

A Comparative Study of Teacher Training Systems in China and Nigeria

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Abstract: This paper explores the historical background and cultural influences of the teacher training systems in China and Nigeria and the characteristics of their training systems. First, it analyses the traditional culture and modern management model of teacher training in China, emphasising the combination of professional ethics and professional competence. Subsequently, the impact of Nigeria's multicultural background on its teacher training is explored, pointing out its complex training system in the context of geographical and cultural differences. Finally, by comparing the differences between the two countries in terms of objectives, methods and contents of teacher training, corresponding recommendations are made, such as the suggestion that Chinese teacher training can add more excellent traditional culture and encourage teachers to incorporate it into their daily lessons. Teacher training in Nigeria should be more targeted, taking into account the specific local cultural background, infrastructure, etc., to improve the professionalism and quality of teachers and provide a reference for improving the professional level of teachers and the quality of education.

Keywords: Teacher Training System, Historical and Cultural Background, Professional Development, Teaching Methods, Educational Quality.

1. Introduction

Teachers are key players in the education system, and the quality of teacher training directly affects the effectiveness of education. With the deepening of global education reforms, teacher training has become an important part of education policies in various countries. Against this background, the teacher training systems in China and Nigeria display different characteristics and development paths. The purpose of this paper is to compare the teacher training systems of these two countries, including their historical and cultural backgrounds, training objectives, methods and contents, to analyse their respective strengths and weaknesses, and to put forward targeted recommendations for improvement, so as to promote the professional development of teachers and the improvement of education quality.

2. Comparison of Background

2.1. Background of China's Teacher Training System

2.1.1. Historical and Cultural Background

Historical and cultural factors have a profound influence on teacher training in China. China's long historical and cultural background has given teacher training unique connotations and values.

From the perspective of traditional Confucianism, the concept of "the dignity of the teacher" is deeply rooted in people's minds. Teachers are regarded as transmitters of knowledge and models of morality, and have a high status and dignity in society. In teacher training, emphasis is placed on cultivating teachers' moral cultivation and moral modelling skills, and guiding them to set a good example for their students. This cultural philosophy encourages teachers to continuously improve their moral qualities in order to better fulfil their educational duties [1].

In addition, Chinese cultural traditions focus on the practical and utilitarian aspects of education. In teacher training, more emphasis is placed on combining theoretical knowledge with practical teaching to cultivate teachers' practical teaching skills and their ability to solve practical problems. Through case studies and teaching observation, teachers are allowed to explore and summarise in practice to improve their teaching level [2].

2.1.2. Training System

With the continuous development of Chinese society, nowadays China has established a top-down hierarchical management model, with the Ministry of Education responsible for overall planning and guidance, and education administrations at all levels formulating specific training policies and programmes according to local realities. This management system allows for unified and coordinated promotion of training on a nationwide scale, while giving full consideration to the characteristics and needs of each locality [3].

The teacher training system in the context of China's education reform is constantly adapting to the needs of the times, and is playing an important role in fostering a high-quality teaching force.

2.2. Background of the Teacher Training System in Nigeria

2.2.1. Historical and Cultural Background

Nigeria has a long and unique history and culture that has had a profound impact on its teacher training. Historically, Nigeria has gone through several periods of colonial rule, with different colonial powers bringing in different philosophies and models of education. These foreign educational influences collided and merged with the local culture to form the diversity of the teacher training system in Nigeria today [4]. For example, in some areas, the traditional oral mode of education still has a place in teacher training, reflecting the importance attached to education by the indigenous Nigerian culture.

Culturally, Nigeria's multi-ethnic culture makes it imperative that teacher training takes into account the educational needs and characteristics of different ethnic groups. Different ethnic groups have distinctive educational values and pedagogical approaches, which require teacher training to be inclusive and adaptable [5].

For example, some ethnic groups emphasise practical and skills development, which needs to be reinforced in teacher training, while others place more emphasis on the transmission of theoretical knowledge, which needs to be adapted accordingly in teacher training.

In addition, the religious culture in Nigeria also has an impact on teacher training [6]. Religion plays an important part in the life of Nigerian society and many schools have close links with religious

institutions. This requires teachers to be trained not only with specialised educational knowledge and skills, but also with an understanding of the relevant religious culture, so that they can better communicate with students and parents and promote the smooth implementation of education. In conclusion, historical and cultural factors in Nigeria play an important role in teacher training and have a profound impact on the objectives, content and methods of teacher training in Nigeria.

2.2.2. The Training System

In the area of teacher training, the situation is also more complex. On the one hand, the government, aware of the importance of teacher quality to the quality of education, has been increasing its investment in teacher training and conducting various forms of training programmes aimed at improving the professionalism and teaching ability of teachers [7].

On the other hand, due to the vastness of Nigeria's geographical area, the cultural background is complex. The level of educational development varies greatly from region to region, and there are some differences in the effectiveness of the implementation of teacher training [8].

In general, the teacher training system in China is highly uniform and rigorous from top to bottom. In Nigeria, on the other hand, the teacher training system varies from region to region due to the influence of colonial experience. How to further optimise the teacher training system and improve the relevance and effectiveness of the training is a pressing issue for the Nigerian education sector [9].

3. Comparison of Objectives

3.1. Objectives of Teacher Training in China

The objectives of teacher training in China are mainly devoted to the improvement of teachers' professionalism and the cultivation of their educational and teaching abilities. In terms of professionalism, the aim is to help teachers update their educational concepts, gain a deeper understanding of the subject knowledge system, broaden their academic horizons, and equip them with solid basic professional knowledge [10].

Through various training activities, such as academic lectures and seminars, teachers are guided to pay attention to the cutting-edge developments in the field of education and absorb the latest research results, so as to enhance their professionalism. In terms of education and teaching capacity development, the focus is on improving teachers' teaching design and implementation skills and classroom management skills. Teachers will be taught how to make scientific and reasonable teaching design according to students' characteristics and teaching objectives, as well as how to manage class groups scientifically and create a good teaching atmosphere.

3.2. Objectives of Teacher Training in Nigeria

The objectives of teacher training in Nigeria have their own focus and differ from those in China. In Nigeria, in addition to the focus on developing teachers' professional knowledge, there is also a focus on developing teachers' local cultural awareness and practical skills [11].

Emphasis is placed on the need for teachers to have an in-depth understanding of their country's historical, cultural and social contexts so that they can better integrate these elements into their teaching and enable their students to grow up in the local culture. For example, in some rural areas, special emphasis is placed on how teachers can make use of local stories and legends to supplement teaching and learning in order to enhance students' sense of identification with the local culture. In contrast, the goal of teacher training in China is more focused on the improvement of all-round quality,

including not only the inheritance and development of local culture, but also the renewal of teachers' professional knowledge and the innovation of teaching methods [12].

4. Comparison of Methods

4.1. Chinese Teacher Training Methods

Chinese teacher training methods are rich and varied, among which the following are more commonly used. School-based training is one of the important methods, and the school becomes the main place for teacher training. Through in-school expert lectures, teaching observation, same-class teaching and other activities, teachers can quickly improve their teaching skills in a familiar teaching environment [1].

Distance training is also becoming increasingly popular. With the help of online platforms, teachers can attend training courses anytime and anywhere, and communicate and interact with teachers from different regions [3]. For example, online video courses allow teachers to learn according to their own time and schedule, which is flexible and convenient.

In addition, mentor-apprentice training also has its unique value. Experienced teachers act as masters and pass on their teaching experience and skills to new teachers. Through one-to-one guidance and practice, new teachers can grow rapidly. This approach enables new teachers to learn by doing, is highly targeted and more effective.

In short, each of these teacher training methods in China has its own characteristics and strengths, and supports the growth and development of teachers in different ways.

4.2. Teacher Training Methods in Nigeria

There are various major methods of teacher training in Nigeria. Among them, in-service training is one of the more common methods, which allows teachers to continuously improve their teaching skills and knowledge in actual teaching situations through various training activities organised within the school, such as teaching observation and seminars [7]. This approach is closely aligned with teaching practice and enables teachers to quickly apply what they have learnt in the classroom.

In addition, distance training also plays an important role in teacher training in Nigeria [6]. Using modern information technology, teachers can participate in various training programmes through online platforms and communicate and learn from teachers from different regions. This approach breaks the limitations of time and space and gives more teachers the opportunity to participate in the training.

Compared to China, Nigeria's approach to teacher training is unique in a number of ways. Teacher training in China tends to be more systematic and planned, with clear training objectives and content systems, and a more rigorous training process. In-service training in Nigeria, on the other hand, focuses more on solving practical problems encountered by teachers in their daily teaching, and the content of the training is more flexible and varied [11]. Generally speaking, the teacher training methods of the two countries have their own characteristics, and both are constantly exploring and innovating to better meet the development needs of teachers and the requirements of the development of education.

5. Comparison of Contents

5.1. Contents of Teacher Training in China

The content of teacher training in China is broad and focused. At the knowledge level, it covers professional knowledge in various subject areas, ranging from basic subjects such as language,

mathematics and English in basic education to specialised subjects in higher education, such as physics, chemistry and biology, so that teachers are equipped with a solid foundation of subject knowledge and are able to impart their knowledge accurately and to students [1].

At the same time, the training of educational concepts, such as the concept of quality education and the concept of innovative education, is also emphasised, so that teachers can understand that the essence of education is to cultivate all-rounded development of human beings, rather than purely imparting knowledge, and to focus on the development of students' personalities and the cultivation of their innovative abilities.

In terms of teaching methods, emphasis is placed on training teachers in diversified teaching abilities, including the traditional lecture method, the heuristic teaching method, the inquiry teaching method, etc., so that teachers can choose appropriate teaching methods according to different teaching contents and students' characteristics, and stimulate students' interest and initiative in learning [1].

In addition, teacher ethics training is also an important part of the programme, guiding teachers to set up correct values and professional ethics, to care for and respect students, to be their mentors and friends, and to provide good role models and guidance for the growth and development of students. In short, Chinese teacher training is comprehensive and focused, aiming to improve teachers' comprehensive quality, so that they can better adapt to the needs of education and teaching, and contribute to the growth and development of students.

5.2. Teacher Training in Nigeria

The content of teacher training in Nigeria is varied and covers a number of important aspects. In terms of educational theory, emphasis is placed on the introduction and interpretation of various educational schools and concepts, so that teachers can understand different educational ideas and provide a theoretical basis for teaching practice [12].

In terms of subject knowledge, in-depth explanations and expansion of professional knowledge of various subjects are provided to ensure that teachers have solid subject knowledge and are able to impart knowledge to students accurately. At the same time, emphasis is also placed on the integration of interdisciplinary knowledge to develop teachers' comprehensive literacy so that they can flexibly utilise multi-disciplinary knowledge in their teaching [11]. In terms of teaching methods, the importance of practical teaching is emphasised, and teachers' teaching skills are upgraded through a large number of classroom simulations and practical teaching exercises. For example, teachers are arranged to conduct classroom trial lectures, which are then commented on and guided by experts to help them continuously improve their teaching methods [7].

In addition, teacher training in Nigeria also pays special attention to the content of educational psychology to help teachers understand the psychological characteristics and learning patterns of students so that they can better tailor their teaching to the student's needs.

In terms of characteristics, the content of teacher training in Nigeria is highly practical and targeted, focusing on combining theory and practice, so that teachers can gain practical teaching experience and skills during the training. Compared with China, the differences are more obvious. Teacher training in China is more systematic and comprehensive, covering all levels and areas of education; whereas training in Nigeria is more focused on the improvement of teaching skills and subject knowledge, and is relatively more concentrated and in-depth [6]. Such differences reflect the different stages of educational development and needs of the two countries.

6. Suggestions

6.1. Recommendations for Teacher Training and Development in China

Proposals for teacher training and development in China need to be closely aligned with China's realities in order to improve teachers' professionalism and educational and pedagogical competence [3]. Pathways for teachers' professional growth need to be clarified, and teachers' professional development needs to be closely integrated with students' growth, with an emphasis on fostering teachers' innovative thinking and practical skills. Pay more attention to the practical nature of training. Provide more opportunities for practical observation, and organise teachers to go to outstanding schools for field observation [1]. At the same time, the curriculum content of excellent traditional culture and local history and culture can be increased in teacher training, and teachers are encouraged to integrate the knowledge and spirit of excellent traditional culture in their daily teaching.

In short, teacher training and development in China needs to take into account the actual situation in China and formulate targeted improvement measures to continuously improve teachers' professionalism and educational and teaching abilities, so as to provide strong support for the growth and development of students.

6.2. Recommendations for Teacher Training and Development in Nigeria

As a country with a unique educational background and culture, Nigeria can improve teacher training and development in the following ways. More emphasis should be placed on developing teachers' practical teaching skills and their ability to solve local educational problems [7]. Taking into account the current situation of local education in Nigeria, such as the scarcity of teaching resources and the wide range of student bases, targeted training content should be designed to enable teachers to apply what they have learnt flexibly in practical teaching. In addition to the theory of basic education and teaching, the integration with local culture and language should be strengthened [12]. Because Nigeria has many ethnic groups and diverse languages, teachers who understand and use the local culture and language can better communicate with students and teach, and improve the teaching effect.

In conclusion, Nigeria should formulate teacher training and development strategies according to its own characteristics to improve the quality of teachers and teaching standards and lay a solid foundation for the development of education.

7. Conclusion

In conclusion, the teacher training systems in China and Nigeria exhibit distinct characteristics shaped by their historical, cultural, and social contexts. China's approach is systematic and structured, focusing on professional development, moral education, and the integration of traditional values with modern pedagogical practices. This has resulted in a highly professional teaching workforce capable of addressing contemporary challenges.

In contrast, Nigeria's teacher training highlights the importance of local cultural awareness and practical skills, reflecting its diverse and complex educational landscape. While there is a growing emphasis on professionalism, regional disparities and resource limitations remain significant challenges.

Both countries must continue to refine their teacher training systems. China can benefit from enhancing practical training opportunities, while Nigeria should work towards standardizing training protocols and addressing regional inequalities. By learning from each other's experiences, both nations can cultivate high-quality educators capable of meeting the diverse needs of their students, ultimately contributing to the improvement of educational outcomes and fostering a more effective teaching environment.

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