



Core Curriculum and Minimum Academic Standards (CCMAS) and Foundation of Teacher Education in Nigeria: Matters Arising

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Abstract

This paper focused on the implication of Core Curriculum and Minimum Academic Standards (CCMAS) in the foundation of teacher education programme Nigeria. The teacher in training is required to be in constant search of up-to-date knowledge in various fields of endeavour in educational foundations. This knowledge is meant to equip him or her with the understanding of the principle, skills and technical methodology of education. The relevance of this paper. The historical approach is used for this paper. Findings revealed that philosophy of education, psychology of education, history of education and sociology of education are core components of teacher education programmes. The paper therefore recommended that the government should refocus and redouble her commitment towards the revitalization of teacher education programmes in Nigeria. The Core Curriculum and Minimum Academic Standard (CCMAS) should be reviewed to accommodate philosophy, psychology, history and sociology of education as core components and basic requirement for teacher education programmes. In Nigeria and all Nigerian universities and colleges of education should have the department of educational foundations where would be teachers will specialize in philosophy, psychology, history and or sociology of education among others.

Keywords: Core Curriculum and Minimum Academic Standard (CCMAS); Foundations of Teacher Education; Philosophy of Education; History of Education.

Introduction

Education is the master key that unlock the doors of under development. In its broadest sense education is any act or experience that has formative effect on the mind, character or physical ability of an individual to learn something new. According to Garba and Ekepefa-Abdullahi (2022) society as a whole and each social environment or social setting would normally determine the type of education that suits it. In the military state of Sparta for example, education was geared towards producing warrior-citizens for the State. In ancient Athens the people place premium on literary and oratory education as the basic educational experience. Ancient African societies considered the warriors and traditional medicine men or healers as educated. Education in the ancient societies of the past was seen as the way people developed and brought up to live as useful and peaceful citizens in and outside their immediate environments. Aminigo (2002) in Amaebel (2018) noted that the content of education a citizen received changed gradually as the need of the society changes. In modern society, education is synonymous with development. Expressed as the means through which the societal values, norms and skills are preserved, developed and consciously transmitted from one generation to another. The above expression also implies that as the time and people differs so do the contents, methods and strategies differ; through which the ultimate aim of producing well developed citizens who would guarantee sustainable development in the society is sustained. Hence Fafunwa (2004) in Yusuf (2014:66) argued that

Every society whether simple or complex, has its own system of training its youths for good life has been one of the most persistent concern of men throughout history. However, the goal of education, the method or approach, may differ from place to place, nation to nation and people to people.

Although, education could be acquired formally in, or non-formally or all depending on the type and time of the society, the success or other wise of any educational system depends, largely on the quality and credibility of the teachers who are the interpreters and transmitter of the desirable attitudes, knowledge, skills and values of the society. This is why the National policy on education from its formal presentation in 1977 to its subsequent editions (2014:39) reiterated that no education system can rise above the quality of teachers. In fact, it is on this affirmative declaration that the concepts of teaching and teacher, will be discussed.

Concepts of Teacher and Teaching

The success or failure of any educational system depends to a large extent on the quality and calibre of teachers who are the interpreters and transmitters of desirable knowledge, skills, attitude and values in the society. A teacher is a person who is specially trained in knowledge, skills attitude and values in formal training institutions to teach or impart same to the learners in the most acceptable ways. A teacher is a man of diverse parts. He combines love of knowledge with ability to impregnate others with his knowledge Nwabara (2002) in Amaele (2010) pointed out that teacher has the disciplinary roles, surrogate role as well as being the role models. The first two deals with the teacher competence in character academic and pedagogical training of the child within the social approval. In the surrogate role the teacher takes the role of the parent, in the school. He is also a role model worth emulating by the learners. Meanwhile as a human resource development the teacher should undergo regular orientation and or on the job training courses of his or her update the knowledge in line with current issues (Iroriteraye-Adjekpovu & Nwabuaku, 2024).

The teacher can also be identified as a man of two worlds belong to two closely related professions a subject specialist and an educator, as a subject specialist, the teacher should have genuine professional interest in the learning and teaching of his subject. Similarly, as an educator, he should be conversant with skills of teaching, teaching his subject, making abundant, but relevant use of instructional materials. The teacher could be described as that person who imparts sound knowledge and transmits the societal values. He is a socializer a role models a pacesetter a director of learning and instruction as well as an evaluator. As Nwagbara (2002) and Amade (2018) put it, a teacher must have relevant knowledge and competencies required in a relevant field and trained in a well-established teacher's college or institution. Teacher according to Wosu (2016) has two performance appraisal areas, these are teacher's personal characteristics and teacher's performance effectiveness. Which refers to the actual interaction between the teacher and his learners at the point of call.

The concept of teaching seems to be easily understood by many that think of it. But the truth is that when interpreted by different people, different meaning emerges. Teaching as a profession could be seen as an occupation that requires high and specialized training, acquisition of special skills ideas and knowledge. It requires a specialized training in several distinctive fields which qualify its members to be qualified by peculiar skills etiquette, norms and values convention technical jargons and some forms of politeness. According to Amaere and Amaele (2003) in Amaele (2018), teaching as a profession can be seen as an occupation of special kind possessing an attractive subculture distinct from other occupations. It attracts honour and administrate in the society. It also has a strong central governing organization that ensured compliance of the members to the profession. It guides against reducing standard of performance in the profession and ensures strict adherence to the legal instrument guiding it. Teaching from its standard principle, is a profession, and should be practiced. It belongs to a distinct class of people who understood a prolong specialized course of training.

In Nigeria, the operational curriculum of teacher education programme particularly at the NCE and PGDE. B.Ed. levels are consistently on the following areas:

- Educational foundations
- Teaching subjects
- General studies
- Teaching practice
- Research project

An important agency of government on the issue of university education in Nigeria is the National Universities Commission (NUC). This body was statutory established by Decree No. 1 of January 1974 to advice government on all aspect of university education as well as coordinating, financial and overall development of university education in Nigeria and more importantly too the NUC also ensures the orderly development of university education. The maintenance of high standard and avoidance of unnecessary and wistful duplication of academic programmes and faculties.

No education system can rise above the quality of its teachers. It is on this note that the national policy of education put the objective of teacher education in Nigeria which the educational foundations is meant to give an understanding to the principles, methodology and skills of education in general. Ultimately, the National Universities Commission (NUC) is empowered to advise the federal government through the ministry of education by Decree No. 1 of January 1974 to ensure orderly development of university education and maintenance of

high standards and avoidance of unnecessary and wasteful duplication of academic programmes and faculties. The earliest efforts at giving effect to this legal framework in the national university system (NUS) started in 1989, which led to the development of the Minimum Academic Standard (MAS) for all programmes in Nigerian universities. In 2001 NUC put in place a mechanism for the merger of the benchmark style standards and revised minimum academic standards, which birthed the Benchmark Minimum Academic Standards (BMAS) in line with section 10(1) of the education Act cap Ez, law of the Federation of Nigeria 2004 the National university commission commenced the journey to restructure BMAS in 2018 introducing in its place the Core Curriculum and Minimum Academic Standards (CCMAS) to reflect the 21st century realities in the existing and new discipline and programmes in the university system. This development by implications merged core units of educational foundations in Nigerian universities into EDU 101: introduction to teaching and foundations of education to the relegation of other educational courses such as His, Ph.D. and Soc. The problem of the study is to examine the implications of CCMAS on educational foundations and teacher education in Nigeria. Specifically, the paper intended to highlight the following objectives:

- examine the philosophy of education and its relevance on teacher education
- examine educational psychology and its relevance to teacher education
- examine history of education and its relevance to teacher education
- examine sociology of education and its relevance to teacher education

Philosophy of Education and its Relevance to Teacher Education

Historically western philosophy began with the Greeks for whom it embraced virtually the whole of disinterested pursuit of knowledge. Since then, one discipline after another has found its method, split off and become autonomous. Mathematics was the first and the human sciences are among the last. Interestingly in this connection the physical sciences and sometimes still traditionally referred to in university as “natural philosophy” indicating how they were originally a department of the parent discipline. The concept of philosophy is derived from the Latin word philosophia which means love of wisdom. In essence philosophy is anything that has to do with the search for knowledge in every form. Right from the beginning of time men were curious about their environment, their curiosity led them to ask questions about imaginable problems under the sun. In other word philosophy has to do with the process of subjecting everything to critical thinking, by the use of questions to find solution to such problems. As a subject of study, philosophy has remained a puzzler to many students, teachers, scholars and all sorts of people. This is because of its highly abstract nature and the kinds of questions it addresses itself to. Sir Isiah Berlin in Amingo (2014) has addressed the question what is the subject matter of philosophy? He opined that there is hardly a universal definition because opinion differs from one authority to the other. Philosophy seeks truth by employment of reason. Thus, philosophy is also described as the act or process of subjecting everything to critical thinking by asking questions and trying to find solution to questions so raised. For example, what is the purpose of life; what is reality why are we on earth? Professor Sadipo defined philosophy as a reflective and critical thinking about the concept of principles we use to organize our experiences in morals, religion in social and political life, in law in psychology in history and natural sciences. Furthermore, Nduka (2015) asserted that such reflective and critical thinking is enhanced by means of theories and principles drawn from such branches of philosophy as logic, epistemology, aesthetic, ethics and metaphysics. There are three major modes of doing philosophy, the speculative, the analytic and the prescriptive. Speculative philosophy attempts to find knowledge in the entire realm of thought and experience. The



analytical mode of doing philosophy which consists of the critical examination of concepts claims presuppositions words and their meanings. The idea is to make sure that meanings are thought ones.

Conception of Philosophy of Education

In simple terms educational philosophy refers to the use of philosophical tools theories, principles and methods for finding solutions to educational problems. According to Garba, (2017) it is the philosophy which is applied to the field of education. However, over the years various opinions or schools of thought have arisen, each representing a new dimension of thinking. This refers to various stand points of the application of philosophy to educational endeavour. This tasks of philosophy of education include among others, analysis and clarification of concepts, knowledge, freedom, authority discipline quality, the critical examination of presuppositions i.e. ethical ethnological and metaphysical and the attempting to relate or bring together as systematically as possible, the careful analysed contribution from different fields of knowledge and experience. Furthermore, on historical approach, the philosophical thought and ideas of the great educators of the past such as Plato, John Dewey Pestalozzi and so on are studied in chronological sequence and their methods and solutions are applied to the modern-day educational problems. The next major approach to educational philosophy is super imposition of the philosophical ideas of the major schools of thought on educational ideas. This approach consists of the study of realism, idealism, pragmatism and existentialism. Another concept of philosophy of education is that it is the only subject in the professional training of a teachers that enables them to cultivate that critical attitude and rational of the mind which will never be content simply to echo received doctrine or simply to bow before the pronouncement of authority but must screen before personality. Thus, as argued in Ameale (2010) we see philosophy here as a specialized tool or subject which enhances the professional skills of the teacher. It is the equipment of critical skills which the teacher uses to evaluate or examine for himself the various aspects of his professional practice. Finally, we have the analytical approach to philosophy. Here according to Okofor (2017) the pure philosophical tool of analysis is applied to the issue and problem of education.

Philosophy turns its attention to other disciplines so as to find their underlying principles. When philosophy investigated science, we have philosophy of science. When it investigated education, we have educational philosophy. The various concepts of educational philosophy represent various stand points in the application of philosophical ideas to the educational enterprise. In the first instance, philosophy of education refers to a broad statement of principles which constitute a form of projection into what school goals are being mapped out in any society and what steps educationally speaking would be necessary for the realization of the national policy on education first published in 1977 revised 1981, 2004 and 2014. Akinpelu (1981) in Garba (2017) said it is a projection of social, economic, political and cultural life of a community to education, formulated after considering the ideal society in Nigerian. In essence, educational philosophy here refers to the national policy on education which is government way of achieving that part of its national objectives that can be achieve using education as a tool. It is a formulation of general principles of education at the level of broad statement of aims which would then be implemented for application at the various level of education.

Relevance of Philosophy of Education to Teaching Education

Philosophy of education stands first among the disciplines that make up the department of educational foundations in Nigeria universities and other institutes of education in Nigeria.

The name foundations, suggest that philosophy of education is an indispensable part of the general discipline called education. Relevance of philosophy of education to teacher education are as follows:

1. It helps professionalize teaching
2. It classifies values and aims in education
3. It critically examines assumption underlying all school and educational practice.
4. It enlightens the teachers as to the origin of educational differences
5. It rationalizes pedagogical theories being used, examining them from their worthwhileness
6. It improves the teachers work by helping them clarify their personal philosophies, offering them personal, intellectual educational and enabling them influence educational policies which they operate
7. Philosophy of education equips the teacher with other nations' philosophies and education
8. Philosophy of education is relevant to teachers because it prepares the would-be teacher with necessary philosophical instrument to deal with the expected realities in the field of education.
9. Philosophy of education adds to the teacher's personal maturity and equips him with the proper knowledge of the child and his environmental circumstances and needs
10. Philosophy of education guides the teacher with sound understanding of educational issues and concepts used so as to avoid ambiguity

Psychology of Education and its Relevance to Teacher Education

In one sense psychology is as old as the human race, because people have always been interested in themselves and their fellows. The word psychology is derived from two Greek words psyche and logos, psych means soul and logos mean science. Thus, psychology was first defined a science of soul. However, according to modern psychologists, soul cannot be seen, observed and touched. We cannot make scientific experience on soul. Therefore, modern psychologists define psychology as a scientific study of man and the higher animals as shown by their behaviour from the time before birth through maturity to the declining years. It is concerned with responses of individuals to their physical and social environment. Psychologists study the experience and relations of people including their sensation and perceptions, feeling and emotion, thought and motivation. The history of educational psychology dates back to the earliest times of the ancient Greek philosophers. A large number of eminent scholars and scientists have also contributed to the evolution and development of educational psychology. The combination of the work of these psychologists has contributed to our knowledge of what educational psychology is today. Some of these personalities are Plato (428-348BC), the Greek philosopher regarded as the first teacher who ever thought that education and training of youth must be guided by some psychological principles and data. He believed that ideal is inborn or innate and these continued to develop until the child reaches maturity. Learning according to Plato in Oladole (1984) and Garba (2007) acquired through the senses. For education to be effective it must of all train the sense and purge them of all wrong or irrational thinking otherwise the mind would not admit any such learning into its domain. Aristotle (383-322 BC), a Greek Philosopher and scientists opined educational psychology was mainly "development Joh Lacke (1632-1704) an English philosopher and essayist stressed learning through experience. This doctrine come to be known as empiricism. He was partly responsible for the doctrine of faculty of psychology during his time. John

Henirich Pestalizzi (1746-1822) as Swiss educational reformer who held that development was the child end of education. He evolved method of learning and development law of human development. He gave impetus and direction to teacher training programme.

Friedrich Froebel (1782-1827) a German educator, founder of kindergarten movement, developed theories or teaching methods that are basic in modern education, he developed new method of teaching infant popularly known as kindergarten (modern children) for free school classes which emphasized the importance of early experience. In education in the same vein John Dewy (1859-1925) a united state philosopher, psychologist and educator believed strictly in practical and scientific analysis of learning by doing. He emphasized project method of learning. He criticized traditional and authoritarian schools, this greatly influenced educational development in the United States and throughout the world. Toward the end of the 19th century, James Mekeem student represented the movement of test and measurement. Educational psychology is the only one of many branches of applied psychology which studies the way in which the learner can most effectively be brought into the successful interaction with the material to be learnt, the learning situation and the teacher who provides the learning opportunity. Educational psychology is that special branch of psychology concerned with the nature condition and outcomes and evaluation of learning outcomes. Educational psychology is that science which helps to provide a better background for understanding the total job of teaching in all intricacies.

Garba (2017) observed that the Austubelia definition of educational psychology indicates that educational psychological sub-specialty which may include aspects of specialties such as child development, learning, social psychology, experimental psychology (with human subjects including measurement and evaluation) educational psychology attempts to study and clarify impenitent conditions and facts of effective learning especially the teaching – learning process. Educational psychology is also concerned with what the teacher wishes to teach and how to teach it is the psychology of learning and instruction. More specifically educational psychology is concerned with the understanding of:

1. Human growth and development
2. Child rearming practice and method employed by parents
3. Child's need, motivation and emotion
4. Individual peculiarities and personality, characteristics and achievement
5. The learning situation including group dynamics the school and society, the cultural miller as they affect learning and
6. The process by which learning can be made more effective, and the teacher who makes them happen including his method, approaches and personality from infancy to adulthood.

An overview of possible benefits to be derived from a course in educational psychology can be obtained by considering it objectives, as follows;

1. to understand educational objectives,
2. to determine how teaching can be made effective
3. to determine how educational goals can be achieved
4. to evaluate the influence of curriculum changes which may be needed in order to make school, learning more relevant to cultural setting.
5. to help children to achieve personal prestige and achieve higher level of performance

Relevance of Psychology of Education to Teacher Education

1. It helps the teacher to know the learner individually and collectively
2. It helps the teacher to explain what happens in classroom or it is expected to happen in terms of the learners, personalities, developmental stages and the psychological problems of students in the class
3. It helps the teacher to know the learning process, tell the process by which people can change their behaviour, improve performance recognize their thinking or becomes familiar with new concept of information.
4. It helps the teacher to understand the learning situation, any factor or condition that affect the learner or learning process.

Teachers who are aware of the intimate relationship between the learning process and the learning situation are in the position to use their awareness to develop situation that promote effectively learning.

Historical Foundation of Education and its Relevance to Teacher Education

Western history in the broad sense owes its origin to Herodotus (C484 BC – 425 BC) and Thucydides (C 455BC – C402) both of whom wrote toward the end of the classical age in ancient Greece. According to Garba and Wosu (2017) the philosophy of history has three main meanings. In the first meaning of the phrase, philosophy of history is concerned with high level of theorizing about the underlying current or essential forces of history as objectively and reliably without bias to reality that is the past. In the second meaning of its form, it may be used to describe the basic outlook and fundamental assumptions. Thirdly, philosophy of history can be enormous with historical “methodology that is the actual process that the historian at work goes through. The fact of human mortality mandates societies to engage in measure that ensure that their cultural values are transferred to their upcoming generations. This is because cultural values are what defines the various people of human family and are not genetically transferable but can be acquired only through external pressure from the society. According to Orubani (2011) modern history that is history as an academic discipline was born in nineteenth century Europe, given the great revolution changes in nineteenth century Europe which led to the end of the ancient regime and in the process introduced novel political economic, social and educational ideas, believe in unchanging character of human nature or in the immutability of social institution was no longer possible. According to Kanu (2008) in Okorosaye-Orubile (2022) the prevailing mindset among members of top hierarchy of the European university system in the 17th – 18th and greater part of the 19th centuries was that education was not considered to a field requiring theoretical study for which universities were then known for. By the 1800s education related course under the title “pedagogies were being offered in some German and French universities and in 1876 the two oldest Scottish universities, Edinburgh and St. Andrew both established chairs of education, making them the first to do so anywhere in the world”. This was followed by other European universities. All these constituted the context of the study of education at this beginning period. According to Kanu (2008) the reason for funding of a profession in education as depicted in the lecture was to teach history of education, theory of education and education practice.

As in the United Kingdom and United States of America very few of the pioneer historians of education in Nigeria were trained as education history. Those who first touched the subject of history of education submilled it into general cultural history, especially as part of church history – Christian missionary activities in Nigeria. According to Yusuf (2014) Ajayi in 1965 and Ayandele in 1966 were trained as cultural historians who came across education



history through their account of Christian missionary activities. According to Okorosanye-Oribite (2022) Callaway's 1964 paper titled Nigeria's indigenous education their apprenticeship system was part of his studies into cultural history. While Otonti Nduka (1962) using Emmanuel Kant's critique of pure reason wrote "a history of western education in Nigeria" in his attempt to philosophically tell the story of some of the changes resulting from introduction of western education and other cultural innovations into the indigenous Nigerian cultural milieu. In 1974 Fafunwa and in 1980 Taiwo later expanded or elongated the content of Nigeria's education history to a more comprehensive form, including indigenous and Islamic education and attempted to examine the crucial and critical issue of education policy formulation and implementation were trained in the main, in the area of educational administration. It is noteworthy to state here that from the 1980s, history of education as a field of specialization has featured prominently at the graduate level in the department of educational foundations in some universities in Nigeria. As Adewunmi Fajana who set out on his experience to become the first professor of history of education in Nigeria joyfully stated "notwithstanding the changing views, the chair of the history of education was inaugurated on 6th January, 1982 in the department of history.

Concept of History of Education

To be able to understand history of education properly, one must first of all understand what history and education are. History is commonly referred to as a study or reconstruction of the past. What constitutes the past history is the totality of man existence while education is the process of all round development. History of education has been defined and explained by different authors in somewhat different ways depending on each author's orientation and perspective. For Jekayinfa and Kolawola in Abwi and Iekayinfa (2008) history of education is the record or stories of all educational activities in the past, across the age and changes or development that have occurred in the process of educating or bringing up children both in formal institutions of learning and otherwise all over the world. Osokoya (1989) explain educational history as the study of how societies have transmitted culture from generation to another, how education became a tool of problem-solving activities and its evolution down the ages. It examines the relationship between education and societal development. Kanu (2008) in Hordiscourse on the meaning of history of education states that it is concerned only with those institutions' ideas and activities of society that bear directly on education. "If history therefore is the unending dialogue between the present and the past" history of education is the aspect of the dialogue between the present and the past which focus on that institution of society called education. Based on the above definitions and explanation Okorosaye-Orubite in Kosemni (2002) and Okorosaye-Orubite (2022:47) concluded that

Eventually, history of education is the study of the different aspects of education their development and interaction with one another and other determining factors in the society with a view to making the present better and anticipate a glorious future for the society.

On this track it can be concluded that for the role of education in the historical process to be understood, attention must be paid to the external influences that shape the educational arrangement a society has made, in the ways in which these external influences impinge upon each other while at the same time how they are acting upon education and in the way in which education itself influences the society.

Relevance of History of Education to Teacher Education

A comprehensive view observed that in studying institutional tradition and alternative options teachers should understand the social role and context of education conceive both as schooling and more broadly as cultural transmission on what task the society assigned to various social agencies in different period and why? How has educational inventors operated both with and without an education system? How has the actual change matched the intent of the reforms what has been the education decision? On what ground? What alternative has been made and what might be their consequences? Indeed, this is the task of history of education and its relevance to teacher preparation. However, Orbondah (2016) outlined the importance of history of education to teacher education as:

1. to enable the teachers to get background knowledge and understanding of relevant materials and putting materials learn to action. The understanding of the various trends that has led to educational development made teaching – learning easy and comfortable.
2. Help to preserve the culture of the people by transmitting it to the learner
3. It enables the teacher and learner to know what obtained then before independence and what should be
4. It equips students and teachers with the knowledge of the past with ups and downs to enable them solve problems.
5. It well throws some light on our present educational problems
6. It helps the teacher to develop a positive image of himself and his country.
7. It helps the teachers to appreciate the formidable forces and factors that influence educational development in the country, it is based on the above that the importance of history of education in teacher education programme cannot be over emphasized

Sociology of Education and its Relevance to Teacher Education

Sociology has developed some process of specialization which resulted to special areas of study like medical sociology, sociology of religion, urban sociology, sociology of family, criminology, and political sociology, sociology of knowledge (Wissen Sociology) and sociology of education. According to Uriah (2005) sociology of education is a branch of an offshoot of the parent sociology. According to Ogbondah, (1996) that even though Auguste Comte was recognized as the father and founder of sociology, Emile Durychheim (1858-1917) was acclaimed as the father of sociology of education. He saw the transmission of society norms and values as the primary function of education. As a discipline sociology of education focuses on school and education (educational institutions).

In its approach it adopts theoretical models and methodologies developed by sociology. Sociologists of education involves the study of social as an organization focusing on such problem as pattern of authority, selection, organization of learning and effect of education on social stratification and social mobility, thus it involves the totality of human endeavours in relations to the insight into the educational process and relationship of education with society, policy makers and teachers. Okoh (2004) categorically pointed out the following as the relationship between sociology and education:

1. Sociology is the science of human society and therefore encompass education as one of the institutions of the society



2. Sociology is a field of broader studies than education as the educational institution is only an aspect of sociology
3. Sociology formulates basic principles about the social systems and the school being a social system is guided by the formulations, theories and practicals developed by sociologists
4. Sociology provides facts and established principles of selection, stratification and mobilization. The school applies these principles within the classroom setting and to prepare the youth for living in the larger society
5. Sociology provides a body of knowledge that acts on the society and the classroom teacher through the teaching/learning process, and the passage of this knowledge on the learner.

Uriah (2019) posited that education is shaped by sociology which means that sociology also forms a vital force in the entire framework of education. Thus, the whole of the superstructure of education depends on the social forces. The main part of the course of sociology of education includes topics such as:

Socialization: The family; social class; values and attitudes; the material environment; the peer group and mass media

Educational Opportunities: Linguistic development; social factor in learning and occupational choice

The schools: Their structure and function, the role of the teacher, the role of the pupil, the school and the community organization at local and central level

Social Psychology: The study of a group, sociometry, authority and relationship

Social Pathology: Social problems in education, delinquency and crime, deviance

Social Structure: The family, marriage and divorce, social class, mobility, the social service, urbanization

Education and Social Change: Values, norms, ideology, goals, democracy and economic development

Relevance of Sociology of Education to Teacher Education

Uriah (2019) identified the following as the relevance of sociology of education to teacher education:

1. To be more adaptive to the learning environment
2. It affords the teacher an in-depth knowledge of human relationships both in the society and in the educational enterprise
3. It helps to understand the influence of the parents, friends (peer) and teachers themselves on the students.
4. Helps the teachers to be more objective in issues relating to general organization and administration of schools
5. It enables the teacher to discover the basic structure of social organization and to identify and understand the factors that contribute to the formation, maintenance and disintegration of groups in society



6. It helps the teacher to perform his duties more consciously, noting deviant students
7. The teacher is equipped on how to manipulate one or more variable in order to achieve a desirable goal.
8. It help the teacher to bring about improvement in the child and society thereby relating the activities of the school to the needs, circumstance and aspirations of the society
9. To have a more objective and comparative view of the educational relationship with the society.
10. To be more creative in his (discipline) or area of specialization

Conclusion

Philosophy of education, psychology of education, history of education and sociology of education are foundational courses for teacher education. While philosophy of education gives the would-be teacher a sense of purpose, nature and ideal content of education particularly with regard to knowledge itself, the nature of the knowing mind and human subject, problems of authority and the relationship between education and society, the history of education gives an overview of how the factors have played an influence on the method of teaching in the past and modern, theories derive from the contemporary time. Helped to preserve the culture of the people by transmitting it to the learner. It also would help the teacher to appreciate the formidable forces and factors that influence educational development in the country. From educational psychology the future teacher is equipped with the fundamentals of how human beings learn in educational setting, the effectiveness of educational interventions and psychology of teaching and social psychology of scholars as organizations. Sociology of education prepares the teacher-trainee for the larger sociological dynamics that teachers and education in general play in the community and the world, including addressing issues such as how the educational need of individuals and marginal groups may be at odds with existing social process.

Recommendations

Based on the findings, the following recommendations are made:

1. The Core Curriculum and Minimum Academic Standard (CCMAS) should be reviewed to accommodate philosophy, psychology, history and sociology of education as core components and basic requirements for teacher education programmes in Nigeria. It is in view of the afore mentioned that Philosophy of Education, Psychology, History and Sociology of Education become so important as foundation courses of all teachers' education programmes in any society and particularly in Nigeria, as this is what makes a teacher as a professional. These causes are what form the bed rock of teacher education programmes, without which the teacher is shallow and poorly equipped to understand his/her learner well and may not function effectively as professional teacher
2. All Nigerian universities and colleges of education should have the department of educational foundations where would be teachers will specialize in philosophy, psychology, history and or sociology of education.
3. Government at all levels should provide adequate facilities and infrastructure for teacher education to meet the requirements of current global best practices



4. Teaching practice students should be paid allowances for teaching practice by the teacher registration council (TRCN) to motivate the teacher in training to carryout his/her job effectively as is done in other professions like medicine and law
5. There is need for an upward review of PGDE to two years to enhance its programme for quality assurance.



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