

| Research Article



Teachers Education in Nigeria: Problems and Prospects

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Abstract: Teacher education is a very important form of education that deals with the production of manpower in the field of education. It is an education system that builds other institutions. Teacher education is the bedrock of all forms of education because it produces manpower for them. This paper examined the problems militating against the development of teacher education in Nigeria and the prospects of teacher education in Nigeria. Secondary data were used in the paper. The secondary data were collected from print and online publications. The paper identified inadequate funding, lack of current data, corruption, shortage of infrastructural facilities, inadequate academic staff, strike actions and brain-drain as some of the problems while in the areas of prospects, promised increment in funding and presence of international organizations in Nigeria were identified as prospect of teacher education in Nigeria. Based on these problems and prospects identified, the paper hereby recommended the following: increment in the allocation of funds for teachers education; employment of more professional academic staff in all teacher education programme, provision of adequate infrastructural facilities to all the teachers education institutions, the government should direct all its anti-corruption agencies to monitor all the monies released for the management and administration of teachers education in Nigeria and also ensuring that agreement reached with different union groups in the teacher's education institutions are implemented to avoid strike actions.

Keywords: Teacher Education



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INTRODUCTION

Teachers education is a special education designed for the production of professional teachers in Nigeria. There are many teacher education institutions in Nigeria. These institutions have been producing professional teachers that are presently working in various educational institutions in Nigeria. Teacher education in Nigeria is included in the tertiary education institutions. (Ogunode, Azarema, & Ukozor, 2024). Teachers education is an organized education planned and designed purposely for training, developing and producing professional teachers in all field of education (Umeora, & Ogunode 2020). Teachers education is the programme of education designed and planned for the production of professional teachers for the various educational institutions in the country. Teachers education is a special education programme designed for the production of middle man power in the educational institutions across the country. Teacher education is the education programme formulated and implemented for the training, retraining and development of teaching and researching in the teaching profession. Teacher education is the education provided for those who want to engage and develop career in the teaching profession (Ogunode, & Agwor, 2020).

Teacher education is a programme that is related to the development of the proficiency and competence of teachers for the purpose of empowering them to meet the requirements of the profession and face the challenges therein. It encompasses teaching skills, sound pedagogical theory and professional skills (Babatunde & Braimoh, 2018). Mukhtari (2015) observed that the concern of teachers education world over is the training and preparation of would-be teachers for effective functioning at the school. Teacher education has therefore been defined severally. Mukhtari (2015) defined teachers education as the professional training that teacher receives for them to be classified as professionals. Teacher education refers to policies and procedures intended to equip teachers with the skills, information, attitudes and behaviours they required to execute their tasks successfully and efficiently in discharging their functions in the classroom and school in general. It is the dedicated intellectual and functional training given to trainee teachers in a formal school system for the purposes of certification to perform their professional roles or functions efficiently in the classroom (Achuonye 2010). Teacher education is the form of education which is planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post primary levels of schooling (Okafor 1988). From the above definitions, we can safely say that teachers education refer to institutions established to produce professional teachers through teaching, learning and research. The teacher education institutions are designed for the production of man power in the educational institutions. The institutions that are given recognition by the government to provide teacher education are as follows: Colleges of Education; Education Faculties; Institutes of Education and National Teachers Institute. Teacher's education is a very important form of education that deals with the production of manpower in the field of education. It is an education that builds other institutions. Teacher education is the bedrock of all forms of education because it produces manpower for them.

The objectives of teacher education include;

- (a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- (b) To encourage and further the spirit of enquiry and creativity in teachers;
- (c) To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- (d) To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- (e) To enhance teachers' commitment to the teaching profession (FRN, 2004).

Problems militating against the development of Teachers Education in Nigeria

There are many challenges militating against the development of teacher education in Nigeria. Some of these challenges includes; inadequate funding, lack of current data, corruption, shortage of infrastructural facilities, inadequate academic staff, strike actions and brain-drain

Inadequate funding

Inadequate funding is a major problem that has affected the development of teacher education in Nigeria. Majority of the teacher education institutions in Nigeria are underfunded because of the inability of the federal/state government to implement the UNESCO 15%-20% recommendation for the budgetary allocation for education annually. Ogunode and Ahaotu, (2023) noted that the financial predicaments faced by government and the competing demands for resources is affecting the budgetary allocation usually set aside for staff development programmes by the various institutions of learning. The situation is even worst at the Basic and Secondary levels where staff development depends largely on private initiative. Federal and state teacher institutions in Nigeria derives their allocation from the government. The table below showed Nigerian budgetary allocation into education for one decade.

Table 1.1

Nigeria Education Spending - Historical Data

Year	Education Spending (% of GDP)	Annual Change
2021	5.14%	0.01%

	5.13%	-0.72%
020		
	5.86%	-0.09%
019		
	5.94%	-0.18%
018		
	6.12%	-0.53%
017		
	6.65%	-2.60%
016		
	9.26%	0.22%
015		
	9.04%	0.36%
014		
	8.68%	0.13%
013		
	8.55%	0.67%
012		
	7.88%	1.71%
011		
	6.17%	1.71%
010		

Source: <https://www.macrotrends.net/countries/NGA/nigeria/education-spending>

The table 1.1 of Nigerian education spending revealed that in 2021, 2022, 2019,2018,2017,2016,2015,2014,2013,2012,2011 and 2010 the education spending in GDP percentage had 5.14%,5.13%,5.86%,5.94%,6.12%,6.65%,9.26%,9.04%,8.68%,8.55%,7.88% and 6.17%. Udida, Bassey, Udofia, and Egbona, (2009) concluded that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational (teacher education) institutions cannot perform optimally without funding. This situation calls for increased fund initiatives from both the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 15%-20% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect or poor funding has affected quality of teaching, research and service in the tertiary institutions (Nwafor, Uchendu & Akani, 2015; Ogunode, Attah, & Ebute, 2023).

Lack of current data

Lack of current data on teacher education in Nigeria is also militating against effective management of teacher education. There is limited data on teacher education in Nigeria. The data available are not current and adequate and this is affecting the administration of teacher education. Administration of teacher education needs data to plan and take decision on teacher education. Dominic, Segun and Jide (2016) submitted that the success of any system of education is hinged on proper planning through the use of data. The need for data based policy making in national educational sector is more now than before particularly with the current revolution in information and communications technology which has made the world to become a global village. The inconsistencies observed in most educational sector decisions might make one infer that these decisions were based on incomplete information, intuition or rule of the thumb. Education data, like other social data, facilitates planning and constitute invaluable inputs for computing important social indicators which are used to monitor trends in the quality leading to improvement in policy decisions of the sector and better impact. Zafar, Mohammad and Yasir (2011) opined that the availability of accurate, valid, reliable, and timely information is a pre-requisite for planning and management in any sector. Educational planning and management is no exception, it requires the availability and use of a diverse set of data for effective planning and successful management. It is unfortunate that that data on educational institutions in Nigeria are not always available for educational managers and administrators to plan and take decisions (Ogunode, Olowonefa and Idowu, 2024). ESSPIN (2019) observed that there is lack of timely, reliable data on education on which to effect basic decisions at all levels in the system. The

unavailability of data is affecting the progress and development of Nigerian educational sector because policy makers, school administrators, school managers and international institutions cannot access current data to plan, design policies and support the development of teacher education in the country (Ogunode, Ekundayo, Abatan & Olajumoke 2024).

Corruption

Corruption in the management and administration of education in Nigeria is a major set-back to the effective implementation of teachers education programme in Nigeria. The high rate of corruption in the Nigerian educational institutions has hindered effective management of schools such as teacher education. Many teacher institutions are in the present condition because of the corruption in the system. Money provided for development of programmes in teachers education, provision of infrastructural facilities, employment of staff and programme development ended up being looted or diverted into private accounts. Premium Time (2020) reports that transparency international noted that 66 per cent of the money Nigerian governments budgeted for education was stolen by corrupt officials. The group presented the report at its sub-regional meeting in Abuja as part of the policy papers on land corruption and corruption in education systems in West Africa. According to the report, "corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities," the report said. Also, UNESCO (2014) reports on *Teaching and Learning: Achieving Quality for All* shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not seen because of the poor-quality education that cannot ensure that children learn (NEEDS, 2014). Also, at the 2013 media launch of the Global Corruption Report on Education, Transparency International SERAP stressed that, corrupt practices have been identified in Nigeria's education sector. The report revealed that corruption has a devastating impact on national development, particularly in Africa, hindering progress towards the Millennium Development Goals (MDGs) now SDGs, and jeopardizing socio-economic development. With particular reference to Nigeria, it is disheartening to note that this cankerworm was noticed at all levels of education, where massive embezzlement and misappropriation of funds running into millions of dollar and billions of naira are taking place (SERAP, 2013). Corruption has hindered development in educational sector in Nigeria (Kanibin, 2019; Ogunode & Josiah, Ajape, 2021; Ogunode & Stephen, 2021)

Shortage of infrastructural facilities

Shortage of infrastructural facilities also constitutes a major challenges in the development of teacher education in Nigeria. (Umeora and Ogunode 2020) listed infrastructural facilities to include classrooms, offices, exam halls, laboratories, tables, chairs, desks, power supply, water, good roads network within the schools etc. Infrastructural facilities like physical plants are required to deliver effective teaching, learning and research. They include classrooms, laboratories, workshops, staff offices and libraries, hostels (in residential institutions), staff quarters, students and staff recreational facilities, sports and games facilities. They also include roads, electricity and water supplies. The adequate provision of the infrastructural facilities favors the delivery of quality education and their absence affects delivery of academic services. Ogunode (2020) and Ayeni (2018) opined that infrastructural facilities will aid the implementation of teaching, learning, research and provision of community services. It helps to improves teachers' job performance and students' academic performance in the tertiary institutions. Okoli , Ogbondah and Ewor, (2016) remarked that infrastructures and equipments are fast decaying in terms of maintenance. All the required resources for education production process are in short supply that poses hindrance to learning and research work. A good number of Nigerian universities are offering technological education programmes. The question is how many of these universities have basic infrastructure to run the programmes. Most of the teacher education institutions in the country are confronted with the challenges of inadequate infrastructural facilities. There is no way the teachers education programme can be run smoothly without adequate provision of infrastructural facilities (Ogunode et al 2020).

Inadequate academic staff

Nigeria teacher education institutions are faced with the problem of inadequate academic staff. Academic staff are the professionals responsible for the implementation of teaching, research and provision of community service in the tertiary institutions. The academic staff are the engine room of the higher institutions because of the critical roles they are playing in the attainment of tertiary institutions goals. Ogunode and Ayeni (2024) observed that due to the federal and state government policies and embargo on recruitment, many teacher education institutions are left with shortage of

staff. Inadequate academic staff according to Ogunode, Ayeni and Ogwuche (2024) is a general problem facing tertiary institutions in Nigeria. For instance, Punch (2022) as captured in National Universities Commission data indicated that federal universities in Nigeria suffer a shortage of full-time professors. According to the data, no federal university scored up to 50 per cent in the ranking of full professors. This implies that no federal university has the required number of full professors. Some of the federal universities that ranked in the top 10 are the Usmanu Dan-Fodiyo University, Sokoto, with 36.44 percent; Obafemi Awolowo University, Ile Ife, 35.80 percent; Federal University of Technology, Akure, 27.28 percent; Federal University of Agriculture, Abeokuta, 27.25 percent; the University of Abuja, 25.33 percent; the University of Benin, 23.26 percent; University of Port Harcourt, 21.26 percent; the University of Calabar, 21.20 percent; and the University of Ilorin, 21.12 percent. The shortage of manpower in the various teacher education institutions has affected teaching, learning, research and community services. The shortage of academic staff has led to poor quality of education in the teachers education institutions (Ayeni, 2017).

Strike actions

Strike actions by different union groups in the teacher education institutions is another problem that is facing teacher education in Nigeria. Strike actions is a prevalent thing in Nigeria higher institutions (Umeora and Ogunode 2020). The Nigeria higher institutions are home to many union groups with many agitation and interests. Demands for their entitlements from the government always lead to strike actions because the government does not always yield to their demands. These strike actions affects the programs of the institutions and that of the students. Academic activities are suspended and sometime schools may even be shut down (Umeora et al, 2020). The strike actions in the various teacher education institutions has affected stable academic calendar, teaching, learning, research and community services.

Brain-drain

Many professionals are moving out of teacher education institutions due to poor motivation and welfare packages. Ogunode, Jegede and Musa (2021) noted that brain-drain is among other problems that has militated against the development of teacher education institutions in Nigeria. Brain-drain refers to the movement of professionals from developing countries to developed countries for a better job offers (Ogunode 2020). Brain-drain is a situation where professional individuals are migrating from their countries to another country to seek greener pasture. Many lecturers and researchers are leaving public universities in Nigeria to other part of Africa and Europe for a better job offer and conducive working environment (Awodiji, 2018; Ayeni, & Nwaorgu 2018).

Prospects of Teachers Education in Nigeria

The prospects of teacher education in Nigeria include promised increment in funding and the presence of international organizations in Nigeria.

Increment in funding of teachers education

Both federal and state governments have promised increment in the budgetary allocation to the tertiary education which includes the teacher education institutions. The promised increment is a great prospect for the development of teacher education in Nigeria. The increment in the budgetary allocation to teacher education will enhance quality education, provision of modern infrastructural facilities, employment of more academic staff, and development of research and improved capacity building trainings.

Support from international organizations

Another prospect for the development of teacher education in Nigeria is the presence of various international institutions that are committed to developing teacher education through financial aids, technical support and development of infrastructure facilities.

Conclusion and Recommendations

This paper explored the various challenges that are militating against the development of teacher education in Nigeria. The paper concluded that inadequate funding, lack of current data, corruption, shortage of infrastructural facilities, inadequate academic staff, strike actions and brain-drain are among the challenges militating against the development of teacher education in Nigeria. The paper also identified promised increment in funding and the presence of international organizations as prospect of teacher education in Nigeria.

To resolve the challenges, the following were recommended;

- (a) Increment in the allocation for teacher education;
- (b) Employment of more professional academic staff in all teacher education institutions;

- (c) Provision of adequate infrastructural facilities to all the teacher education institutions;
- (d) The government should direct all its anti-corruption agencies to monitor all the funds released for the management and administration of teacher education in Nigeria; and
- (e) Ensure effective data generation for educational planning by funding agencies in charge of data generation in the country;
- (f) Motivation of all the academic staff by increasing their salaries and welfare packages to prevent brain-drain;
- (g) Ensure agreement reached with different union groups in the teacher education institutions are implemented to avoid strike actions.

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