THE IMPACT OF TEACHER EDUCATION PROGRAMME AND INFORMATION TECHNOLOGY IN THE NIGERIAN SCHOOLS SYSTEM

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ABSTRACT: *This article discussed the Impact of Teacher Education Programme and Information Technology in Nigeria. The concept of a teacher, the National Policy Statement on Goals, Information Technology and Teacher Education Programme was explained in details with strong emphasis on areas like psychology of education, history of education, sociology of education among others. A reviewed of major impact of a teacher education were clearly stated. A teacher is says to be a vital tool in any educational system. Vision statement of the national policy on information technology such as; education, creation of wealth, poverty eradication, et cetera are stated. Information technology components like electronics and non-electronics which include the impact of information technology were discussed in the work. Finally, the needs and appropriate recommendations are stated.*

Keywords: Impact, Teacher Education, Teacher, Information Technology and Components.

Introduction
The teacher is undoubtedly the key factor in any educational programme. It is stated in the National Policy on Education (FRN, 2009) that since no education system can rise above the quality of its teachers, teacher education shall continue to be emphasized in educational planning and development. Although, teacher quality is not the only means that will increase learning outcomes, but other factors such as teacher-students learning materials, finances, facilities, student's interest, heredity, parental impact, motivation and many more others are factors that contributes to learning-outcomes. The role/impacts of the teacher as a guidance and facilitator remain the priority factor in the chain of educational development of a school child in Nigeria.

According to Jika and Lawson (2012) opines that, teacher education and teacher training programme refers to the professional education and training of teachers toward the attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of the society at any point in time. Teacher education is all the training and education that occur before the commencement of the teaching service (schooling period) and the training that occurs during the teaching service (in-service period). Bello (2008) holds that, teacher education is the type of education specially designed for would-be-teacher. Teacher education is well

designated programme to equip and up-date teachers experiences, knowledge and skills to effectively delivered to the require standard of the school and the society.

The National Policy on Education (FRN, (2009) stated the goals below:-
a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
b. Further encourage the spirit of enquiry and creativity in teachers;
c. Help teachers to fit into 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 make them adaptable to changing situations and;
e. Enhance teachers' commitment to the teaching profession.

This means that all teachers in educational institutions shall be professionally trained and equip teachers for the effective performance of their duties. Information technology is playing a leading impact in the development of teachers' education globally. Without its incorporation into the information age, there is little chance for countries or regions to develop. More and more concern is being shown about the impact of those left on the other side of the digital age that divide-the division between the information "haves and have nots" Ahuja (2002) in Ogar (2012). One can further respond that, the 21st century is driven through knowledge in economy propelled by forces of globalization which in turn is transported on the vehicles of ICT revolution. The rapid pace of change experienced today frequently exceeds the capacity of national and international institutions to adapt do to information age system.

Many things are changing at once that no organization on its own can keep track of them all especially as the changes generally cut across traditional boundaries between academic disciplines and professional fields of expertise; Kofi Annan (2000). The world is undergoing rapid changes due to information and communication advances that pose challenges to teacher educators, especially the use of computers, electronic mails, teleconferences among others. The need for trained teacher educators has become extremely important to meet the ever-increasing technological demands of this age.

The National Policy on Education (2009) indicated that ICT training should be incorporated in all teacher-training programmes. This has made it so urgent that those already practicing and newly employed teachers for training of the ICT in Nigeria.

Conceptual Meanings of Information Technology
Abuka (2010) opines that information technology includes any equipment or interconnected system or sub-system of equipment that is used in automatic acquisition,

storage, manipulation, management, movement, control, display, switching, interchange, transmission or reception of data or information. Meanwhile, Oxford Advanced Learner's Dictionary (2012) defined information technology as the study or use of electronic equipment, especially computers for storing, analyzing, and sending out information. Information can also be said to be the science that deals with appropriation and dissemination of knowledge/information. The New Encyclopedia Britannica, (1995) defined information technology as a computer-telecommunication system for storing, retrieving and sending information. It could be further sees as a tool that brings educational renaissance.

The Teacher Education Programme

The concept of teacher education reflects the production of educators who are academically and professionally well groomed to be able to translate the theory of teaching to practice and vice versa. This is why the teacher education programmes is structure on the components of general studies, foundation studies and teaching practice in addition to the individual area of specialization, Jika and Lawson (2002). Also, the foundation studies consist of varieties of learning activities that can be both theoretical and practical in nature which include; Educational Psychology, Methodologies of Teaching, History of Education, Educational Administration, Philosophy of Education, Sociology of Education, Teaching Practice, Early Childhood Education and General Studies in Education.

Child (1986) in Jika and Lawson (2012) opines that, the teaching of educational psychology helps the student teacher's to understand the developmental characteristics of the learners which helps in getting the insight into why the students/pupils behaved the way they do, it help the student teacher to understand why the students learn or not, why they are motivated or not, why some students are aggressive while others are docile. The history of education in the teacher training programme incorporate so many areas of knowledge such as Islamic, missionary, traditional and colonial system of education. These components of the educational systems have their theological and philosophical base orientations.

In view of the above that Ogar (2012) forwarded that, the study of educational administration teaches the students discipline, planning, administrative structure, functions of administration, and principles among others. These will prepare training teachers on the general rudiments of school management with special reference to Nigeria. Sociological of education which concerned with the ultimate question of how and why people in a given society act the way they do, focuses on the relationship among the various people within the school system and the society at large. These helps in understanding why the people should live in peace and harmony anywhere they find themselves.

The Impact of Teacher Education in Nigerian Schools System

Roles have been defined in different way by people in the field of education. Oxford Advanced Learner's Dictionary (2013) defines role as the function or position that somebody has or is expected to have in an organization, in society or in a relationship. It means that duty or task being assigned to somebody to carry out; Kpangban (1997) in Aminu and Mairo (2006) defines it as "the position which a person occupies and which imposes on him a certain mode or standard of behaviour, as well as the obligations which society expects him to fulfill as a result". He means a person who occupies a position of authority as well as obligations which society expect him to accomplish as a result of being a leader.

Major Impact of a Teacher Education in Nigerian Schools System

- Teaching the learners and himself;
- Research for up-grade of knowledge;
- Information dissemination;
- Rendering of humanitarian service to the community and;
- Serve as a storehouse of knowledge.

Impact of teacher is to turn both young and old from the semi finishing products by nature to finished products that will harness the activities in the society to his/her advantage.

Who Is A Teacher?

Aminu and Mairo (2006), explains that, the teacher is as old as mankind and a vital tool in any educational system. Thus, a teacher is define as someone who acquires skills, knowledge and other experiences under the guidance of another professional teacher and is ready to give those right experiences to other learners in the school systems. Here, education is regarded as the key factor for nation building, and teacher is instrumental too. Teacher is the key distributor or pilot in the education process. Aminu and Mairo (2006) opines that, "the representative of the society, judge, resource person, helper and ego and supporter group". The teacher is the key developer, promoter and builder of the Nigeria through education.

- Teachers as a curriculum developer and interpretation:–The teacher does his work with the context of the curriculum which embodies knowledge and skills to be acquired by the children. This must also be in accordance with the national policy statement and standard organize on records.
- Teachers as a decision taker in the methodology in accordance to the content of the lesson Ottaway (1962) opines that, the teacher is expected to be an expert in the methods of teaching and learning. The ability to impact or teach well depends on teaching techniques. It helps the pupils or learners to learn, the teacher's duty is that of the mediator.

Information Technology in Nigerian Schools System

In a national workshop that was held at Federal Capital Territory-Abuja March, 2000 states that computers bodies such as Computer Association of Nigeria (COAN) Information Technology Association (ITAN) and the Institute of Software Practitioners of Nigeria (ISPN) then, submitted a policy proposal which culminated in the production of the national policy on information technology; Ngyambulloh (2001).

Vision statements of the national policy on information technology are:
- Education.
- Creation of Wealth.
- Poverty Eradication.
- Job Creation.
- Global Competitiveness.

Components of information technology
> These are:-
- Electronics and;
- Non-Electronics Components.

The electronics are the computers, internet teleconference, electronic mail et cetera. The non-electronics are verbal or written in nature. The written ones include the use of chalkboard, notebooks, textbooks, newspapers and magazines.

Impact of Information Technology in Nigerian Schools System

According to Abuka (2010), gives the below account of IT:

Advances in information and communication technology (ICT) and the way this technology is incorporated into a system is a dynamic process. The contributions of the internet in the development of this present information age are quite critical. However, a couple of impacts derived from the internet are as follows:

- **Video Conferences:** Lectures can be received by students from far areas through electronic white board connected to the computer. Teleconference facilities enable people from different areas to see, hear and talk with one another.
- **Research:** It provides up-to-date information on previous research work done by other researchers; hence duplication of efforts is eradicated.
- **Up-To-Date Database:** With the internet connectivity, the problem of non-availability of current and relevant textbooks and journals has been solved. One can easily download all the intended with less cost. Other benefits which include sending of e-mails, fax message, placing of advertisements, purchasing (buying and selling) of goods et cetera.

The Needs for ICT in Nigeria Schools

The truth is that Nigeria society of today and tomorrow can be seen from where we are today as IT base, therefore the needs for ICT in schools can be epitomized according to Abuka (2010) as follows:

- Using ICT as a lever to support and advance educational reform initiatives.
- To foster the development of leadership capacities in schools to develop holistic and strategic school plan for making effective uses of ITC to realize schools vision and goals.
- To better integrate ICT into the curriculum as well as the learning and teaching processes.
- To define information literacy levels to set targets for students to develop ICT learning and communication.
- To building partnership amongst various stakeholders to undertake initiatives, and pooling efforts, funding and expertise from various parties to sustain the momentum.

Conclusion

In this context, effective impact of teacher education programme required favourable government policy enactment. The inclusion of teacher education programme in the national policy is not enough reason but the provision of adequate findings and teachers allowances will boost education in the country. These days that information technology is on rampage and the needs for its incorporation in teaching and learning become urgent, therefore, Nigerian schools should do their boast to approach modern age information and communication technology with all do regards. Resources spends on it is an investment to the future.

Recommendations

Having looked at the teacher education programme and information technology in Nigerian schools; the following recommendations are therefore made:

- The training of teachers towards up-grading should be taking seriously to meet the goals of the National Policy on Education.
- Provision of funding by the government should be made available to schools. These will good a long way to purchase facilities, and payment of staff salaries and allowances.
- The advent of modern age information technology became challenging especially in the side of olden days teachers who are still in active service. So the devices should be made available to schools.
- Experience teachers should be committed in the teaching of core courses like Psychology of Education, History of Education, Sociology of Education and Educational Administration in Schools.

- The teacher should see his primary duty as teaching, research, information dissemination and community development.

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