EFFECT OF CHILD DEVELOPMENT AND CHALLENGES FOR TEACHER EDUCATION IN NIGERIA

Chidiebere K. Duru;[1] Christiana A. Ugodulunwa[2] Angela Eze[3] & Ngozi Awoke[4].
Department of Educational Foundations, Alex Ekwueme Federal University, Ndufu-Alike, Abakaliki, Ebonyi State[1, 2,4].
Department of Arts and Humanities Education, Alex Ekwueme Federal University, Ndufu-Alike, Abakaliki, Ebonyi State[3].

Abstract
This study looks at the effect of child development and challenges facing teacher education in Nigeria. Teacher education is seen as the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school, classroom and community. It has the potential to bring changes within educational systems that would shape the skills and knowledge of the child's future and serves as key agents of change in transforming education and society to a better possible future for many organizations. Thus, teachers need a working knowledge of the principles of child development in order to master the skills that enable students to learn in high values, while, child development is a foundation principle of social development and its research has potential for translation into practical application for educational practice and to improve educational outcomes for children. Suggestions were made that teachers must help prepare students and developed children in order to participate as active citizens in a democratic society. Teachers should encourage every child to combine critical thinking with creative imagination in an effort to identify with and understand the lives, minds, and consciousness of human beings from the past and of our generation in the present. Also, there is need for classroom activities, social programmes in poor communities to provide numerous opportunities to encourage students to become active citizens. Conclusions were made that teachers and administrators must work with researchers to produce resources that have the greatest benefit for classroom practice.

Introduction
Ever more, research in current days recognizes the important relations between aspects of child and teacher bond and their impact on child's development to school (Pianta, Hamre & Stuhlman, 2003). Teacher education has the prospective to bring development within educational systems that

would shape the knowledge and skills of children's future. Teacher education serves as key change agent in transforming education and society to a better possible future for many organizations. Also, teacher education is an issue largely to some nations particularly those with limited access to education and many teachers in these nations are untrained, under-qualified in teaching subjects in which they are either qualified or trained for. Still, the interest given to teacher education and their continuing professional development has in various cases delayed in such a way that it has given to other parts of the education system, and that made some nations lack a policy for it, while the value of teachers is emphasized in various global news. In addition, the ratio of students to teachers in both primary and secondary education in developed nations are not the same when compared to their developing nations and the underdeveloped nation in rural areas are suffering most because of the injustice (Perraton, 2010).

In fact, too little access to education is badly preventing children's chance in this very competitive knowledge economy. Moreover, in some situations there would be a strong economic, political and cultural barrier that would delay child's access to education. But all of these would always create new face for teacher education whereby the teachers need to find styles of using existing resources differently, expanding access to learning opportunities at affordable cost, providing another way to early teacher training, drawing on new area of the population to work as teachers, using technologies appropriately to enrich a teacher's context and support practice, of stimulating and supporting teachers' active learning which in turn contribute to child development. In addition, child development refers to the changes that occur as a child grows and develops in relation to being physically, healthy, mentally alert, emotionally sound, socially competent and ready to learn. They have a direct impact on how children develop learning skills as well as social and emotional abilities (Perraton, Creed & Robinson, 2002).

Concept of Teacher Education
The way teacher education is defined also depends on the context in which it occurs, Adesina, (2004) defines teacher education as professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable to make them efficient and effective in their work in accordance with the need of a child and society at any point in time. It includes training and education occurring before commencement of service and education and training during service. In addition, teacher education should constitute a clear element in the totality of organized education, both

formal and non-formal sub-systems. Teacher education is seen as the policies, procedures, and provision designed to equip potential teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community (Murray & Male,2005; European Commission, 2012; *Eaton, Dressler, Gereluk & Becker,2015).*

Similarly, Fadina (2004) pointed out that job and in-service training should be provided to raise the standard of teachers in Nigeria. Olude (2004) sees teacher education as a real means of keeping teachers in Nigeria up-to-date in their areas, and as a lifelong education process for improvement of the teachers and the educational system. Moreover, European Commission, (2012) argues that teacher education is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective individuals. Therefore, individual teacher are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching like educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods. The implication of this more diversified role for the teacher is what encourages a new view of the process of teacher education and training. Thus, teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training. Hence, the view that teachers must remain learners during the scope of their service as mandatory (European Commission, 2012).

Moreover, the development of an individual teacher identity is a critical step in the process of child's teaching and teacher education end at the moment where learning, observing and the future role of the educational leader converge to form the definition of a teacher. In addition, a person who suitably knows content, pedagogy, as well as student's cognitive and emotional development is able to be effective in a classroom. At this juncture, teacher education manifests itself as a holistic experience embedded in assessments, content knowledge, multiculturalism, and developmental psychology. As these changes occur, a teacher's identity may reconstitute itself through experience, gaining invaluable insights and opportunities through the professional intersections between teachers and students. Further, teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences (Perraton, 2007). Also, teacher education has the potential to

bring changes within educational systems that will shape the knowledge and skills of future generations.

In addition, teacher education serves as a key change agent in transforming education and society. Such a future is potential. Teacher education is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. More importantly, teachers need to know how to take the steps necessary to gather additional information that would allow them to make more grounded judgements about what is going on and what approaches may be useful to child development. Teachers need to keep what is best for the child at the centre of their decision- making.

As a matter of fact, teachers are largely responsible for the translation and implementation of educational policies, curriculum or course offerings, instructional materials packages and assessment of learning outcome and the level of the learners. According to Mkpa (2002), teacher education refers to professional education of teachers towards the attainment of attitudes, skills and knowledge considered desirable to make them efficient and effective in their work in accordance with the needs of the society at any point in time. Teacher education should represent a clear element in the totality of organized education, both formal and non-formal sub-systems and the essence of teacher education should be production of intellectually grounded and professionally committed teachers. It is very relevant that the policy realizes that no education system can rise above the quality of its teachers. Truly, the objectives of teacher education should include educating in the teachers the attitude of continuous learning towards the in-service programmes in the forms of seminars, workshops and conferences which should equally be seen as a priority to offer teachers opportunities to refresh their knowledge and skills after the initial pre-service education. To Fadina (2004), teacher education should be provided to raise the standard of teachers in Nigeria. Similarly, Olude (2004) sees teacher education as a veritable means of keeping teachers in Nigeria up-to-date in their areas, and as a lifelong education process for improvement of the teachers and the educational system.

Challenges of Teacher Education

Teachers are necessary for child development because they form the centre of the education process. It is in this context that teacher education becomes a matter of great concern (Balogun, 2010).

Lack of financial support

Lack of financial support of teachers education programme has been a major problem. Lack of financial support of the teacher education since the 1980s has become a cause of worry to educationists as it affects the qualities and standard of the certificates awarded to education graduates (Akindutire, 2001; Aina, 2002; Durosaro, 2006; Amadi, 2007).

Poor society perception of teacher education and commitment

According to Durosaro (2006), the low status accorded to teachers in the country, does not make students join and be trained as teachers. The few who join do so because they have no choice. Another alarming problem of teacher education in Nigeria today is the lack of interest on the part of the secondary school leavers in the teaching profession, because of the poor image associated with the status of teachers in the society. Lack of commitment is obvious in the areas of lack of enthusiasm to work; lack of concern for co-curricular and extra-curricular activities; poor preparation for lessons; failure to write lesson notes; careless handling of statutory records, among others, pose a challenge to teacher education (Ajayi & Shofoyeke, 2003).

In addition, many teachers today are not committed to the teaching job. They observed that a number of interrelated factors like poor income, delay in payment of salaries, lack of job satisfaction, contribute to the seemingly declining attitude and commitment of teachers to their professional calling.

Problem of slow destruction (attrition attract)

The problem of slow destruction in the teaching force and falling enrolment of teachers have resulted negatively in child development. Teachers' conditions of service today are not enticing enough to attract and retain the best of brains in the job (Durosaro, 2006). Similarly, Ajayi & Shofoyeke (2003) argue that the continued negative public perceived image of teachers may not likely attract the right talent of people to be retained in the teaching profession to effect child development.

Lack of motivation

Durosaro (2006) advised that motivation should include better pay, improved condition of service for serving teachers as well as bursary and scholarship award to students and children at all levels. Moreover, a vital challenge facing the government in the area of teacher education is how to motivate teachers, in order to encourage new ones to the profession and rather to retain the old ones. This suggests that when all these are not available, teachers become less motivated to do the job. However, workload; low

morale; poor salary; unattractive prospects for promotion and poor working environment are sources of job dissatisfaction among teachers in Nigeria (Mmadike, 2006)

Teacher Education and Curriculum Development

Presently, globalization has been a major challenge to teacher education. As the world is steadily becoming a global village and for teachers to have current information happening around and operate effectively and efficiently in the nearest future, the teachers need to imbibe the new technologies and methodologies of the advanced countries of the world to function well in a way to influence child development.

The goals of teacher education are as follows:

1. To produce highly motivated, reliable and well-organized classroom teachers for all levels of our educational system to influence child development.
2. To encourage the spirit of enquiry and creativity in teachers.
3. To help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals.
4. To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
5. To enhance teachers' commitment to the teaching profession (Federal Republic of Nigeria, 2013).

The Possible Solution
True Professionalisation of the Teaching job

By professionalisation, the code of ethics would be respected and the profession will not be open to everybody. In making a professional teaching skill compulsory, government should make it necessary for all in the teaching jobs, at all levels, to acquire teaching credentials. Government should give another target within a convenient time-frame to ensure that all teachers would have become professionals, in order to create way for child development at any level

Positive perception of teaching

According to Akindutire (2005), for teacher education to get its pride of place in this democratic privilege, there would be need to change the orientation of people as regards their perception of teachers and the teaching job. Teacher education as a profession must be recognized by the government,

as well as the public, to be able to attract young people into the profession. He also stressed that national schools are staffed with unenthusiastic, ill-motivated, unwilling and "burn-out" teachers. He gave emphasis on when teachers' salaries are not paid at the suitable time. No wonder a lot of people use the teaching profession as 'a stepping stone' towards getting a better offer that earns better public recognition.

Need for course services

For the teacher to keep abreast of the goings in the globe and in his area of specialization there is the need for the teacher to have knowledge of information communication technology. Moreover, teacher education curriculum needs to be reviewed to incorporate ICT in all levels of teacher education. There is also need to include some entrepreneurial skill development course into teacher education programmes because teachers must be trained, not only in the act of self-development through continuous learning, they also be suitably prepared for child development and self-employment (Durosaro, 2016).

Improved welfare packages

The motivation for teachers should be considered as a means of improving productivity in the school system. Moreover, welfare package does not mean increase in salary alone, it entails regular payment of salary and improved conditions of service. Government should try to improve capacity building for teachers at no cost; special incentives for teachers in hard environment; leave bonuses and regular payment of allowances that would enhance the productivity of teachers should be also encouraged to enable teachers to shape children to be better in the society.

Suitable infrastructure in the schools: Ibukun (2004) provide support on the need for modern educational gadgets like computers, modern instructional materials and packages to be introduced into the teacher education programme. It must be noted that no programme, no matter how well intended, can succeed if adequate infrastructural facilities are not provided for implementation. Further, there is also the need for improvement in the level of infrastructural facilities in schools. This, however, depends to a large extent, on the level of financial support made available to the system.

Teachers' commitment and interest to their job

Teachers today have been advised to show high level of commitment and interest to their job. This will help teachers also to show good sense of duty in carrying out their profession. Despite the level of public negative

attitude to teachers, they must not move away from their usual role of modelling and nation building. For this reason, they must stick to the moral values of the profession, irrespective of societal bad attitude to teachers.

Attaining to students' needs capably

Teacher education is very vital because knowledge is power and dynamic, and the changes in skills and knowledge for example help them to increase and mould children to develop in a better way. Adding to this, the modern techniques of learning and teaching called for knowledge updates because of its role in the overall improvement of education in Nigeria.

Teacher promotion

Teacher education helps in inculcating a shared knowledge that makes them to take actions that will help improve the school system and learning ability. Teacher education also encourages teacher promotion that enables them to solve problems and take decisions.

Strong commitment to teaching practice

Education with high content will expose the teachers to the need of the students as they become sensitive to the learning environment. The principles of diversity will play out as they see school environment as a point where people from different background converge. Clearly, through teacher education, teachers must understand the value of the structure in its true prospective in the light of Nigerian culture and integrate it with the philosophy of education. They should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.

In helping teacher education to stand firmly, scientific method should be developed and its application for the solution of problems of life should be encouraged. In every environment, teachers' new knowledge and new experiences should be included in the courses taken in schools and there should be a capacity for teachers for reflection of knowledge.

Role of Teachers

Today, teachers are a central factor in the quality of education in any nation. They are the last post to translate government policies and intentions into practical form. A teacher performs a number of functions in the school system to facilitate effective teaching and process that would promote child development. The function of teachers include: explaining, informing and showing how; initiating, directing and administering; unifying children, that is,

making them to relate to him and others very well; giving security; clarifying attitudes, beliefs and problems; diagnosing learning problem; making curriculum materials; evaluating, recording and reporting; enriching of community activities; participating in school activities; and participating in professional and civil life (Ajayi & Ekundayo,2010).

Moreover, Ajayi (2004) opined that for teachers to perform their functions well, the school environment must be made conducive to learning for teachers and children. Interestingly, teachers need a working knowledge of the principles of child development in order to master the techniques that enable students to learn to high standards. Effective teacher education is vital in this nation, and a focus must be placed on preparing future teachers that are competent who possess elaborate knowledge structures of curricular content, pedagogy and child development.

In addition, the critical role of teacher education is to initiate learning process, facilitate learning skills, co-ordinate learning sequence, assess learning efficiency and indeed pivot the entire educational development. These fundamental functions can only be effectively discharged where the teacher possesses all the necessary traits, characteristics and professional competence. Also, education plays a fundamental role in national development, so does teacher education in the success of child development and education system. The teacher is a critical resource for effective implementation and realization of educational policy and objectives at the practical level of the classroom. It is the teacher who ultimately interprets and implements the policy as represented in the school curriculum, which is designed to actualize educational goals. The obvious implication of this situation is the fact that the quality of a nation's education can only be as high as the quality of its teachers which is a function of teacher education. Similarly, Ekpo (2010) stated that lack exist in teacher education as the curriculum does not adequately equip the teachers with skills in self evaluation, leadership, communication, problem-solving computer application, research and individualized learning techniques.

Further, teacher education appears not to be related to the needs of the 21st century teachers in the field. But majority of the teachers appear for new challenges and new roles that are obvious in a dynamic world like ours. A teacher must adjust to new developments in educational technology, the growth of human knowledge, and the problem of creating a relevant and appropriate curriculum from the enormous range of material available, and there will be new understanding of how children learn and develop (Rajan, 2005).

Added to this, Pinar (2006) argues that the role of a teacher is not so set, and possessing real pedagogical knowledge is too exacting, as it regulate

the role of a teacher and may instead move intellectual strength from the job as an unintended outcome.

But, teacher education today promises to be a one-size-fits-all mentality, lacking true scholarship or robust criticality and situated reflection. Still, lack of an earnest discussion about who teachers are and how that teaching is enacted in particular schools is an issue (Gaudelli & Ousley, 2009).

Nature of Teacher Education

1. Teacher education is a continuous process and its pre-service and in-service system are admiring to each other.
2. Teacher education is based on the theory that teachers are made, not born, so since teaching is known as an art and a science, the teacher has to acquire not only knowledge, but also skills that are called tricks of the job.
3. Teacher education is broad and complete. It is meant to be involved in various community programmes, extension activities, literacy and development activities of the society.
4. Teacher education is dynamic, meaning that in order to prepare teachers who are competent to face the challenges of the dynamic society, teachers have to keep abreast of recent developments. And its effort lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
5. Teacher education has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several related disciplines.
6. It is a system that involves an interdependence of its efforts, methods and outputs.
7. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a child and nation at large.
8. People engage in teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching.
9. For any child to develop, teachers must be aware of the ways in which child's learning can clarify in the situation of development, learning differences, language and cultural influences, and individual character,

interests and approaches to learning (Darling-Hammond & Bransford, 2005).

Scope of Teacher Education

Teacher education helps in the development of teaching skills for teachers in trained institutions, and that equips them to theoretical and practical knowledge of their respective subjects. Teacher education also teaches special education and physical education. This means that where there are teachers, there would be teacher education. In other words, construction of the knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matters related to teacher education at each stage. In all, teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology and these disciplines provide the base for better understanding and application of teacher education.

However, philosophical basis provides insights to teachers about the implications of the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The sociological basis helps the teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. Psychological basis helps the teachers develop insights into students' psychological make-up. This enables the teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

Objectives and Vision of Teacher Education

Teacher education has become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of encouraging, supportive and humane facilitator in teaching learning situations to enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizen.

The aim of teacher education therefore is to provide opportunities to observe and engage with children, communicate with and relate to them.

Teacher education provides opportunities for self-learning, reflection, integration and expression of new ideas; developing capacities for self directed learning and the ability to think, be self critical and to work in groups.

Its goal provide opportunities for understanding self and others including one's beliefs, assumptions and emotions. They also involve in

developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation. Furthermore, it provides opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking. Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

Over View of Child development
     The notion that children "develop" seems an intuitive, (sensitive) obvious, (clear) and even self-evident idea. Children are born small, knowing the world in limited ways, with little or no understanding of other people as separate from themselves in body or mind, and no understanding of social relations or morality. They grow larger, learn about the physical and social worlds, join different cooperative social groups, and cultivate a more and more complex sense of right and wrong. Psychologists, teachers, and others who deal with children constantly use the term development as a way to understand the child's status and to improve practice (Encyclopedia, 2004). In addition, the idea of development is used extensively to give order and meaning to changes over time in children's physical, cognitive, psychosocial, and moral development. Development provides the rationale for many practices and policies related to children. More recently**,** **c**hild development as a concept within social development is widely and commonly used (White, 1983). It is a central concept in, and foundation principle of social development. Child development is a rich concept that varies with its application and definition and the way child development is defined also depends on the context in which it occurs.
     Halpern (2015) defined child development as a continuous and dynamic process that promotes changes in several areas: physical, social, emotional, and cognitive, in a complex interaction among these changes and the environment where each stage is constructed. Truly, development must be understood within the environment which expands from biology and the environment to a broader concept (Bronfenbrenner & Morris, 2006). Children's development may show "sleeper" effects, where development at an early age does not seem to show much relation to learning and achievement over time at some ages, but will emerge later as a strong influence (Vandell, Belsky, Burchinal, Steinberg, Vandergrift & NICHD (2010). At present, child development is a multifaceted, integral, and continual process of change in which children become able to handle ever more complex levels of moving, thinking, feeling, and relating to others (Inter-American Development Bank:

Sustainable Development Department, 2005). Moreover, access to stimulating, supportive home environments is one of the key elements for young children's development in all cultures (Shonkoff & Garner, 2012). Still, patterns of child development may be similar in all settings, but environmental influences also have a profound impact on development (Fernald, Kariger, Hidrobo & Gertler, 2012).

According to William (1990), the end of development reflects that which people value and toward which teachers guide their children's development. Also, these developmental values have varied greatly across history and cultures. In addition, if development points the way to the good, then it is good to help development. To Dewey, (1981) the idea of development in children does not mean just getting something out of the child's mind; child development is manifested through lived experience. Equally, Roeser, Eccles & Sameroff (2000) opine that successful child development requires adult development and school environments must be reshaped to meet the needs of both child and the teacher who serve them through the school. Interestingly, the goal of teacher education is to make the most of the child's life potential. That means providing children with regular high quality experiences, and that life perspectives can provide insights about when particular types of experiences are vital as well as insights about the risks of environmental lack at particular points in development (Christine, McCormick, David & Scherer, 2018).

Equally, theorists in child developmental put emphasis on the role of culture in determining development and how development proceeds differently in different cultures To the extent that environment makes a difference in development, culture should make a contact on development as well. Moreover, the environments children experience in one part of the world can be very different from the environments children experience in another part of the world (Christine, McCormick, David & Scherer,2018). In addition, interpersonal, organizational changes and instructional are directly linked with the quality and character of education for children. It is also clear to note that experience is sustenance, yet a change in academic settings throughout children is promising. Today, the needs of child development and those of middle school children are mainly alike.

Roeser, et al (2000) work recommends that many children need more than basic educational services to help them to stay on track to a positive future. In addition, environments within schools is a hard course to find the way, yet with qualified teachers who are trained to both identify and know the developmental, academic, social and emotional needs of students requires expertise and patience from intellectual, researchers and the school

communities, and for this reason a fundamental transformation of the education of young children is directly needed. Shulman (1986) theory provides a strong foundation for this paper as it enables the belief that teachers entering the field must possess the basic skills needed to develop children and enhance the curriculum with the students' present cognitive level in mind. In addition, teachers must make curricular decisions that are vital to effective teaching and children understanding. In fact, linear theory, in history of psychology assumed that the environment had a great influence on how children behaved and who they became. Also, behavioural or learning theories assumed that possibility like punishments and rewards that rise from social environment determine how children behave and develop. As psychology and developmental science matured, new theories emerged that emphasized the active role that children play in their development. Transformational theories claimed that development proceeds in an orderly fashion, that children go through stages of increasing complexity in their development, and that the capacities children acquire early in development will shape their later stages of development.They presume that both the environment and the person are active agents in a child's development.

These theories of development emphasize that children are a product of their environment but that they also alter their environment. From this perspective, both environment and the person engage in a continuous dynamic interaction in which they reciprocally determine one another. Child development theories help developmental scientists decide what to focus on when they study or work with children. Each theory provides a framework for studying development. They believe that development is shaped by the environment a child grew up in. Today, theories are important because they provide the tools researchers need to organize and understand the difficulties of child development. Child development involves changes in physical, social, emotional, and intellectual functioning over time, from conception through adolescence. Changes include alternatives as size, shape, and function and these alternations can be either progressive or regressive. One aspect of development could be social-emotional development which involves processes related to one's interactions with others. Moreover, the study of child development is filled with issues that are central to a complete understanding of how children change and become who they are (Daniels, & Shumow, 2003).

Influences of Child Development
Child development involves complex changes in related processes and behaviour; it is not a product of lonely transformations, but cognitive,

physical, social and emotional developments are closely interrelated. Development is complex and many factors influence who children are and what they become. Understanding children, their development, and the factors that can lead to positive and negative outcomes allows teachers to help them reach their potential and be successful, productive and happy individuals (Richard &Carol,2002). In addition, developmental changes are brought about by a variety of different mechanisms. Some changes occur largely as a result of the unfolding of one's genetic code. These changes are referred to as maturation, and they involve a series of pre-programmed transformations in the form, structure, or function of an individual. Other changes related with maturational changes are changes in other domains of development such as social and intellectual changes, and in other aspects of life such as diet, stress or exercise. Children pass through a rich variety of developmental stages and opportunities on the way to becoming adults. Indeed, teachers must be empowered as problem solvers to understand these key developmental tasks and integrate these understandings into grade-appropriate content in their courses. Interestingly, environmental factors also influence child development. This is because environmental stimuli bombard children every moment of every day, their potential for influencing development is great.

The influence of the environment begins very early. Some aspects of the environment to which a child exposes himself or herself can be devastating and permanent. The environment also influences behaviour through learning, which occurs as the result of observation, experience, instruction, or practice. Learning affects a wide range of activists, behaviours, and attitudes, sports, attitudes towards people of different races, achievement in school, and aggressiveness, to name only a few. Learning also influences the process by which children become members of a social group, a family, a community, a tribe, or a team. Clearly, the process by which children learn social roles and become members of groups is referred to as socialization. By teaching them the values, beliefs, customs, and expectations of their society, socialization helps most children to get along cooperatively in the social and cultural contexts in which they find themselves. Adding to this, children of all ages function better when they have confidence in a secure base to which they can turn for support if needed. When children have the support they need from teachers, they explore more competently, are less fearful, and are able to give more focused attention to cognitive tasks. It is important for teachers to focus on the child, not just the skill. Research in developmental neuroscience has demonstrated that children grow cognitively at different rates and may not achieve the same stage at the same time. Because children's capabilities develop over time, a teacher needs to understand what is developing and tailor

the instruction to the learner.This approach grows naturally from an understanding of child development.

Presently, education has increasingly become important to success of both individuals and nations. Education means both to bring forth and to bring up with recourse to the norms of the society. Education as such is the process of acquiring habits, attitudes and skills which will enable one to lead worthwhile life. Growing evidence demonstrates that, among all educational resources, teachers 'abilities are especially critical contributors to child's learning and development. Consequently, they also involve to the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006). In addition, child development involves complex changes in related processes and behaviour; it is not a product of isolated transformations. Moreover, cognitive, physical, social and emotional developments are well organized. Understanding children, their development, and the factors that can lead to positive and negative outcomes allows one to help them reach their potential and be successful, productive and happy individuals (Richard & Carol, 2002).

Conclusion

The present study made an effort to understand the effect of child development and its challenges for teacher education in Nigeria. Today, child development is what the nation desires for, but the achievement of this impressive task lies in teacher education. Teacher education encourages teachers' promotion because what takes an individual up the steps of this profession is good knowledge and competency. In addition, child development is about the general features of age, change in appearance, behaviour, interest and goals from one stage of development to the other, the time these changes take place and whether they are universal. Education with regard to teacher education is a systematic training and instruction designed to impart knowledge and develop skill, ability, character and intelligence to improve child development. Teacher education can be described as the process of training prospective teachers through a well planned course of study to increase their capabilities, competencies, knowledge and techniques in providing effective instruction to every child. Teacher education help children to impart not only a body of knowledge in teacher trainees but also to inculcate in them those skills, competencies and attitudes that would enable them to adapt effectively to the changing demands of the educational system and child development in the society. In all, the role of teacher to influence child development is to provide or produce a desirable change in the attitudes and behaviours of the child. Equally, teachers work with the children in

effective ways to provide maximum development towards intellectual, physical, emotional and social maturity. To achieve these, teachers must have the necessary training, wisdom, experiences, attitudes, beliefs and feelings.

Recommendations

Government should make sure that teacher education policies and programmes should not be quickly ended by successive governments.
Teachers should always encourage children and every child to combine critical thinking with creative imagination in an effort to identify with and understand the lives, minds, and consciousness of human beings from the past and of contemporaries in the present.
Teachers should be able to think critically in order to make right decisions and maintain harmonious relations with students and others. Children also must participate in decision-making and practice every day matters concerning their daily life in the school. They will grow to be active citizens who know that they can have an influence on matters affecting their lives.
Teachers must be empowered as problem-solvers to understand these important developmental tasks and incorporate them into grade-appropriate content in their courses. Teachers should encourage children's capacity to construct knowledge that would make them to recognize and respect constitutional goals of justice, liberty and equality in education.
In order to allow children develop, classrooms should be active social systems, involving a wide range of complex interactions between and among peers, most especially between the students and teachers. Classroom norms and nonviolent messages should be designed to be helpful and teachers have a vital effect on child development. Thus, a better understanding of the classroom should address it as a social ecology system, acknowledging its norms, structure, and levels and recognizing that the teacher is a part of, and not removed from that system.

References

Adesina, A.D. (2004). Teacher Education and Recurrent Training. In A.O.K Noah, D.O. Shonibare, A.A. Ojo & T. Olajuwon, (eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria*, Lagos: Central Educational Service: 179-184.

Amadi, M. N (2007). Funding initiatives in higher education. in J. B. Babalola, G. O. Akpa, A. O. Ayeni, S. O. Adedeji (Eds) *Access, Equity and Quality in Higher Education*. NAEAP Publications. 543-554.

Akindutire I. O, (2001). *The teaching profession*. Lagos: Universal Publishers.

Aina, O. I. (2002). Alternative modes of financing higher education in Nigeria and the implications for university governance. *Africa Development*, 27(1&2): 236 – 262.

Ajayi T. and Shofoyeke, A. D (2003). School discipline, teacher's attitude to work and ethics of the teaching profession. In T.E. Ajayi and J. Fadipe (Eds). *Skill improvement programme for effective performance of teachers in Nigerian schools*. Ondo: NIEPA Printing Press. 33—54.

Akindutire IO (2005). Production of quality teachers for quality education in Nigeria. *Trailblazer*, 1(2): 26—27.

Ajayi, I.A (2004). *Social science method*. Ado-Ekiti: Green Line Publishers.

Ajayi, I. A, Ekundayo, H.T. (2010). *Contemporary issues in educational management*. Lagos: Bolabay Publications.

Bronfenbrenner, U; & Morris, P.A. (2006). *The bioecological model of human development* Handbook on Child Psychol.

Balogun, A.M. (2010). Challenges of higher education in Nigeria: A manager's perspective. Being a paper presented at the maiden edition of the Faculty of Education Annual Lecture Series, University of Ado-Ekiti, March 22nd.

Christine B, McCormick& David G. Scherer (2018). *Introduction to Child Development and Education*.

Daniels, D.H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Applied Developmental Psychology, 23,* 495-526

Darling-Hammond, L. (2000). Studies of excellence in teacher preparation in the undergraduate years. Washington, DC: *American Association of Colleges for Teacher Education & National Commission on Teaching & America's Future.*

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world: *What teachers should learn and be able to do*.San Francisco: Jossey-Bass.

Darling-Hammond, L. (2006). *Powerful teacher education*. San Francisco, CA: Jossey-Bass.

Dewey, J. (1981). Experience and nature. In J. A. Boydston (Ed.), John Dewey: *The later works*, 1925–1953~Vol. 1. Carbondale, IL: Southern Illinois University Press.

Durosaro, D.O (2006). Teacher education in Nigeria: Past, present and future challenges. *The Pacesetter*: Oyo State College Educ. 13 (1): 44—54.

Eaton, S. E.; Dressler, R.; Gereluk, D.; & Becker, S. (2015). "A review of the literature on rural and remote pre-service teacher preparation with a focus on blended and e-learning models". Werklund School of Education Research & Publications.

Ekpo, C.M. (2010). The portrait of my teacher: an inestimable resource. The 25th inaugural lecture of the University of Uyo delivered on Thursday, february25, 2010

European Commission (2012), 'Supporting the Teaching Professions for Better Learning Outcomes' retrieved January 2017 at http://eur-lex.europa.eu/LexUriServ

Encyclopedia of Children and Childhood in History and Society 2004.

Fernald, L., Kariger, P., Hidrobo, M., & Gertler, P. (2012). Socioeconomic gradients in child development in very young children: Evidence from India, Indonesia, Peru, and Senegal. Proceedings of the National Academies of Science, Oct 16; 109(Suppl 2): 17273–17280.

Federal Republic of Nigeria. (2013) National policy on education. Lagos: NERDC Press

Fadina, P.O. (2004). Professionalising Teaching in Nigeria: The National Policy on Education and the Teaching Profession. In A.O.K Noah, D.O. Shonibare, A.A Ojo & T. Olajuwon, (eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria, Lagos*: *Central Educational Service:* 298—304.

Gaudelli, W., & Ousley, D. (2009). From clothing to skin: Identity work of student teachers in culminating field experiences. *Teaching and Teacher Education*, 25, 931-939. doi: 10.1016/j.tate.2009.02.017.

Halpern R. (2015). *Manualde Pediatria do Desenvolvimento e Comportamento*. 1st ed. São Paulo: Manole; 2015.

Ibukun, W.O.(2004). Qualified teachers for quality education in Nigeria. *Issues in Educational Foundations and Management*, (1). 12-21.

Inter-American Development Bank: Sustainable Development Department. (2005). *ECCD guide: A toolkit for early childhood care and development.* Retrieved on October 7, 2005.

Murray, J and Male, T. (2005) 'Becoming a teacher educator: evidence from the field' *Teaching and Teacher Education*, 21 125–142

Mkpa, M.A. (2002). Teacher Preparation for a Successful Universal Basic Education in Nigeria. Searchlight on Secondary School Education in Nigeria, Ado-Ekiti: The All Nigeria Conference of Principals of Secondary Schools (ANCOPSS): 108-120.

Mmadike C.U. (2006). Job satisfaction and productivity among university academics. *Nigerian Journal of Educational Management* (5) 146.

Olude, O.O. (2004). The Importance of Teacher Participation and In-Service Training to Effective National Development. In A.O.K Noah, D.O. Shonibare, A.A Ojo & T. Olajuwon, (eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria*, Lagos: Central Educational Service: 225—233.

Pinar, W. F. (2006). Book review: Trivializing teacher education: *The accreditation squeeze. Teachers College Record*, 108,8.

Perraton, H. Creed, C. & Robinson, B. (2002). Teacher education guidelines: *Using open and distance learning*, Paris: UNESCO

Pianta, R. C, Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W. M. Reynolds & G. E. Miller (Eds.), *Handbook of child psychology: Vol. 7,Educational psychology* (pp. 199-234). Hoboken, NJ: John Wiley.

Perraton, H. (2010) *Teacher Education: the Role of Open and Distance Learning*, London: Routledge.

Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: *A summary of research findings. The Elementary School Journal*, 100(5), 444-471.

Rajan. J (2005) –*Review of Social Sciences*, Vol-VI, No.2

Richard, F.C; & Carol, L.M.(2002).*Exploring Child Development*. Second Edition, USA.

Shulman, L. S.(1986). "Those who understand: Knowledge growth in teaching." *Educational Researcher*, Feb. 1986: 4-14.(AERA Presidential Address).

Shonkoff, J., & Garner, P. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. Pediatrics (Vol.129 No.1,pp.e232-e246 (doi:10.1542/peds.2011 -2663).

Vandell, D., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & NICHD (2010). Early Child Care Research Network. Do effects of early child care extend to age 15 years? Results from the NICHD Study of early child care and youth development. *Child Development*, 81(3), 756- 783

William, S. (1990). *The Rise and Fall of Development.* Worcester, MA: Clark University Press.

White, S.H. (1983). "The Idea of Development in Developmental Psychology." In *Developmental Psychology: Historical and Philosophical Perspectives,* ed. Richard M. Lerner. Hillsdale, NJ: Lawrence Erlbaum.