

THE PROSPECTS AND CHALLENGES OF NIGERIA TEACHER EDUCATION IN A DEPRESSED ECONOMY

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Abstract

The thrust of this paper is to examine the prospects and challenges of Nigeria teacher education in a depressed economy. The Federal Republic of Nigeria recognizes the importance of teacher education when it states that teacher education would continue to be given a major emphasis in all educational planning, as no education will rise above the quality of its teachers. This paper x-rays the concept of teaching, legal requirements of the teaching profession, who a teacher is, classes of teachers, concept of teacher education and its brief history, teacher training Institutions, prospects, and challenges of teacher education. It was discovered amongst others that teacher education is confronted with poor funding and other factors and recommended that government at all levels should cooperate and fund teacher education in all its ramifications.

Keywords: Teaching, Teacher Education, Prospects, Challenges, Depressed Economy, Way-Forward.

Introduction

Education is the process of acquiring knowledge and skills from any subject or course of interest, such that will help provide sort of understanding about life and the knowledge about one's environment. According to Elujekwute (2019) education itself is a cooperative teaching and learning process of preparing an individual from birth and all through his/her life, for happy and useful living in the society within the context of his/her culture and resources. A comprehensive education would inculcate relevant knowledge, refine the minds of the citizen

and prepare them to a decent life and develop a virile society. According to Nasiru (2011) functional education remains the veritable instrument and strength of positive change for sustainable human development and it is a sacred ingredient of development and a potent means of an enduring life. Education is the bedrock of economic development of any nation. The achievement of this depends largely on the quality of teacher education in the country. No educational system rises above the quality of its teachers. This means that quality of teachers in the system determine the quality of the educational system of any nation in the world. This indicates that teacher education is very important to the educational system and nation building. Effective and efficient teaching and learning would produce active literate person who can clearly read and write with required understanding and communicate thoughts without any ambiguity (Oyekan, 2005).

The professional ability of the teacher is a crucial determinant of the quality of education in any society. According to Nwagwu (2007) teacher's needs to be trained on the best approach to teaching and learning concepts in a subject area; when a learner sees meaning and appreciates what is taught, he/she is most likely to develop more interest in the understanding of the concept which will further encourage him to better utilize and apply that knowledge for national development. The teacher as an educator and an expert is an important factor and crucial element of a successful learning process. As a result of this, there is need for a sound pedagogical foundation in the major areas of teacher training, particularly in the understanding of how learners can positively benefit from learning outcomes, since nobody can give what he/she does not have. Elujekwute (2019) affirms that the education and training of the teacher must be accorded the serious national consideration and attention it deserves, it is therefore, very important to have an efficient and quality personnel training in the educational sector that can guarantee quality learning outcome and national development. According to Eneasator (2004) teacher education is a form of education, which is specifically geared or tailored towards the production of people who will teach, essentially in the primary, secondary schools and tertiary institutions. Teacher education therefore is that aspect of formal education which prepares people to become quality teachers, ranging from teachers Grade Two Certificate to Doctorate Degree in education; it involves the production of teachers for all levels of education. However, teacher education is the production (provision) of professional education and specialized training within a specified period for the preparation of individuals who intend to develop and nature the young ones into responsible and productive citizens. Farrant (2007) asserts that student teachers should be given time and opportunity to reflect on what the teachers' task is: to discover that it is much more than applying methods to do a job or parroting right answers to pass an examination. In other hand, there is a need for the government and educational administrators to provide adequate professional education and training, motivation, adequate remuneration package and pleasant teaching and learning environment for the teacher-trainees. This could make them imbibe self-concepts, diligence, honesty and commitment to teaching as a vehicle of continuous human engineering and innovation in educational system. Oyetunde (2006) states that teacher education has contributed positively to the national development by producing quality teachers who in turn contribute significantly in the production of quantitative and qualitative manpower for all sectors of the economy. However, it is a national suicide for any nation to allow its poorest brains to teach its youths while the best brains cure the sick, design and build roads and bridges or formulate and administer the laws.

No doubt, teacher training and preparation remains a crucial and serious national issue in Nigeria education. In view of the foregoing, due to economic depression, teacher training is confronted with series of challenges ranging from poor funding, changing trends in teachers image and poor entrance to teaching profession among others. Yusuf, Afolabi and Oyetayo (2014) asserts that teaching in Nigeria has been patronized by the people who could not succeed in their chosen vocations and the people who believe that teaching is a spare time job that allows them to simultaneously engage in other profit making business which they considered more lucrative than teaching. In the olden days, teachers were given due honour and respect in various society in Nigeria, but today, they are being looked down upon as people who could not find anything better for themselves in their society. They declared that teaching profession in Nigeria has been regarded as a dumping ground for people who desire to have a temporary job while they seek other jobs of their dreams. Ehindero (2006) sees teaching as a noble and respectable profession and it is often described as the mother of all professions. Teaching has to do with the systematic presentation of facts, ideas, skills and techniques to students. It is in view of the background that this paper intends to examine the prospects and challenges of Nigeria teacher education in a depressed economy.

Concept of Teaching

The term teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities. According to Ogunyinka, Okeke and Adedoyin (2015) teaching is scientific process, and its major components are content, communication and feedback. Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. Teaching is learning as selling is buying. In other hand teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. According to Osokoya (2010) teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. The International Encyclopedia of Teaching and Teacher Education) have classified the concept of teaching into three categories:

- (a) Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
- (b) Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning.
- (c) Teaching as normative behaviour denotes actions undertaken with the intention of bringing about learning another. It designates a family of activities; training and instructing are primary members and indoctrination. Teaching can be conceptualized as a form of problem-solving and decision-making which has many properties in common with the work of physician. This conceptualization has led to a body of research which has investigated the decision-making of teaching, focusing in particular on the information about students that teachers use to make decision and the way they tailor instruction to individual student needs (Isola, 2019).

Who is a Teacher?

A teacher is that professional, who instruct, teach and helps learners acquire skills and knowledge, competence or virtue. Teacher is a facilitator of education and in generic sense, a teacher is someone whose job is to teach, educate or instruct. According to Udosen (2012) a teacher is someone who guides learning by motivating the learner or by arousing his desire

to learn. Udosen further maintains that the teacher ensures that the child develops the right skills, assimilates the facts, right habits, ideas as well as ethical standards. Elujekwute (2019) states that the teacher is the hub of the educational system because the school cannot be better than its teachers; whence, no educational system can rise above the quality of its teachers, teacher as an educator needs this understanding and in attaining that specified education, teacher needs empowerment to know how to treat every child in the class hence, teacher education is of utmost importance in order to inculcate in a teacher the special skills of treating children according to their condition of learning with social equity. This will help him to understand each child's learning needs and impart knowledge to develop in school children and social skills and independent living. A good teacher can make a world of difference in a learner's life, impacting everything from their classroom learning to their long-term success. A good teacher is the single most important factor that contributes to students' achievement in the classroom, more important than facilities, resources and even school leadership. Teacher knows about the students' ability, a real teacher never underestimates his students. He strongly believes that every child has its own potential to prove. Teacher is one who is trained in a preplanned manner for imparting the knowledge he possesses to the student for betterment of the society.

Concept of Teacher Education

The term teacher education is the provision of professional education and specialized training within a specified period for preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens. This is a form of education, which is specially geared or tailored towards the production of people who will teach, essentially in the primary, secondary schools and tertiary institutions. Teacher education therefore is an aspect of formal education which prepares people to become quality teachers, ranging from Teachers Grade Two Certificate to doctorate Degree in education. It involves the production of teachers for all levels of education. Teaching is the art of transmitting ideas, information, knowledge and skills from one person to another or from one generation to another. According to Denga (2005) teaching is regarded as the guidance of learning activities. Denga further maintains that teaching is a service profession; it is more than telling and testing; it is a complex art of guiding the learners through a variety of selected experiences to bring worthwhile changes in behavior implying that teaching is supposed to result in the acquisition and utilization of knowledge. From the foregoing, teaching is an art and a science. It is an art because it involves the processing of a body of specialized knowledge. It is common to assume that teaching is what anybody can do if he knows his subject. But this is not true because before one can teach effectively, he must be schooled or trained in the art and science of teaching. Teaching is a unique, dynamic and a noble profession. Aristotle affirms this in Nwachukwu (2007) saying those who educate children well are more to be honoured than they who produce them, for they only gave them life, but those gave the art of living well. The foregoing suggests that teaching is an overwhelming responsibility and a 'tasking word'. If teaching is this sensitive and demanding, it should be for professionals who show commitment to what they do for a living and not for those who teach because there is nothing else to do. In other words, it is not everybody who can teach. Those who teach must possess qualities of effective teaching.

Depressed Economy

There are a variety of terminologies that are synonymous with depressed economy such as globally financial crisis, global economic meltdown, global economic recession, economic

downturn, global economic crunch, fiscal crunch and global crisis. The term depressed economy is applied broadly to a variety of situations in which some financial institutions or assets suddenly lose a large part of their value. A depressed economy may also mean a deficit in income generated compared with the expenditure. Elujekwute, Abachi and Uwalaka (2021) notes that economic meltdown simply refers to economic depression or it means when the income generated is not up to the expenditure, Nigeria has excess capacity for crude oil production but OPEC regulation places a limit on production. The scenario looks grim as the price of the product has suffered a dramatic decline from \$147/barrel in July 2008. The world was initially optimistic of an early recovery but succeeding events showed that hopes for swift end of the recession were fading or frankly have faded considerably. The recession is a business cycle contraction, a general slowdown in economic activity over a period of times. During recession many macro-economic indicators vary in similar way. Production as measured by Gross Domestic Product (GDP), employment, investments spending, capacity utilization, household incomes, business profits and inflation all fall during recession, while bankruptcies and unemployment rates rise. Depressed economy is a severe economic crisis, a sustained drop of one or more natural savings, a rare but extreme form of recession is characterized mainly by an increase in unusual unemployment rate, restricting credit, major restriction of industrial output and investment, evaporation of liquidity, price deflation, hyperinflation, numerous bank failure, significant trade reduced a high volatile and unpredictable exchange rate. The point is that the economy becomes severely depressed being unable to service all the sectors of a nation's life as well as the economy itself. Ankange (2016) identifies budget cuts to education as one of the effects of depressed economy. Other effects include; rapid increase in graduate unemployment, lack of teaching equipment and materials due to high cost, Lack of motivation on the part of the teachers due to delayed/non-payment of salaries and allowances. On the other hand, several authors identifies that teacher education have been poorly implemented, provision of funds for the implementation of the programme has been poor and inadequate facilities for learning. The looming or existing budget-cut would further aggravate the situation. Adewu (2012) reveals that for many years enrolment in the teacher education has increased rapidly than the government capacity to maintain quality education in the midst of rapid enrolment expansion. As a result, there is a need for alternative source of funding teacher education in Nigeria to meet the cost of quality education.

Education which is the important instrument of changing the intellectual and social outlook of a society and the federal government of Nigeria in realization of the way forward to provide funds for teacher education throughout the country to make the change a reality. The Federal government through the National Universities Commission (NUC) provides funds that are monitored in all the Teacher Education via universities and colleges of education to meet their capital and recurrent expenditures. State government funds their own higher institutions in the areas of jurisdiction. Various state governments within the federal have constantly made diverse efforts to provide adequate funding for education. In spite of this efforts, the number of students-teachers needing university and colleges of education is on the increase year in year out. This has led to rising pressure on the teacher-education infrastructures, thereby leading to an increase in the cost of education. However, the government cannot afford to ignore other social, political and economic responsibilities just to provide teacher-education. This notwithstanding a major hindrance which makes it difficult for the Federal Government to pump more money is because of mismanagement of the little funds made available. The

magnitude of the problem of meeting the financial needs of the teacher-education is alarming. This is as a result of the fact that increase in government expenditure on teacher-education has been inadequate in the face of depressed economy to cope with the financial requirement of teacher education.

According to Elujekwute, Abachi and Uwalaka (2021) the government's financial policies on teacher education have therefore, been subjected to constant review with intention of allocating more resources to higher education. However, the facts indicate that the fund allocation of the federal government to education in recent times is rather failing. For example in the year 2014, the percentage allocation was 10.63% of federal government budgeting allocation. This decreased in the year 2015 to 9.0% and further decreased in 2016 to 6.01% (FME). The Nigeria government is plug in depressed economic downturn, recession where stock prices come down, investment suffer and investors avoid investing in companies. This makes it clear that the government cannot single handedly fund teacher education in the face of depressed economy. The National Bureau of Economic Growth Research (NBER) defines a recession as a significant decline in economic activity, usually lasting more than a few months. During recession there is a significant decline in economic activity usually lasting longer than six months and affecting industrial production, employment, trade among others. It means that there is a drop in the following economic indicators; Gross Domestic Product (GDP), income employment, manufacturing and retail sales among others.

The Aims and Objectives of Teacher Education in Nigeria

Federal Government of Nigeria (FRN, 2014:30) records that the goals of teacher education shall be to:

- (i) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- (ii) Encourage further the spirit of enquiry and creativity in teachers
- (iii) Help teachers to fit into the social life of the community and the society at large, and enhance their commitment to national goals.
- (iv) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation
- (v) Enhance teachers commitment to the teaching profession and
- (vi) To produce knowledgeable and effective teachers who can inspire persons to learn.

Teacher Training Institutes in Nigeria

Federal Government of Nigeria (FRN, 2014:30) states that all teachers in educational institutions from pre-primary to university shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. The following institutions among others shall give the required professional training provided they continuously meet the required minimum standards. Therefore, the statutory responsibility of producing teachers in Nigeria is vested in the following institutions:

- (a) National Teachers Institute (NIT) – by distance learning approach
- (b) Colleges of Education (These offer training in either single or double major areas).
- (c) Institute of Education (usually part- time or Sandwich or Long vacation approach)
- (d) Polytechnic (NCE Technical, B. Sc.(Ed) Technology)
- (e) Faculty of Education (PGDE, B. Sc.(Ed), B,A(Ed), M.Ed. and PhD degrees)
- (f) National Institution for Nigerian Languages (NINLAN)

- (g) National Mathematical Centre (NMC).

Legal Requirements for the Teaching Profession in Nigeria

According to Federal Government of Nigeria (FRN, 2014:31) to be legally recognized as a teacher in Nigeria, an individual must register with Teachers' Registration Council (TRC). The TRC Act Section 6(1) further states that to be a registered member, an individual must:

- (a) Pass a qualifying examination accepted by the council and complete the practical teaching by the council under the Act or
- (b) Not being a Nigerian, hold qualification granted outside Nigeria which for time being is recognized by the council and is by law entitled to practice the profession in the country in which the qualification was granted, provided that the other country accords Nigerian professional teachers the same reciprocal treatment and he satisfies the council that he/she has had sufficient practical experience as a teacher.
- (c) Be of good character
- (d) Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

Foundation of Teacher-Education in Nigeria

The origin and development of formal teacher education in Nigeria can be traced to the beginning of Western education in the pre-colonial Nigeria. The church missions such as the Roman Catholic, the Wesleyan Methodist, the Church Missionary Society (CMS), the Baptist, the Church of Scotland (Presbyterian) were not only pioneers, but played a very significant roles in the area between 1842 and 1860. They contributed in no small measure to the development of teacher education in pre-colonial Nigeria. The missionaries devoted their attention initially to the development of elementary (primary) education in Nigeria. Perhaps, due to the little stipend the mission relied upon from their overseas headquarters. Adeyinka (2013) opines that the missionaries trained their teachers through apprenticeship pupil-teacher system. In such a system, the missionary teacher organizes the school in his residence premises and some of his pupils lived with him as part of his family. Adeyinka further maintains that at about 14 years, pupils ought to have written and passed the Standard V Examination. They were then recruited as teachers but further received one hour instruction daily from the head teacher on teaching methodology. The duration of the course was two years after which they would sit for the pupil-teacher examination. Besides being the foundation of teacher education, the significance of this system was that it enabled the students-teachers to receive further training and education while contributing their quota in the formal educational needs of the society through teaching other pupils. From this humble beginning, the system has developed into a more complex one involving college institutions and universities. The first teacher training college known as the Training Institution was established in Abeokuta in 1859 by the Church Missionary Society (CMS).

In 1896 the school was move to Lagos. After the missionaries were expelled from Abeokuta due to some disagreement between the missionaries and the local authorities, most of who were not very receptive to the new religion and form of education being introduced by the missionaries. Perhaps this explains the preponderance of British presence and security assurance in Lagos influenced the decision to relocate to Lagos. Later, it was again relocated to Oyo where it became known as the St. Andrew College Oyo in 1896. It was established as a Grade II Teachers College (now Emmanuel Alayande College of Education, Oyo) and it

ranks the oldest Teacher's Training College in Nigeria. In 1897, the Baptist Mission established Training College at Ogbomosho and in 1905 the Wesleyan Methodist Missionary Society founded an institution for training of catechists and teachers in Ibadan. They later opened with only four pupils but the number of pupils increased to twenty by 1918 when the institution became known as the Wesleyan College, Ibadan. As the missionaries made efforts to provide teacher-training institutions in the western part of the area that later become Nigeria, so were they trying to provide formal education and training for the early crop teachers in the eastern part of pre-colonial Nigeria?

According to Fafunwa (2004) under the apprenticeship system homeless boys and children of converted village heads lived with the missionaries and were taught to become pupils' teachers and catechists. This practice of using apprenticeship system to train teachers was very common in the western part of pre-colonial Nigeria before and after the establishment of teachers training colleges. The training of teachers in the Northern part of what became Nigeria started with the opening of the schools in Nasarawa by the British government in 1909. Generally, the pre-requisite qualification for admission into a teacher training college was Standard IV. In addition the candidate must have served as a pupils-teacher for two years, passed the pupils-teachers certificate examination and would then qualify to act as an assistant teacher before starting another two year training course in a teacher training college. At the end of the two years, the candidate would sit for and pass a prescribed teachers certificate examination and would be certified. With the development of the system, the need to review the principles and practices of teacher education arose, leading to the inauguration of the Phelps-Stoke Commission to undertake the task in 1922. Phelps-Stokes Commission Report made some concrete recommendations which helped in the professional preparation of teachers. In 1926, the education recognized the need for the third class certificate examination. Durosaro (2006) states that by the time of Nigeria independence in 1960, a few universities had been established and they offered Bachelor of Arts Degree in Education (B.A. Ed), Bachelor of Science Degree in Education (B. Sc. Ed) and Bachelor of Education (B. Ed) programmes for teacher education.

Categorization of Teachers in Nigeria

Federal Government of Nigeria (FGN, 2014) records that, following the provisions of the TRC Act, teachers are categorized into four classes namely:

- A - class: Holders of PhD in Education or PhD in other fields plus education, example Post Graduate Diploma in Education (PGDE), Nigeria Certificate in Education (NCE).
- B - class: Holders of Masters Degree in Education or Masters in other fields plus Education, Example PGDE, NCE.
- C - class: Holders of Bachelors degree in Education or Bachelors degree in other fields plus education, example PGDE, NCE.
- D - class: Holders of Nigeria Certificate in Education (NCE) or its equivalent.

Note: Holders of TCII and its equivalent were given provisional registration, which expired at the end of 2006 (FGN, 2014).

Prospects of Teacher Education in Nigeria

Teacher education has produced professionally trained teachers in reasonable numbers, who have contributed and are still contributing in the production of human capital or manpower

for Health, Economy, Agriculture, Technology, Administration and Education. Muodumogu (2006) states that these graduates are contributing immensely to the development of their immediate communities and the general society, in fact all the products of education are facilitated by teachers and these graduates are contributing in one way or the other in nation building implying that the achievements of teacher education are enormous and indelible. Despite staggering challenges confronting teacher education, with task and determination, teacher education can still be salvage from its apparent impending collapse. The poor quality of teachers produced could result from lack of qualified teachers to learners.

The poor interpretation and implementation of syllable and lack of dedication to duty can bring about wrong teaching and poor quality of teachers produced. Adequate funding by government to teacher education will enhance adequate provision of funds for manpower development, good environment and effective supervision of teachers training institutions in Nigeria. Joseph (2017) identifies prospects of teacher education in Nigeria to include as follows;

- (a) **Strong Commitment to Teaching practice:** Teachers as facilitators of education, training will imbued in them that sense of commitment needed in their professional practice. Education with high content will exposed the teachers to the need of the students as they become sensitive to the learning environment. This understanding will engender meaningful relationship among the teachers and the learners, including parents and guidance.
- (b) **Teachers Promotion:** Teachers education encourages teachers' promotion, because what takes an individual up the ladder of his profession is good knowledge and competency, it is what he knows better and the ability to solve problems and take decisions.
- (c) **Attaining to Students Needs:** No two individuals are the same, teacher education will positioned teachers with this understanding to recognize the difference among the children in the class, and as well attain to their needs individually. This understanding is one of the knowledge acquired through teacher education and training programmes. The aspect of knowledge that will make the teachers condescend to the students level, see themselves as one of them hence, ensure co-operation, full participation in learning in the classroom.

However, teacher education is very important because knowledge in dynamic and the changes in skills and knowledge, for example, the modern techniques of teaching and learning called for knowledge update because of its role in the overall improvement of education in Nigeria

Challenges of Teacher Education in Nigeria

There are various challenges of teacher education in Nigeria encountered, some of which are examined as follows;

- a) **Professionalization of Teaching:** In the true sense of the word, teaching in Nigeria cannot yet be regarded as a profession, perhaps this explains the large numbers of untrained and uncertificated personnel are still retained on the job. Many unqualified teachers are still in the employment role of some states teaching service board, while most higher education lecturers are yet to undergo training in education. Unless the Federal Ministry of Education makes it mandatory for all involved in the task of

teaching to be qualified in Nigeria, teaching will still continue to be any man's business and cannot claim professionalism as other notable professions such as law, medicine, engineering, nursing among others, if you are not trained lawyer you would be allowed to practice law in Nigeria.

- b) **Low Morale of Teachers:** The conditions of service in teaching profession are not encouraging enough to attract and retain the best hands and brains in Nigeria educational system. Perhaps this explains, the dwindling enrolment in teacher education programmes which had immensely contributed to the low social status of teachers in Nigeria. Since the teachers' condition of service is not attractive enough hence, there is a possibility of teachers looking for alternative of combining teaching job with other business even during school hours.
- c) **Brain Drain Syndrome:** Another problem of teacher-education in Nigeria is brain drain syndrome. The quality of education in Nigeria is reduced in the recent years which led to the drift of more able and experience lecturers to countries where they were offered better remunerations. This is because of lack of incentives to improve job performance such as delayed and non-payment of salaries, poor working environment and lack of in-service training programmes among others. The reliance on inexperience teachers in the various disciplines in educational system in Nigeria definitely affects the quality of students-teachers academic performance.
- d) **Quality Assurance in Teacher Education:** Candidates who usually apply to higher institutions for teacher-education in Nigeria are those who have either been denied admission or are basically unqualified for admission into such popular profession such as medicine, law engineering, and architecture among others. The usual shortage of applicants seeking admission into teaching programmes in our higher institutions is a pointer to why admission selection could not be rigorous as it is, in other notable and popular profession. In view of the above, the low quality of teachers produced through in-service training by National Teachers Institute (NTI) is a serious problem to teacher education in Nigeria. Most of the teachers upgraded to Teachers Grade II by the institute were very deficient not only in the academic subjects they teach, but also in techniques required of teaching (Obanya, 2004). The most dishearten problem is the ongoing Pivot Teacher Training Programme (PTTP) which is currently being executed by the National Teachers Institute (NTI). The PTTP is a crash programme of the federal government to raise teachers to implement the UBE programme. It was introduced to address the gross shortage of qualified teachers at the inception of UBE in 1999 in an apparent search for cost effective alternative for bridging the gap. The PTTP is a 15-months course including 12 weeks school experience and three (3) months internship in a primary school. The mode of teaching combines face to face contact at weekend and holidays, self-instruction course materials and school experience after which the candidate is qualified to teach. However, Osokoya (2010) condemned the low academic standard of the recipients and the poor quality of admission requirements for the programme.
- e) **Insufficient Knowledge of ICT:** Globalization of ICT is another problems to teach or education in Nigeria. The sufficient knowledge and use of computer is a necessity for all teachers, if they are to be relevant in the future. Teachers need to be train and re-trained in Information and Communication Technology (ICT). However, the world is gradually becoming a global village therefore; our future teachers to be able to operate

effectively and efficiently, they must embrace the new technology and methodologies of the modern times.

- f) **Continuous Assessment Practice:** Continuous Assessment is finding out what the students have gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry over a period of time. According to Okereke (2006) continuous assessment is the best thing that could happen to the system of assessment in the Nigeria educational institutions, yet its implementation has been partially undertaken because teachers have not been well trained for it. It is necessary to include training in continuous assessment practice in the pre-service and in-service programmes of teacher education in Nigeria. Duru (2012) explains that the revolution in teacher education programme in Nigeria is the issue of improved assessment practice of students learning outcomes. This perhaps explains why the National Policy on Education (2014) recommended the implementation of continuous assessment practice all levels of education in Nigeria.
- g) **Poor Funding of Education:** Poor funding of teachers' education programmes has been a major hindrance staring at teacher education in Nigeria; this problem contributes to poor quality education that lacks the capacity of ensuring enduring growth and development. Joseph (2017) reports that statistics had it that teacher education are relegated in Nigeria and that it has not gotten proper attention from the government. Joseph further states that government expenditure on teacher education is low, about 12 percent (%) upon all the revenue accruing to the nation, a considerable amount of money cannot be appropriate to teacher education; therefore serious commitment on the part of the government towards teacher education is what that has continue to hamper education development in Nigeria. Adequate funding is very important to quality teacher education. The welfare of any country is influenced by the quality and quantity of its teachers. But where a nation is experiencing a depressed economy, adequate funding of education becomes difficult as all the other sectors of the economy compete for the available funds. Poor funding is making it difficult for the production of effective and efficient teachers. The attraction and retention of best brains in teacher training institutions for the production of teachers require proper funding but where this is lacking, it becomes difficult. Poor funding has negatively affected salaries of staff in teacher training institutions; this is a negative trend which discourages staff from putting in their best leading to production of half-baked teachers. No government has allocated up to 15% of annual budget to education. Obasanjo tried up to 12% while UNESCO (2005) recommends 26%. This ugly situation has affected teacher education negatively.
- h) **Changing Trends in Teachers' Image:** Before and shortly after independence, teaching profession in Nigeria was well respected. At training level, teachers and students of education attended their duties with religious devotion and there was self-discipline. Teaching then was an anxiety-free career because there was job satisfaction boldly written on teachers' faces at all levels. Teachers were ranked among the top in the society and it was very attractive to go to training as a teacher because student-teachers were enjoying different scholarships. However, things changed in the 1970s when government took over schools from voluntary agencies. Teachers were then regarded as those who could not make it to prestigious profession. There was little or no more incentives and professional development of teachers. Even those who are forced to select education consider it a stepping stone to something else because their

minds are not set to be teachers and therefore cannot do well. This situation is not good for any meaningful national development because with poor teacher education and motivation, implementation of any policy for manpower development, technological and scientific advancement will appear illusive.

- i) **Poor Entrance Requirements to Teaching Profession:** Nigeria to meet the demand of quality teacher education, the lecturers in our Colleges of Education and Universities must become competent, trained and qualified teachers before they can be employed. Quality education produces quality teachers who are able to move the nation forward. If education of teachers still falls largely on those that find themselves in education departments by mistake as a result of poor economy, then they will keep on ascribing low status to teachers. If candidates that have the zeal to teach are admitted and are educated well, they will come out as quality teachers. But if unqualified and unserious candidates are admitted and are not well educated, they will come out as incompetent and unqualified teachers.
- j) **Shortage of Basic Infrastructural and Instructional Facilities:** Due to economic depression in Nigeria, school facilities needed for effective and efficient training of teachers are grossly inadequate or completely lacking in most of the teacher training institutions in Nigeria. These facilities may include computers for Information and Communication Technology (ICT), Introductory Technology Workshops, Libraries, Laboratories, just to mention a few (Nwangwu, 2011). Another sign of a depressed economy commonly seen in the educational sector is the decay of infrastructural facilities in schools, which is caused by insufficient funds to maintain already existing ones. This affects training of teachers and eventually leads to poor academic performance among student-teachers.
- k) **Poor Quality of Graduates:** Depressed economy poses a threat to adequate provision and utilization of teaching materials, infrastructure, recruitment and remuneration of teachers. This in turn affects the quality of teaching and learning at teachers' training institutions and consequently results to poor quality of graduates. This in the long run slows the pace of national development thus proving true persistent cry in recent times of the production of teachers that cannot do lesson plans, nurses that cannot read doctors' prescriptions, lawyers that cannot effectively defend their clients in a court of law, Engineers that cannot fix any engineering problem and Architects that continue to design and develop buildings that collapse shortly after completion.
- l) **Inadequate Personnel:** Human resources are very critical to the training of teachers and where these resources are lacking, teacher training becomes a problem. Human resources as being critical to the achievement of educational objectives this because where those resources are insufficient, educational objectives are poorly achieved. Qualified personnel in this context refer to the professionally qualified teachers who carryout instructions at the teacher training institutions level of education. The question that arises is how we can get adequate number of professionally qualified subject teachers to handle effectively all the subjects meant for teacher education. This very necessary because as, Akpakwu (2013) observes that the number of teacher is a major hub around which the success of education revolves. Trained teachers cannot be retrained due to poor salary scale, lack of payment of salaries, allowances and fringe benefits and there are hardly any welfare packages to motivate the personnel in the teacher training institutions in Nigeria.

- m) **AdHoc Arrangements for teachers Training:** Teacher education programme in Nigeria has been a problem especially with the introduction of ad-hoc arrangement for training of teachers, these ad-hoc arrangement include:
- i. Expansion of the initial mandate of NTI which was mainly concerned with the training of Grade II teachers to cover the production of teachers of NCE.
 - ii. ETF intervention programme focused on Special Teacher Upgrading Programme (STUP) a programme which trains holders of SSCE/Pivotal Grade II who were currently serving as teachers and being trained as NCE holders after a period of 2 years.
 - iii. Federal Government in collaboration with the Universal Basic Education Commission (UBEC) to train serving teachers in the five core subject: English Language, Mathematics, Social Studies, Primary Science and Introductory Technology.

The obvious worrisome issues in this ad-hoc arrangement are those consultants are involved in the handling of the training programme who in turn engages trainers that are poorly remunerated. There is therefore, no motivation of those who are involved in the process. In most cases, both trainers and trainees resort to protest before they are paid their remuneration and course allowances. The second issue is that of duration for the training programme which does not provide sufficient time for adequate coverage of course content materials.

- n) **The Challenges of Responsible Administration and Control:** This is another problem of teacher education in Nigeria is about who control what, the issue of who control what has been causing the conflict between federal, state and local government in the administration of teacher education in Nigeria. One may ask whether the administration of teacher education programmes is full and solely vested in the hands of the Federal government or State government or local government. This has been one of the challenges facing education development in Nigeria, and has posed strong barrier to successful and effective growth in the Nigeria educational system.
- o) **Teachers Instability:** Again, another problem of teacher education Nigeria has led to decrease in the numbers of teachers in the Nigeria primary and secondary schools and this has brought about negative impact in the Nigeria education system, The problem of inadequate attention to teacher education is what has brought teachers instability in the Nigerian schools. This unstable situation is a grave issue and has hampered educational development. But if one may look closely into this problem one will discover that the condition of service is not attractive enough hence, there is a possibility of teachers looking for alternative of combining teaching job with other business, even during school hours.

The Way Forward in Enhancing Teacher Education in Nigeria

To minimize the challenges that are associated with the Nigeria teacher education, the following measures must be taken:

- a) **Full Professionalism of Teachers:** The recently established Teachers' Registration Council of Nigeria (TRCN). As the National Teachers Registration Council was established through the enactment of Act No 31 of 1993, this national body should be assisted by the state coordinators to be charged with the responsibility of teachers' registration, accreditation, certification, promotion, development, discipline and making regulations to control the practice of teaching as a profession. As at moment it

appears that Teachers Registration Council of Nigeria (TRCN) is crowing and is sleeping organisation that does not know its mandate. The Teachers Registration Council of Nigeria (TRCN) should weak up to its constitutional mandate in ensuring to effectively complete the process of professionalizing teaching in Nigeria.

- b) **Modernizing Teacher Education:** The government and educational administrators should make concerted efforts towards modernizing teacher education programme in Colleges of Education and Universities. Computer science, instructional technology classroom management, media and other communication courses should feature prominently in the teacher education programme to enhance capacity building and identification, improvisation and utilization of resources for effective and efficient teaching and learning in the classrooms. It has becomes highly imperative to review the duration of the teaching practice exercise from a minimum if 12 weeks to six (6) months, this will enhance professional development and proper orientation and adjustment of the teachers to school activities.
- c) **Introduction of Unified Teachers' Service Conditions:** The government should introduce unified service conditions for all categories of teachers throughout Nigeria. This includes a unified salary such as the much agitated Teachers Salary Structure (TSS), especially designed for teachers to enhance their remuneration and welfare package. Provision should be made for enhanced opportunities for advancement and other fringe benefits in teachers' career structure. Career opportunity and progression for teachers would undoubtedly make teaching more attractive, rewarding and satisfactory. The government should make provision for the professional growth of the teachers through periodic in-service education because teaching profession requires a teacher to continue to improve and increase skills and knowledge in his/her subject throughout his/her lifetime.
- d) **Improve Remunerations of Teachers:** The government should look into the problem of general dissatisfaction with the teaching profession such as poor teacher education programme, poor salaries and allowances, poor public image of the profession, and the desire of most teachers to enter another types of work with attractive remunerations. There is a great need to put teachers on the same footing with other highly valued professional in Nigeria and make teaching profession more attractive like other profession like medicine and engineering among others.
- e) **Adequate Funding of Education:** Government should provide adequate funds for the staff, provision of research grants and facilities for teacher education innovation in Nigeria education system. This is to improve on their teaching professional status through in-service education and have an innovation in education system, the teacher as the resource who can help students gain knowledge should therefore advocate learning that permits learners interest, attitude and experience to the learning that will take place for the interest of the teacher education in Nigeria.

Conclusion

To provide highly motivated, conscientious and efficient teachers for all levels of our educational system, there is need to enhance teachers' commitment to the teaching profession. To achieve this, only willing individual should be admitted, trained and employed as teachers to avoid using the profession as a stepping ground to better employment.

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