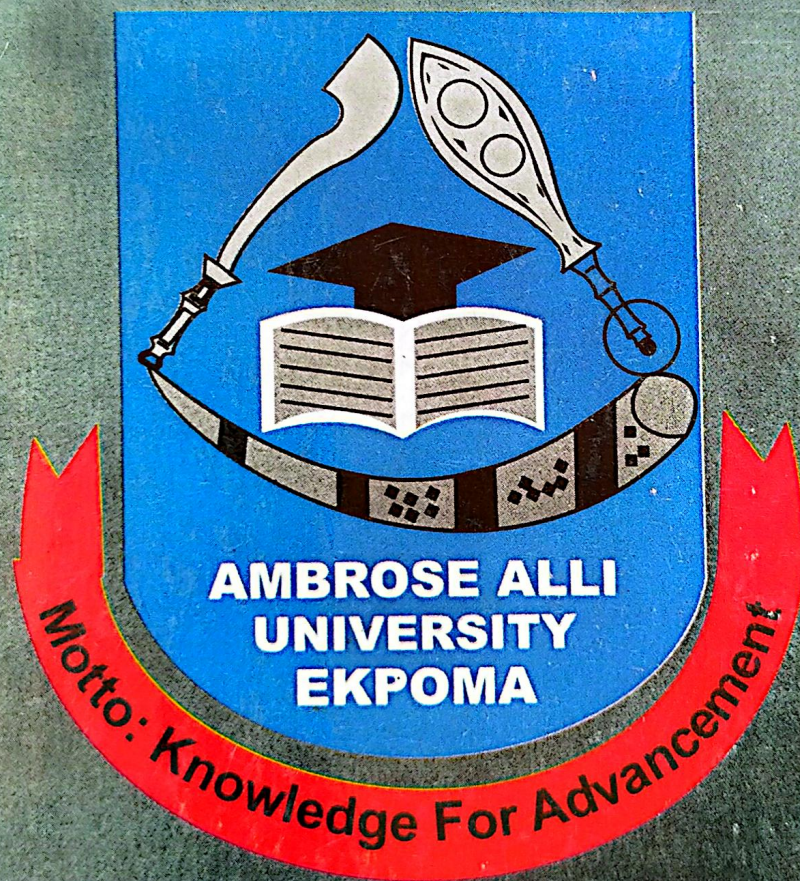


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## EDUCATION IN THE 21<sup>ST</sup> CENTURY NIGERIA: LOOPHOLES, CHALLENGES AND PROSPECTS

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### Abstract

*The paper titled education in the 21<sup>st</sup> century Nigeria: loopholes, challenges and prospects" is a position paper backed with facts that can help the reader acquire knowledge or have a glimpse about the Education industry in the 21<sup>st</sup> Century Nigeria. Factors such as Education policy, Education Funding, Accreditation of Courses in the universities, Teachers Education and Facilities (infrastructural and instructional), were reviewed to drive home points made. Conclusions were reached and recommendations were proffered.*

### Introduction

Every nation needs Education for survival, development, security and high life expectancy. Without Education, dark ages are imminent. Education is the breath in the nostrils of any nation that keeps her alive. Education can be formal and informal. Formal Education is the education gotten from the four walls of a building called school; it is backed by law and the government, who has the sole responsibility to train its citizen. Policies, programmes, curriculum among others are carried out to set up and run the school; personnels are always trained so as to be qualified to work in school. There are rules and regulations guiding the conduct of personnel, while on the other hand informal education is education gotten not necessarily within the four walls of a school but the home, public facilities, along the road, in the market, peer group, etc. via the instrumentality of Enlightenment programmes, Discussions, natural activities, they are not necessarily legal.

The paper is concerned primarily with formal education which was examined



wholistically at every level. In doing this, certain important factors that are crucial to the effective and efficient management of education that ought to make education actualized her goals were discussed. These factors included: Education policy, Funding, Accreditation of courses, Teachers Education and facilities (Infrastructural and Instructional).

### **The problem**

Education problem in Nigeria has been a long standing one, researchers from every field of study, scholars and academia alike have always digged to find out why the problems are there and a lot of solutions have been recommended but all to no avail. Nigeria's Education system is not yet able to produce graduates that are competent enough to compete internationally, instead, there are graduates roaming the streets without jobs, so many illiterates that cannot read nor write even in the face of the Universal Basic Education (UBE). One begins to wonder why the problems persist and when they will end. Describing the Nigerian University as an Ivory tower with neither an ivory nor a tower, Okecha (2008) reiterates the deplorable and dilapidated state at which the public universities in Nigeria are looking even in the face of accreditations. Students now turn their backs on education, get involved in examination malpractices, advance fee fraud, riotous living, armed robbery, prostitution, and all kinds of social vices and these are the future generation to take over the affairs of Nigeria.

This is a scary situation but more scary is the government playing bad politics with education such as not putting full effort to salvage it. In line with this observation, Thomas (2012) posits that public education is by necessity an extension of our political system, resulting in schools being reduced to vehicles for implanting political mandates. Also Ezekiel-Hart (2011) observed that bad politics is concerned with seeking power for self-aggrandizement which will obviously produce counter educational result. Five factors in education are examined in this paper, they include: Education Policy, Education Funding, Accreditation of Courses, Teacher Education and Facilities (infrastructural and instructional). Undoubtedly, there are other factors that can be discussed about Education in the 21<sup>st</sup> Century Nigeria but the above mentioned five (5) are the focus of this paper and they are discussed in line with their challenges and prospects.

### **Education Policy**

\* Education, according to Bello and Janguza (2015) is vast in size, multi-dimensional in function and goal oriented in operation and could only be managed effectively by experts and professionals. Education policy of Nigeria according to the Federal Republic of Nigeria (2004), is a general statement containing principles, regulations and rules that govern many of the decisions on how to educate children, where to get them educated, who to teach them, how to finance their education, what to teach, how to impart skill, goals, objectives and philosophy. Formulation of policies and implementation of education in Nigeria emerge from democratic ideas that individuals



need to be educated for the growth and development of our society. Thus, education came to be regarded as a necessity to the state because it seemed to be the path to prosperity and power (Ijaduola, Odunaike and Ajayi, 2012).

The major aim of policy formulation is its implementation and it is important that the implementation of educational resources take place after formulation and continues even with new government, unfortunately, most policies change with new government, this instability has affected the education sector negatively. In agreement, Ahunaya and Uche (2008), who expressed that in as much as the educational sector is crucial to achieving the objectives of needs, it also happens to be the sector it seeks to reform, according to them, challenges higher institutions face in the production of graduates for economic development include: Neglect of the inspectorate services, under-funding of education, political instability, ineffective communication and corruption.

Also in agreement, was the study by Madumere-Obike, Ukala and Nwabueze (2015) which looked at "institutions and development: a mixture of political and economic mechanism for the actualization of educational goals in universities in South-East Nigeria". The study found out among others that the roles of government in the development of higher education institutions in South-East, Nigeria included: Government making the educational policies for the development of higher education institutions, helping educational administrators in the implementation of such policies, functioning in the provision of educational facilities, being actively involved in the maintenance of school facilities, paying staff their salaries/arrears regularly, participating in giving staff grants for research development, being involved in granting student scholarship scheme, assisting the students with spaces for Industrial Training while studying, and being actively involved in the provision of instructional aids. Based on the findings, the researchers recommended that government should make educational policies needed for the development of higher education institutions in order to enhance students' involvement in knowledge sharing and development. Government should involve actively in the provision of educational facilities and maintenance of available school facilities.

The formulation of Nigerian Education policy is one of the important activities of the federal government, at this stage, government takes decision as to what is to be done on education and how it is to be achieved. The Federal Ministry of Education is responsible for developing education policies and ensuring uniform standard. The national policy on education is as a result of the National Conference held in Lagos in 1969 and according to Abdulahi (2006), it was to review existing educational system; by 1977 the national policy on education was packaged and since then has been reviewed again and again when necessary. Education policies as laudable as they are face challenges of implementation to the extent that the state of education in Nigeria is still deplorable. Political will, has been lacking perhaps this is as a result of instability in government or lack of continuity.

Between 1960 and 2015, the country has had several governments led by Dr.



Nnamdi Azikiwe (late), General Aguiyi Ironsi (late), General (Dr.) Yakubu Gowon, General Murtala Mohammed (late), General Olusegun Obasanjo (as military Head of State), Alhaji Shehu Shagari, General Mohammadu Buhari (as military Head of State), General Ibrahim Babangida, Chief Earnest Shonekon, General Sani Abacha (late), General Abdusalam Abubakar, Chief Olusegun Obasanjo (as a democratic leader), Alhaji Musa Ya'adua (late), Goodluck Jonathan and currently p Alhaji Mohammadu Buhari. In 55 years, Nigeria has had fifteen heads of state out of which only five were democratically elected. Others came through military coups, this shows that most Nigerian leaders have never had time to design a blue print of actions before they draft themselves or were drafted into leadership and therefore have been ill-prepared for any developmental efforts whether in education or other sectors. Most of their actions were not patriotic but for personal aggrandizement.

Ake, (2001) opined that, Nigeria's developmental failures have sprung from the lack of success in achieving an effective model of governance. Baikie (2002), also found out that the implementation of the National Policy on Education has also been hindered by the following factors: Inadequate teaching staff, lack of adequate workshops, inadequate laboratories and libraries, insufficient funds; and non-availability of guidance and counselling services. Other challenges include bad planning. Over-estimation of available resources, under-estimation of cost of implementing a plan, over-reliance upon external assistance and inaccurate statistical data, Aghenta (1984). As beautiful as UBE policy to bring about Education For All, it has remained unrealistic and unattainable due to several reasons in addition to the ones already listed above are uncooperativeness of some poor and illiterate parents, religious and cultural beliefs system of educating a girl child, unstable nomads, inconsistent and confusion on the type of policy Nigeria should adopt for its Educational system for example since 1970 Nigeria has changed from 6-5-2-4 to 6-3-3-4 to 9-3-4 now, and according to Awoyinfa (2015), 1-6-3-3-4 is in the pipeline. Nigeria needs to be stable on her educational policies and adequately fund, to make them actualizable.

### **Educational Funding**

The primary aim of funding education is for economic development and national growth states Madumere-Obike, Ukala and Nwanbueze, (2015). Oguntoye and Alani (2008) also posits that education especially in the developing countries of Africa and Asia, has not contributed maximally to the economic growth of their societies due to low productive labour force with poor knowledge and skills among students and non-provision of widespread employment and income earning opportunities for teachers. The sources of financing Education according to UNESCO (1968) is that in developed countries of the world, education is financed with Tax but in developing countries other sources in addition to tax can be used. Vaizey (1961) in Adeyemi (2011) argued that education can be financed using school fees, repayable loans, local government taxes, direct tax, indirect tax, property tax for decentralized educational system. Aghenta, (1993), Nwadiani, (1997) and Adeyemi, (1998) in Omoike (2013) listed sources of



funds for education to include: Budgetary allocation, Tuition Fees, Industrial Organizations, Philanthropists, Communities, Old Students Association/ Alumni Associations, Parents-Teachers Associations (PTA), Religious Organization, Revenue yielding ventures, Education Tax Fund (ETF), school development levies etc.

With all these sources of income for Education, it behoves one to wonder why funding is still inadequate? These could be through reasons such as corruption, and politics. Expenditure in Education on the other hand deals with how the allocated amount to education is spent, this is used as an instrument for analyzing financial aspect of education, as a parameter for projecting the trends of an educational system, (Hallak 1969, Adesina 1982) in Adeyemi (2011). Therefore, one of the methods of determining the flow of Educational Finance is to study the time trend of educational expenditure. A budget contains recurrent and capital expenditures, (Woodhall, 1987, Borokhovich, Bricker, Brunarski and Simkins, 1998). In Nigeria, recurrent expenditures per pupil based on aggregate statistics of expenditure are enrolment showed that private contribution to cost was higher in the Southern States, (Hinchcliff, 1989). To further buttress the point, Adebayo (1988) pointed out that although enrolment is increasing at the primary, secondary and tertiary levels of Nigerian educational system, government's expenditure is decreasing proportionately.

The Education system of Nigeria has gone through several policy reforms such as curriculum, institutional, expenditure, financing etc. this is because having adopted education as an excellent tool to bring about the advancement of the nation, reforms are therefore inevitable, to bring about the actualization of set goals, unfortunately, despite many reforms of different areas of Education and despite huge investments by various regimes of government, Education has continued to be the headache of all stakeholders because the nation is still underdeveloped, politically, socially and Economically unstable. Umoh, (2006), Ololube, (2007) Nwagua (2010), Nwanchukwu (2014), and many other authors have attributed these problems to inadequate and unsustainable funding, one begins to wonder, but what about other sources of income? Actually, the more population of students admitted, the more money collected! The condition of the sector remains worrisome, conditions of facilities are still a far cry from acceptable, basically, this is due to under-funding and systemic corruption, according to Olulobe (2007) who stressing that education is an essential service that must be scrutinized, monitored and constantly evaluated and fully exorcised from the grip of corruption if it will ever attain the Education For All (EFA) agenda.

Nigeria has deliberately refused to comply with UNESCO's recommendation of 26% budget allocation to education, this refusal has resulted in grievous consequences and this has led to the production of incompetent, unskilled graduates that can not compete with their mates abroad, chaotic communities with youths involvement in social vices, these can certainly not lead to the development of Nigeria even in the face of transferred technology. Nigeria spends less than 9% of annual budget on education, according to Omoike (2013), while some other African countries such as Botswana, Swaziland, Lesotho, South Africa, Cote d'Ivoire, Burkina Faso, Ghana, Kenya,



Uganda, Tunisia and Morocco spends 19, 24.6, 17, 25, 30, 16.8, 31, 23, 27, 17, 17.7% respectively on their education. No wonder these countries educational system attract youths from Nigeria to the extent that parents now send their children and wards to these countries for education. This is a big slap on the face of Nigeria considering that other nations including Nigeria regard and call her "Giant of Africa" indeed Nigeria have come of age to answer to her title. Inadequate funding has caused education programmes to be in-effective as attested to by the study of Ololube (2007) where the paper investigated the relationships between funding, ICT, selection processes, administration and planning and the standard of science teacher education in Nigeria. It was found out that both the academic and non-academic staff were disgruntled with the sluggish integration of the investigated variables in both state and federal owned institutions of higher education in general and teacher education programs in particular. Lenshire (2013) corroborates this study.

### **Accreditation of Courses in the University**

University education is fundamental to the construction of a knowledge based economy and society (Saint, Harnett and Strassner, 2003). Universities in Nigeria are charged with the creation of knowledge through research and learning, which are their primary mandate (Osagie 2012). University education and research have much to contribute towards the global effort on education for sustainable development. Accreditation according to Madumere-Obike, Ukala and Nwanbueze (2015) is a voluntary process of self-regulation, site visit and peer review adopted by the educational community, institutions of higher education have voluntarily entered into associations to evaluate each other in accordance with an institution's stated goals. Its process offers students a better chance of having their credits transferred to other reputable institutions should they decide to obtain a graduate or doctoral level of education. It is a process of validation. The schools must meet the general standards set by the peer review accreditation boards, each institutions is typically assessed using the following criteria: overall services available to students, courses available in the institution, quality of education and reputation of faculty.

Educational accreditation is a type of quality assurance process under which services and operations of educational institutions or programs are evaluated by an external body called National Universities Commission (NUC) to determine if applicable standards have been met, accredited status is granted. The Council for Higher Education Accreditation (CHEA) in Washington, United States defines accreditation as a process of external review used by higher education to scrutinize colleges, universities and educational programmes for quality assurance and quality improvement. The main functions of NUC are: Granting approval for all academic programmes run in the Nigerian universities, Granting approval for the establishment of all higher education institutions offering degree programmes, Ensuring quality assurance for all academic programmes, Serving as a channel for all external support in the Nigerian universities NUC (2007) in (Osarenren-Osaghae 2014).



The objectives of accreditation of academic programmes in Nigerian universities are to: Ensure that at least the provision of the Minimum Academic Standard (MAS) documents are attained, maintained and enhanced, Assure employers and other member of the community that the Nigerian graduates of all academic programmes have attained an acceptable level of competency in their areas of specialization, Certify to the international community that the programmes offered in Nigerian universities are of high standards and their graduates are adequate for employment and for further studies, (Okojie 2012). Unfortunately, none of these objectives have been actualized.

Accreditation exercises in Nigeria tertiary institutions are faced with various political assumptions. According to Okojie (2012), when a programme is due for accreditation, the NUC gives at least three months notice to the concerned university of an accreditation visit to the particular programme, discipline or sub-discipline, at the time of the notice, a self-study form is sent to the University for Completion Exercises. The university is expected to complete and return twelve copies of the form in respect of each programme, discipline or sub-discipline to be accredited. The accreditation panel use the NUC uniform guidelines and criteria to ensure fair play and justice in their assessment requirement and in their final decisions. The panel are normally expected to see in every department items listed in assessment requirement, members of the panel are also expected to interact with students from whom vital information could be obtained.

However some of the accreditation panels have been found wanting, the accreditation exercise have been grossly abused according to Okecha (2008) which said: some panels do not insist on seeing physically all the listed academic staff, some universities hire some academics deficient in honor for a day or two to parade themselves as staff during accreditation, Some institutions borrow equipment and chemicals from sister universities, Some department fraudulently list professors of other universities (without their consent) as their staff, Departments showcase borrowed books and journals from other institutions, some panel see over-crowded lecture halls and over look, inexperienced academic are recruited to serve as members of accreditation panels, some panels receive bribes from institutions, some panels are always in a hurry to return to their offices doing their jobs half hazardly in trying to do two days work in a few hours.

It may be of interest to know that a lot of millions of money are spent yearly by the federal government on visitations by panel to schools. The drama begins when the accreditation team comes to the university to carry out their investigations. A date is set by the Commission and information is passed to the school to be visited. The lists of programme requirements are also sent to the school. In preparation, the schools go out of their way to borrow equipments, window dressing the school by painting the buildings of the faculty to be visited, cutting the grass, replace broken windows, doors, chairs and tables, roads are graded and sometimes tard, people are borrowed to stand as staff during accreditation (this is just to say a few), all because the school wants a programme accredited, this is because without accreditation, the school is not



qualified to run the programme and certificate gotten not recognized. The team arrives on the set day to see everywhere looking almost perfect, everybody is full of fake smiles and pretending to be happy, it is a sorry sight! In some cases the school will have to source for money from other sources such as banks, other organizations/bodies even individuals to prepare for the big day.

The government that is supposed to be the proprietor doesn't care in some cases therefore doesn't provide the money needed. The accreditation team is lodged in the finest hotels around and given the best of times. The team goes round the school to see what is on ground as compared to their expectation; observations are made which in most cases are swept under the carpet and silenced, at the end of the visitation. When the team is ready to go, gifts in cash and kind are given to each member; this is a strategy to suppress whatever negative decision or intension against the accreditation exercise, so that the school can continue to run that programme unqualified. All borrowed human and material resources goes back to their owners when the team goes away, who is deceiving who? (Osarenren-Osaghae 2014).

In line with this observation, is a study carried out by Madumere-Obike, Ukala and Nwabueze (2015) who examined politics and accreditation exercises for knowledge and research development in universities in South-South, Nigeria. The study found out among others that the politics behind the accreditation of universities in South-South, Nigeria included: painting of departmental/office blocks before accreditation exercise as if it is done normally, borrowing books from other schools to equip the libraries before accreditation exercise, bring senior lecturers from other schools to confuse board members of NUC, borrowing scientific apparatus from outside during accreditation exercise, making the school environment neat for the purpose of accreditation exercise, and very poor finance to uplift institutions from government. From this study it can be deduced that the government, school authorities, agents from government establishments are not doing their best to make sure education come out right, infact it can be said that they are part of the problems/challenges education is battling because of their corrupt practices, that even the meagre money allocated to education is diverted to other uses.

### **Teacher Education**

National development all over the world has continued to be intricately tied to educational development in which the teacher plays a key role, every nation strives towards the provision of quality education for its citizens. However achieving quality education would be a mirage if teacher education is not in good shape. The success of an educational enterprise particularly in terms of quality depends to a large extent, on the regular supply of teachers in adequate quality and quantity. Teaching profession is the profession that gives birth to other professions, therefore, like the mother hen, teachers welfare including their education should be at the top most priority of the government in any nation. The training and production of quality manpower required to attain national objectives should be framed on the quantity and quality of teachers because no adequate



training can take place without competent teachers to handle the programme. The quality of teachers determines the quality of students produced.

### **The History of Teacher Education in Nigeria**

Education history is traced back to the Educational activities of the missionaries which according to Jekayinfa (2005) were the Roman catholic, Wesley Methodist, church of Scotland, Church Missionary Society, they ran their Educational activities in Africa between 1842 and 1860, they all established schools that trained elementary teachers and catechists. There were criticisms in the way the missionaries trained teachers which did not go in line with what the people needed, that is skills to help build better communities, Phelps-Stokes report of 1925 indicated this. From the report of that commission better teacher training institutions were born like the Elementary Training College (E.T.C.) for lower primary school teachers and the Higher Elementary Training College (H.E.T.C.).

The ETC gave birth to Grade III teachers while HETC gave birth to grade II teachers. Then came the Ashby commission in 1959 (Fafuawa, 1974). This commission observed that there was inadequate teachers supply for the secondary grammar school even in the face of more demand for this category of institutions. Ashby commission recommended the opening of universities. The institutions of Bachelors degree in Education like B.A (Ed), B. Sc. (Ed), B. Ed, post graduate diploma in Education (PGDE) for students without Education Degree. The next few years after Nigeria's independence saw increase and rapid expansion of teacher education facilities. This period also produced a report of the National Curriculum Conference of 1969 (Taiwo, 1986). This report spelt out the objectives and contents of all levels of education including teachers' education; it provided the foundation for the National Policy on Education (FRN 1977) which has been revised severally over the years. The National Policy of Education (NPE) awakened the consciousness of Nigerians to the development of teacher training programmes to sought the needs of training children to be helpful in the development of the society, the National Policy of Education has been unstable because of this.

Adeyinka (1998) observed that with the introduction of 6-3-3-4 system of Education, there was the need for a new orientation for secondary school teachers and students; he reiterated that teachers faced the problem of teaching the new curriculum and students also faced the challenge of acquiring the basic knowledge. The NPE also stated that all teachers in the nation from pre-primary to university would be professionally trained, this meant that more teacher's colleges and universities would be established. The institutions charged with the responsibility of training professional teachers were according to Adeyinka (1998): Grade II Teachers College, Advanced Teachers College, Colleges of Education, Institute of Education and National Teachers' Institute (NTI).

The introduction of the Universal Basic Education introduced by the Federal government meant that estimated 163,000 additional teachers were needed to cope with



human resources needed for teaching; To be able to do this, four different teacher education programmes were mounted for four different categories of school leavers, these include: one-year programme for holders of West African School Certificate (WASC), two-year course for those who attempted WASC and Failed and those with grade III teachers certificate, three-year course for holders of modern II certificates or S-75 certificate i.e. recognized secondary class IV certificate. (Adeyinka, 1998). In 1957 a one-year course for graduates of diploma in Education was introduced by the University of Ibadan; by 1961 the grade II teachers were trained in a one-year associateship programme to take over the headship of primary schools, (Fafunwa, 1974). The Ashby Commission also recommended grade I teachers be upgraded to a new Nigerian Certificate in Education (NCE) popularly called Advanced Teachers College. They were established in Lagos 1962, Ibadan 1962, Owerri 1963, Zaria 1962, Kano 1964 and Abraka 1968, (Taiwo 1986). The B.A (Ed), and B. Sc (Ed) was launched at the university of Nigeria, Nsukka in September 1961, University of Ibadan 1963, Ahmadu Bello University 1964, University of Lagos, 1965 and University of Ife now Obafemi Awolowo University 1967, (Fafunwa, 1974). Now there are well over one hundred universities both in public and private sectors of the economy that are training teachers in the faculties of Education. Many polytechnics according to Ejime (2012) also offer teacher Education programmes.

In the course of the professional development of teachers, the FGN (2004) provided for professional status of teaching in Nigeria, this provision gave birth to Teachers Registration Council of Nigeria, (TRCN) via Act 31, in May 1993, as an agency of the Federal Ministry of Education mandated among other mandates to register and license qualified teachers to practice. The TRCN (2007) and FRN (2004) approved the minimum standard qualification to be NCE, Ejime (2012). Considering the journey so far, it can be said that the government have made remarkable efforts towards teacher education in Nigeria, but in all of these, there are glaring loopholes that has hindered the success of teacher Education and these are:

As enumerated in the background, there are three stages of training a teacher goes through, such as initial, induction and Continuing Professional Development (CPD) where teachers are trained continuously via, conferences, seminars, and workshops etc. According to Ejime (2012):

- The CPD is suppose to be for teachers in service but it is not uncommon to find directors, senior officers of the Ministry, Artisans, traders, enrolling for programmes.
- The problem of uniformity of curriculum because of different quality control bodies responsible to check these institutions for standard quality.
- Lack of financial commitment by the government for teachers training and the profession.
- The minimum entry qualification into teaching profession as earlier indicated is NCE but every other profession's minimum is a degree in Nigeria.



- According to National Commission for Colleges of Education (NCCE, 2008) shows that many colleges of education offer many courses that are not relevant to the levels of education their products are prepared for e.g. combinations involving Biology, Chemistry, Physics, Economics, Political Science and Geography etc. by implication the products of NCE are not professionally and adequately prepared to enter the profession.
- TRCN major focus on high standards that support and extend teachers professional development is not being practice.
- There are discrepancies in teacher's professional development programmes, such as three years to get NCE in Colleges of Education and the Nigeria Teachers Institute (NTI) has Special Teachers Upgrading Programme (STUP) for the award of NCE and this is a Two years weekend programme. The products of these two programmes are regarded as the same because they both hold NCE, no machinery to authenticate quality.
- Examination malpractice is a big loophole.
- There are incompetent teachers, which TRCN ought to have sent back to school or flushed out of the system but they are there destroying the image of the profession.

#### **Challenges facing the Teacher Education in Nigeria include:**

- Inadequate funding which has left the training of teachers paralyzed, half-hazard and ineffective. Akindutire (2001).
- Society's poor perception of teacher education.
- Teachers involvement in examination malpractice, cultism, extortion of students, some teachers lure students to join cult as attested to by Ajayi and Shofoyeke (2003).
- Inadequate curriculum to prepare teachers for the task ahead for example Education Law that enlightens the teacher in training about all legal rights and privileges of the teaching profession which are suppose to be taught during the years of initial training are not taught. This is attested to by study carried out by Idisi (2015) who studied "Teachers' Knowledge of Education Law and the Management of Primary School Pupils' Disciplinary Problems in Edo Central Senatorial District of Nigeria"; it was found out among other findings that teachers in public primary schools were not acquainted with education laws. This may account for why teachers would flog a student to death, perhaps if the teachers were acquainted with the law guiding students disciplinary problems, he/she would have been more careful on corporal punishment. The study also found out that there was a significant relationship between teachers' knowledge of education law and the establishment of school rules and regulations and methods of managing disciplinary problems in schools.



## Facilities (Infrastructural and Instructional)

The problems of poor academic performance, unskilled/incompetent school graduates and examination malpractice are traceable to unavailable or inadequate infrastructural and instructional facilities in schools which are education facilities or school plant. Maduagwu and Nwogu (2006) refers to them as the totality of non-human resources that are to be used for the attainment of organization goals, therefore, in a school setting without them, organizational goals cannot be actualized. Asiabaka (2008) posits that facilities are designed and used for the following: To illustrate concepts, Provide opportunity for firsthand experience, for experimentation and demonstration, for scientific investigation and discovery, to provide diversity of thoughts, for observation and enquiry, for development of scientific attitudes, skills and to protect the individual and also provide comfort.

Ibadin (2008) and Iyama (2010) are of the opinion that when facilities are inadequate, schools are characterized with unfavourable circumstances for the development of students' potentials. In other words, the adequacy of school plants creates favourable environment in school, effectiveness in teaching and better understanding in learning. There is a relationship between school plant and academic staff job performance as found out by Akpama, Okpa and Sule, (2015) where the study investigated the relationship between school plant management and academic staff job performance effectiveness in University of Calabar. The study found out that school building, facilities and equipment were significantly related to academic staff job performance effectiveness. It was recommended that the management of the university should develop a comprehensive school plant assessment programme and build a better understanding on how well the buildings, facilities and equipment meets the educational programmes of the school.

Udofia, (2007) asserts that the quality of education that our children receive bears direct relevance to the availability or lack of facilities and overall atmosphere in which learning takes place. Inadequate facilities means inadequate learning, no wonder the education system is experiencing massive problems such as negative job performance, negative attitude of teachers to work. In line with the above, Osarenre-Osaghae and Irabor (2012) in their bid to find out why graduates can not perform until retrained by employers, examined the possible cause(s), in a study which was carried out to access the availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigeria Public Universities. It was found out amongst other findings that: the human and material resources on ground for the teaching and learning of skill-based courses in Nigeria Public Universities did not match the minimum standard requirement recommended by the National Universities Commission. Based on these finding and others, recommendations were made. Information and Communication Technology (ICT) facilities are part of school plants needed for teaching and learning in schools. The use of ICT has basically changed the practices and procedures of all life's endeavours in business, governance, politics, education, civic services etc. ICT has come to stay in education in the era of



globalization where the free flow of information via satellite and the internet hold sway in global information dissemination of knowledge. Hence, the federal government of Nigeria approved its introduction in all facets of the country's life.

Facilities are not adequate and sometimes not available, the constant and persistent power failures, the personnel to operate and maintain the facilities are a huge challenge, the few facilities available are locked up in stores because no capable hands to handle them. Youths are not being empowered with ICT skills therefore they cannot compete in the global economy; Onyeka (2015) identified some factors which have militated against ICT to be poor funding, weak infrastructures, and inadequate human skills.

## **Conclusion**

- Until the Nigerian government do all that is within their power to make Education policies stable and continuous, the policies will never actualize their purposes.
- The government tell the whole world of her belief in education as “the tool” to bring about national development and the same government will not fund education adequately to bring about the actualization of its wonderful educational goals, “who is deceiving who?” Until government stop playing bad politics with education funding, the adequate training of younger generation of Nigerians will never see the light of the day.
- Until accreditation team members, lose their eyes and hearts to pressures, and do the business they have come out to do, accreditation of courses will remain unsuccessful even though it was adjudged successful on paper. If accreditation were successful how come there are graduates from the same institutions they have accredited that are incompetent, unskilled and not ready for the world of work.
- Until teachers' are prepared adequately, students can never be trained adequately imparted as the symptoms are already showing i.e. trained teachers not knowledgeable about what they ought to know, inability to impart on younger ones, not able to speak simple and correct English etc.
- Until adequate facilities are provided, teachers will be handicapped ineffective teaching and graduates cannot compete in the global economy. Vision 20-20-20 will be a dream forever.

## **Suggestions**

Even in the delirious state Nigeria's education system has found herself, it can still be revamped via the following suggestions:

- The Nigerian government need to lay down self, stop playing bad politics with the nation, so that the nation can move forward. Policy makers should make policies that would last and policies should be sustained despite change of government.



- Nigeria should set out priorities about the nation and since education has been picked as an excellent tool for national development, the government might as well do the right thing to fund her adequately. This can be done through the practical application of the UNESCO 26% budgetary allocation recommendation as a starting point.
- School authorities should keep off monies meant for work, monies should be used for what they were originally released for, in other words, “no diversion” nor self aggrandizement.
- Team of “accreditation experts” from NUC should do justice to the nation by contributing meaningfully to the success of the universities, be truthful in all their dealings, don't allow pressure from school authorities becloud their judgement, be astute in their calling and make universities centre of excellence.
- Government officials in general and school officials specifically should stay off corrupt practices so as to move this nation forward, think of Nigeria as your child, will you rip you child off? Will you kill and divide your child? The answer is a capital NO at least for good parents, so please save Nigeria.
- Teachers are the producers of other professions; therefore, they need to be well trained, so that they can deliver maximally. The profession needs to be attractive so as to encourage younger ones to come in without duress. Government need to adequately fund teacher education and education agencies need to do their jobs appropriately.
- Provision of adequate facilities are needed to make teaching and learning meaningfully effective. Therefore, proprietors should as a matter of urgency, provide adequate facilities to run the programmes approved for them.

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