

## Causes of Problems to Sustainable Development in Teacher Education in Nigeria

**Basiru Abdullahi**  
School of Education,  
Sa'adatu Rimi College of Education,  
Kano  
[aminusaniabba@yahoo.com](mailto:aminusaniabba@yahoo.com)

---

### **Abstract**

*This study was basically conducted in order to examine the causes of Problems to sustainable development in teacher education in Nigeria with Sa'adatu Rimi College of Education (SRCOE) Kano as a case study. Survey method of descriptive research was employed in the study. The sample comprised of 100 respondents, selected from a population of 24804 by stratified random sampling technique. The hypothesis was tested with a set of questionnaire and the findings shows that Teacher Education (T.E) problems are caused by: Improper admission procedures of prospective candidates, inappropriate recruitment processes of professionally qualified lecturers, poor students attitude to learning, size of students admitted, and incoherent Teacher Education Curriculum. The following recommendations were made: making oral and written interview to candidates to ensure that only intellectually and morally upright people are admitted into Teacher Education Programme, only individuals with professional teaching qualification be employed, students should develop interest and foster positive attitude towards learning, admitting optimum number of students, and making the curriculum more relevant to teacher education Programme.*

---

**Keywords:** Teacher education, problems, causes

---

### **Introduction**

Teacher Education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of a society at any point in time. It includes training/education occurring before commencement of service (pre-service) and education/training during service (in-service or on-the-job) (Osuji, 2009). Teacher preparation programmes (TPPs) are where prospective teachers gain a foundation of knowledge about pedagogy and subject matter, as well as early exposure to practical classroom experience (Feuer, Floden, Chudowsky & Ahn, 2013). 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 (Nakapodia & Urein, 2011). Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system (Afe in Afe, 2006). Teachers are the taproot of any nation since their quality is a major determinant of the quality of the nation's work force which also determines the productive and developmental levels of the nation. Given the strategic place of teachers in effective educational endeavor, their training should be the most vital factor for the country (Ezenwafor, 2013). Because of the importance attached to teaching, Nigeria provides various means to meet with the demand of producing teacher manpower in the country. These are full-time, parttime, pre-service and in-service education programme in

various tertiary education institutions that provide teacher education programme (Awwalu & Najeemah, 2012). Thus, the Federal Republic of Nigeria (2004) emphasizes that, “Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development.” Despite the above Policy declaration, Teacher Education Programme is still affected by some problems caused by a number of factors.

### **Literature Review**

The quality of education in a country is the result and a clear indication of sustainable development in teacher education programme which also depends on a number of factors including teachers as reflected in the performance of their duties. The Federal Republic of Nigeria (2004) states that, no education system may rise above the quality of its teachers. In support of this policy statement Igbemi (2011) remarks that, the present quality of Nigerian education is the quality of Nigerian teacher. The high failure rates and the poor quality of the students is a reflection of the poor instructional quality in the schools as well as the ineffectiveness of teachers in classroom interaction with the students. Ofoegbu (as cited in Akiri & Ogborugbo 2009) observes that, poor academic performance of students in Nigeria has been linked to poor teachers’ performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits. Oredein (as cited in Akiri & Ogborugbo, 2009) observes that, conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor. In support of this view, Ololube (2006) asserts that presently, almost all the instructional materials that aid teaching and learning i.e. text books, classrooms, laboratory equipment, access to internet (computers), etc. are in short supply. To make matters worse, in-consistency in electricity and economic and political instability have hampered the growth of education in Nigeria. Ogunsaju (as cited in Adamu, 2012) states that, the academic standard in all Nigerian educational institutions have fallen considerably below societal expectations. According to Ezenwafor (2013) several Nigerian authors and researchers reported a continuous fall in the standard of education in the Nigeria which is evidenced by the increasing level of graduate unemployment occasioned by lack of competencies and skills to perform effectively in the work place. This is also a clear indication of lack of sustainability in Teacher Education Programme caused by a number of factors. Fidelis (2013) asserts that reasons adduced for the continuous falling were attributed to lecturers’ insentiveness to the plights of the students, their non-challant and inactiveness, students’ poor reading cultures and societal influences, overloaded curriculum etc. The views of respondents in a study by Adebajo (2012) shows that most of the causes of the falling standard of education are things that can be controlled. Inadequacy of funding, lack of teaching tools and modern classrooms, corruption, constant strikes, poor numerations and the acute shortage of qualified teachers, have all contributed to the fall in the standard of education in Nigeria. Government is largely responsible for the falling standard of education. Government change policies concerning education frequently, leaving both teachers and students confused. They also do not equip classroom and laboratories appropriately to enable effective learning. Corrupt officers who misuse institutions funds go unpunished. Exam malpractices, which is one of the major causes of falling standard of education has not been tackled by government. Toscan Academy (2012) listed some of the established causes of the declining state of education in Nigeria which are; Regulation and Control, Level of class attendance, misdemeanors, Cultism in Nigerian Schools, Hunt for paper qualification, Politicizing educational Appointment, and problem of government guiding principles. Hence Ezenwafor (2013) asserts that the Nigerian education sector has failed the society in terms of equipping school leavers and tertiary institution graduates with necessary competencies and

skills for success in employment.

### **Purpose of the Study**

The purpose of this study was to explore the main causes of problems to sustainable development in teacher education in Nigeria with Sa'adatu Rimi College of Education (SRCOE) Kano as a case study.

### **Statement of the Problem**

Sa'adatu Rimi College of Education (SRCOE) is one of the teachers training institutions in Nigeria that offers training aimed at producing professionally qualified teachers. Some problems deter this mission of continuous preparation and upgrading of the will-be teachers to the extent that many individuals and the society in general are of concern that the graduates are not up to standard in their professional duties upon successful completion of the training Programme and the consequences are on the receivers of education at the primary and secondary schools. This study is therefore carried out to identify the main causes of Teacher Education problems in this College of Education in order to ensure sustainable development in the Programme.

### **Significance of the Research**

The findings of the study should be of interest to:

- (1) The Federal and State Ministry of Education as the main machinery of sustainable development will get furnished with the present position of teacher education Programme and take the necessary measures for addressing the problems.
- (2) The National Commission for Colleges of Education (NCCE) which is responsible for preparing the minimum standards for Nigerian Certificate in Education (NCE) Programme to review and harmonize the minimum standard to achieve the objectives of 'continuous preparation and upgrading of teachers'.
- (3) The College administrators to understand the problems of teacher education and bring forward new dimensions towards sustainable Teacher Education Programme.
- (4) The academicians who are directly engaged in the implementation of Teacher Education Programme to adjust for better output.
- (5) The students in making them to adjust to the learning conditions.

### **The Research Question**

- (i) What are the causes of Teacher Education problems in SRCOE Kumbotso, Kano?

### **The Research Hypotheses**

- (i) The problems of Teacher Education in SROCE are caused by some factors.

### **Data Presentation and Analysis:**

**(A) Lecturers questionnaire:** Two (2) out of the seventy questionnaires distributed to lecturers were not retrieved by the researcher. This means, the Total Number of questionnaires presented and analyzed in this part is sixty eight (68) instead of seventy (70).

**Table 1. Responses to causes of Teacher Education Problems**

S/N	Causes of Teacher Education Problems	S A		A		U D		D		S D	
		F	%	F	%	F	%	F	%	F	%
1.	Admission procedure of candidates into the Programme.	36	52.9	21	30.9	02	2.9	08	11.8	01	1.5
2.	Recruitment processes of professionally qualified lecturers.	32	47.1	19	27.9	07	10.3	08	11.	02	2.9
3.	Competency of Students in Teacher Education Programme.	20	29.4	31	45.6	12	17.6	03	4.4	02	2.9
4.	Appropriateness of Teacher Education curriculum.	22	32.4	16	23.5	14	20.6	13	19.1	03	4.4
5.	Sufficiency of:	14	20.6	32	47.1	08	11.8	12	17.6	02	2.9
6.	a. Staff offices.										
6.	b. Facilities	11	16.2	26	38.2	07	10.3	09	13.2	01	1.5
7.	Size of students admitted.	35	51.5	15	22.1	09	13.2	06	8.8	03	4.4
8.	Provision of incentives by the administrators.	18	26.5	23	33.8	12	17.6	11	16.2	04	5.9
9.	Community Support to Teacher Education Programme.	15	22.1	24	35.3	14	20.6	14	20.6	01	1.5
10.	Availability of equipped:	21	30.9	21	30.9	11	16.2	13	19.1	02	2.9
11.	a. Lecture theatres.										
11.	b. Laboratories.	21	30.9	21	30.9	10	14.7	14	20.6	02	2.9
12.	c. Libraries.	23	33.8	14	20.6	09	13.2	15	22.1	07	10.3
13.	Suitability of condition(s) of service of the Lecturers.	21	30.9	30	44.1	04	5.9	10	14.7	03	4.4
14.	Students' attitude toward learning.	28	41.2	24	35.3	07	10.3	07	10.3	02	2.9
15.	Funding toward professional development of Lecturers.	14	20.6	25	36.8	12	17.6	12	17.6	05	7.4
16.	Additional duties outside lecturing profession.	19	27.9	26	38.2	11	16.2	10	11.7	02	2.9
17.	<b>Total</b>	<b>341</b>	<b>515</b>	<b>342</b>	<b>541</b>	<b>149</b>	<b>216</b>	<b>165</b>	<b>243</b>	<b>42</b>	<b>62</b>

Table {8} above shows the respondents' perceptions on the causes of Teacher Education problems in Sa'adatu Rimi College of Education, Kumbotso, Kano. Strongly agree responses to the causes of the problems includes: (a) admission procedure of candidates into the Programme {52.9%}, (b) recruitment processes of professionally qualified lecturers {47.1%}, (c) competency of students in Teacher Education Programme {29.4%},

(d) appropriateness of Teacher Education curriculum {32.4%}, (e) sufficiency of: Staff offices {20.6%}, and (f) sufficiency of: Facilities {20.6%}, (g) size of students admitted {51.5%}, (h) provision of incentives by the administrators {26.5%}, (i) community support to Teacher Education Programme {22.1%}, (j) availability of, (k) equipped: Lecture theaters (30.9%), (l) availability of equipped: Laboratories {30.9%}, and (m) availability of equipped: Libraries {33.3%}, (n) suitability of condition(s) of service of lecturers {30.9%}, (o) students attitude toward learning {41.2%}, (p) funding toward professional development of lecturers {20.6%}; and (q) additional duties outside lecturing profession {27.9%}. Agree responses regarding the causes of Teacher Education problems in Sa'adatu Rimi College of Education are: (a) admission procedure of candidates into the Programme {30.9%}, (b) recruitment processes of professionally qualified lecturers {27.9%}, (c) competency of students in Teacher Education Programme {45.6%}, (d) appropriateness of Teacher Education curriculum {23.5%}, (e) sufficiency of: Staff Offices {47.1%}, and (f) sufficiency of: Facilities {33.8%}, (g) size of students admitted {22.1%}, (h) provision of incentives by the administrators {33.8%}, (i) community support to Teacher Education {35.3%}, (j) availability of equipped: Lecture theaters {30.9%}, (k) availability of equipped: Laboratories {30.9%}, and (l) availability of equipped: Libraries {20.6%}, (m) suitability of condition(s) of service of lecturers {44.1%}, (n) students attitude toward learning {35.3%}, (o) funding toward professional development of lecturers {36.8%}; and (p) additional duties outside lecturing profession {38.2%}. However, 'undecided' responses about the causes of the problems of Teacher Education are: (a) admission procedure of candidates into the Programme {2.9%}, (b) recruitment processes of professionally qualified lecturers {10.3%}, (c) competency of students in Teacher Education Programme {17.6%}, (d) appropriateness of Teacher Education curriculum {20.6%}, (e) sufficiency of : Staff Offices {11.8%}, (f) sufficiency of: Facilities {10.3%}, (g) size of students admitted {13.2%}, (h) provision of incentives by the administrators {17.6%}, (i) community support to Teacher Education Programme {20.6%}, (j) availability of equipped: Lecture theaters {16.2%}, (k) availability of equipped: Laboratories {14.7%}, and (l) availability of equipped: Libraries {13.2%}, (m) suitability of conditions of service of lecturers {5.9%}, (n) students attitude toward learning {10.3%}, (o) funding toward professional development of lecturers {14.8%}; and (p) additional duties outside lecturing profession {16.2%}. Similarly 'disagree' responses concerning the causes of Teacher Education problems are: (a) admission procedure of candidates into the Programme {11.8%}, (b) recruitment processes of professionally qualified lecturers {11.8%}, (c) competency of students in Teacher Education Programme {4.4%}, (d) appropriateness of Teacher Education curriculum {19.1%}, (e) sufficiency of Staff Offices {17.6%}, (f) sufficiency of facilities {13.2%}, (g) size of students admitted {8.8%}, (h) provision of incentives by the administrators {16.2%}, (i) community support to Teacher Education {20.6%}, (j) availability of equipped lecture theaters {19.1%}, (k) availability of equipped laboratories {20.6%}, (l) availability of equipped libraries {22.1%}, (m) suitability of condition(s) of service of lecturers {14.7%}, (n) students attitude toward learning {10.3%}, (o) funding toward professional development of lecturers {17.6%}; and (p) additional duties outside lecturing profession {14.7%}. Nevertheless, a few respondents 'strongly disagree' with the causes of Teacher Education problems in Sa'adatu Rimi College of Education as follows: (a) admission procedure of candidates into the Programme {1.5%}, (b) recruitment processes of professionally qualified lecturers {2.9%}, (c) competency of students in Teacher Education Programme {2.9%}, (d) appropriateness of Teacher Education curriculum {4.4%}, (e) sufficiency of Staff Offices {2.9%}, (f) sufficiency of facilities {1.5%}, (g) size of students admitted {4.4%}, (h) provision of incentives by the administrators {5.9%}, (i) community support to Teacher Education {1.5%}, (j) availability of equipped: Lecture theaters {2.9%}, (k) availability of equipped: Laboratories {2.9%},

(l) availability of equipped: Libraries {10.3%}, (m) suitability of condition(s) of service of lecturers {4.4%}, (n) students attitude toward learning {2.9%}, (o) funding toward professional development of lecturers {7.4%}; and (p) additional duties outside lecturing profession {2.9%}.

**(B) Students questionnaire:** All the thirty (30) questionnaires administered on the students were retrieved and presented as in this table:

**Table 2. Responses to the causes of Teacher Education Problems:**

S/N	Causes of Teacher Education Problems	S A		A		U D		D		S D	
		F	%	F	%	F	%	F	%	F	%
1.	Size of Students admitted.	16	53.3	14	46.7	-	-	-	-	-	-
2.	Community mode of behaviour to Teacher Education.	06	20	16	53.3	01	3.3	06	20	01	3.3
3.	Professional standard of Lecturers.	10	33.3	12	40	03	10	04	13.3	01	3.3
4.	Adequacy of: a .Resources	02	6.7	06	20	01	3.3	14	46.7	07	23.3
5.	b. Facilities	02	6.7	06	20	06	20	12	40	04	13.3
6.	Suitability of the curriculum.	15	50	11	37	02	6.7	01	3.3	01	3.3
7.	Students' behaviour toward learning.	08	26.7	13	43.3	01	3.3	04	13.3	04	13.3
8.	<b>Total</b>	<b>59</b>	<b>197</b>	<b>78</b>	<b>227</b>	<b>14</b>	<b>47</b>	<b>41</b>	<b>137</b>	<b>18</b>	<b>60</b>

Data in table {11} depicts responses about causes of Teacher Education Problems in Sa'adatu Rimi College of Education, Kumbotso, Kano, where percentage of 'Strongly Agree' responses include: (a) size of Students admitted {53%}, (b) Community mode of behaviour to Teacher Education {20%}, (c) professional standard of Lecturers {33%}, (d) adequacy of: Resources {7%} and (e) Facilities {7%}, (f) suitability of the curriculum {50%}; and (g) Students' behaviour toward learning {27%}. On the other hand 'Agree' responses regarding causes of the problems include: (a) size of Students admitted {47%}, (b) Community mode of behaviour to Teacher Education {53%}, (c) professional standard of Lecturers {40%}, (d) adequacy of: Resources {20%} and (e) Facilities {20%}, (f) suitability of the curriculum {4%}; and (g) Students' behaviour toward learning {43%}. However, 'Undecided' responses to the causes of the problems include: (a) size of Students admitted (0%), (b) Community mode of behaviour to Teacher Education {3%}, (c) professional standard of Lecturers {10%}, (d) adequacy of: Resources {3%} and (e) Facilities {20%}, (f) suitability of the curriculum {7%}, (g) Students' behaviour toward learning {3%}. Percentage of 'Disagree' responses are: (a) size of Students admitted {0%}, (b) Community mode of behaviour to Teacher Education {20%}, (c) professional standard of Lecturers {13%}, (d) adequacy of: Resources {47%} and (e) Facilities {40%}, (f) suitability of the curriculum {3%}; and (g) Students' behaviour toward learning {13%}. Similarly, some of the Students 'Strongly Disagree' with the causes of Teacher Education Problems in Sa'adatu Rimi College of Education, Kumbotso, Kano, as follows: (a) size of Students admitted {0%}, (b) Community mode of behaviour to Teacher Education Programme {3%}, (c) professional standard of Lecturers {3%}, (d) adequacy of:

Resources {23%} and (e) Facilities {3%}, (f) suitability of the curriculum {3%}; and (g) Students' behaviour toward leaning {13%}.

### Discussion of the results

The results of this research shows that majority of the Lecturers strongly agree with the following as causes of teacher education problems: (a) admission procedure of candidates into the Programme {52.9%} (b) recruitment processes of professionally qualified lecturers {47.1%}, (c) competency of students in Teacher Education Programme {29.4%}, (d) appropriateness of Teacher Education curriculum {32.4%}, (e) sufficiency of Staff offices Facilities {20.6%}, (f) size of students admitted {51.5%}, (g) provision of incentives by the administrators {26.5%}, (h) community support to Teacher Education Programme {22.1%}, (i) availability of equipped lecture theaters and laboratories {30.9%}, and availability of equipped Libraries {33.3%}, (j) suitability of condition(s) of service of lecturers {30.9%}, (k) students attitude toward learning {41.2%}, (l) funding toward professional development of lecturers {20.6%}, and (m) additional duties outside lecturing profession {27.9%}. Conversely, strongly agree responses obtained from the students on the causes of the problems are: (a) size of Students admitted {53%}, (b) Community mode of behaviour to Teacher Education {20%}, (c) professional standard of lecturers {33%}, (d) adequacy of Resources and Facilities {7%}, (e) suitability of the curriculum {50%}, and (f) Students' behaviour toward learning {27%}.

### Conclusions

Based on the findings of this research, it could be deduced that there are number of causes of problems to sustainable development in teacher education in Nigeria and Sa'adatu Rimi College of Education in specific. The result is in agreement with researchers and commentators who persistently argue that Nigerian public schools are experiencing dwindling standards in the quality of education received as a result of poor quality teacher education Programme. Hence Ajeyalemi (2005) points out that the training programmes them (whether full -time or part -time) have been criticized as not producing the right quality of teachers. Many of the graduates are, therefore, not prepared for, and find it difficult to adapt to, the realities of the classroom.

### Recommendations

The followings recommendations were made in respect of the above results: making oral and written interview to candidates to ensure that only intellectually and morally upright people are admitted into Teacher Education Programme, only individuals with professional teaching qualification be employed, students should develop interest and foster positive attitude towards learning, admitting optimum number of students, and making the curriculum more relevant to teacher education Programme. It is the hope of the researcher that implementing such recommendations may yield a positive outcome and ensure sustainable development in Teacher Education Programme in Nigeria.

### References

- Adamu, B. J, Ajayi, I.A and Afolabi, F. O (2012). Challenges for Teacher Education in Nigeria. Las, Vegas, Nevada, USA: *The Clute Institute International Academic conference*.
- Adamu, R. (2012). The role of science Education in the achievement of the millennium development goals. *The Kumbotso Teacher Educator journal*, 3 (2). p.2.
- Ajeyalemi, D. (2005). Challenges of Teacher Education for Secondary Schools in Nigeria. Being a Paper presented at a Two -Day National Workshop on the Counting Crisis

- of Secondary School Education in Nigeria: *Confronting Old and New Challenges* held at Chida International Hotel, Abuja.
- Adebanjo, O. (2012). Falling educational standards in Nigeria. Retrieved 21/07/2015 from <http://ngex.com/news/public/article.php?ArticleID=2178>
- Akiri, A. A & Ugborugbo, M. N. (2009). Teachers' effectiveness and Students' Academic Performance in Delta State in Nigeria: *Kalma-Raj stud Home comm Sci*, 3(2).
- Awwalu, M. I & Najeemah, B. M. Y. (2012). Teachers Challenges in Nigerian Public Secondary Schools Climate: Implications on Students Dropouts. *Science Journal of Sociology & Anthropology*. doi: 10.7237/sjpsych/125
- Ezenwafor, J. I. (2013). Comparative Study of Business Teacher Preparation Programs in Nigeria, Ghana and the United States of America: Implications For Globalisation In Business Teacher Education. Global Awareness Society International 22nd Annual Conference – Rome, Italy. Retrieved 16/07/2015 from [orgs.bloomu.edu/.../ezenwaforCollaborative%20research%202013%20\(2\)](http://orgs.bloomu.edu/.../ezenwaforCollaborative%20research%202013%20(2)).
- Fafunwa, A. B. (2004). History of education in Nigeria (Reprinted). NPS Educational Publishers ltd: Ibadan.
- Federal Republic of Nigeria, (2004). *National Policy on Education* (4<sup>th</sup> ed.) Lagos: NERDC Press.
- Feuer, M. J, Floden, R. E, Chodowsky, N. & Ahn, J. (2013). *Evaluation of Teacher Preparation Programs. Purpose, Methods, and Policy Options*. Washington, DC: National Academy of Education.
- Fidelis, B. T. (2013). Falling Standard of Education. A Case of Ekiti State College of Education. *European Scientific Journal*, Vol.9, No.19. p. 121.
- Igbemi, M. J. (2011). Constraints in Teacher Education and Effects on Teaching and Learning of Home Economics in Primary Schools: *Journal of Educational and Social Research Vol. 1* (3).
- Nakpodia, E.U & Urien, J. (2011). Teacher Education in Nigeria: Challenges to Educational Administrators in the 21st Century. *The Social Science vol. 6* (5). DOI: [10.3923/sscience.2011.350.356](https://doi.org/10.3923/sscience.2011.350.356)
- Nigerian Educational Research (1980). Report of the Bagauda Seminar on Quantities and Qualities in Nigerian Education.
- Ololube, P. N. (2006). A Study of Academic and Professional Qualification on Teachers' job Effectiveness in Nigerian Secondary Schools. PhD Theses University of Helsinki.
- Osuji, S.N. (2009). Teacher Education curriculum in Nigeria in the perspective lifelong Education. *The Journal of International Social Research Vol. 2* (8).
- Toscany Academy (2012). Declining State of Education in Nigeria: The Possible Causes. Retrieved 21/07/2015 from <http://toscanyacademy.com/blog/nigeria-education/declining-state-of-education-in-nigeria-the-possible-causes>

**APPENDIX 'A'**  
**LIST OF ACRONYMS**

SRCOE-----	Sa'adatu Rimi College of Education
NPE-----	National Policy on Education
NCE-----	Nigerian Certificate in Education
NCCE-----	National Commission for Colleges of Education
T.E-----	Teacher Education
TTPs-----	Teacher Training Programmes