

TEACHER EDUCATION REFORMS: PROSPECTS AND CHALLENGES IN NIGERIA EDUCATION PROGRAMME

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ABSTRACT

Although teacher education, both pre and in-service programs are offered in Nigeria by different teacher education institutions (as provided in the National Policy on Education), and varying degree of success have been recorded, various problems still confront the program with far reaching consequences in Nigeria's educational system. This paper emphasizes on the need for teacher education, the ideal teacher education, the teacher education and the national development, analyses the historical contexts of the teacher education reforms and development in Nigeria with a special attention on the roles of the Christian Missions, the colonial administration and that of Nigerian government after independence. It examines key recommendations of two (2) commissions (Phelps Stokes and Ashby) and their implications to the reforms and development of teacher education in Nigeria both during colonial era and after independence. The paper further discusses the influence of these and other reforms in shaping teacher education in Nigeria, the challenges still facing it, and finally suggested some recommendations and holistic approach to improve teacher education in Nigeria.

Keywords: Teacher Education, Reforms, Development, Challenges, Prospects, Pre-service and in-Service

INTRODUCTION

Teacher education can be referred to as professional education of teachers towards attainment of attitudes, skill and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. It includes training and /or education occurring before commencement of service (pre – service) and during service (in – service or on-the-job). Every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structures. Education is often seen as pre-requisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives as stipulated in the National Policy on Education (FME, 2013).

Education is inevitable tool for sustainable development and a vehicle for advancing the frontiers of knowledge (Abdul-Kareem, 2001). In this regard, education is severally conceived and inculcated by people of varying backgrounds, ages, needs and aspirations for sustainable development. The potency of education is more evident in its globalization trends imbued with instrumental values of nurturing productive

citizens for sustainable development and democracy. Education has been recognized as a process of imparting knowledge, skills and attitudes of the learners. Teachers' influence is always felt in every aspect of the society. The effectiveness of any educational system depends greatly on the educational system depends greatly on the educational attainment of teachers because on system of education can be qualitatively higher than the quality and commitment of its teachers.

Ukeje, (1996) supported this fact when he stated that education unlock the door to modernization, and added that it is the teachers who hold the key to that door. (Afe, 1992), states that the realization of educational objectives depends on the quality and quantity of the available teaching manpower. This can be influence by the availability of adequate training and retraining programmes for those about to teach and those already teaching respectively. Hence, the efficiency of teacher training should be the main determining factor in the success or failure of education to meet the country's needs. The training is the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in the classroom, school and wider community. Education is the most powerful instrument for social and economic progress. It is the greatest power known to man for his or her own improvements. Teachers are the heart and soul of the educational enterprises, indeed, the life of the school system depends on them. Teachers belong to the profession which has the only potential of determining the social, economic, political and moral destiny of every Nigerian citizen. This fact underscores the necessity for teacher education to be perceived as a sacred duty that must never be toyed with if teaching must fulfill its divine professional mandate of cultivating generations of highly responsible disciplined and useful Nigerians. Teacher education should also be regarded as the bedrock for national development. Talabi, (1983), Bofarin (1986) and Afel (1995) stated that the major problems facing the nation have been that of getting quality teachers. For teacher quality to rise above educational system, a strong teacher education programme is required. This paper examines teacher education, the ideal teacher education, teacher education and national development, reviews the historical development of teacher education in Nigeria, and further shades light on teacher education reforms as undertaken by Phelps-Stroke and Ashby commissions. Nigeria regional governments, as well as the post-independence efforts. Subsequently, the paper identifies and discusses the current challenges facing the teacher education in the country and proffer suggestions towards improving the system.

AN OVERVIEW OF HISTORY OF TEACHER EDUCATION IN PRE-COLONIAL NIGERIA

The origin and development of formal teacher education in the area that became Nigeria can be traced to the beginning of the western education in the pre-colonial Nigeria. The various church missions such as the Wesleyan Methodist, the Church Missionary Society, the Baptist, the Church of Scotland (Presbyterian) and the Roman Catholic were not the pioneers, but very active in the area between 1842 and 1860. Certainly, they contributed in no small measure to the development of teacher education in pre-colonial Nigeria. According to Ajayi, (1965), the missionary devoted the time and attention initially to the development of elementary (Primary) education

in the country, perhaps due to little stipends the mission relied upon from their overseas headquarters, or as some Africans scholars have argued, to further the imperialist design to limit colonial education to the basics, with the intention to produce educated Africans who (inadvertently) would participate in furthering imperial exploitation only. Discussing the system of education, Adeyika, (1971) opines that the missionaries trained their teachers through the apprenticeship pupilteacher system. In such a system, the missionary teacher organized the school in his residence premises and some of his pupils lived with him as part of his family. Fajana, (1970) added 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 of teaching methodology. The duration of the course was two years, after which they would sit for the pupilteacher examination. Besides being the foundation of teacher education, the significance of this system was that it enabled the student-teachers to receive further training and education while contributing their quota in the formal education 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 later moved to Lagos 1896 after the missionaries were expelled from Abeokuta due to some disagreement between the missionaries and the local population/authorities most of whom were not very receptive to the new religion and the form of education being introduced by the missionaries. Perhaps, the preponderance of British presence and security assurances in Lagos influenced the decision to relocate to Lagos. Subsequently, it was again located to Oyo where it became known as St. Andrews College, Oyo. Later, in 1896, it was established as a Grade II Teachers College (Now Emmanuel Alayande College of Education, Oyo) it ranks the oldest teachers Training College in Nigerian. In 1897, the Baptist Mission established the Baptist Training College at Ogbomosho, and in 1905, the Wesleyan Methodist Missionary Society founded an institution for the training of catechists and teachers in Ibadan. The later opened with only four pupils, but the numbers of pupils increased to twenty by 1918 when the institution became known as the Wesleyan College, Ibadan.

THE CONCEPT OF TEACHER EDUCATION

Teacher education consist of policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviour and skills they required to perform their task effectively in the classroom, school, churches and the local wider society. Ideally, it should be conceived of as an organized seamless continuum. Teacher education is often divided into three (3) stages:

1. Initial teacher training (teacher candidates)
2. Induction (the process of providing training and support during the first few year of teaching or the first year in a particular school).
3. Teacher development or Continuous Professional Development (CPD) (an intensive process for practicing teachers).

THE IDEAL TEACHER EDUCATION

According to Adewuyi & Ogunwuyi (2002), opined that teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens. It is performed by the fact that teaching is an all-purpose profession which stimulates the development of mental, physical and emotional power of students. Such education citizens would be sensitive and equipped with peaceful co-existence, environmental management and democratic process.

The heartbeat of manpower development and training for prudent use and sustenance of resources in nation building is teacher education. Teacher education, being inextricably linked with general education and social goals, is constantly caught up in the series of dilemmas derivable from educational expansion, political, technological development and social changes.

The prevailing crisis in Nigerian education and its society as typified by unemployment, poverty, corruption, crime, indiscipline and underutilization of capacitor in all facets of human life and national development, could be ascribed to the neglect of teacher education and pitiable plight of the teachers. All these conflict relationships precipitated poverty-induced hardship across all segments of the Nigerian community. What structurally becomes important in achieving the nation's quest for self-reliant society, imbued with vibrant economy and productive citizenry, is to put in place a comprehensive teacher education programme (Adewuyi, 2012). Ogunwuyi, (2010) contend that education should be globally adopted as an agent of change and stability to promote probity, equity and equality of opportunities and a launching pad for sustainable human development. Herein, teacher education should embrace and radiate the energizing forces of change backed up purposefully by democratic leadership and rational economic policies. This provides the basis for sustainable development and environment which largely facilitate harmonious creation of wealth and well-being of humanity.

The importance of education as a weapon ignorance, conflict, disease and poverty demands coherent information processing systems anchored on manipulative skills which helps to coordinate and transform conceptual ideas, emotion and feeling in life supporting operations beyond the school setting. Herein, a sufficiently educated and enlightened population is a quality assurance for individual and social productivity, responsible leadership and prosperous future. A general desire to be educated in spite of the stagnation of opportunities and incentives as well as disenchantment among the teachers at all levels requires a well conceptualizes humanistic approach to teacher education programme.

A coherent teacher education programme should systematically embrace integrated curriculum innovations which reflect the social, economic and political environment of a modern society to solve societal problems. Oyekan, (2006) states that the purpose of the teacher education is to produce highly qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society and nation.

A BRIEF ON THE PHELPS-STROKES COMMISSION'S REPORT OF 1925

After the investigations and reviews done by the commission, the report severely criticized the teacher training system of the Christian Missions. According to the reports, the teacher training system was unsatisfactory, the pupil-teachers were overworked and under-paid, and the curriculum was poorly conceived. According to Fafunwa, (1974), the supervisory system was inadequate and it seemed that the missions were not adequately prepared for the task of training African teachers. In order to re-orientate and re-organize the teacher education system along the lines suggestion by the report, and the problems of teacher education in the colony, two types of teacher-training institutions were recommended, namely:

- (a.) The Elementary Training College (ETC); for lower primary school teachers, and
- (b.) The Higher Elementary Training College (HETC); for higher primary school teachers

Both the ETC and the HETC programs lasted for two years each and culminated in the award of Grade III and II Teacher's Certificates respectively. Any candidate willing to go for ETC courses leading to the Grade III certificate had to teach again for at least two years before proceeding to the HETC for the two-year Grade II program. This signifies a radical departure from the system adopted by the Christian Missions as it represents a more standard approach towards teacher education, training and development. However the need for further reforms gave rise to the Ashby's Commission.

THE ASHBY COMMISSION AND DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA

In 1959, Nigeria's federal government set up the Sir Eric Ashby Commission to investigate and determine the extent of manpower needs of the country especially within the education sector, with an eye on the future. After its work, the Ashby report prescribed that education was indeed the tool for achieving national economic expansion and the social emancipation of the individual (Urwick & Aliyu, 2003). It recommended the establishment of four Federal Universities in the country, and also the introduction of some education-vital courses in them. Subsequently, five universities (instead of the recommended four) were established, viz: University of Nsukka (1960), Ahmadu Bello University, Zaria (1962), University of Ile-Ife (1962), University of Lagos, Lagos (1962) and University of Ibadan, first established as University College, Ibadan in 1948. A decade later, further demand for manpower compelled the country to establish the University of Benin (1972).

The implementation of the Ashby commission's report not only led to the establishment of university and introduction of course, but also birthed new degrees.

In other words, before the Commission's report, Bachelor of Arts in Education {B.A (Ed.)} or Bachelor of Sciences in Education {B.S.c. (Ed.)} or Bachelor of Education (B.Ed.), were not awarded by Nigerian Universities. Graduates of degree awarding institutions earned Bachelor in Arts or Sciences (i.e. B.A., or B.Sc., etc. degrees). Also some of the institutions ran programmes leading to the award of Post-Graduate Diploma in Education (PGDE), sometimes as affiliates of the University of London (Fafunwa, 1974). Reporting on the state of facilities for post-secondary education in Nigeria, the Ashby Commission observed that there was a gravely inadequate supply

of trained and educated teachers in Nigerian Secondary Schools, as opposed to the increased demand for more of this category of education institutions. In view of the need to reconcile this contradiction, particularly as regards teacher education, the Ashby Commission, among others, put forward these relevant recommendations;

- i. The training of more teachers for the nation's post-secondary schools.
- ii. The establishment of more universities
- iii. The introduction of a bachelor's degree in education, {i.e. B.A (Ed.), B.Sc. (Ed.), or B.Ed.}

The Commission further recommended teacher education program at the university level, observing that the new crop of Grade I teachers popularly referred to as wellqualified non-graduate teachers should be further trained at the university levels to man the secondary schools and teacher-training colleges. The commission therefore, recommended the introduction of a Bachelor of Arts/Science degree in Education {B.A (Ed.)/B.S., (Ed)} in all Nigerian universities. The B.A. (Ed.) and B.Sc. (Ed.) according to (Fafunwa, 1974) was launched at the university of Nigeria, Nsukka in September 1961 with 50 students.

The University of Ibadan followed in 1963, Ahmadu Bello University in 1964, the University of Lagos in 1965 and the University of Ife (Now Obafemi Awolowo University) Ile-Ife, 1967.

From the foregoing, it is evident that the Ashby commission played a part in the development of teacher education in Nigeria. In fact, one major significant event in the development of teacher education in Nigeria was the transformation effect of the recommendations and subsequent implementation of the Ashby Commission's Report.

REGIONALIZATION AND TEACHER EDUCATION IN COLONIAL NIGERIA

The 1964 Richards' constitution divided the country into three regions – East, West and North and each has regional assembly. Politically, the regions were dominated by three political parties; National Convention of Nigerian Citizens (NCNC), in the East, Action Group (AG) in the Western and the Northern People's Congress (NPC) in the North respectively. Subsequently, the 1951 Macpherson constitution further strengthened the regional system and particularly empowered each region to pass laws on selected areas including education. Given this scenario, the regional system in colonial Nigeria set the stage for intensive political rivalry and also in the provision of social services particularly education in the regions. For the colonial Nigeria Western and Eastern regional governments, Western education was a major priority because, while the Western regional government embarked on free universal primary education (UPE) in 1955, the Eastern regional government and Lagos municipal government followed suit in 1957. On the other hand, the northern regional government did not embark on the free UPE until the project was launched nationwide in September 1976. This delay in the implementation of free UPE programs in the 1950s gave rise to crash programmes for massive production of trained teachers particularly in the Western region. New teachers training colleges were founded while some of the old ones were expanded to meet increasing demand for teachers. More so, in 1957 the University of Ibadan introduced a one year course for graduates leading to the award of diploma certificate

in education, and 1961, the University started a one year associate ship course for selected Grade II teachers who would take over the headship of primary schools after the successful completion of their studies (Fafunwa, 1974). Furthermore, the Ashby commission's recommendation for teacher's Grade I college was modified by the federal government to give rise to a new program, the successful completion of which earned a giving candidate the Nigeria Certificate in Education (NCE). This program was meant for the training and preparation of teachers for the junior secondary school and the teachers training college in the country. The school were these new program which were popularly called Advanced Teacher's Colleges (ATCs). The ATCs were established in parts of Nigerian in the 1960s for example in Lagos and Zaria in 1962 (but transferred to Ondo State where it became Adeyemi College of Education) others were established at Owerri in 1963, Kano 1964 and Abraka 1968 (Taiwo, 1986 in Jekayinfa, 2000). Admission into these ATCs were opened to candidates who will had either the teacher grade certificate and passed two subjects at the ordinary level of General Certificate of Education (GCE) examination or West African School Certificate (W.A.S.C) examination with credit passes in at least two subjects, all those with GCE in (O' level) with credit passes in five subjects including English Language. Beside admission criteria, NCE graduation requirement was such that a candidate must passed a final examination in two science or two art subjects, education and practical teaching, and must have passed ancillary subjects like General English, Library Work, Health And Physical Education, offered during the program (Taiwo, 1986 in Jekayinfa, 2000).

TEACHER EDUCATION IN POST-INDEPENDENCE NIGERIA

Nigeria got her independence from British imperialist in October 1960. The young nation experienced an unfortunate civil war between 1967 and 1970 which had derived effects on her socio-economic development and consequently her educational system. The experience of the civil war and the aftermath however rekindled the Nigeria faith in education as a major vehicle for national rehabilitation, reconstruction and reconciliation. The National Curriculum Conference (NCC) document of 1969 spelt out the objectives and contents of all levels of education, including teacher education in Nigeria. The NCC provided the basis for the National Policy on Education (NPE) of the (Federal Republic Of Nigeria, 1977) which was later revised in 1981, opening a new chapter in the development of teacher training programs in Nigeria. Because it signified a period when Nigeria indigenous administration undertook educational reforms without any form of missionary or colonial inputs. It introduced the 6-3-3-4 system in which a six – year primary education was followed by a three-year junior secondary school education and a three –year senior secondary education, before successful candidates would advance to (mostly) a four-year tertiary education in prescribed higher institution of learning. (Adeyinka, 1993) observed that with the introduction of the 6-3-3-4 education system, the need for a new orientation for secondary teachers and students arose. This is particularly as it concerned the challenge of new curriculum and acquisition of the basic knowledge. For the teachers, the skill to teach the new curriculum was also deficient requiring some training. To confront these challenges, NPE also provided that all teachers in the nation's educational system and

institutions, from pre-primary university, would be professionally trained. The implication of this is more Grade II teachers' colleges and more tertiary institutions of educational training would be established for the training these teachers. In effect, after 1977, the Nigerian government embarked on the expansion of education facilities and institution with considerable emphasis on tertiary institutions for the training of secondary schools' teachers in order to ensure the teacher education objectives are realized. According to Adeyinka (1988), certain categories of educational institutions that came on board were charged with the responsibility of giving the required professional training for teachers. These are Grade II Teachers Colleges, Advanced Teachers Colleges. Colleges of Education, Institutes of Education, and National Teachers' Institute. The rise of these institutions certainly contributed in confronting the challenges to an appreciable extent. In addition, prior to the emergence of these institutions, the Nigerian Federal Government had, in preparation for the Universal Primary Education (UPE), approved emergency teacher training programmes which began in September, 1974. This was meant to produce estimated 163,000 additional teachers that will feed the rising demand in the education sector within the framework of the UPE scheme (Adeyinka, 1988). To obtain this large number of different categories of school leavers, viz;

- (a) One – year course for holders of West African School Certificate (WASC)
- (b) Two – year course for those who attempted WASC and failed or those with Grade III Teachers Certificate.
- (c) Three – year course for holders of Modern III Certificate or S-75 Certificate (i.e) recognized Secondary Class IV Certificate).
- (d) Five – year course of holders of Primary School Certificate.

Unlike the civilian administration in pre-civil war era which adopted some form of decentralization, Nigeria's military administration in the immediate post-civil war period were favorably disposed to centralized administration. In effect it launched the UPE nationwide in 1976, giving rise to unprecedented growth in school enrollment not only in the primary schools but also at the secondary and tertiary levels. This development, coupled with Nigeria's increasing population, brought more pressure on the demand for more teachers and, correspondingly the demand for teacher education became even enormous. The federal military government took over the financial responsibility for all Grade III Teachers' colleges in the federation as part of the efforts to reposition the UPE program for efficiency. In addition, the government awarded bursaries to all pre-service teachers in the colleges of education and universities in order to support their studies, research and educational development generally. More so, it founded more teacher training institutions with diversified programs and encouraged universities to expand their teacher education programs, in a bid to provide a holistic approach to the challenge posed by deficits in qualified teachers.

TEACHER EDUCATION AND NATIONAL DEVELOPMENT

According to Ukeje, (1988) in Wanekezi, Okoli and Mezieobi, (2011), pointed out that education unlock the door for modernization and sustainable development but that, it is Council Act, began in 2007 with the mandatory registration of all professional and qualified teachers. This action is equally matched with comprehensive training and in-

service training through seminars and workshop in the six geopolitical zones of Nigeria. More importantly, the TRCN has begun implementation of the NPE provision that all teachers in educational institutions including Universities shall be professionally trained (NPE Section 8(b) paragraph 72, 2004). This was in bid to ensure adequate supply of manpower in Nigerian schools in conformity with the goals of teacher education as specified in section 8(b) of (NPE, 2004), paragraph 70 -79, the (NAP, 2006) and the 10 years Strategic Plan, among others. While the goals of strategic plan are design a teacher education framework, based on what teachers should know and do relative to Nigeria's new vision and mission, the (National Policy on Education, 2004 in Makaju, G.A.E. et al 2005 p. 166); highlights the thrust of the ongoing reform noting that it aims to: produced highly motivated, conscientious and efficient classroom teachers for all levels of education system which also;

- a) Encourage further the spirit of enquiry in creativity in teachers;
- b) Help teachers to fit into the social life of the community and the society at large enhance their commitment national goals;
- c) Enhance teachers' commitment to the teaching profession; and
- d) Provide the teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- e) It is significant and noteworthy that these approaches that all these immensely towards addressing teacher education challenges through training and retraining, instructional material development and availability, periodic renewal of teacher license capacity building for reformed inspectorate services, support to the TRCN's mandate and enhancement of teachers' status and incentive.

Today, teacher education is much improved than it was before and a few decades after independence. The NPE, released in 1977 and revised in 1981, 1998 and 2004 clearly articulates the importance attached to teacher education and affirms that no education system can rise above the quality of its teachers. The policy makes it mandatory for all teachers in Nigeria to be trained and stipulates NCE as the minimum qualification for the profession. It also provides that teacher education shall continue to take cognizance of changes in methodology and in the curriculum, even as it underscores the need for teachers to be regularly exposed to innovations in their profession. It further recognizes the need for in-service training as an integral part of continuing teacher education. Today, the statutory responsibility for teacher education in Nigeria is vested in Colleges of Education, Institute of Education, Polytechnics, National Teachers Institute (NTI) and Nigeria Universities' Faculties of Education, Nigeria Polytechnics and Colleges of Education award the NCE which is a subdegree but professional teachers are expected to at least, have diploma obtainable after three years of full-time study. The admission requirement for the NCE programme in Senior Secondary School Certificate (SSSC) or its equivalent with passes in five subjects including English Language and Mathematics, and the curriculum for NCE teachers is designed to produce teachers exposed to a range of courses covering all that is required to make the competent professionals. New courses such Computer Education, Mathematics and General English have been made compulsory for all NCE students.

CHALLENGES FACING TEACHER EDUCATION IN NIGERIA

In spite of the various recommendations and reforms that targeted repositioning teacher education in the country for optimal performance, the challenges facing teacher education in Nigeria are still numerous. While some of these emerged with the changing socio-economic and political condition of the time, others evolved as a result of government neglect of the education sector especially as it concerns keeping pace with emerging realities, such as servicing Nigeria's growing population, education demand and needs with matching supply of education services and facilities. Some of these challenges are specifically examined as follows:

- a) **Poor Policy Implementation:** Poor policy implementation is a challenge to quality delivery of teacher's education. The poor quality delivery is responsible for the abysmal low performance of teachers' graduates from the various institutions of higher learning in Nigeria. Adeyinka, (1994) argued that our policies are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes when it comes to translating theory into practice by implementers. However, several factors could be added as inhibitors to smooth implementation of educational policies and thereby resulting to poor quality delivery. Such as government underfunding of education and injudicious utilization of available funds by implementation agencies:
- b) **Poor Conditions of Service and Brain Drain Syndromes:** In Nigeria, Teacher's conditions of services do not hold enough incentives to attract to the teaching profession, and by extension the resultant dwindling enrolment in the teacher education programs, those who remain in the profession maintain relatively low social status with accompanying psychological problems. Consequently, within the remaining pool, some teachers either seek opportunities in other sectors (within the economy) or even migrate to other countries where teachers' conditions of service are much better, in search of greener pastures.
- c) **Quality Assurance and Internal Efficiency Issue:** The academic and emotional qualities of intending candidates for teacher education are critical for quality assurance and internal efficiency in teaching professions. In Nigeria tertiary schools, a trend has emerged where education are those that have been either been denied admission in their first choice areas of study, or are basically unqualified for admission into such popular professional courses such as Medicine, Law, Engineering, Architecture etc. The usual shortage of applicants seeking admission into programs that would prepare them as teachers in universities and colleges is a pointer to why admission and placement in education programs is not as rigorous as it is in other programs earlier named.
- d) **Insufficient Knowledge and Use of Information Communication Technology (ICT):** Another major challenge to teacher education in Nigeria is that of insufficient knowledge and use of ICT in a globalizing world. The knowledge and use of Computer Technology as well as the internet as a necessity for all teachers to guarantee the relevance of the system and its products in the 21st Century. Many

schools in Nigeria still operate the traditional education system with little or no adaptation to ICT.

- e) **Non-Professionalization of Teaching:** Some teachers in Nigeria have not measured up to the minimum international standard. This is because a large number of untrained and half-baked personnel are still retained in the system, leading to a scenario in which career in teaching is not yet professionalize. Many unqualified teachers are still in the employment of some States Teaching Services Boards, while most higher education lecturers are yet to undergo training in education.

THE PROSPECT OF TEACHER EDUCATION

Despite the above challenging confronting teacher education, with task and determination, teacher education can still be salvage from the its apparent impending collapse. The poor quality of teachers produced could result from lack of qualified teachers to teach learners. The poor implementation and interpretation of syllable and lack of dedication to duty can bring about wrong teaching poor quality teachers produced. Taiwo (1980 and Joshua (1997) all agreed that instructional delivery personnel should possess certain minimum levels of competence in their chosen fields guarantee that the graduates of such programme are properly taught and endowed with appropriate skills for the labour market. Adequate funding by the government to teacher training institution will enhance adequate provision of funds for manpower development, good environment, and effective supervision of teacher training programme.

CONCLUSION

In Nigeria, like many other developing countries in the world, teaching is the most vital, crucial strategic profession for national development. This is so because teaching is that important activity which makes possible the acquisition of knowledge and skills that brings about the mark of an educated and useful person in the society. Education remains a single major factor for national development. This paper also reviewed the challenges and prospects of teacher education in Nigeria educational system and their resultant effects on the quality of and quantity of teacher education. To be effective teacher, it requires hard work, intelligence, skills and ability to impart knowledge and ideas that will help in the shaping the behavior or pupils and students toward achieving the goals of teacher education and Nigeria educational system.

RECOMMENDATIONS

1. **Redefine Teaching as a High Level Profession:** Rethink the content of teacher education to attain teacher quality: the way in which practicing teachers learn depends on many factors – culture and tradition, existing institutions, systemic characteristics, etc. specific needs (education aims processes that are already in place, developing these skills and to understand the in depth context of the schools in which they teach.
2. **A More Coherent Educational System should be Designed:** Teacher education as a continuum, the coherence of initial teacher education and professional development has to be improved. In other to be effective as possible, teacher

education has to be thought of, and teacher education policy structured as, a continuum of teacher learning (that includes formal and informal preparation activities).

3. Teacher Educators should Explore Alternatives for Teacher Education

Provision: Support for new school-based effective teacher education programs. Emphasis should not be put on the teachers' specific most often but on the creation of a suitable learning environment for students. Schools have to be at the centre of teacher education programmes, and it is needs that have to be taken into account for the design of these programmes.

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