

3

Policy Issues in Teacher Education

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Introduction

Policy issues in teacher education are discussed here in the context of the many prospects, challenges and even bottlenecks that are faced, encountered and experienced in the process of teacher preparation and negotiation of the training of teachers with best practices. For this reason, the focus of teacher education discussion here is policy issues.

Conceptual Clarification

It seems appropriate to start this chapter with definitions of policy issues and teacher education in order to provide the required conceptual framework and dispose of a few problems in this regard. The *Oxford Advanced Learners Dictionary* of current English gives the following as one of the definitions of the word ‘policy’ – “statement of aims, or ideals, especially one made by a government...”. In this chapter, the use of the term ‘policy’ in teacher education will be closely related to the definition given above; that is, a statement or guideline of nationally and/or professionally derived conceptions, philosophy, aims, objectives, ideals, practices and expectations to give a focus, direction, structure, reward, professional preparation, certification, licensing, competence, guide, ethics, framework and essence in teacher education in all its ramifications. Policy in teacher education is distinguishable from other policies because it is expected to be futuristic, directional, prescriptive, focused and pedagogical. It is expected to specify desirable values and guide against uncertain/disruptive developments. It is also a response to socio-economic, dominant political and cultural pressures through space and time.

Policy in teacher education addresses and/or redresses certain on-going issues and by implication raises further issues posing as outstanding challenges. There

are two major possible perceptions of curriculum issues considered relevant in this context. One is to look at the historical perspective in terms of fundamental issues addressed in teacher education and their outcomes or achievements. The other perspective is to attempt a critique of the various attempts by focusing on outstanding issues or challenges to be redressed. This is to refer to recurring or emerging important topics that people are discussing or arguing about in the context of teacher education today. These are essentially fundamental, controversial or sensitive worries and score points requiring more time to think about pragmatically for both individual and corporate good. One may also consider the benefits of certain policies in an attempt to point the way to better policies in future. Perhaps it can be argued that the first perspective relates to policy, while the second perspective relates to policy issues.

Generally then, an issue can be seen as a point in dispute, a point on which a question depends, a question awaiting decision or ripe for decision (MacDonald 1978). It is an unresolved situation. When resolved in a formal or legal way, it becomes a policy. If it is unresolved and left to hang on the whim and caprice of stakeholders and/or practitioners, it remains a traditional practice or convention, or even a contentious issue.

Adegoke (2010) describes teacher education, commonly referred to as teacher preparation, as ‘the art and science of institutionally providing pre-service or in-service or on-service training to prospective teachers in the theoretical basis, specialized knowledge and the acquisition of practical and applied skills, concepts, principles, strategies, techniques and styles with adequate attitudes and orientations’. He also defines a teacher as a trained, certified, registered and licensed professional, having attended a teacher training institution and successfully completed its prescribed teacher education programmes in the art and science of teaching his or her specialist subject(s) for the various levels of the educational system – pre-primary, primary, secondary and tertiary.

Purpose

The purpose of this chapter is to highlight some issues that gave rise to guiding the development and practice of teacher education, particularly in Nigeria, after attempting contextual definition of policy, policy issues and teacher education. In the process, we shall come upon issues which, though important, were not strong enough to require policy status but are cherished well enough in practice to acquire the status of conventions. Yet, there are others which are either still going through the process of becoming policies or yet to mature beyond issue status, for whatever reasons.

Policy Formulation and Teacher Education

A policy is a formalized practice. It is a convention ratified as a way of life. Issues beget policies once they have attracted enough of government attention. Government's first reaction is to set up a commission of enquiry to investigate the situation and advise it appropriately. However, government is free to accept, modify or even reject any of a commission's recommendations.

Once a recommendation is accepted in the original or modified form, governments' second reaction is to follow up by issuing a white paper which gives directives as to the implementation of ensuing policy encapsulated in a legal framework. The making of policies at individual, organizational and institutional levels is not any different in procedure.

Policy formulation in teacher education dates back to education policy formulation during the colonial period. This is not to overlook policy issues before colonization, especially during the missionary administration of schooling. It may suffice to note that policy in the various elements of teacher education can be seen directly or indirectly in the following:

- Elliot and Asquith Commission (1947);
- Richard Constitution (1947);
- MacPherson Constitution (1951);
- Ashby Commission (1959);
- Taiwo Committee (1967);
- Adefarasin Reports on the National Joint Negotiating Council for Teachers (1964 – 1965);
- Asabia Report of the Committee on the Grading of Duty Posts Voluntary Educational Institutions (1967);
- Other major Public Service Review Commissions, e.g. Harragin (1946), Gorsuch (1955), Newn (1959), Mbanefo (1959), Morgan (1964), Edward (1966), Adebo (1971) and Udoji (1959);
- The National Policy on Education (2007, new edition);
- Series of education laws (ordinances) and reports which were passed in Britain, West Africa and Nigeria between 1882 and 1994;
- Series of publications by governments or their agencies (e.g. problems of education in Nigeria (Education Sector Analysis);
- Constitution of the Federal Republic of Nigeria;
- Various edicts and decrees.

Policy in Teacher Education

The National Policy on Education (FRN 2004) has the expectation that teaching in Nigeria shall attain the highest standards possible. The policy restates the cliché that ‘no education system may rise above the quality of its teachers’ to emphasize the need for teacher education to be given pride of place in all educational planning and development. The policy states that the goals of teacher education in Nigeria shall be to:

- i. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- ii. encourage further the spirit of inquiry and creativity in teachers;
- iii. help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals;
- iv. provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- v. enhance teachers’ commitment to the teaching profession.

Policy in teacher education revolves around teacher education institutions, with emphasis on the following:

- Recruitment of staff;
- Admission guidelines;
- Course content;
- Teaching practice and practicum;
- Certification and licensing;
- Funding, monitoring and evaluation.

At present, professional training is provided to teachers in Nigeria by the following:

- i. Colleges of Education;
- ii. Faculties of Education;
- iii. Institutes of Education;
- iv. National Teachers’ Institute (NTI);
- v. Schools of Education in the Polytechnics;
- vi. National Institutes for Nigerian Languages;
- vii. National Mathematical Centre (NMC).

Recruitment of Staff

FME (2009) revealed that recruitment requirements for lecturers in colleges of education (COE) are not rigorous enough. Most of the lecturers are not adequately prepared in the area to which they are assigned, e.g., Primary Education Studies (PES). Also, opportunities for the professional development of lecturers are few and far between. In-service Teacher Education (ISTE) programmes, and curricula offered teachers do not address their needs. Basic education teachers' exposures to ISTE are mainly through programmes for upgrading and certification through distance learning and 'sandwich' courses.

Admission Guidelines

Uniform admission guidelines are not strictly adhered to in colleges of education and universities. Many colleges admit candidates with four credits in SSCE, NECO and GCE 'O' Level examinations while almost all admit candidates with less than four credits through their pre-NCE programmes. Universities admit candidates with five credits. Most universities admit candidates with five credits at a maximum of two sittings, while few insist five credits must be passed at one sitting. The lack of uniformity in the admission guidelines leads to inability to attract only academically high-quality candidates.

Course Content

The course content in the college and the university programmes is inadequate for the demands of the knowledge economy (FME 2009). The mastery of subject content in areas such as science, mathematics and technology is poor, with emphasis on 'rote learning' and use of the lecture method. Instructional materials to aid teaching and learning are either not available or inadequate. Also, the application of Information Communication Technology (ICT) and modern media skills development in teaching is mostly poor and non-existing in some cases.

Teaching Practice

The duration of practical teaching is short, especially in university teacher education programmes. Classroom observation practice before teaching practice is not emphasized. There is little or no time for formal induction prior to teaching practice. Hence, the quality of supervision, lesson plan preparation and delivery of content by student teachers is low.

Certification and Licensing

After graduation from the college or degree programmes in teacher education, the new entrants are expected to be registered as is being done in other professions (e.g. medical, legal, etc). However, the situation on ground shows that the Teacher Registration Council of Nigeria (TRCN) has only been successful in registering very few new teachers, not to talk of recertification and licensing.

Link between Pre-service Teacher Education (PSTE) and In-service Teacher Education (ISTE)

At present, there are only few teacher education policies that link PSTE and ISTE so as to recognize the role of ISTE in teacher support and motivation in enhancing quality of instruction over time.

Funding, Monitoring and Evaluation in Teacher Education

Teacher education policies can only be effectively implemented if financing is adequate for sourcing of instructional materials, appropriate personnel, needed infrastructure and equipment.

Issues in Teacher Education

The issues in teacher education are:

- Which curriculum will lead to optimal role performance?
- Is the teacher education programme not often overloaded with pedagogy, compared to content?
- Should teacher education not focus on identifying decay, redundancies and gaps in the teacher education programme?
- Can we optimize the professionalization of teaching without addressing its shortcomings?
- Will licensing requirements limit or encourage diversity of the teaching force?
- Will raising licensing standards improve the quality of teacher education?

The Scope of Teacher Education

Teacher education covers such aspects of education and training as knowledge of content, ability to develop and implement the school curriculum, using the finest pedagogic skills acquired through pre-service instruction, school management, teaching practice, school visits, microteaching, in-service training workshops spiced with supervision and inspection, traditional and later electronic mentoring. Teacher education can therefore be evaluated under three main functions of accountability, professional development and curriculum review.

Teacher Education Course Duration

From the point of view of his or her education, for instance, shouldn't a teacher be expected to know more of the curriculum content in depth and breadth than the student he or she is supposed to teach? Currently, there is a hot debate as to whether a professional graduate teacher should or should not acquire as much knowledge of content as his counterpart in the non-professional cadre. The trend

in this debate seems to suggest that the professional graduate teacher's course should be five years, which means four years degree course plus one year postgraduate diploma in education, as against the present system of four years which combines both content and pedagogy. Universities vary in the way they choose from these two options at present. Hence, we can conclude that the duration of a professional teacher's course in education still remains an issue waiting to be resolved by the Federal Government.

Requirement for Professional Teacher Registration

Whichever option is adopted by teacher education institutions, once produced, a graduate teacher is registerable by the Teacher Registration Council of Nigeria (TRCN) on possession of requisite requirements. And since the Nigerian Certificate in Education (NCE) has by policy been prescribed as the minimum qualification for teaching, teacher registration by TRCN starts from there. However, deadlines for registration and conditions compelling teachers to register; whether registration shall be necessary and sufficient or combined with licensing; and whether licensing shall be once and for all or to be periodically renewed automatically or through examination are still issues yet to be resolved.

Expansion of Intermediate Education

Our exploration of issues in teacher education starts from the period around Nigeria's political independence. Prior to independence, the Federal Government of Nigeria wanted to be advised about the state of preparedness of teacher education and training in taking over responsibility from the colonial government school administration. To this end, the Federal Government of Nigeria set up the Ashby Commission in 1959.

In its report, the Commission observed, among other things, that many teachers were uncertified and improperly trained (FGN 1960:41). It therefore recommended massive expansion of 'intermediate education' for upgrading the existing teaching force in primary and secondary schools (Ashby Commission 1959). In the view of the commission, massive expansion of intermediate education was necessary; but whether it was sufficient to solve the problem of inadequacy of teachers was another issue.

Mismatch between the Expansion of the Educational System and Enrolment into Teacher Training Institutions

The first reaction of the Federal Government of Nigeria (FGN) to the Ashby Commission Report was to set up the first four advanced teachers' colleges by the early 1960s to produce teachers in the intermediate cadre, a non-degree but high-quality professional certificate in education titled Nigeria Certificate in Education (NCE). This gave birth to the rapid growth of current Colleges of

Education (COEs) nationwide. It is informative to note that, within two decades, COEs had risen to forty-four in number. This rapid growth of COEs did not miss the observation of Adesina (1977) who raised an alarm about the imbalance between the expansion of COE and enrolment into teacher training institutions. This indicated that matching the growth of COE with enrolment into teacher training institutions had become another issue in spite of government's effort to overcome the deficiencies in teacher education.

A counter reaction of the FGN was to set up the Longe Commission in 1991 to revise Higher Education in Nigeria. After its investigations, the Commission remarked that the development of COEs had proceeded faster than that of the universities and polytechnics. In spite of efforts to beef up enrolment in COE, the problem identified by Adesina (1977) seems to still persist to date. Whereas most of the existing six-three COE by the 1994/95 session have a capacity of about 4,000 student enrolment, they remain grossly underutilized, as their average enrolment was about 1,240 students per college. This persisting mismatch is a major issue.

Threats to Capacity Building in Colleges of Education

The first threat is obviously the dearth of entrants into the COEs. Over the years, teachers have been terribly marginalized socially, economically and emotionally. This is so, notwithstanding the fact that our early political leaders were mostly teachers. It is surprising that they could not use their good offices to improve the lot of teachers generally. A great mathematics teacher once wondered how easily one can be motivated by political largesse to forget the agonies of the teaching profession (Lassa 1996:136). Although not peculiar to the Nigerian situation, teachers' salary level is extremely low, so also are their living conditions. Position, power and prestige seem tied to the levels at which the teacher functions in the school system – primary, secondary and tertiary – and these also tally with the leadership roles and responsibilities accorded them in Nigerian society. However, there are marked differences in remuneration between university and polytechnic teachers and for reasons of complexes attached by society to the varying modes of education, teachers and students alike continue to transit from polytechnics to universities in pursuance of degree certificates regardless of whether the courses offered will lead them to self-reliance or not. Recently, the Academic Staff Union of Universities won a sizeable increase in salary and emoluments while secondary school teachers only won a moderate increase which is not yet being paid in some states of the federation.

Sometimes, remuneration of teachers varies across regions: teachers in Francophone countries earn better salaries than their Anglophone counterparts. In some parts of Africa, such as Liberia and Zimbabwe, teachers are treated like civil servants and workers in the private sector. They also have equal opportunities

for higher education and promotion (World Bank 1998; Lockhead and Vespoor 1990). These factors combine to affect the morale and status of teachers among other professionals. Teachers in Nigeria therefore have to resort to moonlighting, high turnover, incessant strike actions and low enrolment in teacher education institutions in order to make-up for their losses. The main issue at stake here is that even the teachers who have transferred to work in ministries are not visibly seen to work against the marginalization of their colleagues who are still in the classroom.

Combating Aversion for the Teaching Profession

The total effect of the factors posing threat to capacity building is aversion for the teaching profession and this has greatly brought down the projected enrolment in teacher education in Nigeria in both universities and colleges of education to an estimated annual decline of 6.4 per cent. In the 1998/99 session, about 30 per cent of COEs operated with less than 1,000 students. Nine COEs even operated with less than 500 students. The issue at stake here is that efforts taken so far to combat aversion are indirect (Isyaku 2002).

Similar aversion to the teaching profession witnessed at the COE level has now become obvious in the enrolment at the universities' faculties of education where annual decline was estimated at about 6.4 per cent (Ali 1998). This implies shortage in the production of secondary school teachers. This is not yet properly addressed.

Pre-NCE Special Preparation Programme

With some universities insisting on five WASCE credits at a sitting and others accepting five at any two sittings for admission of students, most of the well-qualified students find their way into universities. Those with three and four credits make do with polytechnics and colleges of education. It is obvious that those with two credits and less will require some sort of preparation to make-up. Initially, make-up courses were mounted for admission into Technical Education, Science, French and Nigerian Languages. As the pre-NCE special preparation programme gained popularity however, most colleges of education now have make-up-courses for virtually all disciplines. Consequently, this has become a special mode of entry into the COEs. The issue at stake is the lack of control regarding this mode of entry.

National Policy on Teacher Education and Professionalization

The National Policy on Teacher Education openly asserts that:

- i. No education system can rise above the quality of its teachers (FGN1981);
- ii. All teachers in our educational institutions, from primary to university levels, will be professionally trained; and

- iii. NCE will ultimately become the basic qualification for entry into the teaching profession.

While (ii) above serves as a reference point for the professionalization of teachers in Nigeria, (iii) provides an index of quality control for recruiting teachers. There is, however, the need to watch how (ii) is applied in recruitment as the present practice of using NCE (primary) teachers to teach in secondary schools and using NCE (secondary) teachers to teach in primary schools is an abuse of the provision and capable of lowering standards. Non-specialized colleges of education produce teachers attuned to both programmes. Other safeguards for upholding standards include the supervisory role of the National Commission for Colleges of Education (NCCE) which was established in 1989. The NCCE uses accreditation and monitoring to uphold conformity with the requirements of the National Policy on Education. The NCCE also handles the certification of all NCE programmes from 1992 when the minimum standards came into effect. There are a few practices which indicate autonomy. Some colleges of education and colleges of higher education abroad (e.g. in United Kingdom, Scotland and Australia) award degrees. At present, only the NCCE can approve the award of degrees by colleges of education and it is always in affiliation with universities accredited by the National Universities Commission (NUC). A major issue is the existence of auxiliary teachers, most especially in the North, an aberration to the application of the policy countrywide. Another major issue is what to do about the quality of non-professionalized lecturers in colleges of education, polytechnics and universities.

Reviewing School Curriculum

Recent reforms undertaken by the Nigerian Educational Research and Development Council (NERDC) to review the school curriculum were based on the hint by Adeniyi (2002) that there was nothing wrong with the content of the curriculum but, rather, it was the implementation that was faulty. Consequently, the old Integrated Science curriculum for Junior Secondary School (JSS) has now been transformed into Basic Science while the former Elementary/Primary Science is now Basic Science and Technology. Other notable changes are:

- removal of overloading in places;
- addition of few concepts relating to needs of the society/community;
- increase of practical activities in many subject areas;
- stepping up the provision of equipment and facilities to back up practical activities.

A project intended to step up capacity building in ICT content and pedagogy was instituted under the project Science and Technology Education Post Basic (STEP “B”) at secondary and tertiary levels in both technology and science.

Attempts are currently being made to revive the Secondary Education Commission in order to coordinate efforts in sustaining the various projects at the basic and post-basic levels.

The Lagos State Government has gone ahead to initiate a version of the Step-6 project in core courses. It is named Eko Project but, unfortunately, the materials on the review of the school curriculum are not yet available to the public in bookshops. This constitutes a big constraint to project implementation. Many of the new procedures for managing the funds of the Eko Project, as well as the training given to the school staff for handling the transaction with the World Bank, are largely unknown and hence misunderstood. This precludes probity and accountability in the eye of the public. It is, however, too early to judge how the new relationship between the school, the school authority and the Bank will work out to eliminate sharp practices in the funding of the school system.

LNG Award in Literature and Science/Academy Affairs

The recent institution of Liquid Natural Gas (LNG) award in literature and science is heartwarming because it presents challenge at the ultimate level of endeavour for the Nigerian public. Awards already made confirmed the class of the winners’ achievement. However, the way it is being operated at the moment has pitched the award at the highest level which seems slightly restrictive. What will be more motivating to the entire populace would be a mode of operating it across various levels of education such as the primary, secondary, tertiary, postgraduate and post-doctoral. So also is the running of Academy affairs in Nigeria, pitched at the highest level. The merit is that it motivates Nigerians to aspire to be creative and innovative like their counterparts anywhere and tackle the challenges of living. It will, however, be more inspiring and self-sustaining if their activities could be spread across the various educational levels. This is capable of motivating the young ones to learn the ropes of creativity and innovation gradually. The significance of these events for teacher education is that they are all operated at the highest possible level by teachers and they can very much complement the work of teachers towards a higher level of achievement by their students if well organized at various levels as suggested. At present, the restricted mode in which they are organized constitutes a major issue requiring policy change.

Future Prospects for Teacher Education in Nigeria

Adams (1930) has long made a promising prediction capable of sustaining the hope of a bright future for teachers and teacher education worldwide when he described education as ‘an instrument par excellence for national development’

(FGN 1977). This is however subject to commensurate improvement in the wellbeing and status of teachers. Some imaginative and far-reaching strategies of achieving this lofty ideal are:

- i. Okonji (1997) model of multiple intake regimes, scheduled over morning and afternoon shifts cascaded into two alternating stretches of time and students, is capable of producing graduates of three sessions in two calendar years. This is a way of maximizing the use of available facilities without the need to build more colleges of education.
- ii. The Joint Admissions and Matriculation Board (JAMB), acting within its mandate as a clearing house for students' admissions, should be able to regularize Pre-NCE admission in a similar way as the direct entrants into the B.Ed degree programme of the universities.
- iii. The Teachers Registration Council of Nigeria (TRCN) should arrange for the enthronement of professional ethics through internship, inspection and assessment of qualified teachers before certification for registration. It should also arrange for refresher courses for practicing teachers.
- iv. In view of developments in the wider society in terms of modes of dressing and communication, there is need to streamline the code of ethics to govern the behaviour of teachers across levels, with particular regard to dressing, relationship with pupils/students, colleagues, school proprietors, parents, visitors, limits of loyalty to union leadership, use of rewards and punishment. Also, morally debased teachers should be shown the way out of the service.
- v. Adequacy of teachers' remuneration is one big issue which never seems possible to resolve. Regularity in the payment of teachers' salaries seems so difficult to achieve. Also, special allowances granted to teachers of science, foreign languages, mathematics and technology education have not been paid regularly by the government and other proprietors of tertiary institutions. It might even be suggested that teachers of core subjects such as English, Mathematics and Basic Science posted to rural areas should be paid special inducement allowances. This may be an easy way of combating aversion to the teaching profession to a large extent.
- vi. One practice of keeping job positions for indigenes of a state is to give contract appointments to non-indigenes. This is inimical to sound morale and job satisfaction. To combat this practice, it is necessary to uphold the same conditions for all in terms of appointments, promotions, hours of work, retirement and pension. Automatic employment should also be offered to NCE holders while posting them to states where their needs will greatly promote job security, instead of discrimination in terms of

state of origin. This could also make the NCE more attractive and increase enrolment in colleges of education.

- vii. Involving teachers in developing the curriculum related to their functions confers some recognition on them. This leads to greater commitment in the discharge of their duties and upholding ideal standards. Those teachers who participate in marking of WASCE papers show these traits and are able to prepare their students for better results.
- viii. Instituting merit awards to honour teachers at various levels – local government, state and national – will surely motivate excellence in the performance of their duties. Such awards need to be extended to include school administration and management, games and sports, national examination, exemplary behaviour and discipline as well as long and untarnished service.
- ix. The tendency to trivialize the professional development of technical personnel in school laboratories should be discontinued as it is capable of lowering standards.
- x. An improved working environment is necessary for teachers. A comfortable staffroom has a way of enhancing teachers' productivity and promoting good social behaviour. When this is matched with attractive school environment, adequate teaching materials and equipment, teachers' morale and motivation are raised.
- xi. Empowering colleges of education to award the B.Ed. degree has a way of influencing the preferential patronage of returning students. When a college of education awards B.Ed degree, its status is greatly enhanced in Nigerian society.
- xii. Teachers' education, if made tuition free as against each state giving bursary awards to teachers-in-training who are its own indigenes, is more rewarding. Special allowances should also be paid for teaching practice, execution of projects and school attachment programmes.
- xiii. Grants-in-aid, if given to all colleges of education, public or private, will uplift the morale of all stakeholders, encourage the participation of all and enhance the acquisition and maintenance of equipment and infrastructural facilities toward the attainment of high standards.
- xiv. Current educational technologies, if fully employed, would make possible the floating of a Distance Learning System (DLS) which could network the programmes of NTI, sandwich and part-time programmes of colleges of education and universities, for upgrading the professional qualification of teachers.
- xv. Teachers already inservice will benefit from DLS in upgrading their qualifications and this can considerably enhance their career and morale.

- xvi. Organizing a sandwich system for serving TCII and auxiliary teachers in colleges of education during holidays will immensely benefit them in their career drive. But they will need some assistance as course fees and cost of instructional materials are often high while their pay is lean.
- xvii. Short-term strategies for the production of UBE teachers:
 - a. Three-semester pre-service training of students with three passes at the school certificate examination can be prepared to teach in the primary school and this is bound to remove some bottlenecks.
 - b. Setting up a two-year programme to raise students from colleges of education so that they can be redeployed on one full year of practical teaching in their respective states with shortage of teachers.
 - c. Camping failed TC II teachers for two semesters would be sufficient to help 75 per cent of them to scale over and this would be a boost to the provision of teachers for UBE.
- xviii. Admission of NCE graduates back into the NYSC programme, as was at its inception in 1976, will ensure a steady supply of quality teachers to the UBE scheme in states experiencing shortages.
- xix. Capacity building should be diffused to all states at all levels of education throughout the country. So also should the activities of LNG Awards and Academy Affairs.

Conclusion

Teacher production and utilization in Nigeria has been the context in which policy-related issues have been highlighted in most of this chapter. The prospects of increasing teacher supply were then listed as solutions to some of the issues were raised. Some actions embarked upon by academic/professional associations and private sector initiatives, to promote quality education and thereby aid teacher effectiveness, were also reviewed. It is the faithful implementation of these suggestions with all outstanding issues resolved that is bound to ensure the attainment of national objectives and a golden age for teacher education in Nigeria.

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