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**JOURNAL OF NEW TRENDS IN TEACHER EDUCATION
(JONTTE)**

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EDITORIAL STATEMENT

In September of 2017, the Delta State College of Education, Mosogar, organized its Second National Conference on Teacher Education. The Theme of this conference was, The College of Education System in Nigeria: Past, Present and Future. During the Conference three renowned Professors of Education delivered one Keynote address and two lead papers respectively. In addition to these presentations, several other conferees presented paper on different aspects of College of Education System in Nigeria.

This Conference was motivated by the desire of the College to play its part in the quest by concern educators to continuously search for ways and means of improving the quality of teachers education as this is a fundamental requirement towards ensuring that Nigerian education is endowed with the quality teachers it needs to achieve its goals.

This edition of this journal is a product of the forgoing conference. It was deemed necessary to select and peer-review some of the presentations for the purpose of sharing with scholars, practitioners and the general public the several issues and perspectives on The College of Education System in Nigeria: Past, Present and Future. It is our hope that the contributions by the conferees as published in this journal would have provided useful insight and perspectives on this very important subject matter.

Prof. Emmanuel Ojeme

Editor-in-Chief

EDITORIAL POLICY/GUIDELINES FOR AUTHORS

Journal of New trends in Teachers Education (JONTTE) is Interdisciplinary and accepts both empirical and theoretical articles for publication.

Manuscripts for publication should meet the following guidelines:

- I. One paragraph abstract of not more than 200 words.
- ii. The American Psychology Association (APA) 6th edition format should be used throughout the manuscript.
- iii. The first page of each manuscript should contain the title of the article, author's name and affiliation, (including phone number, and email address).
- iv. The manuscripts should be typed double space with a 15 inch margin and 12pt font size.
- v. Manuscript should not exceed 12 pages in length, including tables, figures and references. The body of the manuscripts should not contain any information identifying the author(s).
- vi. The journal is published annually and from papers presented at the annual conference on Education organised by the Delta State College of Physical Education, Mosogar. The evaluation of manuscripts is by a blind review process. Authors are notified as to the position of their manuscripts as soon as all reviews are completed. All submission should be by e-mail or soft copy in Microsoft word. Send articles to the two e-mails address ogudeesther@yahoo.com and copemconference@gmail.com

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TEACHER EDUCATION IN NIGERIA: CHALLENGES FOR COLLEGE OF EDUCATION

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Abstract

The quality of life and work in our colleges of education, and the very environment in which teaching and learning take place, have become a thing of shame and a source of embarrassment to many of us who have an idea of what educational institutions should look like. Indeed too many things have happened within the last thirty years to the structure, the management, the administration, the supervision, and the financing of schools, colleges in Nigeria, culminating in a serious dislocation of our educational system, whose symptoms are the much decried fall in academic standards, widespread indiscipline, examination malpractice, frequent riots, and violent cult activities. Perhaps an even greater dislocation has occurred in the psyche of the contemporary Nigerian teacher, whose morale is now very low. This paper talks about the challenges facing colleges of education in Nigeria. The senseless politicisation of education by government, the gross neglect of education in the allocation of funds by successive governments, and the shabby treatment of teachers of all cadres, have combined to rob education and the teaching profession of their traditional pride, dignity and honour. This paper talks. It examines key recommendations of two commissions (Phelps Stokes and Ashby) and their implications to the reform 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 colleges of education in Nigeria, and finally suggests solutions and a holistic approach for better colleges of education in Nigeria.

INTRODUCTION

The importance of education to human beings cannot be overemphasized. Globally, education is considered as a human right that should be accorded to all human beings, in fact it was the reason a lot of international human right bodies consider education as a fundamental human right. It is the education system that produces the personnel that drives the various facets of national life; as was stated by the National Economic Empowerment and Development Strategy (NEEDS, 2014) "the goals of wealth creation, employment generation, poverty

reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional system". However, it is noteworthy to point out that no matter how well designed or how well intended the visions of an education system are, they can only be actualized by the presence of a well equipped, visionary, well trained, efficiently committed and qualified teachers. Education is an inevitable tool for sustainable development and a vehicle for advancing the frontier 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 to the learners. Teachers' influence is always felt in every aspect of the society. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers the process of acquiring education, the role of teachers is central. They mediate between educational content and the learners. It is in this regard that they are truly the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in the work of teachers. Thus, the people of a country are the enlarged replica of their teachers because the teachers are the real nation builders. The Federal Republic of Nigeria (2009) confirms this by stating that "no nation can rise above the quality of its teachers". In this connection, it can be safely inferred that no meaningful transformation can be achieved in Nigeria without the teachers playing their roles. The task of teachers in transforming the society is to first of all transform the learners through effecting an attitudinal change in them. In achieving societal transformation, education becomes indispensable as it is an effective catalyst that brings hope to humanity and transforms societies positively.

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positively. 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. (Oyek an, 2006), the purpose of teacher education is to produce well-qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society.

The first and perhaps the greatest challenge facing Nigeria and making it difficult for good quality teachers education that is capable of bringing about sustainable development is inadequate funding by federal, state and local governments to the extent that funding has been in response to conditionality imposed by International financial Institutions (IFTs). In 1997 and 2000 statistics show that federal government expenditure on education was below 10% or overall expenditure. It noticed that the national expenditure on education cannot be computed because various states expenditure on education cannot be determined, in relation to the UNESCO recommendation 26 of national budgets.

The importance of education as a weapon against ignorance, conflict, disease and poverty demands coherent information processing systems anchored on manipulative skills which help to coordinate and transform conceptual ideas, emotions and feelings into 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 conceptualized humanistic approach to teacher education programme. (Ogunyinka, Okeke and Adedoyin, 2015).

Objectives of Teacher Education

The Nigerian National Policy on education is the document that states the philosophy of Nigerian education. The same document also stated the goals of other components of the Nigerian educational system including teacher education. The policy (FGN, 2004) gave the following as the goals of teacher education as follows;

- (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 fit into social life of the community and 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 situations.
- (v) Enhance teachers' commitment to the teaching profession.

The policy went further to state that, all teachers in educational institutions shall be professionally trained. Teacher education shall be structured to equip teachers for the effective performance of their duties. Since no education system may raise above the quality its teachers, the policy pegged the minimum qualification for entry into teaching profession to be the Nigeria Certificate in Education (NCE).

The pivotal teachers are people or teachers holding Grade II teachers certificate with

additional passes in three subjects at the school certificate G.C.E. ordinary level. There was the need to upgrade the status of teachers. The Yaha Higher College was established to serve as the most notable academic and training institution for the production of intermediate manpower needs for engineering, medicine, and the training of teachers for the secondary schools. The Ashby Commission's report (FRN 1960) recommended massive expansion of "intermediate education" of teachers aimed at upgrading the existing teaching force in the primary schools and the supply of trained teachers for the expansion of secondary education (Isyaku 2003). This report however gave birth to the first four Advanced Teachers Colleges by the early 60's to produce holders of the Nigeria certificate. In Education NCE/ a non-degree but highly qualitative professional diploma in education. This was the outcome of government's reaction to the Ashby Commission. The Advanced Teachers' Colleges thus became the progenitors of the current colleges of Education (COES). The original concept of their NCE programme was to strengthen the teaching force at both the primary and secondary levels.

Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.

Relevance of Colleges of Education

The task of transforming Nigeria is a collective one with all Nigerians from all works of life collaborating with each other to move the country forward. It is in this vein that the efforts of the teachers in national transformation are discussed below.

Nigerian teachers are people that inspire and encourage their learners to strive for greatness, live to their fullest potential and see to the best of themselves. Teachers as their learners' models are admired to the extent that their learners aspire to be like them. In this connection, the learners imitate their teachers' commitment to excellence. They also look up to their teachers for advice and guidance. This has made some students to say of their teachers: "my teacher, my hero". Teachers have the best opportunity to be the role models of their learners because after the children's parents, the teachers are greatly involved in socialization process of the children. At the basic education level, literacy, numeracy and the ability to communicate effectively are inculcated into the children. As they mature into adults, they proceed to senior secondary schools and eventually the tertiary level of education still, the teachers are there to answer their questions, listen to their problems and teach them about the new phase of new life which they have entered. Teachers as role models therefore do not only watch their students grow but they also help them to grow in the right direction. In this respect, the teachers do not only teach the students the content of the syllabus but also important life lessons. The school therefore is not only a place of academic learning but also a place of social learning. It is worthy of note at this juncture that although teachers' influence on the social sphere of children's life lessens as the students mature, early lessons still affect the way that the students interact with others in the future. As role models, teachers are fount of experience. No wonder that, Ogundele, Musa and Jimba (2015) stated that teachers do not only show children the best decision but they also show them how they come to that conclusion. By so doing, the children will be able to apply that reasoning whenever they are in a similar situation. In later life, the

children will be able to think out solutions to their life problems rather than running to parents or peers when confronted with life problems. This helps in effecting attitudinal change in the students. Nyereda (2012) supports this position by positing that "teachers are responsible for the change that take place in learners. Their words and actions trigger positive behavioural and attitudinal change in learner.

Challenges facing Colleges of Education in Nigeria

However, there came a time when economic crisis set in and teachers become victims of nonpayment. In consequence, some teachers began to wear shoes that were tired at the front and worn at the heels. Their clothes become shoddy and the children therefore had less to admire than before and being children, the appearance of their teachers soon became object of ridicule and even of the coining of nick names.

Over time, teachers began to be looked down upon rather than being looked up at. Students began to look elsewhere for their role models. Resulting from all these, the services rendered by teachers are undervalued thus they are derecognized, not appreciated and disrespected by students, parents and members of the society. Akpa (2014) beautifully captures this scenario in the following words: "*Materialism weighs heaviest in our societal value system. In many respects, the teacher is challenged and forced to recoil to his shell as he lacks what it takes to cope with the unfortunate demands of this age With poor and irregular pay, teacher's elk out for survival through unorthodox means.*" The role of teachers in transforming the society are so important that demands only the best, most intelligent and competent members of the intelligential to be allowed to qualify for this noble

profession. It is however unfortunate-to find that generally, the worst and most incapable members of the society find their way into teaching profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation.

A learner friendly environment is advocated even by the National policy on education for the achievement of Nigerian goals and objectives across all levels of the educational system through the provision of adequate infrastructure like classrooms, functional laboratories, workshops and instructional materials. But, Nigerian teachers operate under a very harsh and un conducive teaching/learning environment where virtually all the necessary infrastructural facilities are either grossly inadequate or completely absent. The situation has depreciated to the sad extent that in some cases, it is the teachers that buy chalk - the commonest commodity in the school to teach the pupils. By extension, most of the laboratories and workshops in our schools are not in any way functional.

One major challenge of teacher education in Nigeria has been that of quality control in teacher education institutions. Maintaining the required standards to ensure that quality education is given to teachers has not been completely attainable. Some government agencies are responsible for regulating teacher education programmes include the National Commission for Colleges of Education (NCCE) which coordinates and regulates colleges of education ensuring that the number of qualified lecturers and the required infrastructure for effective running of the institutions are available,(Dienye,2011).

The Nigerian Universities Commission (NUC) is the body responsible for accrediting university programmes in the faculties and institutes of education in the universities. The National Teachers Institute (NTI) is the body responsible for pre-service and in-service training programmes, teachers who wish to get National Certificate of Education (NCE) and most recently Post Graduate Diploma in Education (PGDE) programmes. The Teachers Registration Council of Nigeria (TRCN) is responsible for maintaining teachers register and code of conduct for teachers.

Even though these bodies have been given the responsibility to monitor and maintain standards in the various schools responsible for providing teacher education, they have not been doing their jobs the way they should. Inspections are not being properly done. Even the TRCN has not been able to stop non educationists from teaching. The inability of these regulatory agencies of government to perform their duties effectively is inimical to the growth of teacher education in Nigeria.

Teacher education in Nigeria is bedeviled with poor quality candidates. Stakeholders in the education system have expressed concerns about the poor quality of education graduates from most teacher training institutions and universities. It is common knowledge that most candidates who opt to train as teachers in the faculties of education in the universities and colleges of education do so reluctantly.

Lack of Interest on part of Students

The Nigeria Certificate of Education programme took over the Teacher's Grade Two Colleges, according to Obalayo (2004), the NCE programme is filled with students who never initially wanted to be teachers,

but because of lack of admission to the university, they decided to opt for the colleges of education with the hope of getting direct admission into the university after three years. So, the students are not prepared to take teaching as a profession but just to obtain the certificate as a sure way to the university. The graduates of education from the various universities take to teaching as the last resort, (Osbinowo 2001) To make teacher education to be an interesting venture, there is the need to revitalize the Teacher Training Colleges in terms of making the college attractive to would-be-teachers. The Teacher Training College is expected to be like any training institute with all the necessary training gadgets and well qualified instructors. Ojo (2003) as cited by Omenu and Oladunjoye (2013) stated that if the teacher training colleges are not attractive, the products will not be proud of it government underfunding of education and injudicious utilization of available funds by implementation agencies: provosts, deans of faculties, heads of department etc. when funds meant to deliver quality education is misappropriated or embezzled, the education which learners receive becomes worthless.

High level of exam malpractices

There is an alarming rate of exam malpractices in Nigeria. They are practiced both by student and teachers. The inability of the government to curb this has caused a serious decline in the quality of the Nigerian education system products (level of knowledge).

Teacher education in Nigeria also suffers from the problem of poorly trained teachers due to the problem of examination malpractice. Student teachers who cheat their way through training programmes will naturally get into the system as half-baked

and poor quality teachers. Undeserving candidates who indulge in examination malpractices to gain admission may not be amenable to learning because they are ill prepared for rigorous academic work. The result-is poor quality teachers. This trend has continued to ruin the Nigerian Teacher education progress in the globalized world.

Poor funding and neglect of the education sector

Education in Nigeria is poorly funded. United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommends that 26% of the nation's budget should be allocated to the educational sector. The Nigerian education has always experienced very poor funding. According to Briggs (2010), the federal government has never been able to get to the 26% budgetary allocation stipulated by UNESCO to education the highest being 6.4% of the budgetary allocation to the education sector. The result is an education sector bedeviled with industrial actions due to non provision of the infrastructure required to provide quality education in teacher training institutions.

The school environmental variables however lead to high dropout, wastage and internal inefficiencies in Nigerian school system. In an attempt to express their concern over the above predicaments, teachers from colleges of education have embarked on countless strikes but all to no avail. A glaring instance is the Colleges of Education Academic Staff Union (COESU) nationwide strike of December 2013 in pursuance for the improvement of the following; infrastructural decay in the colleges of education, non-funding of teaching practice for teacher trainees, non-accreditation of NCE programmes since 2010, the proliferation of sub-standard

colleges of education inspite of the persistent outcry by the union and general funding issues, especially near zero capital allocation. Although the strike lasted for about a year, the government remains insensitive to these core challenges threatening the congenial atmosphere for meaningful teaching/learning in colleges of education across the country

Corruption in Educational Sectors

Corruption in Nigeria affects every sector of the government including the educational sector. This occurs in the educational system and a high rate at every level. Taking bribes is practiced not only by politicians but also by people in the educational system including school authorities. Funds meant for education infrastructure, salary payments, maintenance, and running of schools and institutions are being diverted and mismanaged. Also, the collection of bribes by lecturers and teachers is not a secret anymore. According to the report by the Independent Corrupt Practices and Other Related Offences Commission (ICPC), corruption is endemic in Nigerian educational sectors today and there is a lack of political will to deal with it. A sensitive issue that crippled the development of education is the manner and the way the politician influence the recruitment exercise of teachers. Many people today are after securing job for their children just to have meal ticket not bothering whether their wards qualified or not. This has contributed to recruitment of many unqualified teachers in our schools.

Poor infrastructure and training facilities

Most colleges of education in Nigeria are in very bad conditions. They look like glorified secondary schools. In most states, the teaching environment is not conducive. The buildings are in bad shape and most of them lack teaching materials. Schools lack

practical or technical facilities. Lack of standard and up to date practical facilities makes education to be rather theoretical and quantitative than qualitative. The colleges of education are not attractive enough to entice students to go in for NCE programmes. According to Ladoke as cited by Omenu and Oladunjoye (2013) observed that the campuses especially the privately owned colleges of education do not possess any aesthetic quality to entices students. The old colleges of education apart from the federal Colleges of education still parade old and dilapidating structures. The expectation of any teacher education institution is to have physical structures that are conducive enough for training teachers. It is expected of such institution to have adequate and well ventilated classrooms/lecture halls, laboratories for carrying out scientific experiments, well flourished and well stocked libraries with latest textbooks, journals, magazines and the likes to help producing quality teachers. The challenge of globalization is an impediment to Nigerian teacher education; when the world is driven by information and communication technology (ICT), most institutions that provide teacher education do not have the technology and personnel to train teachers who can teach students using the latest cutting edge gadgets of modern science and technology. Training and retraining of teachers to cope with the dynamic trend in education through acquisition of competency in multimedia which will help facilitate interactive communication among individuals. ICT enables teachers to use the web and this process expands the teachers' horizon as it keeps them abreast of new trends in education. The absence of ICT facilities in most teacher training institution has a negative impact on the quality of both the teacher education and education in general.

Poor teacher's welfare

This is another major problem affecting the level of education in Nigeria. It is one of the consequences of both poor funding and corruption. Poor salary scale and bonuses as well as irregular payments of salaries are the problems that teachers face in Nigeria. It is a sad practice that teachers have to take industrial actions before they get their salaries. In Nigeria teachers' condition of service do not hold enough incentives to attract and retain the best brains Nigerian schools (Osokova, 2012). As a result of the weakening attraction 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) with better service incentives or even migrate to other countries where teachers' conditions of service are much better in search of greener pastures.

Lack of dedication of teachers

This is a direct effect of the poor welfare of the teachers. Teaching is not seen as a lucrative job. So, not many people want to become teachers or to stay in the profession. The ones that are teachers now in most cases are not dedicated, some even hate their jobs. Most of the teachers in colleges of education in Nigeria have another business to support them and their families. This way, they spend more time attending their businesses than they do in class. Some even do their businesses in schools like selling of clothes and other things.

Lack of high performers

It is not a secret that there are teachers in Nigeria schools especially at the primary

education level that are either unqualified or under qualified. There have been cases when teachers can't speak English properly. Also, most teachers lack the proper training in order to pass across quality education.

The way forward for' Teacher Education in Nigeria

For Nigeria to remain relevant in the comity of nations, the quality of its education must be seen to be at the same level as the developed nations, teacher education at all levels must be geared towards producing a crop of well motivated teachers to participate in the developmental revolution which is sweeping through Nigeria in recent times. Without well trained teachers to help educate the masses, the various economic reforms (NEEDS, SEEDS, LEEDS, and NAPEP), and even other socio-political and economic reforms will not make any impact in the developmental process.

The first step forward towards reviving the colleges of education system in Nigeria lies in the hands of the government. Necessary steps need to be taken in order to restructure and save the sector. The government at all levels needs to commit to the delivering of a competitive standard of education across the country and with other countries.

Also, the right investments need to be done in order to get the desired results. Adequate funding with good management will provide high-quality teacher education in Nigeria. Funds for renovation of schools and institution, acquiring quality training facilities, research grants, decent teachers' salaries and welfare, etc. are the things that need to be increased, released and spent appropriately. Proper training of teachers with current and up to date materials and technology also will improve the condition of education in Nigeria. Necessary vetting

measures should be taken to make sure that only qualified teachers are employed.

The level of corruption in education ministries and regulatory bodies needs to be taken seriously and tackled.

The level of exam malpractices needs to be curbed by a joint effort of the government and examination regulatory bodies.

The teaching curriculum needs to be reviewed and updated. It needs to be more practical and research based. Colleges of Education policy needs to be review.

Teachers' salaries must be reviewed and improved. Fair wages will also motivate Teachers to do their job on a high-quality level. Also, there should be regular payments of teachers' salaries.

This will attract qualified and dedicated teachers to public schools and will change the attitude of young people towards attending or choosing college of education.

Admissions into tertiary institutions should be based solely on merit level. The entry requirement for admission in tertiary institutions should be varies. It should not be the same requirement with entry into universities and polytechnic.

Conclusion

In conclusion, the multiple crises which the Nigerian colleges of education set-up has experienced in the past years, including the pitiable plight of teachers, are an index of the country's socio- political equilibrium during the period, we should admit that the rapid deterioration of our colleges of education in the past years is all indictment on the successive leaders or our nation – military dictators as well as their civilian

collaborators – for their failure to design and execute a viable and functional policy on education, or their outright prodigality with the project of education in this country. Nigeria does not the human and material resources necessary to redeem our educational enterprise. Nigeria does not lack the technical know-how to turn things around for the better. And we dare say that Nigeria does not even lack the financial resources to turn around our educational system for the better. What Nigerians have always lacked is the moral courage and the political will today, and act now, if we are not to kill tomorrow before today's sun sets on us, we will be able to see real changes in the colleges of education system in Nigeria, when power will belong to visionary and selfless leaders who understand the importance of quality and quantitative teachers education.

Recommendations

The study therefore recommends that:

1. The college of education policy should be revisit and revitalized by providing good infrastructures, qualified teachers and special incentives to staff and students.
2. The colleges of education should be properly funded by the government and supervised by the appropriate agencies.
3. Good infrastructures should be provided in the various colleges of education.
4. Programmes like special induction ceremonies, allowances and special inventive to be provide to students in the various colleges of education.

5. Private colleges to be properly supervised and monitored by the ministry of education and National Commission for colleges of education. economics in junior secondary school level. *Nigerian Vocational Journal* (4):61-70.
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10. The entry requirement for admission in tertiary institutions should be varies. It should not be the same requirement with entry into universities and polytechnic. Omenu. F and Oladunjoye, P. (2013). Revitalizing Teacher Training Colleges in Nigeria. Issues and Challenges. *Journal of Education and Practice*.4(17)

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