



Revitalizing Teachers Education Through Welfare and Job Satisfaction in Nigeria: A Review

OKETOLA, Anthony Adewale¹

anthonyadewale25@gmail.com

Tel: 08137888700

OYESIKUN, A. N.²

abayomiyesikun2001@gmail.com

Tel: 07068004530

¹Department of Special Education and Guidance and Counseling, Emmanuel Alayande University of Education, Oyo State, Nigeria

Abstract

Teacher's reward is no more in heaven, they want their reward right here. For there is no nation that can grow beyond the level of education of the citizen, there is a need for more commitment on the path of the teachers to improve on teaching delivery in this new normal world. No matter how laudable any educational policy might be, it is the teachers that will transform such policies to action that will lead to increase productivity. Revitalizing teachers education, must start for revitalizing teachers welfare, and ensuring teacher satisfaction on the job. A dissatisfied teacher cannot be productive. An unproductive teachers will always exhibit negative behaviour towards their job. It was recommended that government at all levels should ensure that there is increase in budgetary allocation to education, to cater for infrastructure needs, and ensure effective satisfaction of teachers for increase productivity. E-learning will definitely require different learning style and this will require training and re-training of teachers.

Keywords: Revitalizing, Productivity, Job satisfaction, ICT, Teacher education.

Introduction

The common saying is that no educational system can rise above the quality of its teachers this is apart from the fact that the pre-training of prospective teachers and having pre-requisite teaching qualifications such as (NCE) and the likes is no longer satisfactory to fit them for the new ideas, innovations, policies and emerging technology, the teacher need retraining in order to keep them abreast of the new development in teaching profession. Today's teaching is moving from mere presentation and recycling of obsolete informations both in theory and practice to a more dynamic types, where new ideas are being passed to the learners. Cronbag, (2014) opines that education is an instrument used in shaping the behaviour and modification of individuals behaviour for adequate adjustment to their society. Teachers are the implementer of such adjustment therefore they need to be well trained to be able to accomplished this trust. The success of any educational system depend in the quality and capability of the teachers who are indispensable to the system and thus they are important forces to be reckon with in the development of the society, Sachs,(2003) sees teaching a socially responsible occupation highly accountable and bureaucratic, demanding, intellectual, emotional, physical, intensive and unrelenting effort. Teachers job satisfaction is the ability of the teaching Job to meet teachers' needs and improve their teaching performance. A satisfied teacher has a high degree of professional competence than an unsatisfied teacher. Education can be seen as a process of facilitating the acquisition of knowledge, skills, attitudes, values, beliefs and specific characteristic of a group of people and transfer such from one generation to another, through storytelling, discussion, teaching and learning. John (2012) describe education as the ability to bring about a positive change in behaviour and also equip individual with functional skills that would enable him or her to become useful not only to himself but also to the society where they belong. Cronbag, (2014) stressed that education is the shaping of behaviour or modification of individual behaviour for adequate adjustment in the society. For adequate delivery, education is divided into stages, these are: pre-school stages, primary school, secondary school, colleges of education/polytechnic and university. Each of these stages has a purpose for their establishment as enshrined in the National Policy of Education (2011). For example, the purpose of the pre-primary education among others, is to ensure a smooth and effective transition from home to school and to prepare the child for primary education. Education is regarded as the wheel and strong instrument which is key to anything good and desirable in society. It is the means to human awareness, human psychology, creativity, innovation, technological advancement, peaceful coexistence and generational continuity while the teacher possesses the key. Base on this, National Commission for Colleges of Education 2020 (2020), National Policy on Education (2014), Reedy and Anuradha (2015), Eziokwu and



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Amah (2019), Emunumu and Isuku (2021) and Ajiboye (2022) submitted that no educational system or nation can rise above the quality of its teacher.

Conceptual Definition of Terms

There is a general belief that no nation can develop beyond the educational level of its citizenry, in order words, we believe that education is synonymous to development. But no matter how good a policy is, it is the functions of teachers to transform all those policy into practice and bring about the desired change and development. Amatlé and Amaele (2003), Adetayo (2016) Biyi (2021) describe teacher education as a deliberate, well-articulated, purposeful, organized and managed programme or process aimed at producing the desired qualities of the teacher who will actualize the education dreams of the society. Wikipedia (2022) describes teacher education as a professional education of teachers directed towards attainment of attitudes, skills and knowledge considered desirable so as to make teachers efficient in their work, and in accordance with the need of a given society at any point in time. Teacher's quality is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek and Rivkin, 2006). This is an important issue, as the economic and productivity of teachers impact on pupil's achievement can be profound. Some of the qualities a good teacher should possess include, patience, modeling, high self-concepts, organized, enthusiastic, empathy and sympathetic, objective, adaptable, creativity, highly discipline and so on. Hanushek (2011) examined the economic value of teacher's qualities, which is assumed to be a function of the depreciation rate of pupil's learning. The total variation of teacher's quality (as measured by pupil achievement on standardized tests), and the labour market return to one standard deviation of higher achievement. Oyekan (2000) describe teacher education as the provision of professional education and specialized training for the would-be teacher in a formal setting, within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizen. A teacher could be conveniently describes as a multitasked individual who causes learning to take place through facilitation, stimulation, motivation and encouragement such that the learners becomes like the teacher in skills, values and attitudes. (Adewale (2022). Teachers training involves series of activities, training and skill acquisition which culminated into the production and development of qualified teachers from a recognized teachers training institution.

The importance of teachers' education cannot be over emphasized, because there is no profession that does not go through the tutelage of a teacher and that is why the National Policy on Education (2014) highlight the goals of teachers' education as follows:

- i. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- ii. further encourage the spirit of enquiry and creativity in teachers at all levels.
- iii. encourage the teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- iv. provide the teachers with the intellectual and professional background adequate for their assignment and make them adaptable to the changing situation.
- v. enhance teacher commitment to the teaching professional.

In order to ensure the attainment of these goals, Teachers Registration Council of Nigeria (TRCN), established with the mandate to regulate and control teaching profession at all levels in Nigeria educational system. TRCN had put machinery in place to ensure that only qualified teacher are registered and are allow to teach in our school through their various examination and monitoring of teachers.

Teachers Low Productivity in the New Normal World

Teacher's quality and productivity is an essential determining factor in academic performance of learners, but there is no measure to ascertain the characteristics that make up a good teacher that can improve their productivity (Hanushek & Rivkin 2006). Teachers have been shown to have an important influence on teaching effectiveness and productivity, they also play a pivotal role in educational attainment in terms of its productivity, because they are saddled with the responsibility of transforming policy into action and principles based on their practice during interactions with learners (Afe, 2001). In all the elements that makes learning effective, both the learning and teaching depends on teachers. A productive teacher has been conceptualized as one who produces desired result in the course of his duty as teachers. (Uchefuna, 2001) considering the amount of money injected into the educational sectors by successful government yet, its output in terms of quality of students performance is not commensurate with the huge investment by government.



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Consequent upon this, one will the deteriorating condition of teacher's job performance, and attitudes of learners in this new normal order, is a reflection of poor instructional delivery among teachers. The ineffective and poor delivery of teaching among teachers who are quite dissatisfied with the teaching job, is responsible for the observed poor performance of learners and its widely acclaimed fallen and low productivity in the standard of education in Nigeria. Some studies found that job satisfaction is associated with, increase in salary, occupational stress, empowerment, administration policy and overall working conditions can lead to improve productivity. But it has also been argued that job satisfaction increase workers productivity (Wright & Cropanzono, 2007; Shirikdar and Das, 2003). Job satisfaction is an emotional state in which a worker perceives various features of his/her work and its environment (Dunnette, Campbell & Hakel (2007) and Robbins (2001). Lock (2006) perceived that job satisfaction will commonly affects workers, physically, psychologically and mentally. Laine and Steiner (1991) opined that job satisfaction is connected to life satisfaction, whereby people who are satisfied with their jobs will tend to be happy with their lives as well. A satisfied teacher will be more organized and produce greater result than a dissatisfied teacher, who may have low productivity in terms of students academic achievement. According to Dawson (2005) an employee satisfaction is associated with positive employee behaviour while an unsatisfied employee will always exhibit negative behaviour and low productivity. The roles of teachers is very crucial in the attainment of the objectives of Nigeria education as stipulated in the National Policy of Education. A disgruntled teacher who is completely dissatisfied with their job could not be committed and productive. Such teacher will not be performing at the best of their ability for increase productivity. Teaching in the new normal world especially in this 21st century is a different phenomenon; learning could never happen the way it is happening it was before now, learning in the new normal world can take place anywhere and anytime with the aid of ICT. The 21st century teachers are expected to learn modern technologies, understanding various ICT techniques, they should be vast in other technology usage, go global and also build on digital footprint in this new normal world. A lot of factors may be identified as having a link with inadequate commitment and dissatisfaction among teachers. Some of these factors are – lack of professional recognition, serious indiscipline, heavy workload, lack of support, time pressure.

The following factors may be seen as increasing teachers dissatisfaction in their job:

1. increase strike actions: - incessant strike actions often embarked by teachers at various level also contributed to their dissatisfaction teachers are not well paid and not well motivated
2. there is need for the provision of internet facilities in all schools, this will facilitate technological advancement and also encourages the teacher to keep abreast of latest innovations globally
3. ICT information communication technology is the in-things now on area of passing information and teaching of learners. The teachers need training and retraining to be ICT compliance
4. Most teachers are so conservative to the extent that they find it difficult to adjust to the dynamic nature of teaching. Teaching has taken a new dimension, where in most teaching compliance, they may find it difficult to disseminate information
5. Students too spend too much time on the internet and most of them always visit site that are not relevant to their studies. Negative attitude and mal-adjusted behaviour often times are learnt form the internet in order to steam this tide, proper monitoring and supervision should be put in place to assist the learners in learning things that are relevant to them
6. Irregular power supply:- erratic power supply in most part of the nation does not allow the effective use of internet services. There is no how internet can be access without adequate supply of power. And the alternative power supply through generating set is too expensive for most schools to bear.
7. Conducive teaching environment: government and other school proprietor should create a conducive learning environment for effective teaching and learning. A captivating environment can bring satisfaction to some teachers.

If the aforementioned factors among others are critically looked into, it will lead increase in teacher productivity.

Teaching job in this new normal world is more arduous, than it is use to be in the past. Some research findings attest to the fact that there is teachers dissatisfaction and commitment in the educational sector (still, a single paragraph). Adeyoju, (1995); Adegoroye, 1999; Ajibade, (2005) have also shown that many public secondary school teachers in Nigeria are not committed to their jobs and their sense of satisfaction is very low, and in turn lead to low productivity. Absenteeism and unwillingness in the part of the teachers to carry out their duties. This could be as a result of frustration experienced by many of them in recent time. According to Ajibade (2005), teachers had at one time or the other been a victim of



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government policies and this can contribute low morale and low sense of efficacy highly noticeable among Nigeria teachers.

Teachers Job Satisfaction in a New Normal Order

It has been succinctly described that a satisfied teachers will always exhibit positive behaviour and increase their productivity in terms of students academic achievements while, a dissatisfied teachers will exhibit negative behaviour, such as absenteeism, truancy, lack of commitment, lack of interest and general low productivity. In the new normal order, when education delivery has taken a new dimension that are more capital intensive and expected extra commitment in the part of the teachers for effective teaching delivery. Worldwide, the educational system delivery has taken a new dimension as a result of the outbreak of Corona Virus (COVID-19) pandemic. This now result in the utilization of Information Communication Technology (ICT) becomes a new normal order for teaching and learning with a lot of inputs of educators on different e-learning platforms. Because of the spread of corona virus and other associated pandemic online teaching and learning becomes the order of the day to reduce the spread of the pandemic. This new order has thus seen online as the safest method for providing open access to education in order to ensure that learners academic pursuit are not completely disrupted. Online teaching and learning which is commonly referred to as e-learning is the method of teaching and learning that is characterized through any types of ICT medium such as various types of computers, ipods, tablets, phone, projectors, video conferences and radio. It can be deduced that, most schools in Nigeria does not have enough materials for this virtual learning programme, more so, most teachers are not properly trained, and thus did not have adequate knowledge of ICT training. Delivery of instruction in the new normal order will present a different learning style. Learning style according to Cassidy (2004) is a differential preference for processing certain types of information as observed among learners. The success or otherwise of the school system in achieving its goals and objectives as earlier stated depends on the efficiency and effectiveness of its teachers. Teachers productivity is typically measured as a ratio of output to input (Saari, 2005 and Saari, 2006). Teachers determine what the end result is in the educational process. They determine what happen to the curriculum, guidelines, the use to which teaching and learning materials are put etc. and infact the fate to which the huge investment in education is being directed. The National Policy on Education (FGN, 2004) stated that no education system can rise above the quality of its teachers, this thus implies the important of teachers as a facilitator of teaching and learning and in determining the productivity in the educational sector.

Challenges Facing Teachers in Teaching Delivery in the New Normal World

Despite all efforts to increase and revitalize teachers education for increase productivity, the following challenges serves as impediments in realising this objectives in the new normal order.

1. **Low self-image and societal perception of teachers:** The society place more values in the acquisition of wealth and living an affluent lifestyle in other words society respect and recognized wealthy individual within the society of which is absent in teachers. Unlike in those days when teachers and teaching profession was being recognized and accorded the much needed respect. But in this new normal world, nobody is interested in how you get your money, and this had led to increase in ritual and criminal activities just to make money. This low self-image has made teaching profession unfashionable in this new normal world, and teaching is being left in the hand of quack and mediocre.
2. **Population Explosion and Overcrowding:** The minimum requirement for enrolment into schools has not being adapted in Nigeria. The result of rural urban immigration had led to surge in admission into schools in cities while there is shortage of teachers in the rural areas. This overcrowding put much pressures on teachers as well as the school management. This invariably caused mismanagement of classroom on the part of teachers in the urban centres.
3. **Inadequate Training on Information Communication Technology (ICT):** The influence of ICT on teaching delivery in this new normal order cannot be overemphasized. Different form of ICT platforms such as, computers, video conferencing, use of projectors, internet, phones, laptops, palmtops and other forms of ICT is being deployed to teaching and learning. Teaching and learning processes are almost computerized and virtual learning is becoming the order of the day. But the level of understanding, possession and utilization of ICT facilities by teacher educators and would be teacher is very low. (Olagunju 2003) Olagunju & Ojo, (2006).
4. **Lack of Infrastructures:** Teaching and learning in this new normal order and in order to completely revitalizing teachers education, there is a need to improve infrastructure provision in all schools in order to be ICT compliant and increase productivity, Government and all stakeholders in education should ensure adequate ICT gadget provision.



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5. Training and Retraining of Teachers: In order to increase productivity in education delivery, there is need for constant training and re-training of teachers for adequate revitalizing and increase output, especially in the area of ICT.
6. Improve on Teachers Self-Image: This is very important such that maximum output can be derived from teaching and learning. No matter how a policy might be good, if teachers are not satisfied, they may not discharge their duty to the optimum level to maximise productivity.
7. Indolent Students: Most students nowadays, are very indolent and not ready to study hard again. The little training they have on ICT is to defraud people with emphasis on making money.

Conclusion

In order to achieve the much-desired revitalization and increase productivity in this new normal world, there is a need to ensure adequate and prompt satisfaction of teachers in all areas of our educational system. No matter how laudable any policy on education might be, it is the teachers that are going to implement and transform all these policies into actions. As we all believe that no nation can grow beyond the education attainment of its citizenry. Teacher education and education generally in Nigeria has been faced with different challenges before the rapacious COVID-19 pandemic. This pandemic now exposed our hitherto problems that has long been overlooked. The new normal allows us to embraced virtual and e-learning platform for educational delivery. It also allow our students to benefit from ICT as a means of learning in this new normal world. Both the teachers and the students need training and re-training for effective teaching and learning. The most important element which are the teachers' needs to be satisfied with their job for increase productivity.

Recommendations

Revitalizing teachers education for higher productivity in the new normal world, the following suggestions should be taken into consideration, especially as it affects teachers job satisfaction.

- i. Government at all levels should be sincere in putting right policies and should stop playing ordinary leep services as 'regards the implementation of policies. The lackadaisical attitudes of government has encourage the private schools to boom. The issue of ASUU strike, presently going on is a case study.
- ii. Teachers that are saddle with the responsibility of transforming all these policies should be properly motivated and satisfied. When teachers are dissatisfied, they will always engaged in other petty trading within the school, and as such, they will not focused on their job. Gone are those days when teachers reward is in heaven, for the teachers to be productive they must be satisfied with their job.
- iii. Ministry of Education should for train and re-train of teachers to get them acquainted with the latest trends of teaching characterized by ICT in this new normal world. Most teachers are still not well versed with ICT and other visual gadget usage. And you cannot give what you do not have. As ICT is becoming the order of the day in transmitting knowledge and passing information across to our students, there is a need for proper training on the part of the teachers.
- iv. Adequate funding of schools: Government should increase budgetary allocations to educational sectors. Most entrance examination into schools are now on Computer Basic Test (CBT) but most of these schools does not have enough computers. In this new normal world, government should endeavor to increase financial allocations to educational sectors to meet their demand in this new normal world.
- v. Provision of enough infrastructures: In order to meet the surge in admission of students into various schools, there is a need for the provision of enough, structures, healthcare, recreations and other necessary facilities to improve services delivery in this new normal world.

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