

N-Power Teachers Competence and Resource Utilization: Implication for Effective and Efficient Teaching in Nigerian Primary and Post Primary Schools

Okoro, Sunday Nyeche
Department of Educational
Technology and Library Science,
University of Uyo,
Uyo Nigeria
realsunday75@gmail.com

Bassey, Ubong Effiong
Directorate of Pre-Degree
University of Uyo,
Uyo Nigeria

Abstract

The standard of education is disintegrating globally and Nigeria is not exempted. Education disintegration became part of millennial goal agenda which could not be achieved. In the year 2016 the Federal Government of Nigeria under the leadership of President Mohamed Buhari through the Federal Ministry of Labour And Productivity initiated Youth Empowerment programme called N-power in order to meet up with the acute shortage of teacher's in the nation's primary and post primary education in order to alleviate the falling of education in Nigeria. The Government inadequate investments in teacher's education have resulted in acute shortage of teacher's. The paper further reveals the concept of Resource Based Teaching to enhance understanding, The Dilemma Reflection of unprofessional teacher in the Society, N-Powers Teachers knowledge of ICT as a requirement, Teaching Yesterday Vs Teaching Today, The benefits of Resource utilization in teaching, Modern Technology such as: Chrome cast and Google Cast, Apple Airplay, Mira cast and Intel Unite for Effective Pedagogy, Conclusion and Summaries with seven recommendations which include: Workshop and seminar should be organized for the N-powers teachers to update the required skills and professionalism of a teacher, having provided the N-power teachers with an ipads, the need for wireless internet for schools becomes necessary, Teacher's education should be reformed from theoretical approach to constructive approach to support the use of pragmatism in content delivery, Adequate resource materials should be used by all teachers including the N- power teachers irrespective of their discipline. Etc.

Keywords: *N-Power Teacher's, Competence, Resource. Teaching and Schools.*

Introduction

Teaching is a very fundamental instrument in life as well as any nation's growth and development and Nigeria is never an exception. Teachers have the central role of training other career and professions so that the ecosystem upon which the world economy depends for growth and sustainability. The desirable end result is a state or society where living conditions and resources use continue to meet human needs without undermining the integrity and stability of the systems. Therefore the urgent need to revisit N-POWER teacher scheme in the light of a renewed vision of education for all (EFA) and social development that is both equitable and viable becomes imperative.

Teaching is a profession as stipulated by National Policy on Education (2004) Ekwueme and Ogbondah (2005) revealed that teaching is a profession but this assertion has been refuted by many scholars who have argued that teaching in Nigeria context is not a profession. Yes of a truth all graduates can walk into the classroom and talk to their audience but not all are teachers. It takes a little perception and imagination to realize and recognize that our future civilization, our very survival depends upon the quality of creative imagination of our next generation. Democracies collapse also when they fail to use intelligent imaginative, (professionals) methods for solving their problems. Business falls under armature manager without proper tutelage. Greece failed to heed such a warning by Socrates and gradually collapsed. In today's world, football teams give away their players to buy professional just for a season. Education is a Trans-generational investment therefore should aim at being professional like other professions. However, if N-power teacher of other profession must teach, the idea is to give them a feeling of the profession they are about to enter as well as understanding of the problems faced by societies all over the world in previous generations and in recent times.

This vision of N-power teacher scheme must take into consideration the social, environmental and economic dimensions of human development and the various ways in which these relate to education: 'An empowering education is one that builds the human and material resources to stand the test of time. Empowering the youth to teach in schools need more than paper screen if they must teach. Although the scheme says the N-power teachers will act as assistants but due to the acute shortage of staff teachers, N-power teachers now serve as full time teachers and subject head.

Contemporary learners are technology driven with social networkers. Their companionship with the web applications have created vacuum between archaic teachers and the digital natives. This vacuum need to be filled with creative resources since nature does not entertain a vacuum. Resources such as human (professionals) and non-human that are capable of closing the vacuum when used appropriately most be constantly adopted to keep these young minds focused to future.

The attempt by the Federal government of Nigeria through the N-Power scheme to fill the vacuum and improve basic education delivery in Nigeria is a welcome development, but must be review in the light adequate training. N-Power Teachers scheme was designed to deploy the empowered youth as teacher assistants in schools around Nigeria. They are not to replace the current teachers, but to work as support teachers across Nigeria, assisting with teaching, school management and other functions within the schools. Where possible, they are also to assist in taking basic education to children in remote areas especially in marginalized communities.

The selection of N-power teachers was not based on teacher's education qualification. It is pathetic that the staff teachers have saddled the whole classroom responsibilities to the empowered youth without adequate teachers training. Based on this fact, the need to incorporate resource utilization in N-power teacher's scheme becomes as imperatives to enhance their classroom effectiveness. Effective resource utilization in education is imperative for N-power teachers as it will enhance existing value, knowledge, skills, wisdom etc to them for effective instructional delivery and improve the learner's academic achievement to compete globally. Makinde and Aloa in Durosaro and Nuhum (2012) noted that integration of apprenticeship training and career presentation into the family setup made the traditional form of education in African context highly effective.

Enhancing N-Power Teachers' Competence towards Effective Teaching in Nigerian schools researchers like Ajoku (2009) have outline the qualities needed for classroom teachers effectiveness which include: knowledge of the subject matter, good communication skill, technical skills, administrative skills, love for and empathy with learners, high moral standards and viable personality, love for dedication to the teaching profession, sound leadership to mention but a few. More than these are expected from the N-power empowered teachers to deliver effectively. Effective teaching requires the demonstration of competence which invariably enables students to learn and benefit maximally.

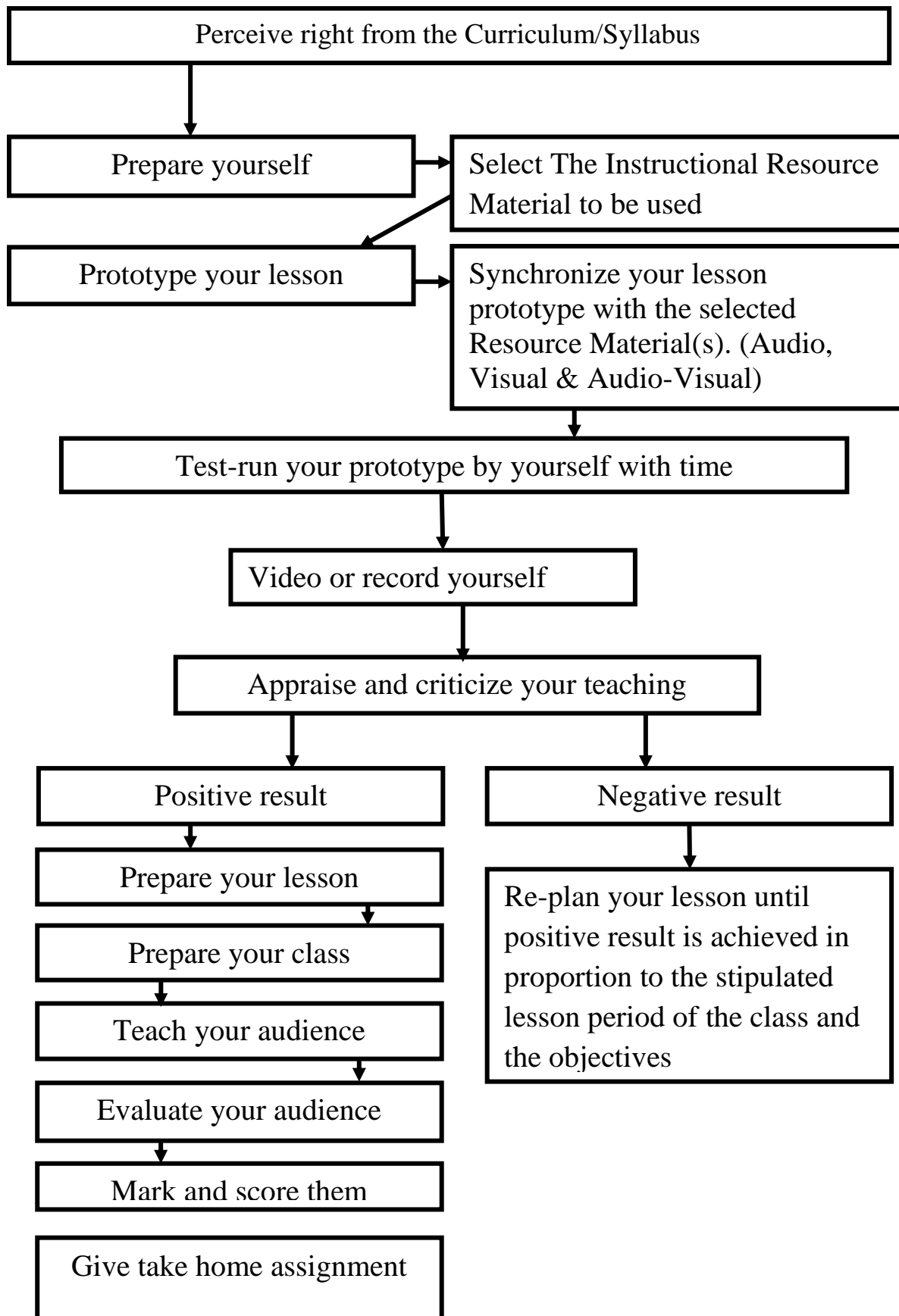
Primary is the foundation class while post primary is opinion stage of life. However, every choice or opinion during this period is in business, craft and skills or education, the knowledge acquired from primary and post primary education helps in solving antecedent issues through transfer of prior knowledge into the present. When knowledge is transferred from known to the unknown, learning and problem solving become easier.

Resource Based Teaching to Enhance Understanding

Resource based teaching compliment the effort of the teacher as a facilitator to synchronize verbal abstraction with imagery in teaching-learning to re-enforced desirable change in learner's behaviour. Transfer of learning becomes greater when resources are used in teaching-learning. Resource utilization in teaching is based on four categories of resources such as: the Materials resources, Natural resources, Institutional resources and Human resources. 21st century as characterized by ICT revolution, makes it easier for teachers to harness virtually all mentioned resources at their disposal irrespective of their geographical locations. The FG providing every N-power teacher an ipad is to enable the N-power teacher's harness modern technologies for teaching digital natives. This is supported by Mba (2007) who posited that there is a trend to move toward "blended learning services", where computer-based activities are integrated with practical or classroom-based situations. Resource based learning is now gaining ground in Nigeria Education System due to its capability in making the teaching and learning processed more effective through the use of suitable resource and the most up to date techniques (ICT). ICT resources as major resources in the 21st can enhance the quality of education in numerous ways and bridge the gap between the learner and the N-teachers. It is concluded evidence that the impact of resource utilization in teaching and learning cannot be overemphasized. Using instructional resources in teaching and learning act as catalyst to the teacher's instructional delivery and the learners will comprehend easily.

Okoro, Iseh & Ugwulebo (2017) viewed ICT as one of the contemporary teaching and learning resources suitable for effectiveness in all field and works of life as they defined it (ICT) as a momentumous driver for academic, economic, political and social development per excellence, not bound with time, space and ages. Adequate application of ICT as it implies in education is one of the key stone catalyst to effective teaching for national development and sustainability. Therefore, there is need to reconsider polices supporting compulsory integration and routine utilization of instructional resources in all levels of education especially the multi-media resources. However, such polices may become useless unless there is appropriate and effective implementation and supervision. However, the unchanging truth remain that without a good policy implementation and adequate supervision, the resources cannot on its topology pilot the federal government N-POWER agenda of EFA.

Fig. 1: Instructional Design Flow-Chart



The Dilemma Reflection of Unprofessional (Quack) Teacher in the Society

It is truth to affirm our conviction on the gospel that says “either makes the tree good, and his fruit good; or else makes the tree corrupt, and his fruit corrupt: for the tree is known by his fruit”. Our societal quality is proportional to the quality of teachers in our school system. Education is an adventure that can be compared with a vehicle that is loaded with goods and driven by a driver that knows the delivery point that is the teacher. Whosoever will convey the loaded truck must have the destination matrix of the goods. That 99% of the parent’s/guardians complain about their children/wards not doing well is a reflection of unskilled teachers input and lack of relevant teacher’s reorientation. This pandemonium does not end by employing unskilled teachers, it has metamorphosed to the stage where even the uneducated run schools as proprietors and proprietress. The question still remains; can the blind lead the blind? The answer still remains NO!!! As it was yesterday.

Multiple schools in our societies would have solved the societal problems, but the reverse is the case. The more the multiplication of school especially “private schools” the more perplexing the problems to the societies, this malady may not be fully attributed to school owners only. Parents and guardians who cannot assume parental responsibility of training their children/wards have elicited more quacks into the field of this life molding and managing profession. They instead of managing they damage lives. This damage caused by unskilled teachers may not reflect instantaneously like that of a medical practitioner operating in the theatre, but the damage is more than that which is done in the hospital theatre room reason: a teacher is the mother for all profession. It was on this notion that Godwin Achila from Benue State, a contributor on radio Nigeria network news on Wednesday the 11th August, 2016 during Radio Nigeria network programme on literacy by radio suggested the close down of some of the mushroom schools within the nation. Mushroom schools may be regarded as those schools, be it public or private without adequate and equipped science laboratory, full of quack teachers, with no up to date library, spacious recreation facilities that can take care of her population and lot more. Learning is proportional to teaching. (i.e.) as the learners plans to get the best from the teacher, the teacher as well should plan the more to give more than the expected to the ready/willing learners) especially in this technology driven generation.

“Effective teaching is a systematized plan organized by the teacher aimed and at guiding the learner(s) who is less knowledgeable, less skilled in an expected way to acquire more than his/her potentials through the use of resources (natural and artificial)”. Thus, to be an effective teacher requires the clear vision of what teaching is before embarking on classroom presentation either micro or macro classroom.

This is to say; teaching yesterday and today ought not to be the same. The dilemma remains retrogressive (the advance the emergence the educational resource, the passive the schools produce. The drumbeats behind this malaise cannot be separated from teacher wrong job perceptions and deficiency. To build an egalitarian society tomorrow, teachers should be re-trained with the right perceptual experiences that will assist them execute their job effectively.

N-Powers Teachers Knowledge ICT a Requirement

The government acknowledging the need to equip the Empowered Youth with ICT gadgets is not sufficient enough to achieve education for all (EFA) without full training to be fully ICT compliance. When a child is offered a big fish without the purpose being defined, the question of who to give it emanates from the child. Therefore the N-power teachers should be trained drastically without compromise by ICT experts on how to utilize the tablets given to

them for educational purposes to keep up-to-date knowledge awareness on how to do it yourself to meet global educational pedagogical trend.

Teaching Yesterday Vs Teaching Today

It is pertinent to note that every generation have peculiar problems in every sector. 21st century is characterized by increase in population which has led to joblessness and diversification. Many jobless diversified into teaching and opening of mushroom schools as it has become a crayfish market. The concept of teaching cannot be undermined. Teaching according to Akinkpelu (1981) in Ekwueme and Ogbondah (2005) is a deliberate effort by a matured or experienced person to impart information, knowledge, skills and so on to an immature or less experienced person through a process that is morally and pedagogically acceptable. Thus, it becomes obvious that not all who handles chalk or marker is teaching. To this end, it becomes necessary to appraise teaching yesterday and today in Nigerian education.

i. Teaching Yesterday in Nigeria (Pre-colonial era - 1990s)

Bye gone were days when teachers rewards awaited them in heaven. It is no doubt that the good old days witnessed by our fore-fathers in the course of teaching and learning are gone bye and is now a mirage of what it was yesterday despite the resource explosion for teaching and incentives. How are the mighty fallen and the weapon of all the professions perished? Teaching is the mother profession of all professions. Change is constant and good only when it travels along positive integral. Teachers of yesterday were not well paid as per today teachers, had no access to resources especially the ICT and other resources like today's teachers yet teaching yesterday was better than what we see today. This disintegration could be as a result of changing ideological, economic, and political climate which has resulted in teachers coming under increasing pressure and wealth gathering. However, the degree of teaching accountability and external control to which they were subjected to has varied historically. This is now a topical issue to both government, parents, religious bodies and all stakeholders. Measures need to be put in place to alleviate this malady. The finding of the paper reveals that teachers of today do not enjoy $\frac{1}{3}$ of what teachers of yesterday enjoyed for example favourable political atmosphere that permeated teacher's total consecration to service.

Teachers of yesterday were provided with accommodation facilities inside the school compound, farms and garden with subsidized fertilizer cost. The economy was not hard as it is today. Teachers of old taught using demonstration and concept mapping strategy.

Ajoku (2009) opined that in the fifties and sixties, many people without teaching qualifications were teaching in Nigerian schools. Equally important is the fact that education courses then in Teacher Training Colleges then lacked the intellectual content that is vital to the development of competent teachers. He further stressed that if one is to measure teacher's competence in terms of the credentials possessed by teachers, then one will certainly say that our teachers today are more competent than those of fifties and sixties. He continued by saying that if test scores such as those from Joint Admission and Matriculation Board (JAMB) and Senior School Certificate Examination (SSCE) are applied to determine how competent teachers are, then our teachers can be said to be relatively incompetent. Today in Nigeria, Colleges of Education are now for the poorly performing students or for those on the mercy seat of admission. The same is applicable to teaching today in Nigeria.

ii. Teaching Today in Nigeria (Post 1990s till date)

In Nigeria today, teaching has been bastardized. The bastardization of education as a whole can be attributed to the policies of the government in licensing individuals who cannot afford to pay teachers, the political official's salaries and impress; all these have brought the love of money in the noble profession today. Iyeke (2011) confirms this paradigm shift by saying; in Nigerian school context today, teaching concentrates on giving information which is not the sole objective of teaching. With these enumerations, many teachers try to utilize ICT and other resources. Teaching in other hand tries to substitute ICT and other simulated technology to the role of a classroom teacher. This doesn't augur well for the system. It is good to innovate and integrate into modern way but the teacher still plays a major role of a guide. Since the amalgamation in 1960, the need to establish higher institutions of learning including colleges of education emerged to train more and more teachers to teach. But they do not produce effective teachers while the main focus of the teacher education has been to drastically produce effective teachers. There are some reasons for this pandemic malady:

- a) The criterion for admission of would-be teacher is not adequate. Therefore, the candidates who have the aptitude for teaching are not admitted to the training institutions.
- b) The strategies that are employed by teacher education institutions in teaching practices are defective and traditional. These devices cannot develop the teaching skill. (Singh, 2008).

The educationist and psychologist have made efforts to solve these problems. Resource has contributed immensely in this direction. Teachers education can only be re-oriented and improved when teacher-education institutions can prepare effective teachers for effective teaching to achieve the vision 20:20:20 with the rest of the world. To achieve this, we have to develop "Innovative Teaching Practices" for our teacher's education on the use of resources in every lesson delivery and employ other strategic teaching methods rather than pedagogical monopolistic method. Teaching is an adventure that must be consciously targeted at the targeted audience; it needs more than a careful control to produce effective result. The function of a teacher is to steer his/her students just the way a steersman steers the ship or boat in a right direction. This means the teacher must use all the catchy resources in order to sustain the attention span of his/her students. Instructional system such as the resource and method adopted to deliver his/her teaching must be appropriate and measurable to the class of the targeted audience. Cybernetic adventure as a growing teaching model aims at helping the teacher to have maximum control of the targeted audience through the use of adequate resources which could only be possible either by punishment or reward. Through the use of cybernetic model in teaching, teaching and learning will be made easy and this will bring about harmonious response of the audience. Resource-based teaching will serve as a clue to attitude formation. It is worthy to believe the Chinese proverb that says; "what I hear I may forget, what I see I will remember but what I do, I will never forget".

The Benefits of Resource Utilization in Teaching

The benefits of resource utilization in teaching and learning especially abstracts concepts will enhance magnetic reinforcement to the learners especially when the resource material is catchy to the learners. It is believed that changing an attitude requires understanding of motivating factor of those concerned i.e. the learners. Noting this will help the teacher and the curriculum designers utilize resources adequately to change unethical attitude and character of such students.

Resource utilization in teaching also assists students to assimilate and digest the main points in the subject matter being discussed. When teaching is accompanied with resource

materials, students have a closer and practical idea of the whole concept being taught than the verbal. This will help the ability to recall and good understanding of the concept been treated. According to McGuire's (1968) in Solomon, Anaeto, Onabajo and Osifeso (2008) Posited that curriculum designers and facilitators (teacher(s)) must put some certain measures that will capture the total mindset of the students, such as:

- ✚ The persuasive message must be communicated
- ✚ The receiver will comprehend the message.
- ✚ The newly adopted position is retained.
- ✚ The desired behaviour takes place.

The overview of this theory is to influence the intent of the learner's heart via the use of right teaching resources and techniques to be able to redirect the learners towards achieving the stated objectives which ordinarily would not be possible with the use of punishment or reward.

Resource utilization in teaching cannot be overstressed as the scripture says make the tree good and make the fruit good. The truth remain that the education system at all levels in our nation Nigeria has fallen to an alarming level. Osuala (2004) asserted that the validity of any educational system is dependent on the quality of teaching and availability of competent teachers. Hence, the teacher may make or mar even the best educational policy and programme (Minasola, 2000). Teacher qualitative education is crucial because a nation and its citizenry cannot rise above the level of its teachers. Teacher's education therefore, is the keystone to the sustainable national development of any nation and Nigeria is not an exception to this view.

Modern Technology for Effective Pedagogy

Technology as one of the resources in vogue in reaching out to the reached and the unreached is beyond the concept of telecommunication. It harbours the entire system of man such as: the ICT and its machinery which fast track growth in the society and entire human ecosystem. Recognition of modern day technology as a resource for educational innovation in teaching and learning will not only enhance teacher's effectiveness but also the student's performance and the entire ecosystem. Sam (2016) supporting the use of modern technology in education opined that gone are the days of fumbling with projector cable cords or digging around for mobile device adapters to switch on presenters during class. Now, through tools like Chrome Cast and Google Cast for Education, Apple Airplay and Classroom, Mira cast, and Intel Unite, both teachers and students can wirelessly project from mobile devices to the front of the classroom.

❖ Chrome Cast and Google Cast for Education

Cast for Education features built-in controls for teachers, works seamlessly with the Google Classroom platform, and requires no new hardware. Students make their screens eligible for sharing using the latest version of Chrome or the Chrome extension. Teachers logged in with a Google Apps for Education account can receive casts through the Cast for Education app. The teachers then invite students and select the screen they choose to share or project. Google Cast is now built fully into Chrome too, so users can cast without any installation or configuration.

❖ Apple Airplay

Airplay wirelessly displays an iPad's screen (also a Windows PC with additional software), including views from the camera, to interactive whiteboards and display screens connected to

Apple TV. Apple's new Classroom app, which offers many of the traditional features of classroom management software, such as remote viewing of all student screens and remote locking of student screens teachers, can create student groups to which they can push specific apps or websites as well as display student screens using Apple TV.

❖ **Mira Cast**

Mira Cast, supported by the Wi-Fi Alliance, creates a direct wireless connection between an Android and Windows tablet or Smartphone's and a display screen or a projector, through which users can interact with the displayed content.

❖ **Intel Unite**

Unite allows remote and on-site users to collaborate on interactive whiteboards and monitors. It currently works on iPads. Therefore, the ipads given to all the N-power teachers can be harnessed using these technologies and their likes. Adopting new technology into classroom and N-Power teachers' scheme means additional training and development for them.

Conclusion

The qualities of education and teachers in Nigerian schools have become a concern to the nation. The country's growth depends on the quality of our teachers. The quality of teachers, in other hands, is a product of the formal training they had received from various institutions of higher learning. The argument that immensely arises is about the teacher education program in our institutions. Hence, if all graduate must be empowered to teach, we must take an eagle eye into teacher's education and the integration of teaching curriculum in all disciplines of higher learning. If N-power teachers are going to reform and mould the future of our country through the empowered scheme, teachers education have to assume great responsibility and take recourse to gain innovative and effective technique of training in order to be fit for destiny breeding of our future leaders. Realizing the importance of resources in teacher's education, there is an urgent need to set pace and keep the pace to improve teacher's pedagogical strategies that will enhance socio economic growth and cohesive ecosystem.

Recommendation

The following recommendations are made for effective and efficient incorporation of resources utilization in teaching to enhance teacher's effectiveness:

1. Workshop and seminar should be organized for the N-power teachers to update the required skills and professionalism of a teacher.
2. Having provided the N-teachers with I-pads, the need for school wireless internet becomes paramount.
3. Teacher's education should be reformed from theory centered approach to constructive centered approach to support the use of pragmatism in content delivery.
4. Adequate resource materials should be used by all teachers including the N-power teachers irrespective of their discipline.
5. There should be routine orientation for all those in teaching profession and proper supervision of education.
6. Resources should be evaluated by the subject experts before utilization to avoid distraction of the students.
7. The monitoring team of the ministry of education at all level of government should close dawn all the mushroom schools.
8. Modern day technology should be encouraged to be used by teachers and the students.

References

- A.E. George (n.d) Teachers Guide on Teaching for Understanding, Transfer of knowledge and Creativity.
- B.B. Manilla (2006) History of World education. Nissi publishing Company. Port Harcourt.
- B.B. Manilla (2006) Introduction to educational administration (concepts, principles & practice). Nissi publishing Company. Port Harcourt.
- Dikko S. & Abdulkadir M. A. (1997) Teacher Education for self reliance the charging role of teachers. Gombe Technical Education Journal Vol.1, No.1, 1997. (Federal College of Education (TECH).
- Durosaro I. and Nuhum M. A. (2012) Gender as a factor in the career choice readiness of secondary school students in Ilorin metropolis of Kwara State, Nigeria. International journal of humanities and social science. Vol.24 No. 14 (pp109-110).
- Etim, P.J. (2006) Issues in educational Technology. Abeam publishing Co.
- G.E. Elechi and L. Ogbondah (2005) Sociological Foundation of Education. Harey publications Coy. Port Harcourt.
- <http://www.npower.gov.ng/n-teach.html>
- Iyeke P.O. (2011) Information and communication technology (ICT) needs of secondary school teachers in delta state: a case for human capital development. Journal of research in education and society. Vol. 2, No. 2 (pp 23-24)
- Sam Morris (2016) *Global Education Solution Architec*
<http://lenovoeducation.com/sharing-screen-todays-classroom-no-strings-attached/>
- L.I. Ajoku (2009) Teaching practice handbook. Pearl publishers. Port Harcourt Rivers State.
- Mba T.N. (2007) Adult Education and Development .pearl publishers.
- Michael J. Hannafin and Janette R. H. (n.d) Resource-Based Learning
- Nkechinyere I.J. & ANUSIEM A.U. (2011). Innovation in teaching and learning in Nigerians school. From the presence of Educational Psychology. Journal of NAEMT 32nd Annual Conference and International Convention.p.124.
- Nmom O.C. (2003), Interpreting social problems and public issues in Nigeria. Pearl publishers.
- Okoro, S. N, Iseh, U. J. & Ugwulebo J. E. (2017) Technology Integration in Education: A Catalyst for Sustainable National Development in Nigeria Education System. International Journal of Social Sciences and Management Research Vol. 3 No. 8 2017 ISSN: 2545-5303
- Singh Y.K. (2008) Institution Technology in Education, A. P.H. Publishing Corporation. New Delhi.
- Solomon G.A, Olufemi S.O and James B.O. (2008) Models and Theories of communication. African Renaissance Books Incorporated.
- Steven H, ZhiMin X and Katsipataki M. (2012) The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation.