

The Implication Of Teacher Education In The Management And Sustainability Of Quality Education In Nigeria

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Abstract

The teacher is one of the most important factors in the business of teaching and learning. The teacher is an indispensable tool for national development. It is in the realization of this fact that teacher education occupies a position of prominence in the educational enterprise and giving great importance and attention to the training teachers that will determine the level of quality in general education system. This paper uses a theoretical approach to x-ray the implications of teacher education in the management and sustainability of quality education in Nigeria. In the light of the above, this paper discusses the concept of teacher education and national development. Also, the role of teacher and sustainability of quality education in Nigeria and a number of challenges confronting teacher education are examined. The paper concludes by drawing the importance of teacher education for the development of a nation and relevant recommendations were proffered to reposition teacher education and the teaching profession because the quality of education of a nation is greatly influenced by the teacher quality, teacher development, teacher motivation and retention.

Keywords: Teacher Education, Quality, Implication, Management and Sustainability.

INTRODUCTION

Education is an all-round experience that builds the total man and his environment to building a conducive atmosphere for humans, animals and plants and eliminates chances of future destruction of man and the environment. 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. This development has thrust a lot of responsibilities on teachers who are the major operators of any education system (Eduwen & Osagie-Obazee, 2016). 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' quality, 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). In their introduction DABO and Azi (2016) stated that among the pressing problems of our time is the falling standard of education in Nigeria. Our school system has been producing half-baked and unemployable products. This has worsened to an extent where some secondary school graduates do not in any way differ significantly from those who have not seen the four corners of the classrooms. Beside the learner, the content, objectives, materials and the medium of presentation, the teacher is yet another important factor in the teaching learning process and transformational process. One should note that teachers' efficiency and productivity is influenced among other variables by how their needs are satisfied. In view of this the teacher is supposed to be named as a nation builder.

In Nigeria, teachers and indeed the teaching profession have been relegated to the background. Teachers are no longer accorded the usual respect in the society even from their own students. If the teacher should win back his respect, it is necessary to improve the quality of his training (education) and condition gearing toward the management and sustainability of quality education in Nigeria. 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.

Whatever definition authors give to teacher education one of the basic truths in education according to Jibril (2007) is that the quality of education depends largely upon the quality of the teacher. Whether the teacher is seated at one end of the proverbial log with the student perched at the other end; or whether the teacher is in the best equipped classroom of the most up-to-date school, with the best state of the art; whether the teacher is at work with a small

number of students or is on a television screen that is viewed by a large number of students; whether the teacher is what is seen in computer programmes or programmed text books, there is the likelihood that the students will not get quality education unless the teacher is qualitative. Therefore, whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained, or even ignorant. This view is shared by several writers, e.g., Stinnett, (1962) and Nelson, Polansky & Carlson, (2000).

The many specialties in teaching today, with their wide range of required skills and knowledge meant that teachers need to be well prepared to a degree for the vastly different nature of teaching functions, challenges and tasks therein. This point to the fact that for effectiveness, teachers need to be given a professional education that will qualify them thus, as well as enable them to effectively perform the task of giving the appropriate support towards enhancing a virile and qualitative system of education in any nation. Teacher education is the foundation of quality in the educational system and this is the key to unlock all facets of development. This is very relevant in nations that look up to education as a vehicle for attaining the desired development in all sectors of national life. The concern of teacher education world over is the training and preparing would be teachers for effective functioning at the school.

Teacher education has therefore been defined severally. Okafor (1988) has defined teacher education to mean the form of education which is planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post primary levels of schooling. Teacher education is the professional training that teachers receive for them to be classified as professionals. Being the training arm of the teaching profession, teacher education according to Ipaye (1996) is charged with the task of developing knowledge and skills as basis for practice, with preparing personnel entry into the teaching profession(preservice) and with contributing to the on-going development of practicing professionals (in- service). Teacher education is therefore to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop and imbue in their students the requisite educational and societal dispositions. The quality of any educational system therefore solely depends on the quality of the teachers one finds in the school system. This paper is therefore going to give an overview of teacher education in the management and sustainability of quality education in the Nigerian context. This can simply be rephrased with the question, 'how can teacher education help in the management and sustainability of quality education in Nigeria?

Quality

It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in the higher education. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world which can only be made realizable by quality and well-seasoned teachers who impart the knowledge, skills and experiences.

The Concept of National Development.

According to Egwu (2007) as cited by Adeyera (2011), national development is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society, the enthronement of equality and social justice and the building of a unified and integrated society where the different ethnic, religious and geo-political identities develop a collective sense of imagination that they are one. In the same vein, national development, in the word of Emeh and Ogaboh (2010) in Okemakinde, Adewuyi and Alabi (2013) involves the total transformation of society making humanity the focus of the development drive and seeking to develop man's potentialities in a total sense. It includes reduction of poverty, wealth creation, equitable distribution of wealth, ensuring nutrition and health, housing and auxiliary services, social security and welfare. This presupposes that national development is an all-embracing entity on the part of individual and societal change with such indications as quality food, gainful employment, and wealth creation, power reduction within the ambit of such framework as equality, dignity, social justice and equity.

Hence, a nation cannot be said to have developed when a significant percent of her population is not literate and there is decay in the country's educational system. National development must therefore route for change in all areas of culture which include the economy, technology and environmental in such a way that the physical and mental abilities of the citizenry are best positioned to achieve beneficial change (Ani, Onyia & Iketaku, 2013). The above can only be achieved if the quality of the teachers that impart knowledge is measurable to prescribed standards which must be effectively and efficiently delivered in teacher education in Nigeria.

Teacher Education

Teacher education involves the preparation of prospective teachers so that they can use their knowledge and skills to contribute to national development. In this regard, teacher education refers to the professional education of teachers towards attaining attitude, knowledge, and skills for productivity and in line with societal demands. Osuji (2009) explained that teacher education includes “training/education of service (pre-service) and education/training during service (in-service or on the job)”. Nakpodia and Urien (2011) added that it is “the process which nurtures prospective teachers and updates qualified teachers’ knowledge and skills in the form of continuous professional development”. In line with the aforementioned, Teacher education, therefore, constitutes a prominent element in the totality of organized education in a multidimensional sphere of both formal and non-formal structure. Thus, from the definition of teacher education, it connotes teachers are key personnel in realizing the natural goal of a knowledgeable society, portraying them as lifelong learners themselves shouldering the heavy responsibility of their profession and exerting influence on their students. Kolo (2009) added that the inference from this is that the effective operation of the education system requires that qualified teachers be available in sufficient numbers at different levels of the system to meet the needs of the nation. The National Policy on Education underpinned this fact stating that “Teacher education will continue to be given a major emphasis in all educational planning because no education system can be above the quality of its teachers”. The policy document reiterated further, the need for all teachers in the nation’s education sector to be exposed to professional training and development (FRN, 2004). Okafor and Obienyen (1996) decried, teacher education in Nigeria is already losing its quality as identified in the non-productivity of those products that acquire certificates.

Qualitative and functional education is the only viable tool for sustained national development. In this regard, there is a need for proactive partnership between the public and private investors to ensure meaningful and steady investment in every aspect of teacher education. No meaningful development can be attained through teacher education without regular and massive investment. If Nigeria is to attain the vision 2020 millennium developmental goal, then the already ailing teacher education institutions are to be salvaged through improved and constructive investment. The role of teachers in the development of the nation can never be overemphasized, considering their contribution to nation-building through the advancement of knowledge and skill acquisition. It is also worthy of note, that it is also dependent upon the nature of the society in which it plays its part, and determined by the philosophy which implicitly or explicitly governs relations between the individuals and the community (Abdulsalam and Issa, 2011).

Objectives of Teacher Education in Nigeria

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;

- (a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- (b) Encourage further the spirit of enquiry and creativity in teachers;
- (c) Help teachers fit into social life of the community and society at large and enhance their commitment to national goals;
- (d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- (e) 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).

Conceptualizing Quality Education

Quality education holds the key to productivity and functional society. Investing in quality teacher's education is crucial for achieving sustainable development, poverty eradication, equity and inclusiveness (UNESCO, 2012). Education is the key to future Africa competitiveness. It is essential for emerging economies such as Nigeria, South Africa, Ghana, etc. to invest heavily in teachers' education to put the African country's economies on the path to sustained growth and development. Research conducted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) exploring the future of all levels of education in the developing world, found that sustainable education is an index of quality education. It equips individuals with the relevant skills needed to contribute to the development of society (UNESCO, 2012). In fact, in the quest for development, nations have acknowledged that investing in higher education is a must if sustainable development is to be achieved (Akinsaya, 2007). According to emerging economies in Africa and worldwide (such as Russia with the highest adult literacy rate of 99.7%, followed by India 71.2) as recorded by Esposito, 2016), considering the level of investments in the lower level of education, it is expected that the labour force will be equipped with useful skills needed for high productivity. A major challenge posed to any system is continual sustenance and functional integration of the independent components

of the system. The Nigerian educational system is without a doubt an excerpt of such a system, as it relies heavily on teachers as its functional components. Mukhtari (2007) points out that one of the essential truths in education is that the standard of education depends to a great extent the quality of the teacher. The concept of education has been defined differently by several authorities to such an extent that there cannot be any mutually exclusive definition of what it is. However, some of these definitions include features like the acquisition of knowledge, skills, abilities and character, training involving guide towards the development of the learners (Abdulsalam & Issa, 2011). Education, therefore, can be referred to as the procedure by which each successive age learns the accumulated knowledge of their community, the transmission of which was necessitated by the need to enable people to fit into the existent pattern of life and associate with others in a predictable, efficient and humane way.

Teachers and Sustainability of Quality Education in Nigeria

The issue of sustainability is a very important one. This is because it is not enough to begin something, its continuity is as important as its beginning. The dictionary (Robinson, 1999) defines 'sustain', the root word from which sustainability was derived, as "to keep going; to withstand, tolerate or endure; to bolster, strengthen or encourage; to maintain or provide something; to maintain or prolong; to bear the weight of or support something". According to Wikipedia (2013) sustainability implies 'to endure and to improve within the capacity of the supporting system'. It also implies that the capacity can be expanded while ensuring the integration of all aspects of the supporting system. This aptly demonstrates the meaning of the Latin word – *sustenere* – from which 'to sustain' or 'sustainability' is derived. *Sustenere* means to hold up (*tenere* - to hold; *sus*-up). To achieve sustainable quality education, the following factors must be considered:

A. **Teacher Quality, Teacher Development, Teacher Motivation and Retention.** The National Policy on Education (FRN, 2004) states that no educational system may rise above the quality of its teachers. This has been reiterated by the 4-year Strategic Plan for the Development of Education Sector: 2011-2015 FME, 2012) which states that "the educational system is only as good as the quality of its teachers". This is because "the quality of any educational system is determined by the quality of the teaching-learning process". It has, however, been noted that Nigerian schools (particularly secondary schools) are characterized by

- i. Lack of adequate staff in terms of quality and quantity. Statistics shows that 39,023 teachers out of a total of 180,540 teachers are unqualified nationwide.
- ii. Absence of or poor staff development schemes at all levels. This is in spite of the annual capacity workshops organized by the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Boards (SUBEBs). The National Teachers' Institute (NTI)

organizes retraining workshops for teachers in collaboration with the Federal Ministry of Education and the then Millennium Development Goals (now Sustainable Development Goals (SDGs)). Office at the Presidency. The UBEC workshops target teachers at the Upper Basic (Junior Secondary School) level while the NTI workshops target teachers at the Lower and Middle Basic (Primary School) level. Teachers at the Post Basic level hardly have opportunities to attend professional conferences or any conference related to teaching, for that matter.

iii. Difficulty in attracting to and retaining high fliers in the teaching profession. It may have been noticed that the teaching profession more often than not attracts those who are not able to find some other form of work. This, however, may not be true of universities where only the best is encouraged to remain after graduation.

iv. Teachers, majority of who have little or no relevant Information and Communication Technology (ICT) skills. The teaching of ICT skills has not been integrated into the teacher training curricular and so many teachers do not appreciate how these technologies can aid teaching and learning. Even when computer appreciation is made part of the retraining exercises of the various bodies in charge of teachers or teacher training, the teachers being retrained are not taught how to use ICT for teaching. As noted earlier, these bodies include the Universal Basic Education Commission (UBEC) and the National Teachers' Institute (NTI).

v. Poorly motivated teachers who oftentimes would prefer to be engaged in their private undertakings during office hours and who do not see any reason why they should be bothered about school and the students.

vi. Low utilization of modern educational technology for instructional purposes. In concluding this section, it should be pointed out that governments have identified and activated turnaround strategies for each of the situations or challenges above (FME, 2009; 2012).

B. Curriculum Relevance and Review. The curricular provides contents taught in the school system and as well provide the know-how of teaching them. The curricular should be relevant to the people and since the society is dynamic, there is the need to keep pace with societal changes. Thus, the Nigerian Educational Research and Development Council (NERDC) has completed the review and upgrading of all existing Senior Secondary School curricular. It has also, in line with the decision and directive of the National Council on Education developed 34 Trade/Entrepreneurship curricular. Other relevant bodies like National Board for Technical Education (NBTE) and the National Business and Technical Examinations Board (NABTEB) have developed the curricular for Technical Colleges and examination syllabi for the conduct of the National Technical Certificate (NTC) and National Business Certificate (NBC) respectively. Another problem associated with the curriculum is the dearth of relevant textbooks

and other instructional materials. In an effort to ameliorate this problem, the NERDC has produced /written or sponsored the writing of a number of textbooks in as many varied areas as there are curricular.

C. Learner Support Services (Educational Services). The Roadmap for Nigerian Education Sector (FME, 2009) as well as the National Policy on Education (FME, 2013) recognizes the importance of learner support services. These services are provided in schools to enhance teaching and learning. They ensure that academic excellence is complemented with sound character, emotional stability, good health and respect for fellow men (FME, 2009). The areas of support include Guidance and Counselling which is made up of psychological support, academic guidance and so on; Health Care, made up of hygiene, sports and recreational activities, nutrition, HIV/AIDS/STDs and other health issues; Appreciation and Protection of the environment; Appreciation of Arts and Culture, made up of Visual and Communication Arts, Music, Drama, Crafts and so on. What has been noticed, however, is that our schools have inadequate or sometimes no Guidance officers/Counsellors or Counselling Units. Parents, teachers and learners also lack the awareness of the importance of proper nutrition in the overall mental and physical development and motivation of learners. This leads to undesirable levels of achievement. There is also, inadequate or even, no provision of sports and recreational facilities/equipment; thus, depriving learners of the opportunity for exercise, dissipation of abundant energy, body building and healthy living. In order to ameliorate the situation and thus, ensure the sustainability of quality education, a number of actions have been initiated. These include the provision of adequate number of Guidance Officers and Counsellors in schools such that the ratio of 1:500 is attained; the establishment and equipment of Guidance and Counselling units in schools as well as the development of National Guidance and Counselling Policy; the encouragement of intra and inter school sports competitions; the training and recruitment of more Health and Physical Education teachers; creating awareness/sensitization about the environment and the need to care for it; the teaching of culture, music, dance and so on; encouraging competitions among schools/states in Music, Drama, Dance, Poetry, Crafts and so on.

Some Aspects of Information and Communication Technology Relevant for Teacher Education

Computer: According to Osaat, and Oyet (2012) the invention of computer to date remains the most important development in the information and communication technology revolution. The computer is interactive and requires active motor involvement. It has the ability to stimulate complex situations and can explain concepts in a more interesting and understandable manner by means of animate material (Stonier, 1989). According to Offoroma (2004) computers are

very good at storing manipulating and retrieving large amounts of information. Cook (1995) highlighted four advantages of the computer, which include:

- i. It can analyze what the students do and takes account of this in what the learners do next (feedback).
- ii. It can vary stimuli in a drill and also produce appropriate answers in an interactive conversation (novelty and creativity).
- iii. It is adequate to the needs of the learners (individualization).

The use of computer in the classroom can be viewed in two perspectives; as an object of instruction and as a vehicle for instruction (Anakwe, 1991). The computer when used as an object of instruction means the study of computer itself and data processing, and also when used as a vehicle of instruction, it is concerned with instructional delivery system. In the delivery of instruction, the computer plays two important roles namely; Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI) (Anakwe, 1991, and Ajewole, Ogunlusi and Bajaulaiye, 2003). In CAI, computers are used as learning resources, information is stored in the computer and the learners are allowed to access the information. While in CMI, the computer assists the teacher in storing information about the learners and the information can be retrieved when required.

Internet: The internet is an international network of computer networks that allow access to the publication and transfer of information. According to Laudu (2004), the internet is a global computer to the other. It offers a cheap means of communicating and accessing information that compliments standard telephone. Through the internet, the-would-be teachers, under-going training, can assess information, which can enhance their acquisition of modern teaching skills.

World Wide Web (WWW): The web is not synonymous with the internet but, it is one way to utilize the infrastructure of the internet. This is information website. It is also known as information super high way. The web is a global network which allows every computer on earth to have access to world-wide information traffic. It allows every user to view documents in richly formatted texts and pictures. With www, learners have access to an unprecedented amount of authentic information, as well as the possibilities to publish and distribute their own multimedia information for other users' consumption (Robinson, 1994 & Iwu, 2004).

Electronic Mail (E-Mail): E-mail is an internet based electronic substitute for the conventional post office (Iwu, 2004). It is a transfer of message in electronic form from one computer use to another, usually over a network. Email allows a meaningful interaction between the teacher and the learner; it provides educational programmes like e-learning, e-tutoring and e-schooling.

Video Conferencing: This is one of the latest technological applications in teaching and learning. According to Townsend (1997:48), Rvideo conferencing is a means of linking up two

or more remote computers, all of which have a small camera attached which enables participants to see each other, to speak to each other, and to some extent, to be able to send documents to each other through the linked computers. Through video conferencing, teaching and learning take place in real and meaningful contexts (Norman, 1997).

Tele Conferencing: This is a communication technology which offers learners the opportunity to simultaneously get connected by means of closed-circuit television in a discussion without the attendants meeting themselves. That is, learners from different locations can participate in a discussion at the same time through the telephone without the chance of meeting themselves.

Tele Processing: As contained in Iwu (2004), teleprocessing refers to a form or online processing in which users at remote workstations are able to access a central computer to store, retrieve, or process data. Learners or students can store, retrieve or process information through teleprocessing.

Data Base: This is the memory or where information of data is stored or kept in a computer. The information stored in the data bases of an internet or computer can be retrieved and used at any time they are required. The database then is a concept for a futuristic efficient operating system. The true database has replaced database-like filesystem. The current model can perform many feats to an unimaginable extent compared to other operating systems. It is used for storage of complex system of tables and grids for future purposes. The information/data retrieval from the database is done in user-friendly tracker display/manner with less effort and for a short time, that is, it's efficient.

The Role of Teacher Education in Improving Quality Education for a Functional Society

According to Rowell (2020) teacher education contributes to Quality Education in the Nigerian Society since the educationist must develop the upcoming workforce of the nation. Abdulsalam and Issa (2011) reiterate that the essence of the role that the teacher plays in the development of any nation, especially in bringing up future leaders and intellectuals is simply immeasurable. Teacher education also contributes to quality education in the Nigerian Society when educationist is acknowledging as a source of reference as a custodian of knowledge and a consultant to consultants. Ekpiken and Edet (2014) support this stating that quality education cannot be achieved without the contribution of qualified and dedicated teachers. On the issue of being a custodian of Morality and moral guidance in a morally dilapidated society, Abdulsalam and Issa (2011) stating that the teacher is the society's trustee in the entire arena of socio-economic, political and moral development, and on being a source of income in itself and the starting point in the creation of National GDP at all levels. The findings of Rowell (2020) also revealed that Lack of jobs for competent educationist to display their prowess,

Inconsistency in the actual execution of governmental policies on teacher education and the fact that Government policies do not match the needs of the society and inaccessible governmental officials for feedback processes were other challenges of teacher education in Nigeria as the researcher highlighted earlier and reiterates that the above were the “worm-hole” hindering the smooth operationality of these policies thereby resulting in the production of unmotivated and frustrated teachers in our society. In an ideal situation, teachers are supposed to be the producers of future leaders, thereby guaranteeing the future, but sadly, teachers have over the years transferred this frustration into demeaning mediocre character portrayed in the classroom leaving society as the victim of the circumstance. Also, society accords low regard for educationists as they are often intimated and humiliated by rich and wealthy politicians.

Ekpiken and Edet (2014) further recognize this fact stating that the society holds trained teachers at a very low ebb; even worse, teachers at times have been molested and humiliated by some members of society. They also stated that there is a statistically significant correlation between teacher education in improving quality education and a functional Nigerian Society. Tahir (1996) in concurrence added that teachers are the ones that make or mar the growth and development of any nation through education. Therefore, the role that the teacher plays in the development of any nation, especially in bringing up future leaders and intellectuals is simply immeasurable (Abdulsalam & Issa, 2011). The role of Teachers education in improving quality education for a functional society like Nigeria cannot be overemphasized, as no individual or nation can achieve an objective it is currently unaware of. Thus, Teacher education and educationist are the channel for achieving not only educational goals (quality education) but also national development leading to industrialization which is a much-needed ingredient in the development of the Nigerian economic system

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 Okolo (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 reworked and utilized for national development if teacher education can only be reworked 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.

Qualitative education is an instrument for excellence. It liberates people from poverty and ignorance. Ukeje (2012) opines that, “It is an investment in people which pays untold dividends to the society. When that investment is not made or is made inadequately, the society suffers a loss”. The importance of qualitative education to national development is no longer in doubt. The issue that agitates the mind is the effect of poor implementation of educational policies on the development of Nigeria. Ake (2008) maintained that “education is the process of becoming the best we can be”. This implies that, with the numerous crises in the educational system engendered by poor policy implementation, it is doubtful whether its recipients are really becoming the best as expected, if not, what is the fate of Nigeria? In the present circumstance the dream of Nigeria vision 20-2025 to move to a state of parity with the advanced world appears to be a mirage. If Nigeria continues to hide under the umbrella of the National policy

on education conscious of the implementation problems our national aspirations will suffer greater impediments, our sustainable development will only rely on miracles, if any.

Conclusion

This paper has discussed the implications of teacher education in the management and sustainability of quality education in Nigeria. In addition, the concept of quality, national development, teacher education, objectives of teacher education in Nigeria, conceptualizing quality education, teachers and sustainability of quality education in Nigeria, teacher quality, teacher development, teacher motivation and retention. The curriculum relevance and review, learner support services (educational services), some aspects of information and communication technology relevant for teacher education, the role of teacher education in improving quality education for a functional society and the role of teacher education in national development. From the discuss, it is obvious that the quality of teacher education determines the quality of general education in Nigeria because the teacher can only reproduce himself in a student. There is no doubt that there is need for much improvement and repositioning of the present-day teacher education in Nigeria.

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