

TOWARD TEACHERS' DEVELOPMENT PROGRAMME AND THEIR ROLE IN FOSTERING CREATIVITY FOR QUALITY EDUCATION IN NIGERIA

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Abstract

Evidence abound, that the success or failure of any education system depends to a large extent on the quality, quality and the caliber of teachers that interpreters and transmitter of desired knowledge, skills, attitudes and values in the society. Towards teacher's development programme and their role in fostering creativity for quality education in Nigeria. The paper discuss teacher development programme, creativity, creative person characteristics, types of creativity. It also discuss the role of the teacher in fostering creativity, factor that hamper pupils/children creativity concept of quality education. The paper further x-ray the benefits of quality education through effective teacher's development programme, approaches for measuring quality education, teacher development for quality teachers and teacher development quality education. The paper concluded that quality of education, enlighten its citizenry and enhancement of the entire sphere of the society. It recommended that professional development of teachers should involve refresher training, career development training, continuing professional development, mentoring and in-service training should be adequately provided to teachers by government. This will enhance their up-to-date knowledge of current trends in educational system.

Keywords: Teachers, development, fostering, creativity and quality education

Introduction

Education is an ongoing process that facilitates learning and acquisition of theoretical knowledge and affect the environment affectively for personnel success in life as well as for the development of the society (Uko, 2015). Nwangwu (2005) observed education as a veritable instrument for political, social, cultural and economic development in every society. Generally, education is a dynamic instrument for positive changes in people and environment. As a nation, Nigeria has strived to provide quality education to its citizens. This is reflected in the National policy on Education (NPE), 2004) which is fashioned to attain self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as scientific and technological development resulting in industrialization and economic transformation of the nation. In essence, education prepares the individual for life in the country and helps to refer in the society. Bowman (2000) maintained that education helps in developing a pool of knowledgeable and skilled labour, otherwise known as manpower.

The main aim of education is to engender positive interests and attitudes in individuals to respond to their personal needs and that of the society and to impact relevant skills to enable them respond progressively to the changing and volatile society. Qualitative education does not concentrate on mere knowledge of principles and theories, but trains individuals in skills acquisition, so that they become

personally and socially functional for a holistic implementation of quality education for effective creativity, through teacher development programme.

Nigeria teachers need both in service education as well as staff development programmes. And asserted that presently little attention is being paid to the education and re-education of Nigeria teachers (Nwangwu, 2005). The evolution of the teaching profession has passed through a period of cheered history from colonial period to modern time towards in-service training, and re-training for the development of education in Nigeria.

Quality in education according to Idialu (2007) ensures that students possess the knowledge skills, competencies and understanding that are appropriate to their area of the responsibility. According to Nsor et al, (2021) The design of quality assurance mechanism/tools processes and actors varies across national contexts, however their common objective is to improve teaching and learning ultimate goal of enhancing best outcome for learners.

Qualify the quality of any education system. The following factors must be guided:

- The good quality of teachers
- The good quality of facilities
- The good quality of instruction
- The good quality of evaluation procedure
- The good quality of morale and
- The good quality of administration and management (Ogwuche,

Education, institutes of Education in Nigerian Universities, and/or within schools localities, through teacher monitoring programme. This is the programme in which teachers are organized in clusters, close to their teaching stations for purposes of coming together regularly under a mentor, to discuss issues in teaching and learning, as well as problems encountered in the classroom. The essence of the programme is to expose teachers t positive methods and strategies of tackling their problems in group and improving on their pupils learning, thereby developing confidence in themselves, and in their jobs as teachers (Ekefre, 2005). He further identified other teacher development programme to include;

a. Sandwich programme:

These are short period courses which could be mounted in Colleges of Education or Universities, during the holidays, for teachers to update their knowledge, and also acquire additional professional qualification, while still on the job. Priority consideration for admission into these programmes should be given to serving teachers. This is important because during the period of the course breath, the serving teachers would be engaged practically in the process of teaching in the classroom, thereby fostering continuity in learning, which enhances effectiveness, in the training programme.

b. Long Distance Programme:

The long distance programme in education such as the one offered by the national Teachers' Institution (NTI), should be well organized monitored and objectively supervised, to meet the expected outcome. This programme should be limited to experience, trained and qualified Grade II Teachers, who are interested to update their knowledge and acquire the Nigeria Certificate in Education (NCE), while still on the

job. This programme which is mostly out of school, requires maturity for result oriented participated. Thus, this could effectively be undertaken by matured and experienced serving teachers, if the expected outcome is to be achieve.

c. In-Service Training Programme

In-service training programme should be carried out on institutionalized schedules, within school or school localities. This form of training should not be a “once off issue” but ongoing, regular and woven into the fabric of the teachers’ day-to-day work. The training programme should be practical, and need-based in a way that directly addresses the expressed concerns and needs of the teachers. This training programme should be decentralized and organized on local government basis. Thus the training should be taken into the teachers, rather than bringing teachers to the training. This is cost effective and enables the teacher to attend to their work during the period of the training.

d. Teacher Career Development Programme

This is the type of short in-service training programme, designed to prepare teachers for newly introduced concepts or innovations within the existing school curriculum (e.g. science teachers could be trained for environmental; education mathematics teachers could be trained for computer. Education or evaluation techniques: social studies teachers could be trained for population education etc. The teacher career development programme of nature should be to enhance teachers skills in the identified areas of need.

Creativity

Creativity is an important factor in the child’s ability to learn and adjust. In problem solving situation, the child needs creativity to be effective in itself, creativity is a product as well as a process. As a product, it results from the reassembling of selected experiences of the past. It is manifested as unique communication, creative writing, and artistic experience in the form of dancing or drawing. According to Maslow in Isangedighi (2011) it is as a subjective experience which is inspired and immanent. In the learning situation, creativity involves the ability to evolve original and uncommon applicable methods to problem solving.

Creativity as a process is the ability to combine ideas, things, techniques and approaches in a new situation (Romey, n.d). Creativity is a process that involves the analysis of a given problem in many ways, observing patterns, seeing likenesses and differences and on the basis of what had worked in similar situations, decides on what approach could be appropriate in the face of unfamiliar situation (Layco in Isangedighi, 2011). It is an underlying process that is divergent and fruitful. Fruitfulness in this regard infers the act of bringing about something beneficial.

Creativity is a process that involves the bring to birth of something new. In the school setting, the learner finds himself participating in all array of activities both academic and co-curricular activities. In the process, they are looked upon to reason and think critically, build concepts and see relationships among objectives and events. The learners are involved in fact gathering and the use of such facts in finding correct solutions to problems or novel situations. This process of using existing facts to find correct solutions to problems is referred to as convergent thinking. The mental process where facts, values and skills are used in devising new answer rather than

obtaining what are seen as correct answers is divergent thinking. Creativity involves bringing about something new and not the finding out of what is correct (Smith in Isangedighi, 2011), the sinking down of taps into our past experiences and putting those selected experiences together into new patterns, new ideas or new products. It involves originality and novelty of thoughts and actions which amounts to adapting to reality.

In the word of Deltaan and Havighurst in Umoinyan (2005) creativity is any activity which leads to the production of something new, whether it is a new technical invention, new discovery in science, fine arts or a new artistic performance. If an invention is considered creativity and it is prized and desired somewhere, sometime by some group of people, it is considered creative in the historical sense, otherwise it is personal creativity. Personal creativity simply requires that the normal person who is creative derive personal satisfaction from his creative activities and products, and evaluate them as being good. Similarly, according to psychologists, creative power of an outstanding order is marked by the voluminous production of acts, which can claim a notable degree of originality, and the occasional production of acts of radical originality. Really, creativity is measured by the products. That is, creative thought must be developed into a product and creative ideas must become evident. It is true at all school levels, kindergarten through graduate school, and with all adults including teachers. Creativity involves somebody to produce something “rather than to recognise something as being correct or appropriate response” (Barron in Umoinyang, 2005). Creative in perhaps as stronger sense of term; they are not only the results of a creative act, but they themselves in turn create new conditions of human existence.

Creative person characteristics

The study of creativity in adult living writers, mathematics, architects, and scientists. The highly creative individuals were compared with other who had an equal amount of education but were judged to be less creative by their contemporaries. It was found out that a creative person is usually very intelligent in the ordinary sense of the term and can meet the problems of life as rationally as anyone else can, but he refuses to let intellect rule; he relies strongly on intuition and he respects the irrational in himself and others. Also positive correlation between children’s scores on creativity tests and their ability to recall:

- a. A list of commonly used words presented orally
- b. The verbal details of a story presented orally about a visit to the zoo, and
- c. Specific objects and colors in four colorful pictures, presented visually by means of an overhead projector (Barron, Pollert, Feldhusen, Van Mondfrans and Treffinger in Umoinyang, 2008:16). This is because one must remember information in order to use any earlier experiences in a current creative performance. Thus, a creative person appears to have a high degree of intellectual capacity. He genuinely values intellectual and cognitive matters.

Types of Creativity

The type of ability a person possesses, his personality, and his interests affects creativity. This shows that there are different types of creativity show up itself; affective creativity, problem-solving creativity and abstract or formal creativity.

1. Affective creativity

This type of creativity is found in a person who is particularly sensitive to his feelings and to the emotions of others. He has a keen insight into the ways other people are thinking and keen insight into the ways other people are thinking and feeling. Such insight is likely to lead him into the affective use of language and symbols. When such a creative individual speaks or writes, his words call forth vivid images in the minds of other people. Such a creative individual is able to write and use other artistic means to arouse emotional responses in others. This type of creativity – affective creativity is most likely to be expressed in the arts.

2. Problem-solving or functional creativity

This type of creativity is made manifest in person who prefer to deal with functional problems and with practical situations, such as those found in technology, mechanics and social situations. Such persons are less interested in their own and other people's internal state of affairs, their feelings and emotional responses. They are more likely to be interested in external problems. Such creative individuals like to work puzzles and will spend hours trying to figure out a better way of doing things. They better stand out to solve problems and organize things for a group.

3. Abstract or formal creativity

Creativity individuals having the abstract or formal creativity has no particular insight into people's feelings, nor concerned about practical problems, but likes to get at the reason behind things. Such persons like to categorize, to find abstraction and generalization, to look at things from a scientific point of view. They like special language of science and enjoy developing clear, abstract definitions of things. Such people are very keen at science and philosophy. They prefer to deal with ideas and concepts rather than with affect or concrete situations (Umoinyang, 2005).

It is clear that it is not possible that a single child can fall into more than one of the type of creativity. The teachers then must understand the children for what they are so that they may become creative within the areas of their preference, personality and interests. Because the primary function of the school under the 9-3-4 education system dispensation is to make the child became useful to himself and the society, then it has the overwhelming task of fostering creativity.

The role of the teacher in fostering creativity

The teacher is an essential ingredient in the educational process. Schools are the means through which knowledge and values of our civilization is transmitted to the younger generations. The teacher is a key figure for that transmission. He serves as a model for the learning of a wide range of behaviours and attitudes. The task of fostering or developing creativity lies heavily on the teacher who is supposed to encourage children to be productive. The teacher should become a source of stimulation to produce and to perform. It is the duty of the teacher to arrange the provided materials in the form of supplies, books and articles that will stimulate children (Uchenna and Onele, 2011; Umoinyang, 2005). The teacher should provide time to serve as audience, time for display of products. Any child who is creative has an almost uncontrollable urge to communicate his ideas. It is in this way that every teacher can directly foster and encourage special abilities in children in his classroom. The condition of the social life in the classroom revolves around the teacher's effort to support students as they try to socialize through internalizing school values as well as other programme aim at building the child into a responsible personality. According to Murdock (1999) students' perception of their teacher's appraisals and support, are the most constituent predictors of their behaviour. Students have high motivation to

learn when they perceive their teachers as supportive, but where the support is lacking, students find learning uninteresting and this may inhibit proper social adjustment and school learning. Gagne and Ashman (1998) added that a relatively permanent face-to-face communication increases implicit mutual understanding during reciprocal interactions, and serves to produce feedback for the individual to evaluate and relate to his/her person. Thus the teacher is the most important component of the educational process because he is the executor and/or implementer of the school programmes.

Teachers should help student to become more sensitive to their own inner needs or to problems in their environment especially as one of the specific objectives of the 9-3-4 system of education programme is “catering for the learning needs of young persons though appropriate forms of complementary approach to the provision and promotion of basic education” (Federal Republic of Nigeria, 2000). This involves exposing children to new products and notifying them of the limitation of such new products. This should start with needs of the children. The teachers should talk to them about what things they would like to do if they had the time, teasing out their half formulated questions, helping them classify the things in which they are really interested.

The teacher should not pose a question that affects students’ learning. In one study, researchers recorded on tape five consecutive classroom session of twelve high – 1Q were able to stimulate creative or divergent thinking by asking ideas and other heuristic behaviours. Flanders in Uchenna et al. (2011) notes, that more than two-thirds of questions usually asked by teachers are usually narrow and specific, and usually have only one possible answer. Thus, the kind of questions teachers ask, only serve as stimuli for learning responses. Specific questions suggest that only isolated facts are significant, whereas broad questions suggest that knowledge is both broad and complex, and that facts are interrelated. It can be argued, of course, that teachers who prefer narrow, specific questions are protecting students from failure by making it easy for them to succeed. But, a strategy of this kind succeeds only at the risk of discouraging heuristics, originality and self-directed learning.

Another way of developing sensitivity to problems might be the “skim and apply” method. The technique might be seen as that of “shirning off” the best features of different objects and applying them to other objects. For instance, a child may be interested in listing all the best features of the current models of computer and then applying these features in making a more sophisticated model.

Children may at times feel that there is nothing new left for them to do, no more inventions for them to make, no new techniques for them to develop. To help them see the things that still need to be done, a teacher can trace the historical development of some familiar appliances. The children can study how the idea of the refrigerator or computer, say developed and how it was carried to its present level of development especially now that computer technology has been classified into generations. Instead of stopping at this point, the children should be asked to tell what they think the next steps in the development of refrigerator or computer should be. This technique can be used for other things that are very familiar to the children, such as cars, houses, household appliances and wares.

Another important area, is the aspect of the process of searching for answer/feedback is that of gathering great quantities of information. Children will look for information readily if it is to be used to solve a problem by themselves defined and set out to solve. These relevant information are available in libraries, museums, industries and among interested and knowledgeable citizens in a community.

Creativity could be fostered in the child in yet another way of developing original insight. This could be done in several ways. The teacher can write a simple sentence on the board and then ask the class to identify various ways of the sentence might be written by this process such children are free to use their imagination. The teacher can ask them to work on the verb, noun etc. In this process, such child/children develops insight of placing he/herself in a position of an imagined or real character and attempting to see the world through his eyes or observation.

Other ways for teacher to foster creativity are as follows:

1. School children can equally develop their creative abilities outside the classroom setting. One of such ways is leading the children to elaborate extracurricular activities and programmes on the basis of their interest and abilities.
2. The teacher should also inform the parents/guidance of the children's abilities which he/she observed. By this process the teacher's role now becomes a referral role. This is most rewarding task for teachers, since it will give them an opportunity to be of direct service to both the parent/guidance and to the children.
3. The teacher should also take children to other agencies such as art museums, private teachers' music and dancing, children's theatre, church choirs, community band stand etc. To be able to do this well, the teacher must become acquainted with the community resources and with people in the community. The teacher should be alert to scholarships and awards, contests, exhibitions, fairs and keep children posted.
4. The teacher should personally encourage the children and make them believe in their individual excellence. He should hold high standards for them and be interested and concerned in their problems. The teacher should generally be effective in his chosen field so that he can help the children in becoming creative. To Dettaan and Havighurst in Umoinyang (2005) many attitudes basic to the development of talents in youngsters are caught not taught. Hence teachers must be conscious of his job within and outside the class so that creativity in children could be developed and fostered.

The child initially may not be able to create what is of historical value. But, it is the personal satisfaction in being creative that the 9-3-4 education programme should seek to foster in all children. It is not first of all that society will need their creative efforts, although this need is certainly great. Only relatively few children will ever create something of significance to the society. However, all of them can be creative in the sense of producing new things that are satisfying to them.

Factors that hamper children's creativity

If the factors that hamper children's creativity is properly addressed children will surely work in conformity with the modern education system.

- i. High standards of achievement for low level of work.

If creative children are given the same work as the average or even below average or below average children, and are expected to follow the same

steps as other children, some of them will refuse to follow these steps and hence score lower than the average and be below average children. Except such children are identified and graded based on their technique, the creative abilities in them shall be stifled.

ii. Non-flexibility of assignment

Some teachers are so rigid in their techniques and methods and would not appreciate new directives and ideas brought forth by children. Some of them even embarrass the children who bring novel ideas about the solution to problems. To the extent that this practice continues, the higher the rate of harping creativity.

iii. Impatience of adults

Some teachers and parents hold adult standards of perfection that are so important to them that they cannot bear to see children's work fall short of these standards. They prefer to do everything by themselves so that children's work may not fall short of these expectations. To the extent that this continues, to that extent is creativity hampering the 9-3-4 education programme

iv. Conformity to group standards of mediocrity

If schools do not hold up high standards of achievement and if opportunities for advanced and challenging work are not offered, creative children will probably not be able to withstand the pressure to conform to the standards of mediocrity in their own age group

v. Teachers' attitude/characteristics

The teachers' attitude towards creativity in specific areas affects what he does to help children with abilities in those areas. The teacher who dislikes a particular subject may unconsciously communicate this dislike to the children. At times, he might not teach the subject at all, or if he teaches it, he might do so with less animation than he gives to the teaching of his/her favorite's subjects.

Teachers' characteristics such as intelligence, anxiety, interest, self-concept etc. influence learners' learning in one way or the other. The intelligence of the teacher is a major characteristic that influences his teaching. An intelligent teacher is more likely to be more productive than one with low intelligence. Teaching is anxiety prone. Every teacher operates under the feeling that others are watching him/her. Effective teachers usually keep anxiety under control, and many use it to bring out their best efforts. When teachers are either untouched by anxiety, or are completely disorganized by it, then poor teaching results.

vi. The classroom atmosphere

A classroom atmosphere that is not free from criticism, undue tension, emphasis upon adult standards, and competition cannot motivate creativity. Teachers play an important role in determining the kind of social climate that will prevail in their classroom. These vices are not exclusive in decreasing the motivation of children's creativity, they are to serve as illustrations of how our school system before the 6-3-3-4 education system, consciously and unconsciously, discourages creativity (Umoinyang, 2005; Isangedigh, 2011).

Benefit of Quality Education through Effective Teachers development Programme

Quality education promotes literacy, which facilitates general enlightenment in the society. It plays a vital role in socialization, occupational preparation and development or self-concepts. It helps to raise the level of national unity and national consciousness. Though quality education, alternative approaches to technology are provided which bring forth self and national economic efficiency and self-realization in the citizens.

Quality education equips and projects national culture and languages as well as the universal and cultural heritage. It varies a generation of people who can think for themselves, respect the dignity of labour and appreciate the values specified in the National policy on Education (2004) so as to enable them like and function as good citizens.

Ojo (2002) summarized benefits of quality education to include:

- a. Intellectual skills acquisition for the pursuit of self-development and effective traits development which improve the capacity to imbibe attitudes values and other behavioural traits that facilitate one's relationship with fellow human being
- b. Psychomotor skills development, progressively awakening the physical prowess of the individual and progressively working those of the mind.
- c. Inculcation of lifelong learning skills that predispose one to develop the spirit of inquiry and a perpetual thirst for knowledge.

Quality education also inspires students to develop a desire for independence, achievement and self-improvement both at school and for future life.

Teacher development for Quality Teachers

It is not enough to hire and develop staff for quality education, they must be properly groomed and retrained to ensure availability of teachers who know their staff subjects, the students and the school system for a reasonable period normally three to four years. This calls for effective management and development of teachers. For an organization to remain strong and successful, it must give the development of human assets the same priority it gives to the development of material assets. Uko in Uko (2015) suggested measures to be adopted in order to retain quality teachers to include:

- i. Establishing channels of communication with teachers
- ii. Encouraging staff participation decision-making process
- iii. Providing incentives, security, fringe and retirement benefits
- iv. Providing opportunities for educational growth and establishing a basis for promotion
- v. Giving praise and commendation when deserved and avoiding bias and unnecessary staff criticism.
- vi. Getting to know staff and trying to understand their personal and social problems.

Teacher Development and Quality Education

Teacher development programme general is built for efficient quality education. Quality education prepares the students for useful living within the society as well as for higher productivity. Good quality students are the fruits not only of adequate material resources and funding, but also principally of good teachers, exceptionally trained, who possess the believed that disciplined, knowledgeable and morally upright

teachers should produce students of their like-manner Nwudu (2003) viewed quality education in relation to its value and relevance to the society through proper teacher development for inculcation of societal core values as stated in the National Policy on Education (2004) that the quality of instructions at all levels of our education should be oriented toward inculcating the following core values:

1. Respect for the worth and dignity of the individuals;
2. Faith in man's ability to make national decisions;
3. Morale and spiritual principles in inter-personal and human relations;
4. Share responsibilities for the common good of the society
5. Promotion of physical, emotional and psychological development of all children and;
6. Acquisition of competencies needed for self-reliance

Quality education discovers the human potentials that are needed to build a virile nation like Nigeria. It please the citizens a appropriately based on their intellectual capabilities and development

Conclusion

Teachers should be fully prepared to fit into the schools system effectively, as custodian of the educational programme and facilitators 9-3-4 education scheme. The teaching training programme curriculum should be well restructure to meet the needs of the new education culture, by incorporating all the relevant courses of study into the curriculum for teacher training and retraining programmes. Teachers already in service should be constantly retraining to update their knowledge and skills in the job in conformity with the modern system of education through schemes as skill improvement, teacher development and career development programme that foster children.

Recommendation

Based on the study the following recommendations were;

1. Adequate fund should be make for teacher training programmes to boost the teacher productivity
2. Teaching and learning facilities should be provided to enable the children to more creative
3. Teachers and parents should collaborate to make the children creativity excellent.

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