

Re-Oreintation of Teacher Education Programme towards Wealth Creation

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Abstract

This study examined the extent to which teacher education can be re-oriented towards wealth creation. The descriptive survey design was adopted for the study. The population of the study consisted of all the teacher trainers in Ignatius Ajuru University of Education in Rivers State. A sample size of four hundred and eighty three teacher trainers (483) drawn from thirty-two (32) departments of the institution, was used for the study. Forty seven (47) items questionnaire titled “Re-orientation of teacher education Programme in Rivers State towards Wealth Creation Questionnaire (RTEPRSWCQ) was used for data collection. A total of five hundred (500) copies of the questionnaire were distributed and four hundred and eighty one (483) copies was retrieved and this formed the sample size for the study. Three research questions and hypotheses were raised to guide the study. The data were analyzed using mean and standard deviation while t-test was used to test the hypotheses at .05 level of significance. The findings showed that high level of unemployment, poverty, need for job creation, lack of creative and innovative abilities among trained teachers in Rivers State make the demand for re-orientation of teacher education to accommodate wealth creation. Based on the findings, recommendations were made among them are: there should be paradigm shift from theoretical teaching to practical application of knowledge, Curriculum planners should consider wealth creating plans in teacher training institutions.

Keywords: Re-orientation, Teacher education, Wealth creation.

INTRODUCTION

The society is dynamic and the dynamic nature of the society makes so much demand on the citizens of the nation. For sometimes now, there had been an increase in the level of unemployment and as such, individuals are faced with challenges of lack of or insufficient resources to manage the affairs of their lives. Some do not have any source of livelihood. Majority of the individuals are graduates of one level of education or the other. The educational system in Nigeria prepares learners for paid employment. According to Ogakwu (2011), the Nigerian assessment measure encourages a social education model that focuses on developing working middle class that possesses skills for blue collard positions (that is white collar job) rather than a creative entrepreneurial workforce. Abdulazeez (2014) remarked that as long as the educational system continues to produce graduates whose only objective is to

get direct employment which no government can provide, the nation will witness not only accident and deaths, but deliberate killings of each other in order to gain employment.

A proud and happy society is the one that its citizens are successful and responsible, contributing effectively to the growth and development of the economy of that society. Individuals of such a society will be confident wherever they may be. To attain this height, the educational system must of necessity, be fashioned to equip learners with reliable means of livelihood so that on graduation, they can stand with or without government employment. The Pragmatists recognise the fact that knowledge is changeable in a world of change. The Second International Congress on Technical and Vocational Education held in Seoul, Korea identified challenges that would inform changes in education worldwide and one of them is poverty and lack of skills for income generation (Igbokwe, 2015). In order to manage this situation, educational programmes will have to be adjusted so that individuals will be equipped to face the current happenings in the society.

In the views of Ogakwu (2011), all levels of education in the context of the current social and economic reforms should provide learners with functional knowledge and skills for productive and for contributing to social development. Obanya (2003) in his research work titled "Dreaming, leaving and doing education" pointed out that the solution to unemployment is not increased vocalisation of education as wrongly being canvassed, but a return to the basis. Ogakwu suggested that the 21st century education should change the students from taking a job mentality to making a job mentality.

Although the National Policy on Education (2014) outlines several courses that targets skill acquisition at the secondary level of education such as Auto Body Repair and Spray Painting, Auto Electrical Work, Block Laying and Concrete Work, Painting and Decoration, Photography, Fishery, etc., very little however is done at present to ensure that school leavers acquire these skills in order for them to be self-reliant after school. At the tertiary level in most schools, learners go through an Entrepreneurial Course as a General Studies Course, but still lack the wherewithal to practise entrepreneurial skill that will generate wealth on graduation. This is because so much effort is exerted on the theoretical aspect of the course than the practical aspect. The National Policy on Education (2014, p. 4) outlines six values that the quality of instruction at all levels will be oriented to and one of them is the acquisition of functional skills and competencies necessary for self-reliance.

Nobody can give what he does have. If teachers whose responsibility it is, to create atmosphere that will enable learners acquire skills are themselves, not equipped with such skills, there is no way they can pass on such knowledge/skills to the individuals they teach. No wonder the streets are flooded with a large number of persons seeking employment even when it has been documented that such courses/subjects as listed above be taught in the school. There is therefore the need for re-orientation of teacher education programme towards wealth creation in order to ameliorate this anomaly.

The Concept of Re-orientation

Re-orientation mainly has to do with change of direction. It is concerned with changing the direction of something; turning away in opposite direction. According to The Free Dictionary, re-orientation has to do with a changed set of attitudes and beliefs. It is the action of changing something. Hornby (2000) noted that re-orientation is a change of focus or redirection of somebody or something. To re-orient in this context has to do with changing the mode of operation or style of training to achieve a more valuable quality of success.

Re-orientating teacher education towards wealth creation will affect departments, faculties and all institutions that run teacher education programmes. It is on record that a change in one part of a system will affect other parts of the system. Teacher education would

achieve re-orientation to a large extent through collective conceptualization of environmental conditions and more rigorous examination of teacher education courses. Teacher need to become agents and creators of their own materials grounded in the idea of sustainable education (Badjanova, Ilisko & Drelinga, 2013).

Teacher Education Programme

Joshua (2016) posits that teacher education refers to a means of providing teachers with necessary skills and knowledge needed not only to adequately carry out their teaching jobs, but also to forthrightly foster their professional growth. Mkpa (2015) describes it as procedures designed to equip teachers at the pre-service and in-service levels with the knowledge, attitudes, skills and competencies needed to perform their professional duties successfully. Among the skills to be acquired should be wealth creation skills.

UNESCO (1966) recommended that fundamentally, the teacher-preparation programme should include:

- General studies;
- Study of main element elements of philosophy, psychology, sociology as applied to education, the theory and history of education, experimental pedagogy, school administration and methods of teaching the various subjects;
- Studies related to the student's intended field of teaching; and
- Practice in teaching and in conducting extracurricular activities under the guidance of full qualified teachers.

As much as these aspects are good, it is necessary to arm the teacher in training with skills for wealth creation.

The Concept of Wealth Creation

Wealth creation is the ability to be resourceful in order to meet human needs. It creates productive and employment opportunities to occupy the idle workforce in the society. Wealth creation is aimed at re-addressing the imbalances in the lives of people in the society. It can be done through diverse but integrated socio-economic strategies. Wealth creation is associated with change in economic system, thereby contributing to sustainable national development. However, Ikeme and Onu (2007) capture wealth creation as the use of human courage to seek investment opportunity and establish a profit oriented enterprise. LTS cited in Ogunkunle (2009) describes wealth creation as a system that teaches people inside knowledge and develops avenues of income for themselves and their families. Ogunkunle further remarks that "wealth creation is having financial freedom, where by citizens can get rid of the vicious circle of poverty. People have to be made aware of how to accumulate more capital for investment, create jobs and increase productivity" (pp. 267-268).

Ofuasia, Nwalado and Dede (2012) describe wealth creation as a way of removing stumbling blocks and the art of equipping individuals with practical knowledge and skills and also providing them a conducive platform where learning could become easier, faster, enriching and more rewarding. Wealth creation in a general point of view can be referred to as a way of involving in different skilful ventures to develop individuals' potentials to promote creativity and innovativeness.

Wealth creation is seen as a master key to economic development of a country. Olorumolu and Agbede (2012) stress that Nigeria and other countries of the world are

seeking to increase the wealth creation capacities of their citizens with the understanding that it will contribute to the development of the country.

Re-orientation of Teacher Education Programme towards Wealth Creation

Teacher education as an instrument should serve as an agent of change towards transforming education and the society. Re-orientation of teacher education programme for wealth creation implies that teachers will be trained with new orientation that would prepare teacher trainees not only to teach their subjects, but also create wealth in order to improve the economy of the nation for sustainable development.

According to World Bank (1999), education is fundamental to construction of knowledge in the society in all nations. It is the only medium through which creative and innovative horizon will be expanded. Through wealth creation programmes, trainee teachers will be provided with knowledge, skills and different innovative strategies to encourage them to develop wealth creating abilities. Re-orientating teacher education will involve transforming institutional programmes of teacher education, its practices and policies. The new innovations made must be held tenaciously to further enhance rather than reduce or worsen the quality of the concept.

Onyeachu (2009) remarked that bringing wealth creation into Nigerian schools is a way of putting her educational system on the desired pedestal for efficiency and functionality to meet the challenges of national and global competitiveness in the 21st century. It is imperative to empower trainee teachers through developing their latent skills in the areas of creativity and innovativeness through programmes of teacher education so that they will be confident enough to transfer such skills to the individuals they teach.

It is on record that wealth creating programmes in other countries like United States of America, Denmark and Canada had been effectively practiced and known as the economic force that transformed these countries into the most powerful economies in the world. Generally throughout the world, wealth creation has become a viable phenomenon. The researchers therefore advocate for the integration of wealth creating programmes into teacher education curriculum in order to re-orientate teacher education to enable the teacher trainees to acquire at least one wealth creating skill upon the completion of the teacher training programme, in order for them to be able to cope with the challenges of employment if faced with such on graduation.

According to Onyeachu (2011), teachers can inculcate entrepreneurial skills in teaching inside the classroom. This implies that every teacher can integrate skills that will enable the learners create wealth in the course of the teaching-learning process. Okala (2004) in Onyeachu gave a vivid example of how teachers can integrate the teaching of wealth creation skills into their teaching. An English Language teacher for instance, should in the course teaching the English Language, teach learners that they can write poems, novels and drama books while in school, so that on graduation, they can expand the business and start selling them to the public. This can be done in the teaching of virtually all the subjects at the secondary level, and all the courses at the tertiary level. By so doing, learners will have the mindset of creating jobs rather than being job seekers. To this end, on graduation individuals will not have to wait endlessly for jobs that are not forth-coming.

Statement of the Problem

The high rate of unemployed graduates is becoming very alarming. Considering the large number of individuals that enrol into teacher education programmes on yearly basis, it becomes pertinent that wealth creation skills be incorporated into the curriculum of teacher

education programme because wealth creation is aimed at re-addressing the imbalances in the lives of people in the society; bridging the gap between the academic world and the world of business and industry.

Incorporating wealth creation skills into the curriculum of teacher education programme will equip teacher trainees with manipulative and problem solving skills that will enable them cope with the problem of unemployment upon graduation as the society in which they return to on graduation is dynamic. The dynamic nature of the society is obviously the driving force that makes demand for re-orientation of teacher education programme towards wealth creation.

Purpose of the Study

The purpose of this study is to ascertain the extent to which teacher education programmes in River State can be re-oriented towards wealth creation. Specifically, the study sought to:

- Ascertain the extent to which teacher trainers are ready for re-orientation of teacher education programme towards wealth creation;
- Ascertain strategies that can be adopted for effective re-orientation of teacher education programmes towards wealth creation;
- Identify possible constraints to effective re-orientation of teacher education programme towards wealth creation.

Research Questions

The study was guided by the following research questions:

- To what extent are teacher trainers ready for re-orientation of teacher education programme?
- What strategies can be adopted for effective re-orientation of teacher education programmes towards wealth creation?
- What are the possible constraints to effective re-orientation of teacher education programme?

Hypotheses

The under listed hypotheses guided the study:

- There is no significant difference in the mean ratings of male and female teacher trainers as regards the extent to which they are ready for re-orientation of teacher education programme.
- There is no significant difference in the mean ratings of male and female teacher trainers on the strategies that can be adopted for effective re-orientation of teacher education programmes towards wealth creation.
- There is no significant difference in the mean ratings of male and female teacher trainers as regards the possible constraints to effective re-orientation of education programme towards wealth creation.

METHODOLOGY

The design adopted for the study was the descriptive survey design. The aim of the researchers was to record, analyze and interpret the existing conditions associated with the extent to which teacher education can be re-oriented towards wealth creation. The population for this study consisted of all teacher trainers in all the departments in Ignatius Ajuru University of Education, Rivers State. What informed the choice of the institution is the fact that the institution is the major stakeholder in the training of teachers in Rivers State.

Using the stratified random sampling technique to ensure that all the departments are represented, a sample size of four hundred and eighty three teacher trainers (483) drawn from thirty-two (32) Departments of the Institution, was used for the study. The research instrument used for the study was a set of questionnaire titled: Re-orientation of Teacher Education in Rivers State towards Wealth Creation Questionnaire (RTERS WCQ), designed by the researchers. The instrument comprised of nineteen (19) items. The test-retest method of reliability was used to establish the reliability of the instrument. The reliability coefficient using K-R21 formula was 0.87.

The data was analyzed using mean and standard deviation to answer the research questions, while the t-test statistics was used to test the hypotheses at .05 level of significance. The criterion mean of responses was 2.50. By this, any response that received a mean greater or equal to 2.50 was accepted while any mean below 2.50 was rejected. That is, mean score was accepted if $x > 2.50$, but rejected if $x < 2.49$.

RESULTS

Research Question One: To what extent are the teacher trainers ready for re-orientation of teacher education programme towards wealth creation?

Information in Table 1 indicates the responses of the extent to which teacher trainers are ready for re-orientation of teacher education programmes towards wealth creation. From the table, it was revealed that two (2) out of six (6) items which had a mean rating above 2.5 were agreed as related to the rate of readiness of teacher trainers for re-orientation of teacher education towards wealth creation. While four (4) items which had a mean below 2.5 being the decision level disagreed. This depicts that teacher trainers are not ready for the re-orientation of teacher education towards wealth creation.

Table 1: Mean and standard deviation of responses showing the extent to which teacher trainers are ready for re-orientation of teacher education programme towards wealth creations.

S/N	The extent to which teacher trainers are ready for re-orientation of teacher education programme towards wealth creation.	X	SD	Decision
1.	Teacher trainers are ready for re-orientation of teacher education to a very large extent.	3.00	0.70	A
2.	Teacher trainers are not ready for re-orientation of teacher education to a large extend	1.24	0.43	D
3.	Teacher trainers are ready for re-orientation to a very low extent	2.00	0.70	D
4.	Teacher trainers are interested in the re-orientation of teacher education to a large extend.	3.00	1.22	A
5.	Teacher trainers are interested in the re-orientation of teacher education to a low extend.	1.74	0.43	D
6.	Teacher trainers are not prepared to a very low extend for the re-orientation of teacher education.	1.74	0.82	D

Hypothesis 1: There is no significant difference on the rate of readiness of teacher trainers on re-orientation of teacher education

In this analysis the calculated t-value (-3.68) is greater than the critical t-value (1.96) at the df. of 481 and 0.05 level of significance (as shown in table 2). Hence, the null hypothesis was rejected. The result shows that there is a statically significant difference in the mean ratings of male and female teacher trainer on the rate of readiness of teacher trainers on re-orientation of teacher education programme.

Table 2: t-test analysis of the difference in the mean ratings of male and female teacher Trainers on the extent to which they are ready for re-orientation of teacher education

Gender	N	X	SD	DF	t-cal.	t-crit.	Decision at. 05
Female	205	19.72	2.62	481	-3.68	1.96	S
Male	278	18.88	2.31				

Research Question Two: What are the strategies to be adopted for effective re-orientation of teacher education programme towards wealth creation?

The data from respondents as indicated in Table 3 shows that all the items were agreed upon on the strategies that should be adopted for effective re-orientation of teacher education towards wealth creation.

Table 3: Mean and standard Deviation of responses showing the strategies to be adopted for effective re-orientation teacher education programme towards wealth creation.

S/N.	Strategies to be Adopted for Effective re-orientation of teacher education	X	SD	Decision
6.	Wealth creating courses should be integrated in the various courses that teacher trainees do.	3.24	0.43	A
7.	Teacher trainers should undergo seminars/courses on wealth creating programmes so that they can effectively integrate wealth creating skills in their teaching.	3.50	0.86	A
8.	Curriculum planners should consider wealth creation while planning courses	3.75	0.43	A
9.	Teacher trainees should be made to understand the importance of wealth creation through different media	3.24	0.43	A
10.	Trainees should be counselled to develop interest in any wealth creation programme since it is a source of economic emancipation	3.00	0.00	A
11.	Universities and colleges of education should be equipped with all the necessary facilities needed for studies since it is practical oriented	3.25	0.82	A

Hypothesis 2: There is no significant difference in the mean ratings of female and male teacher trainer on the strategies to the adopted for effective re-orientation of teach education towards wealth creation.

Table 4 shows that since t-cal. (-1.219) is less than t-crit. (1.96) at a df. of 481 and 0.05 level of significance, the null hypothesis is not rejected. The result revealed that there is no significant difference in the mean ratings of female and male teacher trainer on the strategies to be adopted for effective re-orientation of teacher education towards wealth creation.

Table 4: t-test on the difference in the mean ratings of female and male teacher trainer on the strategies to be adopted for re-orientation of teacher education towards wealth creation

Gender	N	X	SD	DF	t-cal.	t-crit.	Decision at .05
Female	205	35.36	5.44	481	-1.219	1.96	NS
Male	278	34.71	6.03				

Research Question Three: What are the Possible Constraints to Effective Re-orientation of Teacher Education programme towards Wealth Creation?

Information in Table 5 revealed that items 14, 15, and 16 had a mean rating less than 2.5 which is the decision level. The other items had a mean greater than 2.5.

Table 5: Mean and Standard Deviation of Responses Showing the Possible Constraints to Effective Re-orientation of teacher education for wealth creation

S/N	Constraints to Effective Re-orientation of Teacher Education	X	SD	D
12.	Teacher education curriculum does not encompass wealth creation programmes optional.	3.24	0.43	A
13.	Teacher trainers lack skills for wealth creation and so can impart to the trainees.	3.75	0.43	A
14.	Teacher trainees are interested in certificate and not in skill acquisition.	2.00	0.70	D
15.	Trainees dislike acquisition of skills	1.74	0.82	D
16.	Teacher trainees are influenced by the choice of their trainers	2.24	1.08	D
17.	Lack of practical laboratories and equipment for practices	3.00	1.22	A
18.	Teacher trainers are not interested in teaching practical oriented courses	3.25	0.82	A

Hypothesis 3: There is no significant difference in the mean ratings of male and female teacher trainers on the possible constraints to effective re-orientation of teacher education programme towards wealth creation.

Data in Table 6 shows that t-cal. (-5.15) is greater than t-crit. (1.95) at the df. of 481 and 0.05 level of significance. Therefore, the null hypothesis is rejected. The result is that there is a statistically significant difference in the mean ratings of female and male teacher trainer on the constraints to effective re-orientation teacher education towards wealth creation.

Table 6: T-test Analysis on the Possible Constraints to Effective Re-orientation of Teacher Education towards Wealth Education

Gender	N	X	SD	DF	t-cal	t-crit	Decision at .05
Female	205	22.47	0.75	481	-5.15	1.95	S
Male	278	22.08	0.84				

DISCUSSION OF FINDINGS

The result presented in table 2 showed that there is a statically significant difference in the mean ratings of male and female teacher trainer on the rate of readiness of teacher trainers on re-orientation of teacher education programme. According to Ikeme and Onu (2007) wealth creation is the use of human courage to seek investment opportunity and establish a profit oriented enterprise. It is imperative to empower trainee teachers through developing their

latent skills in the areas of creativity and innovativeness deriving from teacher education. However, the result depicts that teacher trainers are not ready for the re-orientation of teacher education towards wealth creation.

The result presented in table 4 showed that there is no statically significant difference in the mean ratings of male and female teacher trainer on the strategies to be adopted for effective re-orientation of teacher education that could be used for wealth creation. This indicates that both male and female teacher trainers are in support of the various strategies that identified for re-orienting teacher education towards wealth creation. This result supports the findings of Onyeachu (2009) asserted that bringing wealth creation into Nigerian schools is a way of putting her educational system on the desired pedestal for efficiency and functionality to meet the challenges of national and global competitiveness in the 21st century.

The result presented in table 6 showed that there is a statistically significant difference in the mean ratings of female and male teacher trainer on the constraints to effective re-orientation of teacher education towards wealth creation. The result supports the findings of Ofuasia, Nwalado and Dede (2012) who describe wealth creation as a way of removing stumbling blocks and the art of equipping individuals with practical knowledge and skills and also providing them a conducive platform where learning could become easier, faster, enriching and more rewarding.

CONCLUSION

It has been said that no one can give what he does not have. For teachers to be able to transfer wealth creation skills to the learners, they themselves must be groomed to acquire such skills. There is no better avenue through which the teacher can acquire such skills than teacher education programmes since they are the major avenues through which individuals that have direct contact with the masses - the teachers are being trained, it is essential that life-long skills such as wealth creation skills be imparted in the output of teacher education programmes because this will go a long way to transforming the individuals teach as well as the society/nation in general. To this end, moderate efforts have been made in this paper to examine the extent to which teacher education programmes can be re-oriented towards wealth creation.

Recommendations

In view of the results of these findings and conclusion reached in this work, the following recommendations are hereby proffered:

- Curriculum planners should prioritize wealth creating plans in teacher education curriculum.
- There should be a paradigm shift from theoretical teaching to practical application of knowledge in all facets of studies in teacher training institutions.
- Teacher trainers should be sponsored on training such as workshops and seminars on the wealth creating programmes.
- Trainee teachers should be encouraged with all necessary equipment needed for wealth creation.

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Appendix

Distribution of Sample for the Study

S/No	Name of departments	Number of teacher trainers		
		Male	Female	Total
1.	Accounting	18	02	20
2.	Management	13	02	15
3.	Centre for entrepreneurial studies	1	0	1
4.	Marketing	12	02	14
5.	Secretarial studies	10	07	17
6.	Primary studies	07	05	12
7	ducational Psychology	17	09	26
8	Educational foundation	10	21	31
9	General studies	0	01	01
10	Curriculum studies/Instructional studies.	11	08	19
11	English	15	06	21
12	French	06	10	16
13	History /Diplomatic studies	12	04	16
14	Religious & cultural studies	07	05	12
15	Music	09	06	15
16	Studies	12	4	16
17	Fine And Applied Art	17	4	21
19	Biology	10	10	20
20	Chemistry	7	10	17
21	Mathematics	13	3	16
22	Physics	14	1	15
23	Human Kinetics	9	5	14
24	Integrated Science	10	5	15
25	Computer Science	9	1	10
26	Economics	19	3	22
27	Geography	15	1	16
28	Political Science	21	1	22
29	Social Studies	21	11	32
30	Agric Science	15	5	21
31	Home Economics	0	13	13
32	Technical Education	23	1	24
	Total	278	205	483

Source: Establishment Department IAUE