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THE PLACE OF PRAGMATISM IN TEACHER EDUCATION IN NIGERIA

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[1]Abdulganiy Aremu SULYMAN
[2]Abiodun Jubril OLANIYI
[3]Surajudeen Ajao ELIASU
[1]Educational Foundations, Faculty of Education,
Federal University Lokoja, Lokoja,
Kogi State, Nigeria
aremuabdulganiy@gmail.com
[2]Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Kwara, Nigeria
jubab83@gmail.com
[3]Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Kwara state, Nigeria
abdulganiyaremu@yahoo.com

Abstract

This study discusses the place of pragmatism in teacher education in Nigeria. The training of students to become professional teachers is an essential element in the growth and development of educational system of every nation. Since national development relies on the quality of teachers, teacher education cannot be overemphasized. Pragmatism, as a school of philosophy, involves metaphysics alternatively known as theory of ultimate reality, epistemology also called theory of knowledge and the truth, and axiology called theory of value. Pragmatism is a school of thought that emphasizes science, technology and solution to problems of individuals and the society. However, teacher education in Nigeria is yet to involve sufficient technological advancement and problem-solving skills as this manifests in the retarded development of Nigeria in the areas of science, technology and finding solutions to problems. In order to solve this problem, application of sufficient pragmatism in teacher education in Nigeria is a way out. Application of pragmatism involves pursuit of scientific and technological knowledge and development for Nigeria, the appropriate use of learner-centred approach by considering the needs of learners in the educational policy and practice, and by solving problems of Nigerian society which include terrorism, rape, murder, unemployment, corruption and kidnapping.

Keywords: pragmatism, education, teacher education

Introduction

Pragmatism is a philosophical thought which claims that only the ideas that work in practice or the ideas that have practical consequences or scientific evidences acquired through experimentation are real. These ideas are regarded as practical ideas or practical knowledge. Pragmatism also emphasises the application of the practical ideas in solving personal and societal problems, as well as, in facilitating personal and societal progress. Pragmatism as a school of thought has branches which are pragmatist metaphysics, pragmatist epistemology and pragmatist axiology. Pragmatist metaphysics explains that the world and man are real, and that man is a biological, psychological and social being. Man is intelligent and strives to solve problems through his thinking. Epistemology of pragmatism argues that knowledge comes from experience and rates scientific knowledge as authentic. Pragmatist axiology claims that values should be of social relevance, not just personal (Oyelade, 2018).

Ideas of pragmatism have been applied in the areas of politics, science and technology, public administration, military profession as well as education since all these areas of life have to do with problem-solving. Teacher education, as a subject of education as a whole, is teaching and learning aimed at producing quality professional teachers who would facilitate national development as they produce national manpower. However, Sulyman (2015) found that Nigeria highly promotes pragmatism in teacher education in policy but to a little extent in practice. This manifests in poor technological development, existence of problems in the society and many more. In order to address these challenges, pragmatism has to feature in teacher education in Nigeria to a large extent. It is against this background that this study on the place of pragmatism in teacher education in Nigeria is carried out.

Some philosophers have carried out research on pragmatism and prominent pragmatist John Dewey. For instance, Bolaji (2011) carried out research on *Dewey's philosophy and contemporary education in Nigeria: Implications for democracy and education.* Columbus (2013) conducted research on *impacts of Dewey's educational ideas on Nigeria's educational system.* Douglas (2017) on *pragmatism.* Oyelade (2018) studied *pragmatism and its implications for Nigerian education.* All these researchers did not research into the place of pragmatism in teacher education in Nigeria. This is the gap this study intends to fill.

Research method

The research method employed in this study is philosophical analysis. This is because this research is in philosophy of education. Philosophical analysis involves critical analysis, logical analysis, linguistic analysis and expository analysis. All these analyses are embedded in the discussion of issues and concepts in the philosophy of

pragmatism, pragmatism in education, teacher education, teacher education in Nigeria and pragmatism in teacher education in Nigeria.

Pragmatism

Douglas (2017) discloses that word "pragmatism" came from Greek word "pragma" meaning "that which has been done", "a deed" or "an act". This implies that pragmatism emphasises doing or acting upon the thoughts. According to James (1909), pragmatism considers thought or idea an instrument or tool for prediction, problem-solving and action, and refutes the idea that the role of thought is to describe, represent or mirror reality. Pragmatists contend that most philosophical topics such as nature of knowledge, ultimate reality, values, beliefs, language, meaning, and more are all best understood in terms of their practical uses and successes.

It can be argued that the origin of pragmatism as putting practical ideas into problem-solving and progress-enhancing practices cannot be traced to a particular culture or people. Because from the time immemorial, people in general have been using their intelligence to think reflectively in order to solve problems and achieve life of higher quality. This has been being done in the areas of politics, indigenous science and technology, marriage and family, economic relations, military systems as well as education. This implies that pragmatism is as old as *intelligent, problem-solving* human being. For example, Akinsanya (2015) clarifies that Plato has applied his problem-solving intelligence to reconstruct his society as he suggested the building of the ideal society.

However, in a restricted philosophical technical sense, pragmatism is a philosophical thinking that started in the United States of America around 1870. Its origins are often attributed to the philosophers Charles Sanders Peirce, William James and John Dewey who were among the members of The Metaphysical Club. The first use in print of the name pragmatism was in 1898 by James, who credited Peirce with coining the term. The basis of Peirce's pragmatism is his pragmatic maxim which states *consider the practical effects of the objects of your conception*. Then, your conception of those effects is the whole of your conception of your object. This means that thinking is not complete until it is practicalised. In other words, acting upon ideas reconstructs and broadens thinking. In 1905, Peirce coined another term *pragmaticism* to distinguish his own pragmatist ideas from others' (Peirce, 1898; Moore & Brooder, 2002; Akinsanya, 2010).

The two other major pragmatists, James and Dewey, agree with Peirce on consideration of practical effects of ideas, and using practical ideas to solve problems and attain personal and societal development. However, Oyelade (2018) describes Dewey as the prominent educational pragmatist thinker.

Like other philosophies, pragmatism has metaphysics, epistemology and axiology.

Pragmatist metaphysics: Metaphysics is the study of reality. It attempts to answer the questions such as: What is real? Is the physical or body real? Is the mental or mind real? Does reality comprise the mind and the body or the mental and the physical? Is reality changing? Is reality permanent? Is reality appearance? Is reality beyond appearance? Is reality one, two or many? Is reality knowable? Is there an unseen force behind the events of the natural world?

All these questions are metaphysical or questions of reality. Different thinkers have answered the questions in different ways.

Pragmatism, in its metaphysics, asserts that the only world that truly exists is this natural world which is not beyond human experience and scientific discoveries. It disclaims the existence of the invisible God (Dewey, 1916), angels, hell, paradise and other heavenly figures that constitute religious dogmas and that defy the law of scientific truth which is founded on observation and experience. Pragmatists focus on a changing universe rather than an unchanging one as the Idealists, Realists and Thomists had claimed (Bolaji, 2011). Nights, days, winter, summer, autumn, spring, transition from childhood through adolescence to adulthood and old age, all are among the changes in the universe. All these changes are observable and scientific. They regard an unchanging universe advocated by Idealists and Realists as fallacious and illusional; and the universe that cannot be proven within the realm of scientific experimentation. They see this changeless universe as mere speculations that should be discarded (Akinpelu, 1984).

In addition, pragmatism asserts that there is more than one way to conceptualise the world and its contents. That is, experience and intelligence would determine the individuals' views about the world and its contents such as education, meaning and purpose of life, politics, law, and more. This is known as metaphysical pluralism (Peirce, 1908; Akinsanya, 2015).

Pragmatist metaphysics conceptualises man as an experiencing, biological, social and psychological being. They describe man as one who has life, growth, wants, and needs and struggles through the use of his intelligence to obtain them. He also uses his intelligence in solving personal and societal problems, and in relating effectively with other members of his society. They object to the religious idea that man has a divine origin (Dewey, 1916; Bolaji, 2011) as claimed in the holy books such as Bible and Quran. They also reject the ideas that man is a spirit being, and that his spirit would return to God for judgement. They do not consider prayer as a valid effort of man, unless on the grounds of peace and emotional stability that faith in prayer may bring to the believer. Beyond this, to pragmatists, prayer is just a verbalised wish. This is part of pragmatist philosophy of religion.

Dewey (1929), McDermid (2014) argue that much of the debate about the relation of the mind to the body results from conceptual confusions. They think it is just

nominal concepts invented to solve specific problems, not concrete. This is referred to as *anti-reification of concepts and theories*. They also argue instead that there is no need to posit the mind or mindstuff as an ontological category. This implies philosophy should just focus on the experience from scientific point of view.

Pragmatist theory of knowledge and the truth: The centre of pragmatist theory of knowledge is that knowledge is experience that is processed and refined by human intelligence (Akinpelu, 1984). According to James (1898) and Dewey (1916), Omoregbe (2007) experience is not just sensations but it encompasses total interaction of man with his environment. So it involves reasoning, conceptual knowledge and theories of values.

Man acquires experience as he relates with other people, strives to solve problems, tries to adjust to social and environmental pressure, struggles to accept the inevitable bitter circumstances and undergoes various changes in the environment. According to Dewey (1916), Aladejana (2009), when one experiences something, one acts upon it, one does something with it; then one suffers or undergoes the consequences. one does something to the thing and the thing does something to one in return.

Intelligence is an experience-refining machine without which acquisition of knowledge is impossible. Intelligence, according to Akinpelu (1984), Aladejana (2009), is thinking capacity to eliminate the problems using a scientific method otherwise known as problem-solving method. The problem-solving method involves identification of a problem, formulation of hypotheses, collection of data and testing of hypotheses based on the data gathered until solution to the problem is obtained. In the process of solving the problem, the experience gained will be processed and refined, and it is stored in the subconscious level of mind. This knowledge can be retrieved in the future when the similar problem arises. This same problem-solving method is also called *Complete Act of Thought* method because the thinking has moved from problem identification stage through stages and finally reaches the problem-solving stage, and it has led to new knowledge (Dewey, 1916; Gutek, 1974).

It can be argued that this problem-solving or scientific method extends beyond modern science, and incorporates aboriginal science and technology which is common in Africa and other continents of the world. The methods and discoveries of this indigenous science and technology appear mysterious to many people to the extent that this realm of knowledge is not regarded as science. However, it is logical to say it is scientific because it entails certain processes and results that are observable and that can be repeated following the same procedure. The findings of this indigenous problem-solving method are open to verification. Its discoveries include *aferi* (disappearing mysteriously), *egbe* (moving from one place to another without being seen by anyone), *kanako* (covering a distance in a duration shorter than the time expected to be spent in a neutral situation), neutralising the effects of gunshot without

applying the discoveries of modern science, and many other discoveries useful in various aspects of life. It should be noted that the italicised terms above are from Yoruba language, a language spoken in some parts of West Africa such as Western Nigeria.

Pragmatist concept of truth expresses that truth is an idea that has been tested, verified and found effective in solving problems and facilitating development. An idea is true if it works and if it is useful (Akinpelu, 1984). Charles (1898) states, "The opinion which is fated to be ultimately agreed to by all who investigate is meant by the truth'. Scientific truths are tentative, relative and modifiable. Future discoveries can nullify the present (Oyelade, 2011, 2018; Gutek, 2014).

Pragmatist axiology: Axiology is the study of values in the realm of conduct and in the realm of beauty (Kneller, 1972; Bolaji, 2011). The study of value in the realm of conduct is called ethics, while aesthetics is concerned with beauty and art. The pragmatists think that value is man-made, not of divine origin. Value is what man admires, wants or cherishes. However, not everything that man desires should be considered valuable. The pragmatists stress that value should be reasonable, should have positive consequences in the long run and must be of social utility. This implies that selfishness should be discarded in the choice of values (Bolaji, 2011). For example, a politician may value huge wealth which could only be achieved by embezzling public fund. But with the consideration of social utility as a criterion of value, the politician would consider social wellness above his personal interest. Pragmatism stresses love, cooperation and unity among members of the society as this can result in the problem-solving and the societal development.

Pragmatism in Education

Dewey and other pragmatists explain their educational thought as discussed below.

Meaning of pragmatist education:- Dewey described education as reconstruction of experience for personal and societal development (Garrison, Neubert & Reich, 2012). For better understanding of pragmatist education, there is need to discuss other aspects of education such as aim of education, method of teaching, curriculum, to name but a few.

Aim of pragmatist education: The central focus of pragmatist education is the growth of intelligence capable of solving problems and enhancing development of individuals and the society (Columbus, 2013). Through experience in various aspects of life, more knowledge is gained and can be used to eliminate difficulities of life. For instance, medical knowledge is used to solve medical problems, knowledge of economics for solving economic problems. To achieve the aim of education, there is need for effective methods of teaching.

Pragmatist method of teaching: Pragmatists advocate child-centred approach which considers child's needs, interests and abilities. They also think that child should be allowed to participate in the learning process and engage in practical activity. This is known as *learning by doing*. It involves the use of more than one sense in learning. Further, pragmatist method of teaching involves cooperative learning or group method. Project method is the best method to allow cooperative learning. In this, a problem is given to a set of children to tackle. This gives room for social living, use of free initiative and native intelligence among the learners (Dewey, 1916; Akinpelu, 1984; Oyelade; 2011, 2018). To effectively employ any or all of these methods is the role of teacher.

Role of pragmatist teacher: Role of teacher, according to pragmatists, is that of guide, organiser and moderator, not as authoritarian figure, embodiment of knowledge and custodian of wisdom, as in realism and idealism. Teacher should not be a passive observer who only watches as natural abilities of the child unfold. Teacher with his superior experience should lead aright the child in the learning for the development of intelligence and problem-solving capability. To achieve this, Teacher should be familiar with child's needs, interests and abilities ((Columbus, 2013). More, teacher should be a facilitator of learning different aspects of the curriculum.

Pragmatist curriculum: In other to develop the child's intelligence, the curriculum should encourage exploration and discovery by the child himself, guided by the teacher (Oyebamiji & Omordu, 2011). In this type of curriculum, sciences are much promoted. And they should be taught using exploratory method. Social sciences are also useful in transmitting the knowledge about various issues in the social environment. Humanities such as History, language, drama, music, arts should be taught with a view to solving personal and social problems, and improving the quality of intelligence (Sulyman, 2015).

In planning and organising the curriculum, psychological (interests, needs, ability of the child), sociological (social responsibilities of the child) and logical (learning experiences should be arranged such as to start from the child's previous knowledge and gradually lead to new experience) factors should be considered (Akinpelu, 1984). The teaching and learning of the curriculum contents has to take place in a conducive environment known as school.

Pragmatist school: Pragmatists consider school as a miniature community, a part of larger community (society). The learning experiences and social interaction in the school should be consistent with what is in the larger community. The school should simplify the social life for the child. The school is there to improve his social intelligence (Adeleye, 2017).

Critique of pragmatist philosophy of education: Pragmatism is a highly valuable philosophy of education and its strength lies in its emphasis on the practical knowledge, problem-solving and sharing of values among the members of the society. However, the pragmatist assertion that thought is an instrument for action, prediction and problem-solving, not to describe, represent or mirror reality, is not entirely true. It can be argued that thought serves different purposes which involve description, representation and mirroring of reality. It is used to describe the world, man, occupations and many other things. It is suggested that pragmatism accepts thought both as an instrument for problem-solving and as a tool for description and mirroring of facts and events. The pragmatist philosophy of education is applicable to address issues in specific types of education such as technical education and teacher education.

Teacher Education

Teacher education, which is also called *teaching education* here, involves transmission of knowledge, skills and attitude needed to become a qualified teacher who can enhance learning and facilitate balanced development of individuals as well as the society. Akinpelu (2005) defines teacher education as policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Therefore, in order to achieve this aim, teacher should always focus on making the students qualified and effective teachers. Teacher must realise that his responsibility is not just to educate but to educate students to become teachers. Lunenberg, Korthagen and Swennen (2007) opine that teacher should model the competences and attributes they wish their students to adopt. Teacher should be critical in translating teacher education ideas into practice. The teachers who educate students in teacher education are called *teacher educators*.

Generally, teacher education curricula contain philosophy of education, history of education, educational psychology, counselling education, sociology of education, comparative education, curriculum and instruction, language education, educational technology, special education, science education, and more. In addition, supervised field experiences in teacher education are field observations and student-teaching. In field observations, classroom teacher supervises student who observes with limited participation in the classroom activities. In student-teaching (also known as teaching practice), student teaches for a few weeks under the supervision of a classroom teacher and a supervisor from the institution where student undergoes a course of study. Rosser-Cox (2011) submits that these three areas reflect the organisation of most teacher education programmes in North America (as well as Africa, for example, Nigeria).

Professional associations of teacher educators in different parts of the world

include: the Association of Teacher Educators (USA), the Australian Teacher Education Association, the Association for Teacher Education in Europe, Vereniging Lerarenopleiders Nederland (The Netherlands) and World Federation of Associations of Teacher Education (Rosser-Cox, 2011).

Having explored teacher education on a general level, then in specific, teacher education in Nigeria will be discussed.

Teacher Education in Nigeria

Prior to independence, Fafunwa (1974) narrates that the first teacher-training college was established by the Church Missionary Society (C. M. S.) in Abeokuta in 1859 which was known as 'The Training Institution'. It was moved to Lagos in 1867, and to Oyo in 1896 to become St. Andrew's College, Oyo. The Baptist mission created Baptist training college at Ogbomoso in 1897. In 1905, the Wesleyan Methodist Missionary Society started a training institution for the training of catechists and teachers in Ibadan, and it later became Wesley College, Ibadan, in 1918. In the Eastern part, apprenticeship system in which children were taught to become pupil teachers and catechists was in place. In 1892, the Presbyterian Church of Scotland proposed an institution with uniqueness, the Hope Waddell (Training) Institute for training young primary school leavers in trade, and to train teachers and preachers. In the north, teacher training began with the establishment of Nassarawa school by the government in 1909 under the leadership of Hanns Vischer, the then Director of Education for Northern Nigeria. In 1929, Elementary Training Centres and Higher Elementary Training Colleges were established. In 1932, the Yaba Higher College started a three-year course for teachers. By 1948, the total number of teacher-training colleges assisted by the government had reached fifty-three, with a student-teacher population of 3,026.

Independent Nigeria has witnessed development in its history of teacher education. Among the events that have taken place in teacher education in the country include the following:

1. The first set of Advanced Teacher Training Colleges (ATCs) was established by UNESCO and various governments of the Federation (Fafunwa, 1972).
2. The Government of the Western Region in collaboration with two US bodies established an Advanced Teachers College to produce Grade 1 teachers (Adeyinka, 1990). This took place in 1960.
3. Adeyemi College of Education came into being in 1964 (Abimbola, 2009).
4. Federal Republic of Nigeria (FRN) (2013) states that Nigeria Certificate in Education has become the minimum entry qualification into the teaching profession.
5. After 1968, several regular and specialised Colleges of Education have been

founded in Nigeria by Federal, States and Private owners. While some colleges have been approved to run degree programmes of other Universities. In addition, some poytechnics run Nigeria Ceriticate in Education programmes along with their technological courses (Abimbola, 2009). National Teachers Institute was established in 1976 for training, upgrading and certification of teachers (Abimbola, 2009).

6. At present, there are 85 colleges of education in Nigeria (National Commission for Colleges of Education, NCCE, 2017).
7. Educational agencies that influence teacher education and some related issues in Nigeria include Teachers Registration Council of Nigeria (TRCN), Ministries of Education, Jamb Admission Matriculation Board (JAMB) and National Commission for Colleges of Education.

In the National Policy on Education (NPE), Federal Republic of Nigeria (FRN) (2013) discusses many different issues in Nigerian education with the aim of improving the state of the country's education. Among the issues clarified is Teacher Education. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). Among the goals of teacher education are: to produce highly motivated and efficient classroom teachers for all levels of education; to encourage spirit of enquiry and creativity in teachers; to enhance teachers' commitment to national goals; and to provide teachers with intellectual and professional background adequate for their assignment.

FRN (2013) stresses further that teachers shall be exposed to innovations in their professions; teaching services shall be structured to facilitate inter-state transfer of teachers without the loss of status; Teachers' Registration Council of Nigeria shall continue to register teachers and regulate teaching profession and practice; set professional standards for teacher educators who train new teachers; and revamp teacher education curricula and training.

Furthermore, teacher education in Nigeria trains students in different specialisations such as political science, biology, chemistry, physical and health education, economics, computer science, primary education studies, social studies, language education, agricultural science, and many more. Researches and exploration are carried out.

Pragmatism and Teacher Education in Nigeria

Teacher education in Nigeria features pragmatism in both policy and practice. FRN (2013) states that teacher education shall encourage the spirit of enquiry and creative intelligence in teachers. Pragmatist education, in line with Nigerian teacher education, promotes scientific exploration and encourages demonstration of initiative and native intelligence (Akinpelu, 1990). Also, FRN (2013) lays emphasis on teachers' commitment to societal development, and so does pragmatism (Oyelade, 2011). Further,

FRN (2013) encourages intellectual development of teachers for them to perform brilliantly in their profession. In this connection, pragmatism emphasises development of intelligence to enhance productive academic and social life (Akinpelu, 1990). Nigerian teacher education advocates exposure of teachers to innovations and changes in the field of education (FRN, 2013). On this, pragmatism is committed to a changing universe and pragmatist education to reconstruction of experience. That is, new changes and experiences should be part of teacher's knowledge and skills so as to facilitate new learning (Akinpelu, 1990).

In practice, the teaching practice exercise in teacher education in Nigeria involves practical application of ideas already learnt in the school. In the same vein, pragmatist education centres on the practical usefulness of ideas and theories in solving problems and enhancing development. Thinking further, the curricula of teacher education in Nigeria comprise sciences, social sciences, humanities as well as aesthetic subjects such as drama, music, art. All these areas of knowledge are contained in the pragmatist curriculum as noted by Akinpelu (1984). More, teacher education in Nigeria promotes cooperative learning or group work among the students. Teacher may give assignment to learners and require them to research in group. Cooperative learning is a pragmatist method of teaching.

In addition, micro-teaching in teacher education in Nigeria allows students to do what they learn as encouraged in pragmatist method of "learning by doing". Pragmatist philosophy of education calls for a school environment that serves as an extension of home, a part of larger community from which students come, and a mini-community that fosters valuable cultural practices (Akinpelu, 1984) of Nigerian society. Nigerian teacher education preserves our traditional culture through the culture-oriented contents of its curriculum. More, social activities of students on campus such as politics, traditional associations of students from various places of the country reflect the culture of the society. Teacher educators in Nigeria play role of pragmatist teacher as they organise, moderate and facilitate learning experiences, and guide the learners on various aspects of learning. Some of the teachers employ the teacher-centred while others use child-centred method as advocated by pragmatism. Pragmatism highly stresses problem-solving disposition which the curriculum of Nigerian teacher education encourages at both individual and societal levels.

Although pragmatism is reflected in Nigerian teacher education, the areas of practical and technological education and problem-solving skill have not been fully pursued and achieved compared to the achievements of the so-called technologically advanced nations. Nigeria is still short of adequate and sufficient human and material resources needed to stand high in the world of technology. More, Nigerian teacher education has not solved the Nigerian problems such as poverty among many citizens, terrorism, corruption, ritual killing, cultism, hooliganism, kidnapping, violence, arson,

rape, fraud and legal injustice. Nigerians are still suffering and having many other unsolved problems. In addition, in Nigeria, many teacher educators still dominate learning process with little or no consideration of child's interests, opinions, needs and abilities (Sulyman, 2015).

Major findings of the study

Findings of this study are philosophical, theoretical and qualitative. The findings are from analysis of ideas on pragmatism, educational pragmatism, teacher education, teacher education in Nigeria and pragmatism in teacher education in Nigeria, as found in the literature. Pragmatism lays emphasis on science and technology, learner-centred approach and problem-solving. Pragmatism is promoted in teacher education in Nigeria to a large extent in policy but to a little extent in practice, and this manifests in low technological development and existence of problems such as corruption, rape, terrorism and kidnapping. Sufficient application of pragmatism and its educational ideas can be a way out of these problems.

Conclusion and recommendations

In this paper, pragmatism; pragmatism and education; teacher education; teacher education in Nigeria; and pragmatism and teacher education in Nigeria, have been discussed. Pragmatism features in Nigerian teacher education but to a limited extent as there are many problems and shortcomings that still exist, which pragmatism ought to have solved if it has been sufficiently applied. In a bid to address these problems, the following recommendations in the light of pragmatism are then made:

1. Nigerian governments and all the able stakeholders should have adequate inputs in improving technological education in teacher education as well as Nigerian education as a whole. They should make available all the necessary human and material resources needed for this goal. Training and retraining of teacher educators as well as other professionals should be on the top of priority list.
2. Teacher educators should be conscious of their approach to teaching. They should focus on the child as the centre of educational activities by considering his needs, abilities, interests as well as experiences in order to make teaching effective.
3. Moral integrity is a sacred mission that must be maintained by everyone; teacher educators, students of teacher education, government, parents and general members of the society. Terrorists should become peaceful; rapists should turn decent; kidnappers should desist from kidnapping; corrupt political rulers should become political messiahs; and all the evil planners and

implementors must be morally developed. Government and others should look into the causes of moral and antisocial problems in the society, and try to set the nation on the rock of peace, prosperity and decency. Government should create employment opportunities to reduce poverty which results in moral decadence. The government should equally ensure equality before the law and supremacy of law in reality.

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