0)	220 (55.0)
2.	Introduction of Computer Studies (ICT)Curriculum at both Primary and Junior Secondary School Levels	195 (97.5)	5 (2.5)	390 (87.5)	10 (2.5)
3.	Vocational Trades Curriculum	194 (97.5)	6 (3.0)	391 (87.7)	9 (2.3)
4.	Entrepreneurial Studies Curriculum	194 (97.5)	3 (1.5)	190 (47.5)	210 (52.5)
5.	Nomadic Education Curriculum	180 (90.0)	20 (10.0)	120 (30.0)	280 (70.0)
6.	Mainstreaming in Nigerian Education Curriculum	179 (89.5)	21 (10.5)	180 (45.0)	220 (55.0)
7.	Introduction and Popularizations of Indigenous Games (e.g Langa, Damba, Abula and Ayo) in the School Curriculum	125 (62.5)	75 (37.5)	185 (46.3)	215 (53.0)
8.	Family Life Education Curriculum (HIV/AIDS)	130 (65.0)	70 (35.0)	300 (75.0)	100 (25.0)
9.	Integration of Citizenship Education Curriculum into the Already Existing Curricula	189 (94.5)	11 (5.5)	380 (95.0)	20 (5.0)
10.	The Infusion of the Basic African Cultural Knowledge (BACK) into the Curricular	110 (55.0)	11 (5.5)	380 (95.0)	20 (5.0)
Average (%)		81.0%	19.0%	25.3%	74.7%

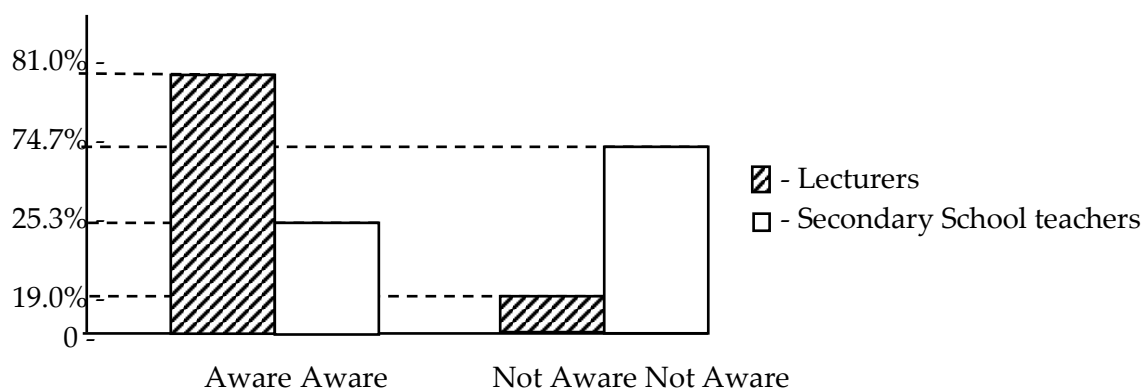


Figure 1: Level of Awareness of Emerging Curriculum Innovations and information technology by Professional Educators.

Table 2: Professional Educators' Ratings of the Implementation of the Capacity Building Programmes in Teacher Education for Meeting the Demands of Emerging Curriculum Innovations and information technology in Nigeria

No	Implementation of Teacher Education Responsiveness to Curriculum	Very	Somewhat	
Not	Innovations and information technology			
Adequate	Adequate	Adequate		
1.	The Pivotal Teacher Training Programme (PTTP)	50 (8.4)	350 (58.3)	200 (33.3)
2.	The Restructuring and Reinforcement of the National Teachers Institute (NTI) at Kaduna through significant capacity building and Partnership	405 (67.7)	158 (26.3)	37 (6.2)
3.	The Regulation of the Teacher Education Curriculum by the National Commission for Colleges of Education with Extension to the pre-NCE (The Remedial) Programme	460 (76.7)	100 (16.7)	40 (6.6)
4.	Establishment of the Teachers’ Registration Council for Professionalization of Teaching.	562 (93.7)	38 (6.3)	-
5.	Provision of guidelines for School Inspection in Nigeria by the Federal and State Inspectorate Services with the assistance of UNESCO	481 (80.2)	119 (19.8)	-
6.	Installation of Parameters and Performance Indicators and Benchmarks for Improved Quality Control and Uniform Standard for Schools	130 (21.7)	450 (75.0)	20 (3.3)
7.	Training and Professional Development Opportunities and information technology skill acquisition provided for Teachers by Government and Professional Associations	60 (10.0)	200 (33.3)	340 (56.7)
8.	Innovative Teaching and Learning Strategies. Including ICT pedagogy	30 (5.0)	190 (31.7)	380 (63.3)
9.	Enhanced Professional Educators Salaries and Benefits	60 (10.0)	150 (25.0)	390 (65.0)
	Average (%)	41.5%	32.5%	26.0%

Table 3: Challenges Facing the Responsiveness of Teacher Education to the Emerging Curriculum Innovations and Information Technology in Nigeria.

S/N	Challenges of Teacher Education	Agree	Disagree	
		Number %	%	Number
1.	Deficiencies in the Curriculum Content of Nigeria Education	141	23.5	459
2.	Inadequate Funding of Education Sector	431	71.8	169
3.	Overcrowded Classrooms	390	65.0	210
4.	Inadequacy of Professionally Qualified Teachers in the School System	113	18.8	487
5.	Default in Government Policies	215	35.8	385
6.	Lack of Adequate maintenance of School Buildings and Equipment/Facilities	372	62.0	228
7.	Deficiency in Educational Monitoring, Supervision and Evaluation	206	34.3	394
8.	Gross inadequacies in Infrastructural Facilities at all Levels of Education	276	46.0	324
9.	Poorly Motivated Teachers Leading to Low Morale and lack of Commitment by Teachers	297	49.5	303
10.	Inadequate Distribution of Teachers Across States Resulting in Surplus in Some States and Short Falls in others	204	34.0	396
11.	Strikes by Teachers Leading to Distortions in Academic Calendar	303	50.5	297
12.	Poor Curriculum Delivery/Implementation by Teachers	201	33.5	399
	Average (%)	43.7%		56.3%