

**COMPARATIVE ANALYSIS OF TEACHER EDUCATION PROGRAMME IN  
TERTIARY INSTITUTIONS: A CASE STUDY OF COLLEGES OF EDUCATION AND  
THE UNIVERSITIES**

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**ABSTRACT**

*It is well known that the quality and extent of learners' achievement are determined primarily by teacher competence, sensitivity, and teacher motivation. Thus, teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges therein. Teacher education, as given in Colleges of Education and Universities aim at ensuring adequate supply of teachers in schools and for Nigerians to get quality education that will help fight against the three enemies of development; which according to Nyerere, include ignorance, poverty and disease. Thus, the way and how these would-be teachers are trained and produced become very vital to the actual performance and classroom delivery. The study is a comparative analysis of how Colleges of Education and the Faculty of Education in the Universities prepare teacher trainees with the art and science of teaching, to produce optimal results. Training of teachers is an important component of teacher education. History of teacher education in Nigeria was thoroughly reviewed and Education courses offered in these two types of institutions were brought out and comparative analysis done on courses with practical orientation. Two research questions and two hypotheses were postulated to guide the study and their findings revealed that, more Education courses were taught in Colleges of Education (24 courses with 37 Credit Units) than the Universities (19 courses with 49 Credit Units). More courses and programmes with practical bias were seen in Colleges of Education curriculum than in the Universities. Courses, such as Classroom Sit – in Observation (Year 1), Micro-teaching (Year 2) and a longer duration of Teaching Practice, all aided in preparing students in Colleges of Education for optimal classroom delivery. These courses and programmes were not noticed in the University curriculum, apart from Teaching Practice. Also, University students, even though they offer 19 Education Courses, they have a higher workload (Credit Unit) than their counterparts in Colleges of Education. Conclusions were drawn that students in Colleges of Education offer more Education courses than University students. Also, students in Colleges of Education are exposed more to the practical aspect of teaching than University students. Recommendations were made that National University Commission should incorporate more practical based Education Courses into teacher education programmes and the 6, 6 weeks of Teaching Practice should be expanded to become 3, 3 months, for second and third years (University Students). Also, both National University Commission (N. U. C) and National Commission for Colleges of Education ( N.C.C.E) should increase the number of Method Courses (course with practical bias) as these aim at exposing the teacher trainees to*

*the different methods (ways) of classroom delivery. Information and communication technologies (ICT) should be incorporated into teacher training programme in order to teach students to gain knowledge and skills needed for the future knowledge society that we aspire to live in.*

**KEYWORDS: Teacher Education Programme, Tertiary Institutions, Colleges of Education, Universities**

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## **INTRODUCTION**

Teacher education or teacher training, according to Ibok (2020) refers to the policies, procedures and provisions designed to equip prospective teachers with knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, schools and the wider community. It encompass teaching skills, sound pedagogical theory and professional skills. Teaching skills would include professional training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impact instruction, provide appropriate reinforcement and conduct effective assessment it includes effective classroom management skills, preparation and use of learning materials and communication skills. Pedagogical include the trainings in the philosophical, sociological, psychological considerations that would enable the teacher to have a sound basis for practicing the teaching skills in the classroom. Professional skill include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skill, and above all, lifelong learning skills. He concluded by saying that, an amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic developments (Retrieved online @<https://arvhive.mu.ac.in> on 24/9/2024).

The teacher is the key functionary required in the school system, apart from the learners. Thus, he should be well – equipped intellectually, psychologically and professionally to perform his duties well. The teacher is therefore the pivot on which education system revolves. What he knows and what he does in the professional setting can have far reaching consequences; not only for the learners but the entire society. Thus, the way and manner and what he is exposed to during the period of training is of outmost importance. Teacher education is a comprehensive training that aims at transforming passionate individuals into superheroes of the classroom.

It is in recognition of these roles that the National Policy on Education (2018) posited that teacher education plays a vital role in the production of quality teachers and in provision of quality education, at all levels. It enumerates the goals of teacher education as:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system.
- b. Further encourage the spirit of enquiry and creativity in teachers.
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals.
- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations.
- e. Enhance teachers' commitment to the teaching profession.

The Policy went on to say that all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for effective performance of their duties and ICT training should be incorporated in all teacher training programmes.

Entry requirement for admission into Colleges of Education includes:

- 5 credit passes (not more than two sittings) with English Language and Mathematics, in SSCE/WAEC, or NECO, or GCE level or NABTEB or TC II, in relevant areas.

Entry requirement for admission into Faculty of Education shall be;

- 5 Credit Passes in O/Level subject
- Also, direct entry candidates are expected to possess G.C.E. A/ Level passes or N. C.E Credit/ Merit in two relevant teaching subjects or one professional / teaching subject offered as double major or one professional subject combined with a teaching subject.

### **STATEMENT OF THE PROBLEM**

As a lecturer in College of Education, I had to teach some 'strange' courses which I was not exposed to, as an undergraduate or postgraduate student in the University. I refer to them as strange because, in the University, such courses were not taught. Also for some years now, I have had to compare products from Faculty of Education in the University and products from Colleges of Education. I checked their outputs and performance in classroom delivery and I tend to see some differences. My mind argues whether these differences occur due to the knowledge and skills they were exposed to, during their training years or the way and manner they were trained. Based on these, the researcher sought to research into the courses these two sets of students were exposed to, that have resulted in their performance in the actual classroom deliverables.

According to Ikpe (2005), professional training calls for a broad general education plus mastery of specialized knowledge and specific skills. She noted that, in the 20<sup>th</sup> Century, the few months of training in normal school, that teachers got, made them not to acquire practically good cultural background in teaching but mere smattering of subject matter and classroom routines. But a well – rounded preparatory programme for teachers is of fairly recent origin. Marshall (2020) stated that it took years of research and considerable experimentation to develop the leadership and the body of scientific principles, specialized knowledge and literature necessary to prepare teachers for the task of teaching.

It is on this premise that the researchers sought to compare the number of Education Courses, with practical biases, taught in Colleges of Education and the Universities that will enhance their performance in the classroom situation.

### **OBJECTIVES OF THE STUDY**

The study aimed at comparing the number of Education Courses taught in Colleges of Education with the ones taught in the Universities that will impact on their performance, develop their skills in teaching and sharpen their competence while performing their roles on the practical side of teaching. Also, Education Courses with practical orientation offered in the two types of institutions would be looked into, as this will prepare students for effective classroom management and administration.

### **RESEARCH QUESTIONS**

- How many Education Courses are taught in Colleges of Education and Faculty of Education in the Universities?
- Do Colleges of Education teach more practical-based Education courses than Faculty of Education in the Universities?

### **RESEARCH HYPOTHESES**

- There is no significant difference in the number of Education Courses taught in Colleges of Education and Faculty of Education in the Universities.
- There is no significant difference in the number of practical-based courses (Method Courses) taught in the Colleges of Education and Faculty of Education in the Universities.

### **DEFINITION OF TERMS**

**Teacher Education:** it refers to the structured programmes, institution, and processes designed to prepare individuals for a career in teaching.

**Tertiary Institutions:** Tertiary institutions means the third level of education after primary and secondary education. It is an educational establishment that offers post-secondary education, meaning education beyond high school. It may include Universities, Colleges of Education, Polytechnics (Monotechnics) and vocational schools.

**University:** According to Wikipedia (2024), University refers to a large institution of higher learning that offers advanced degrees and research opportunities.

**College of Education:** It is an institution where school teachers are trained for the Basic Education levels (primary and junior secondary).

### **REVIEW OF RELATED LITERATURE**

History of teacher education in Nigeria has its root in the introduction of Western Education in Nigeria. Ekeng (2017) recorded that Western education was given with the rudiments of the 3Rs – Reading, Writing and ‘Rithmatic. Udoh (2017) recorded that the first formal and deliberate attempt at teacher education in Nigeria was in 1859 when the Church Missionary Society (C.M.S) established ‘The Training Institutions in Abeokuta. In 1892, the Presbyterian Church of Scotland established Hope Waddel Training Institution in Calabar for the training of young primary school leavers in various trades and for the training of teachers and preachers. By 1929, there were two types of teacher training institutions in Nigeria; the Elementary Training Centers for the training of lower primary school teachers and the Higher Elementary Training Colleges (HETC) for the training of teachers for the award of Teacher Grade II Certificates. At the end of 1929, there were 13 Teacher Training Colleges in Nigeria with a total population of 320 students – 290 males and 30 females. Currently, there are about 163 accredited Colleges of Education and other NCE Certificate-Awarding Institutions owned by Federal, State and Private in Nigeria. These institutions are categorized as 27 federal, 82 private, and 54 State Colleges of Education.

Teacher education curriculum in the Universities contain the following elements:

1. **Compulsory Courses:** these are the courses within the discipline that must be taken and passed at a grade not below ‘E’.
2. **Required Courses:** these are the courses within or outside the discipline, otherwise known as subsidiary, that must be offered and passed at a grade not below ‘E’
3. **Elective Courses:** these are optional courses within or outside the discipline from which students may elect a number for the purpose of fulfilling the minimum requirement for the award of a degree.
4. **General Studies Courses:** these are the University wide-courses that must be offered and passed by every undergraduate student in the University irrespective of discipline.

In College of Education, the curriculum is made up of the following, according to the Minimum Standards for Colleges of Education (2020).

1. **General Education:** these include courses in the broad areas of Educational Psychology, Foundations of Education, Curriculum Studies and Special Education.

2. **First or Major Teaching Subject:** students are to take courses in the areas or subject discipline that they are interested in and competent to study as first teaching or main teaching subject.
3. **Secondary or Minor Teaching Subject:** students select a minor or subsidiary teaching subject to be studied with the main or first major subject.
4. **General Studies:** students are given a selection of courses to improve their overall general knowledge in language and communication, ICT, science and society, etc.

It is on this premise that the researchers sought to compare the number of Education Courses taught in Colleges of Education with the number taught in Universities that will finally enhance the performance and competence of these two sets of teacher trainees.

**Table 1: Comparative Analysis of Teacher Education Programme in Colleges of Education and the Universities**

<b>Institution</b>	<b>Yr</b>	<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Unit</b>
C.O.E	1	1 <sup>st</sup>	EDU 111	History of Education in Nigeria	1
			EDU 112	Educational Psychology (Child Development)	2
			EDU 113	Principles and Methods of Teaching	2*
Uniuyo	1	1 <sup>st</sup>	EDU 111	History of Education	2
			EDU 112	Introduction to Teaching Profession	2*
C.O.E	1	2 <sup>nd</sup>	EDU 121	Sociology of Education	1
			EDU 122	Introduction to Teacher Education	1
			EDU 123	Philosophy of Education	1
			EDU 124	Theory and Practice of Child Friendly Schools	2
			EDU 125	Educational Psychology II (Human Learning)	2
Uniuyo		2 <sup>nd</sup>	EDU 121	Foundation of Educational Psychology	3
C.O.E	2	1 <sup>st</sup>	EDU 211	Practicum in Classroom Management and Organization	1*
			EDU 212	Educational Technology (Theory and Practice)	2*
			EDU 213	Micro-Teaching (Theory)	1
			EDU 214	Introduction to Research Methods	1*
			EDU 215	Education of Special Target Groups	1
Uniuyo	2	1 <sup>st</sup>	EDU 211	Philosophy of Education	2

			EDU 121	Curriculum and Instruction I	3
C.O.E	2	2 <sup>nd</sup>	EDU 221	Curriculum Studies I	1
			EDU 222	Measurement and Evaluation	2*
			EDU 223	Micro-Teaching Practicum	1*
			EDU 224	Educational Administration, Planning and Evaluation	2
			EDU 225	Introduction to Special Education	1
Uniuyo	2	2 <sup>nd</sup>	EDU 221	Educational Psychology 1	2
			EDU 222	Sociological Foundations of Education	2
C.O.E	3	1 <sup>st</sup>	EDU 311	Teaching Practice	6*
Uniuyo	3	1 <sup>st</sup>	EDU 311	Special Methods	3
			EDU 312	Educational Technology	2*
C.O.E	3	2 <sup>nd</sup>	EDU 321	Curriculum Studies II	1
			EDU 322	Adolescent Psychology	1
			EDU 323	Research Project	2*
			EDU 324	Introduction to Theory and Practice of Guidance and Counselling	1
Uniuyo	3	2 <sup>nd</sup>	EDU 300	Teaching Practice	3*
			EDU 321	Research Methods and Data Processing	3*
			EDU 322	Educational Psychology II	2

Uniuyo	4	1 <sup>st</sup>	EDU 411	Curriculum and Instruction II	3
			EDU 412	Test and Measurements	2*
			EDU 413	Organization of Primary and Secondary Education	2
			EDU 414	Guidance and Counselling	3
Uniuyo	4	2 <sup>nd</sup>	EDU 400	Teaching Practice	3*
			EDU 421	Seminar in Education	3
			EDU 499	Project in Education OR in Area of Specialization	4*

### **Materials and Methodology**

#### **1. Design of the Study**

The study adopted a survey design because these Courses are already offered and taught in the Universities and Colleges of Education.

#### **2. Sample and Sampling Method**

The sampling method used to select the sample size was a random sampling technique. College of Education, Afaha Nsit and University of Uyo were randomly selected for the study.

#### **3. Data Collection Procedure**

The National Commission for Colleges of Education Minimum Standard (2020), and the Students' Handbook (2017) for Science Education Department- University of Uyo, were used to generate data for the study. The Education courses offered by Year 1, 2, 3, (N.C.E) students were brought out and the Education courses offered by degree students in Year 1, 2, 3, 4 were also enumerated. Those courses with practical bias and Method courses were highlighted as these are the ones that bring in the typical classroom situation to the lecture hall.

Data for the study was generated from the different Education courses offered by the Universities and Colleges of Education. A score of 5 points were given to courses that are theoretical in nature, while 10 points were given to those courses with practical orientation.

### **DISCUSSION AND FINDINGS**

Research Question One sought to know the number of Education Courses taught in Colleges of Education and Faculty of Education in the University. The findings of the study showed that, even though Colleges of Education has a- three year programme, there are 24 Education Courses with 37 Credit Units, while Faculty of Education in the University has 19 Education Courses with 49 Credit Units.

This means that students in C.O.E. are open to teacher training courses more than their counterparts in Faculty of Education in the University. These courses are structured to equip the would-be teacher adequately for the job of imparting knowledge to his/her students. This is in line with AI Overview when it stated that to produce efficient and knowledgeable teachers, it is crucial



to focus on developing a range of essential skills and qualities, including strong communication and interpersonal skills, adaptability, a passion for learning, and the ability to create a positive and inclusive classroom environment. Additionally, teachers should possess a strong understanding of their subject matter, effective lesson planning and assessment skills, and a commitment to lifelong learning and professional development.

Adaralegbe (1981) added that, for the production of efficient and knowledgeable teachers in the art of teaching, there must be a balance in the curriculum and appropriate emphasis made on the teaching subjects. If the curriculum is badly constructed and unbalanced (fewer courses or trainings in Education) and the emphasis is placed on preparation for teaching rather than on teacher education, the pursuit of excellence becomes difficult to foster, which may not help a child to develop his/her creative ability. He concluded by saying that, a good teacher education must emphasize on the methodology. Such will provide for the “why” purposes of education, “what” education content, and “how”, helping children to learn. Such emphasis combines general academic and professional training of the prospective teacher.

Research Question Two sought to ascertain whether Colleges of Education teach more practical based Education Courses than Faculty of Education in the University. The findings of the study showed that C.O.E offered more practical – based courses (method courses) which are not found in the Faculty of Education (University) curriculum. Such Programmes include: Classroom Sit – in Observation, where student teachers ( in C.O.E) are posted to schools where they will just sit – in the classroom with the teacher and observe how the teacher teaches, how he presents his/her lessons, how he organizes his classroom and general atmosphere in the class. They do this by observation and recording everything into their logbooks. This exercise (for not less than two weeks) forms aspects of comprehensive teaching practice preparation programme, before the actual teaching practice.

Also, Micro-Teaching Practicum (EDU 223) done by N.C.E students are not part of the University Curriculum. It is a teaching technique specially used in teacher preparation programme to train them systematically by allowing them to experiment teaching with a smaller group of students, about 5 -10 in a group. In the area of Teaching Practice, N. C. F students use a period of six months in the first semester year II to train themselves in the art and science of classroom delivery. But the University counter parts use 6 weeks in 2<sup>nd</sup> Semester Year 3 (EDU 300) and another 6 weeks in 2<sup>nd</sup> Semester of Year 4 (EDU 400). This makes a total of 12 weeks of Teaching Practice. This makes the researchers to wonder whether one can really claim mastery of the classroom situation under 12 weeks.

The findings also showed that 19 Education Courses were offered by University students with 49 Credit Units (workload), unlike their N.C.E counterparts with 24 Education courses and 37 Credit Units. This means university students are exposed to in-depth, boarder and wider coverage of the concepts, skills and knowledge in these courses than N.C.E students.

Looking into the curriculum of Faculty of Education in the University, one notices that courses such as classroom organization and management was not really emphasized and given priority in the teacher training programme. In C.O.E, EDU 211- Practicum in Classroom Management and Organization introduces the would – be teachers to detailed activities that go on daily in the classroom. This is basically a practical course with no written examination. Students are exposed to the different types of record keeping in the classroom – Register, Logbook, Diary, Movement Record, Report Cards, Scheme of work, etc. They are also exposed to the skills of maintaining discipline and orderliness in the classroom.

This is in line with Chukwuemeka (2024) when she posited that, regardless of the goals of each school and the emphasis place on capacity building, every 21<sup>st</sup> Century teacher training must emphasize: listening skills, digital skills and design thinking skills. She concluded by saying “Imagine a teacher who knows how to empathize, who knows how to define a problem appropriately, who knows how to brainstorm and knows how to create and test solutions of how to make their own teaching better by themselves? That would not only be a powerful teacher who is able to maximize whatever he has but would be a vivid example of how to be a solution provider to his students.

## **CONCLUSION**

Based on the findings of the study, the following conclusions were drawn.

- Colleges of Education have more Education Courses than Faculty of Education (University) even though they are of a three-year programme.
- The Credit Units (workload) were more in Education courses in the University with greater in-depth, broader and wider coverage in these courses.
- Practical-based Education Courses (Method Courses) were offered more in Colleges of Education than in Faculty of Education (University)
- Students in Colleges of Education are better trained in the art, act and science of teaching than their University counterparts due to the number of practical- based Education Courses they are exposed to, in the course of their training.

## **RECOMMENDATIONS**

- National Universities Commission (N.U.C.) and National Commission for Colleges of Education (N.C.C.E.) should increase the number of Education Courses with practical biases taught in their institutions.
- In this era of science and technological developments in the country, teacher education must embrace ways of preparing teachers with the knowledge, skills and pedagogical approaches to effectively integrate science and technology into their teaching.
- The Policy Statement that teacher education shall continue to take cognizance of changes in the methodology and the curriculum, should be looked into N.U.C. and N.C.C.E. must re-organize teacher education programme to meet the needs of the 21<sup>st</sup> Century teacher.
- These two sets of teacher-trainees (University students and Colleges of Education Students) should be studied in their real-life classroom situation. This will make for better assessment of the effects of their trainings, thus, one can then draw conclusions on ‘who is the best teacher’ or which is the best teacher training institution.
- Teacher training can be improved by using multifaceted approaches of strengthening curricula, providing adequate resources by the government and fostering a culture of continuous professional development. These will lead to the production of more effective teachers and ultimately, better outcomes for students.

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