



Teachers Education and Sustainable Development Goals in Nigeria: Problems and Prospects

Nyege Chinda Nnokamⁱ

Department of Educational Management
Ignatius Ajuru University of Education, Nigeria
nnyege@yahoo.com

Hassan Suleⁱⁱ

Department of Educational Foundations and Curriculum
Ahmadu Bello University, Nigeria
Sulehassan97@yahoo.com

Abstract

This paper examines “Teachers Education and Sustainable Development Goals in Nigeria: Problems and Prospects”. The teacher is an indispensable tool for sustainable and national development as this focused on goal 2&3 hence, they are referred to as (MDGs) Millenium Development Goals on Education. It is in realization of this fact that teacher education occupies a position of prominence in the educational enterprise. In the light of the above, this paper discusses the concept of teacher education and sustainable development goals. Problems of Sustainable Development Goals (SDGs). Need for teacher education in achieving Sustainable Development Goals, role of teacher education in National Development, number of challenges confronting teacher education in Nigeria were examined, solution to the teacher education in achieving Sustainable Development Goals. The paper argues that quality indicators should move beyond inputs governments provide in terms of infrastructure, teachers and materials. Greater attention should be given to what goes on in the classroom with special reference to teaching and learning time utilization. The paper concludes by drawing the importance of teacher education for sustainable and development goals. There is no doubt that there is need for much improvement and repositioning of the present day teacher education in achieving sustainable development goals. Its recommendations include that, government need to be more committed to the welfare of teachers through regular salaries and allowances, improved conditions of service, regular promotions and recognition of teachers in decision making process on matters affecting their profession., Government should increase the funding of teacher education sector by devoting a minimum of 30% of its annual budget on the training and professional development of teachers through in-service training, seminars, conferences, workshops on ICT programs and provision of infrastructural facilities in Nigeria. Mobility projects should be integrated into initial and continuous professional development programmes for teachers.

Keywords: Teacher, Education, Sustainable, Development, Goals, Problem and Prospect.

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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 why a lot of international human right bodies consider education as a fundamental human right. The first and perhaps the greatest challenge facing Nigeria and making it difficult for good quality 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 conditionalities imposed by international financial institutions (IFIs). In 1997 and 2000 statistics show that federal government expenditure on education was below 10% of overall expenditure. It is 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 of 26% of national budgets.

The school system in Nigeria is often influenced by the constant changes that are occurring within the political institutions. The ability of the stakeholders and actors within the educational system to adapt to the organizational changes has attracted attention in the last decade. Currently, there is controversy as to the nature, pattern and methods of training teachers in the country. At the centre of the controversy is the confusion over the role of the educational administrators in secondary schools.

Teaching involves the use of wide body of knowledge about the subject being taught. Teachers at all levels of the educational system are very important in the overall development of any nation economy. Teachers' education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. It is on this basis that the educational administrators play several roles in development of teacher education in Nigeria.

The term, teachers training in this study is used interchangeably with teachers' education. Teachers' education revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classrooms and in other social gatherings including mosque and churches. Teachers' education is often divided into three stages namely:

- Initial teacher training;
- The induction process involving the training and supports of the trainees during the 1st few years of teaching or the 1st year in a particular school; and
- Teacher development or continuing professional development and intensive process for practicing teachers

The teacher stands out as one of the most important factors determining the quality of education and its contributions to national development in any nation economy. At every level people who go to school look on the teacher for the acquisition of the necessary skills to enable them become what they want to be. Thus, students often look on the personal qualities, their educational qualities and professional competence which are rewarding to the learners (Onuoha, 2005).

There is no doubt that education is generally regarded as a means to better life and the upliftment of the society at large. Hence, it is seen as a potent instrument for social, economic and political transformation of the nation economy. This development has thrust a lot of responsibilities on teachers who are the major operators of any education system. It is therefore

not an overstatement that the professionalization of teaching and making the teacher the centre of educational reform in Nigeria, will enhance teachers' productivity, reduce the systemic problems in the educational sector, ensure effective service delivery, engage other sectors of society as well as place education as instrument par excellence for national development (Okemakinde Adewuyi & Alabi, 2013).

Essentially, teachers have obligation to the development of education and teaching as a profession and these noble objectives can be realized by the training and retraining of teachers through in-service education (Eduwen, 1992). In recent past, Nigeria has witnessed tremendous expansion in the teacher education programmes. It is expected that a well-designed teacher education programme should strive to achieve the set objectives of societal demands and expectations. Teacher education is even evolving and dynamic and it is imperative for the government at all levels to ensure adequate preparation of competent teachers to face these challenges in a fast changing economy in a society like Nigeria.

CONCEPT OF TEACHER EDUCATION

Teacher education is an organized institution designed for the professional training of those who engaged in the art and science of teaching. Osuji (2009) opined that teacher education is the professional education of teachers towards attainment of attitudes, skills and knowledge that will make them efficient and effective in their work, in accordance with the need of the society at any point in time. It includes training/education of service (pre-service) and education/training during service (in-service or on the job). Also, teacher education can be defined as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, and skills they require to perform their tasks effectively in the classroom and the wider society.

According to Imogie (1992), teacher education is therefore a formal programme designed to produce academically qualified and component corps of personnel who will continue the process of transmitting worthwhile knowledge to the present generation through the different levels of the school system. This is aptly articulated by the Federal Republic of Nigeria (2004) in the National Policy of Education when the goals of teacher education were stated as follows:

- To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- To encourage further the spirit of enquiry and creativity in teachers;
- To help teachers to fit into the social life of the community, and society at large and to enhance their commitment of national goals;
- To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world; and
- To enhance teachers' commitment to the teaching profession.

CONCEPT OF SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The history of the SDGs can be traced to 1972 when governments met under in Stockholm, Sweden, for the United Nations Conference on the Human Environment, to consider the rights of the human family to a healthy and productive environment. It was not until 1983 that the United Nations decided to create the World Commission on Environment and Development which

defined sustainable development as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." In 1992 the first United Nations Conference on Environment and Development was held in Rio. It was here that the first agenda for Environment and Development was developed and adopted, also known as Agenda 21.

The Sustainable Development Goals (SDGs), officially known as transforming our world: the 2030 Agenda for Sustainable Development is a set of seventeen inspirational "Global Goals" with 169 targets between them. Spearheaded by the United Nations, through a deliberative process involving its 194 Member States, as well as global civil society, the goals are contained in paragraph 54 United Nations Resolution A/RES/70/1 of 25 September 2015. The Resolution is broader intergovernmental agreement that, while acting as the Post 2015 Development Agenda (successor to the Millennium Development Goals), builds on the Principles agreed upon under Resolution A/RES/66/288, popularly known as the Future we Want. The SDGs were in large measure informed by the oft quoted assertion by United Nations Secretary-General Ban Ki-moon that "there can be no Plan B, because there is no Planet B."

The Official Agenda for Sustainable Development adopted on 25 September 2015 has 92 paragraphs, with the main paragraph (51) outlining the 17 Sustainable Development Goals and its associated 169 targets. This included the following goals:

- **No Poverty** - End poverty in all its forms everywhere: Poverty is more than lack of income or resources- it includes lack of basic services, such as education, hunger, social discrimination and exclusion, and lack of participation in decision making;
- **Zero Hunger** - End hunger, achieve food security and improved nutrition and promote sustainable agriculture. Agriculture is the single largest employer in the world, providing livelihoods for 40 per cent of today's global population. It is the largest source of income and jobs for poor rural households. Women comprise on average 43 per cent of the agricultural labor force in developing countries, and over 50 per cent in parts of Asia and Africa, yet they only own 20% of the land;
- **Good Health and Well-being** - Ensure healthy lives and promote well-being for all at all ages. An important target is to substantially reduce the number of deaths and illnesses from pollution-related diseases;
- **Quality Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Major progress has been made for education access, specifically at the primary school level, for both boys and girls. However, access does not always mean quality of education, or completion of primary school. Currently, 103 million youth worldwide still lack basic literacy skills, and more than 60 per cent of them are women;
- **Gender Equality** - Achieve gender equality and empower all women and girls. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large;
- **Clean Water and Sanitation** - Ensure availability and sustainable management of water and sanitation for all;
- **Affordable and Clean Energy** - Ensure access to affordable, reliable, sustainable and modern energy for all;
- **Decent Work and Economic Growth** - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;

- **Industry, Innovation and Infrastructure** - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;
- **Reduced Inequalities** - Reduce income inequality within and among countries;
- **Sustainable Cities and Communities** - Make cities and human settlements inclusive, safe, resilient and sustainable; and
- **Responsible Consumption and Production** - Ensure sustainable consumption and production patterns

PROBLEMS OF SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Wrong assumptions: It was believed that the poor health indices in Nigeria were as a result of poverty and lack of resources. Because of this, central funds were released and injected into the ‘healthcare system’ to overcome these inequalities. It was also assumed that individuals appointed to manage the funds had the requisite qualifications, the interest of the nation and the program at heart, as well as the capacity to manage the funds successfully towards the achievement of the SDG targets. It was also assumed that the systems were in place to support the activities towards the achievement of the SDGs, but this was not the case. The outcomes were far from what was expected.

Absence of true and validated baseline data: since independence, Nigeria has survived on public health “guesstimates”, rather than informed estimates. There is no single dependable, reliable, validated and easily verifiable public health dataset in Nigeria. Even organisations that ought to have these datasets like the National Health Insurance Scheme (NHIS) do not have a validated, verifiable dataset of those enrolled into the insurance system. All attempts to have national ID cards, proper censuses and nationwide surveys have failed to deliver verifiable results. This account for seemingly “150 - 200%” coverage rates on National Immunization days, even when there are obvious deficiencies in the process. The basis for most calculations and projections are very faulty.

Absence of formative, midcourse and proper end-line evaluation: These evaluations, audits and consequent corrections were never carried out. Rather, the program depended on oral reports, informal adhoc data from program managers designed to make the National President and the world happy, as well as positive newspaper reports of opening of new healthcare centres, donation of medical equipment and increased employment of healthcare workers. These were wrong measures of success.

Sequential healthcare workers’ industrial actions in Nigeria: in a recent study, conducted by our organization and presented at the 38th/39th West African College of Physicians Annual General and Scientific Meeting in Abuja, Nigeria, there were more than 10 different healthcare workers’ strikes in Nigeria over a 36-month period. These paralyzed the healthcare industry, resulting in avoidable mortality and morbidities, as well as catastrophic health expenditure and resultant outgoing medical tourism. Children and pregnant women were the worst victims of the healthcare worker industrial action. Without access to affordable healthcare services, deaths were inevitable. Claiming to have reduced mortality and morbidity in Nigeria, therefore, needs detailed and verifiable epidemiological data to the contrary.

Boko Haram insurgency in the north, and kidnapping in the south: the upscale of social discord, killings and bombings in the northern part of Nigeria; and kidnapping in southern Nigeria reversed the gains of so many years of investments in healthcare in Nigeria, especially in affected communities. Today, there are several hundreds of thousands of internally displaced persons who are current victims of communicable diseases, malnutrition and several other social problems. This figure was estimated to be 1,538,982 as of April 2015 by the internally-displaced monitoring centre. As these people live on charity, have limited access to healthcare services, school enrolment and healthy shelter, their health and emotional conditions are far from ideal. These people are also denied access to quality care, even when they could afford it. Sexual exploitation and harassment has led to several unwanted pregnancies and maternal deaths. Fear of attacks has led to mass exodus of healthcare workers, closure of healthcare facilities and deserted communities, resulting in difficulties in accessing healthcare during emergencies, outbreak of communicable diseases, and many avoidable deaths and complications.

Absence of National Health Insurance Scheme: as at mid-2012, NHIS still covered only about 3 percent of the population (that is about 5 million individuals). By the time of this report, less than 6 percent of Nigerians have access to health insurance schemes in Nigeria. Again, this figure is not verifiable, nor is it reliable. People pay for services from out-of-pocket expenditure, accounting for more than 60% of healthcare costs in Nigeria. This results in various types of delays including accessing care, seeking care, receiving care at the health facilities, obtaining prescribed care, and delays in leaving the healthcare facility after treatment has taken place. These delays deepen the physical challenges of the patients and facilitate nosocomial infections, which usually results in additional associated cost of care.

Verticalization of the healthcare system: vertical programs may deliver immediate positive change, but they are neither effective, nor sustainable. For decades, the world and donor agencies have depended on this strategy, but with the same inadequate results. Using the available resources to fight a single disease or group of diseases is programmatically interesting, but economically unsound, as other conditions are often forgotten or under-resourced as a result. This practice fails to enjoy the economy of scale, common with integrated services. Also, it cannot leverage on the competencies and equipment from other disease managers. New personnel, equipment and facilities are built in some cases to accommodate these vertical projects, resulting in increased workload to the inadequately-skilled and already overstretched existing healthcare workers.

The Need for Teacher Education in Achieving Sustainable Development Goals

Teacher education is policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviors and skills they require to perform their tasks effectively in the classroom, school, the church and the local and wider unity. Although, ideally it should be conceived of and organized as a seamless continuum, teacher education is often divided into these stages:

- Initial teacher training (a pre-service hour before entering the classroom as a fully responsible teacher;

- Induction the process of providing training and support during the 1st few years of teaching or the 1st year in a particular school; and
- Teacher development or Continuing Performing Development (CPD) (and intensive process for practicing teachers).

The Role of Teacher Education in National Development

Teacher education is an indispensable key to national development. Okemakinde, Adewuyi and Alabi (2013) asserted that for national development to be attained there is need to give priority to investment in human capital through teacher education. If people are educated in the real sense of it, they would not wait for government to provide them with job, they will engage themselves in profitable ventures (economic emancipation) thereby enhance the development of their milieu by liberating themselves from the grip of poverty and unemployment. As a matter of fact, the vital institutional mechanism for developing human skills and knowledge is the formal educational system via teacher education.

The services of a teacher towards modernization and sustainable development cannot be overemphasized. It is therefore clear that no professional and adequate training of manpower for the education sector can be successful without competent teachers to handle the training programme. Hence, teacher education deserves the highest priority in the training and education of teachers. No wonder, Eduwen (1997) asserted that teachers are the essential elements recognized by the society to be in charge of the art and science of training manpower for the teaching profession.

According to Kolo (2013) education is the mainstay of human capital development. No doubts, no national transformation can take place without an obvious human capital agenda. And, obviously, human capital development is a function of education at all levels. Education, itself can only be human capital development oriented if it is functional, qualitative and knowledge-economy driven, a delivery that can only be done by teachers produced from a dynamic and innovative teacher education system. This scholar asserted further that of all instruments or approaches to national development and transformation, functional and quality education remains the most potent tool, but the system must be subject to reforms and repositioning as static education system do not transform societies. Herein, education can only be re-worked and utilized for national development if teacher education can only be re-worked and utilized for national development if teacher education is equally re-planned and up-scaled to serve the purpose. The mistake often made is to see interventions in the education sector as directly capable of enhancing quality and functionality without the equally required competent teachers to drive the input process for desired outcomes and outputs. In Nigeria today, teacher education has to be refocused in several respects to be of utility value to National Development Transformation.

The importance of teachers to national development through poverty reduction and employment opportunities and employment opportunities is acknowledged worldwide. As a matter of fact, everyone agrees that second only to the students, the teacher is the heart of the education process and the main determinant of the quality and effectiveness of its results. The supply of good teachers is the bottle-neck of improvement.

Challenges of Teacher Education in Nigeria

Over the years, teacher education in Nigeria has witnessed tremendous challenges resulting from socio-economic, political and technological advancements in the Nigeria depressed economy. It is against this background that the challenges affecting teacher education can be thoroughly examined.

Intake and Appraisal of Students: The criteria for the recruitment and appraisal of students into teacher institutions have been a matter of controversy all over the country. It is the contention in many quarters that it is the less competent students who choose teaching as a career. It has also been said that it is only by a process of elimination that the students select teacher education as the form of higher education he or she will pursue. In Nigeria today, there is an oversupply of aspiring teachers for most subject areas, the exception being the sciences and technical disciplines. Therefore, the way to ensure quality control and professionalism is to evaluate and assess the individual qualities or intake characteristics of students as well as to focus the programmes on the abilities of students which are valued by those who eventually employ these teachers.

The Quality of Teacher Education Programme: In Nigeria today, the quality of teacher education is very much in doubt. Teacher educations have not been innovative in relation to instructional methods. Obsolete textbooks and teaching methods are still very much in vogue. The curriculum practices are theory oriented rather than actual practice in the world of work. In addition, the quality of the programmes is also largely determined by those who teach the teachers. It is a matter of regret and lamentation that most teacher educators cannot be described as professional teachers since they possess degree such as B.A. (Hons), B.Sc. (Hons), etc. in single subject discipline without educational background. The implication of this for teacher education is decline in academic standard. Quality assurance can be described as planned and systematic programme designed to ensure that quality is maintained or improved. In Nigeria, teacher education has no well-defined system of assessing its quality and evaluating its outcomes. Kolo (2013) posits that the sole purpose of setting up the NCCE and by extension other tertiary education regulatory agencies (NUC and NBTE) which have supervisory functions over teacher education programmes in their respective institutions is to institutionalize quality assurance and evaluation. For whatever reason, these agencies have solely utilized the accreditation approach than the more dynamic approaches of holistic stakeholder evaluation and peer-review mechanisms. For teacher education, the later approaches ensure more of the institutionalization of quality assurance and evaluation for both pre-service and in-service teacher education programmes. Indeed, experience in Nigeria only shows that the accreditation approach to quality assurance in teacher education only fosters make shift quality make-ups in institutions with no follow-up measures of outputs and products of programmes accredited.

Teaching Practice: Teaching practice is a vital component of teacher education programme. Unfortunately, little attention is devoted to the effective organization of teaching practice in our teacher colleges. There is indeed a wide variation in the amount of time that students spent on teaching practice. Some institutions organize teaching practice for a whole term, some in six weeks and some in a whole year. These consequential differences affect standard and invariably quality of teacher education in the Nigeria. More also, teaching practice supervision is

susceptible to numerous biasing factors. In the first place, some teaching practice assessment instruments are subjective and interpreted in various ways depending on the supervisor's orientation, training and disposition.

In-Service Education: Whatever administrative arrangements or curricular proposals are made, change in the educational system ultimately depends on teachers. As a matter of policy, this requires the handwork of well-trained and dedicated teachers in Nigeria school system who are agents of civilization and teachers of the nation. Therefore, improving the quality of teachers and establishing innovations in education are the rationale behind in-service education to the fast development of Nigeria economy.

System of Institution Accreditation: The system of accreditation of teacher education programmes in Nigeria at the various institutions and faculties leaves much to be desired. They are in the hands of diverse bodies that are crisis ridden and bedeviled by administrative bottlenecks. As a matter of fact, it is sad to note our present system of accreditation of faculties and institutions for the running of teacher education programmes is haphazard and unsatisfactory. There are too many uncoordinated and uncooperative agencies and authorities involved such as University Senates, the National Board for technical Education (NBTE), the National Universities Commission (NUC), Federal and State Ministries of Education through such bodies as the Joint Consultative Committee on Education (JCC) the National Council for Education Commission for Colleges of Education (NCCE) and the Teachers registration Council (TRC) that maintains a national register and code of conduct for teachers.

Poor Funding: Teacher education is bedeviled by poor funding from all levels of government. This has resulted in the inadequate provision of teaching and learning materials, obsolete textbooks, dilapidated school buildings, overcrowded classes and ill-equipped classrooms lacking in sophisticated Information and Communication Technology (ICT) systems. In fact, it is sad to note that the Nigeria Government devote less than 26% of her national budget to education that is far below the standard prescribed by UNESCO. As a result, the quality of products from this system is in doubt.

Professionalization of Teaching: The need for the professionalization of teaching has become imperative in view of the advent of new technology and knowledge explosion that demands better trained teachers at the various levels of our educational sector. Essentially, professionalism should be seen as the ability of the practitioners of an occupation to enforce its rules and regulations in terms of the autonomy and prestige, ethics, work conditions, admission into the field, training, certification and registration. Unfortunately, teaching in Nigeria is yet to be fully accorded the full recognition as a profession because it has no direct and systematic control status, poor remuneration of teachers, and lack of political will on the part of teachers' registration council to enforce its code of ethics and standard.

THE WAY FORWARD TO THE CHALLENGES OF TEACHER EDUCATION IN ACHIEVING SUSTAINABLE DEVELOPMENT GOALS

Despite the enormous challenges facing teacher education in Nigeria as earlier discussed, a lot can still be done in order to enjoy the multi-farious benefits abound in teacher education. The following are suggested:

Positive Perception of Teaching: For teacher education to get its pride of place in this democratic dispensation and achieving sustainable development goals, there is the need to change the orientation of people as regards their perception of teachers and the teaching job. The profession must be recognized by the government, as well as, the public to be able to attract young ones into the profession. Akindutire (2005) lamented that Nigerian schools are staffed with unenthusiastic, ill-motivated, reluctant and “burn-out” teachers. How will teachers be motivated to work when a Local Government Councillor earns better pay than a university professor? When teachers’ salaries are not paid at the appropriate time? No wonder a lot of people use the profession as ‘a stepping stone’ towards getting a better offer that earns better public recognition.

Befitting Infrastructure in the Schools: There is also the need for improvement in the level of the infrastructural facilities in schools. This, however, depends to a large extent, on the level of funding made available to the system. Ibukun (2004) advocated for modern educational gadgets like computers, modern instructional materials and packages to be consciously introduced into the teacher education programme. It must be noted that no programme, no matter how well intended, can succeed if adequate infrastructural facilities are not provided for implementation.

Teacher’s Self-image to Improve: Teachers are advised to show high level of dedication and commitment to their job. They should demonstrate good sense of responsibility in carrying out their duties. Regardless of the magnitude of societal negative attitude to teachers, they must not deviate from their traditional role of modelling and nation building. Hence, they must stick to the ethics of the profession irrespective of the Shims and caprices.

Needs for Curriculum Overhauling: For the teacher to keep abreast of the goings in the world and in his area of specialization there is the need for the teacher to be ICT compliant. The teacher education curriculum needs to be reviewed so as to incorporate ICT in all levels of teacher education. Besides, Durosaro (2006) posited that as a result of the growing graduate unemployment, in Nigeria, there is the need to include some entrepreneurial skill development course into teacher education programmes. The teachers must be trained, not only in the act of self-development through continuous learning; they must also be adequately prepared for self-employment.

Improvement in the Academic and Professional Training of Teachers: More time should be provided for practical work before students are certified as teachers. There is the need to review upward the twelve weeks of internship for education students in the university. To provide sound teacher education in future, the present curriculum need to be reviewed so as to provide more time for students in the practical aspect of teaching before certificates are awarded to them as qualified teachers.

Improved Welfare Packages: Motivation for teachers should be considered as a means of improving output and productivity in the school system. Welfare package does not mean increase in salary alone, it entails regular payment of salary and improved conditions of service. The following are the hints on how to improve conditions of service: teachers with relevant additional qualification should be appropriately upgraded; teacher can transfer from one state to another without loss of status; capacity building for teachers at no cost; special incentives for teachers in difficult terrains; and regular payment of allowances and leave bonuses. All these would enhance increase in productivity of teachers.

CONCLUSION

This paper has discussed the development of teacher education in achieving sustainable development goals. In addition, the challenges confronting teacher education in its quest for national development ranging from intake and appraisal of students, quality control, teaching practice, in-service education, system of institutional accreditation, poor funding to professionalization of teaching were ex-rayed. There is no doubt that there is need for much improvement and repositioning of the present day teacher education in achieving sustainable development goals. The quality of education in Nigeria has been a source of concern to all stakeholders in recent times. It has been observed that there is poor quality of products from all levels of the education system. It is accepted that teachers constitute the most important input in the system that determines the quality of output, more important than the amount of resources on ground.

Recommendations

From the foregoing discourse on development of teacher education in achieving sustainable development goals, the following recommendations are made:

- In view of the invaluable role of teachers in the life of any nation the government should increase the funding of teacher education sector by devoting a minimum of 30% of its annual budget on the training and professional development of teachers through in-service training, seminars, conferences, workshops on ICT programs and provision of infrastructural facilities.
- There is need to re-organize the Teachers Registration Council of Nigeria (TRCN) as presently constituted to be more proactive in enforcing the code of ethics and standard of the teaching profession.
- It is recommended that if the suggestions as spelt out in this paper are strictly adhered to, there will be an improvement in teacher-education programme in Nigeria.
- Government need to be more committed to the welfare of teachers through regular salaries and allowances, improved conditions of service, regular promotions and recognition of teachers in decision making process on matters affecting their profession.
- Mobility projects should be integrated into initial and continuous professional development programmes for teachers.
- Teachers themselves should guide against unhealthy rivalry and disunity among its members. A major weakening force in the teaching profession today is the proliferation

of organizations within the parent body of the Nigeria Union of Teachers (NUT) such as All Nigeria Conference of Principals of Secondary Schools (NACOPSS), Conference of Primary School head teachers of Nigeria (COPSHON), National Association of Classroom teachers (NACT) and the latest being the Academic Staff Union of Secondary Schools (ASUSS).

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ⁱ **Nyege Chinda Nnokam** holds a PhD. in Administration of Higher Education and a lecturer in the department of Educational Management Ignatius Ajuru University of Education Port Harcourt, Rivers State, Nigeria. She has attended many conferences and published articles in international and national journals. She can be reached via email at nyege@yahoo.com.

ⁱⁱ **Hassan Sule** holds M.Ed. in Educational Administration and Planning, currently a PhD. student in Ahmadu Bello University Nigeria. He has attended many conferences and published articles in international and national journals. He can be reached via email at sulehassan97@yahoo.com.