International Journal of Innovative Research in Education, Technology & Social Strategies
p-ISSN: 2465-7298 | e-ISSN: 2467-8163
Volume 13, Number 1 September, 2026

IJIRETSS

Revamping the Teacher Education Sector for Sustainable National Development in Contemporary Nigeria

Joseph Philip Turaki
College of Education, Gindiri
Plateau State, Nigeria

Article DOI: 10.48028/iiprds/ijiretss.v13.i1.01

Abstract

Teacher education is fundamental to the quality of education and sustainable national development. This study examines the objectives, current status, and major challenges confronting teacher education in Nigeria, with emphasis on systemic factors limiting its effectiveness. A descriptive survey and qualitative research approach were adopted, using documentary analysis of relevant policy documents, scholarly literature, and official education reports. Findings indicate that inadequate funding, poor remuneration and welfare, low professional motivation, shortages of qualified teachers, unethical practices, and political interference continue to undermine teacher preparation and professional effectiveness. The study recommends increased and sustainable funding, improved teacher welfare, continuous professional development, strengthened ethical and regulatory frameworks, merit-based recruitment, and reduced political interference in teacher education. The study concludes that comprehensive reforms in teacher education are essential for improving educational quality and supporting sustainable national development in Nigeria. Effective reform requires coordinated commitment from government, institutions, regulatory bodies, and other stakeholders.

Keywords: *Teacher education; Teacher quality; Professional development; Sustainable national development.*

Corresponding Author: Joseph Philip Turaki

Background of the Study

Education occupies a central position in individual advancement and national development. It provides individuals with knowledge, skills, values, and competencies required for productive participation in society and contributes to a country's socioeconomic, scientific, technological, and cultural advancement. Uju (2013) identifies education as a foundation for meaningful and sustainable development, given its capacity to enhance human capabilities and promote social transformation. Through systematic instruction and training, education develops intellectual abilities, practical skills, character, and other attributes necessary for individual and collective progress. The achievement of these educational objectives depends substantially on the quality of teachers responsible for translating educational policies and curricula into classroom practice. Teacher education therefore plays a critical role in preparing prospective teachers with the knowledge, pedagogical skills, professional competencies, and dispositions required for effective teaching. Akpan et al. (2009) emphasise the importance of systematic teacher preparation in developing the competence necessary for effective instructional delivery and the attainment of educational goals.

The National Policy on Education recognises education as an instrument for transmitting knowledge, skills, values, and attitudes necessary for individual development and national progress (Federal Government of Nigeria, 2013). Teachers constitute the principal agents through whom these educational objectives are translated into practice. As professionally prepared practitioners, teachers are expected to facilitate learning, nurture learners' intellectual and social development, promote ethical values, and prepare young people to participate meaningfully in an increasingly competitive global environment while remaining responsive to local needs. The significance of teachers extends beyond classroom instruction. Teachers contribute to the development of learners' knowledge, creativity, ethical awareness, empathy, social responsibility, and practical life skills. The quality of the teaching workforce consequently has implications for the quality and sustainability of the wider education system. The Government of India (2019), for example, emphasises the centrality of teachers to educational transformation and national development. Although the Nigerian context differs institutionally and historically, the broader principle that effective educational systems require well-prepared teachers remains relevant.

Adeosun (2009) identifies among the objectives of teacher education the development of teachers' spirit of inquiry and creativity and the provision of an intellectual and professional foundation that enables them to perform effectively and adapt to changing circumstances. The National Policy on Education similarly recognises the need for teacher education to respond continuously to changes in curriculum, instructional methods, and professional practice (Federal Government of Nigeria, 2013). Continuous exposure to professional innovations is therefore necessary if teachers are to remain effective in a rapidly changing educational environment. Ekpiken and Ukpabio (2014) describe teachers as central actors in the educational process, while Lawal and Braimoh (2018) emphasise their importance to the achievement of political, economic, technological, moral, and social development objectives. Teachers contribute to the preparation of professionals across virtually every sector, including

medicine, engineering, law, science, technology, administration, and other fields. Consequently, investment in teacher preparation and continuing professional development is an investment in the broader human-resource capacity of the nation.

The quality and status of teacher education therefore require sustained attention. Where teacher education is inadequately funded, poorly regulated, or regarded as a secondary pathway into other forms of education, the capacity of the education system to attract, prepare, and retain competent teachers may be weakened. Lawal and Braimoh (2018) argue for continued professional development and improved conditions that enable teachers to perform their responsibilities effectively. Teachers should consequently be regarded as important agents of social and economic transformation and provided with opportunities to acquire contemporary knowledge and skills. Akindutire and Ekundayo (2012) further contend that socioeconomic, political, and scientific advancement requires teachers who possess appropriate knowledge, skills, competence, and professional commitment. The National Policy on Education reinforces this position by affirming that the quality of an education system is closely related to the quality of its teachers (Federal Government of Nigeria, 2013). It is therefore necessary to periodically examine Nigeria's teacher education system to determine whether it is adequately preparing and supplying competent teachers for different levels of education. Against this background, this study examines the objectives, current status, and challenges of teacher education in Nigeria and considers strategies for strengthening the sector. The study is particularly concerned with how improvements in teacher preparation, professional development, teacher welfare, funding, ethical standards, and institutional support can contribute to sustainable national development.

Conceptual Clarification

This section clarifies the major concepts that underpin the study, namely revamping, teacher education, teacher quality, sustainable national development, and professional development. Revamping refers to the systematic process of renewing, restructuring, improving, or modernising an existing system in order to enhance its effectiveness and capacity to achieve intended objectives. In the context of teacher education, revamping involves identifying weaknesses within the existing system and introducing appropriate reforms in areas such as planning, supervision, funding, infrastructure, curriculum, personnel development, and institutional administration. Ihedioha and Ituen (2017) associate revamping with modifying or restructuring existing arrangements to improve their capacity to achieve desired outcomes. Thus, revamping teacher education involves more than introducing isolated interventions; it requires coordinated reforms capable of improving the overall performance and sustainability of the sector.

Teacher Education

Teacher education refers to the organised process of preparing individuals for effective professional practice in teaching and supporting their continued development throughout their careers. Osuji (2009) views teacher education as professional preparation through which teachers acquire the knowledge, skills, attitudes, and competencies necessary for

effective performance in response to the needs of society. It includes both pre-service preparation before entry into teaching and in-service education undertaken during professional service. Lawal and Braimoh (2018) similarly regard teacher education as a structured process for developing teachers' professional competence and enabling them to respond effectively to the demands of their profession. It incorporates pedagogical knowledge, subject-matter competence, instructional skills, classroom management, assessment practices, and other professional capabilities. The National Policy on Education identifies the development of teachers' intellectual and professional capacities, creativity, spirit of inquiry, adaptability, and commitment to the teaching profession as important objectives of teacher education (Federal Government of Nigeria, 2013). Teacher education must therefore remain responsive to developments in curriculum, pedagogy, technology, and the changing needs of learners. Akpan et al. (2009) underscore the central position of teachers within the education system, arguing that the effectiveness of an education system is closely associated with the quality and commitment of its teachers. Similarly, Fafunwa (1974) regards teacher preparation as fundamental to educational development because expansion and improvement of education require an adequately prepared teaching workforce.

The National Policy on Education identifies the following broad objectives of teacher education:

i. To produce motivated, conscientious, and efficient teachers for the various levels of the education system.
ii. To promote inquiry, creativity, and reflective practice among teachers.
iii. To prepare teachers to participate effectively in community and national life.
iv. To provide teachers with appropriate intellectual and professional preparation for their responsibilities and enable them to adapt to changing circumstances.
v. To strengthen teachers' commitment to the teaching profession.

Achievement of these objectives requires teacher education institutions to provide appropriate curricula, qualified personnel, adequate facilities, relevant instructional resources, and opportunities for continuing professional development.

Teacher Quality

Teacher quality refers to the combination of knowledge, skills, competencies, professional values, dispositions, and practices that enable teachers to facilitate effective learning. It encompasses both the professional attributes teachers possess and their capacity to apply those attributes effectively in instructional settings. Darling-Hammond (2000) associates teacher quality with subject-matter knowledge, pedagogical knowledge, and understanding of learners, while the Organisation for Economic Co-operation and Development (OECD, 2005) emphasises teachers' ability to apply relevant knowledge and skills to diverse educational needs. Teacher quality cannot, therefore, be determined solely by academic qualifications or possession of professional credentials. Effective teaching also requires pedagogical competence, classroom-management skills, assessment literacy, communication ability, ethical conduct, reflective practice, professional commitment, and responsiveness to

learners' diverse circumstances. Teacher quality should also be distinguished from teacher effectiveness.

Teacher quality relates primarily to the professional characteristics and practices that teachers possess and demonstrate, whereas teacher effectiveness concerns the extent to which these characteristics and practices contribute to meaningful educational outcomes. Teacher effectiveness may also be influenced by contextual factors such as school leadership, curriculum, available resources, class size, and learners' socioeconomic circumstances. Teacher quality is similarly related to, but broader than, teacher competence. Competence refers particularly to the demonstrable ability to perform specific professional tasks effectively, whereas teacher quality incorporates a wider range of knowledge, skills, values, dispositions, and practices. Teacher quality is consequently developed through initial teacher education, induction, continuing professional development, supportive working conditions, professional regulation, and opportunities for career advancement. In Nigeria, improving teacher quality requires attention not only to teacher preparation but also to the institutional conditions in which teachers work. Adequate remuneration, access to professional development, appropriate instructional resources, supportive school environments, effective regulation, and professional accountability are therefore relevant to sustaining quality teaching.

Sustainable National Development

Sustainable national development refers to a process of improving the economic, social, institutional, and human conditions of a society in ways that enhance present well-being while maintaining the capacity of future generations to meet their needs. Kingdom and Maekae (2013), drawing on earlier development perspectives, associate development with improvements in living conditions, poverty reduction, provision of basic necessities, self-esteem, and freedom. Development is consequently multidimensional rather than exclusively economic. It includes improvements in education, health, employment, social relationships, political participation, technological capacity, and general human welfare. Education contributes to these dimensions by developing human capabilities, promoting social integration, strengthening citizenship, and preparing individuals to participate productively in society. Teacher education contributes to sustainable national development because teachers are responsible for developing the knowledge, skills, values, and competencies of successive generations. A strong teacher education system can therefore contribute indirectly to national development by producing teachers capable of preparing learners for productive employment, responsible citizenship, innovation, social cohesion, and lifelong learning.

Professional Development

Professional development refers to the continuous and systematic process through which teachers acquire, update, and strengthen the knowledge, skills, competencies, attitudes, and professional dispositions required for effective performance throughout their careers. It extends beyond initial teacher preparation and includes structured opportunities for teachers to respond to curriculum reforms, technological developments, changing learner needs, and

advances in educational practice. Professional development can take several forms, including workshops, seminars, conferences, mentoring, coaching, professional learning communities, in-service training, further academic study, peer collaboration, and reflective practice. It is an important mechanism for maintaining and improving teacher quality because it provides opportunities for teachers to strengthen subject knowledge, pedagogy, classroom management, assessment practices, and the use of innovative teaching approaches. Darling-Hammond, Hyler, and Gardner (2017) identify several characteristics of effective professional development, including a focus on relevant content, active learning, collaboration, models of effective practice, expert support, feedback, reflection, and sustained engagement.

Professional development should therefore not be reduced to occasional attendance at workshops or seminars; rather, it should constitute an ongoing process connected to teachers' professional practice. The effectiveness of professional development is influenced by its relevance to teachers' needs, the quality of facilitation, duration, opportunities for practical application, institutional support, and follow-up. In Nigeria, sustained professional development is particularly important given changes in curriculum, technology, learner characteristics, and expectations of the teaching profession. Effective professional development consequently requires adequate funding, institutional support, opportunities for career progression, and programmes that address teachers' actual professional and classroom needs. For the purpose of this study, professional development is understood as a continuous, systematic, and career-long process through which teachers improve their professional knowledge, pedagogical skills, competencies, attitudes, and practices to enhance the quality of teaching and learning.

Challenges Confronting Teacher Education in Nigeria

Nigeria's teacher education sector has undergone several reforms aimed at improving teacher preparation and the quality of educational provision. Nevertheless, significant challenges continue to limit the full achievement of these reforms. Lawal and Braimoh (2018) note that although the sector has experienced considerable changes over time, persistent structural and institutional weaknesses remain. The major challenges identified in this study are discussed below:

Inadequate Teacher Supply and High Teacher–Learner Ratios

Inadequate teacher supply and high teacher–learner ratios constitute significant challenges to effective teaching and learning in Nigeria. Teacher shortages may arise from retirement, attrition, migration to other occupations, death, and inadequate recruitment. Where replacement is insufficient, the available teachers are required to manage increasingly large classes, thereby increasing their workload and limiting opportunities for individualised attention to learners. Large and overcrowded classes can also place considerable pressure on classrooms, furniture, instructional materials, and other educational resources. Ekpiken and Ukpabio (2014) observe that rapid growth in student enrolment places pressure on existing facilities and can negatively affect teaching and learning. The availability of sufficient and

competent teachers is therefore essential to the effectiveness of the education system. Where teacher supply is inadequate or teacher quality is weak, the ability of the education system to contribute effectively to national development is constrained. Asiyai (2013) similarly identifies weaknesses in the quality and capacity of educational personnel as among the factors affecting the performance of higher education.

Inadequate Teacher Motivation and Welfare

Inadequate teacher motivation and welfare represent another major challenge. Teachers require appropriate remuneration, timely payment of salaries, opportunities for promotion, professional recognition, and supportive working conditions to sustain commitment to their profession. Low levels of motivation may manifest in absenteeism, reduced commitment, job dissatisfaction, and increased turnover. Lawal and Braimoh (2018) associate inadequate motivation with weakened teacher morale and professional commitment. Where teachers experience poor working conditions and limited professional support, their capacity and willingness to sustain high levels of performance may be affected. Improving teacher motivation should therefore encompass remuneration as well as broader welfare provisions, career development, professional recognition, and a conducive work environment.

Weak Implementation of Educational Policies

Weak implementation of educational policies continues to affect teacher education in Nigeria. Although successive governments have formulated policies intended to strengthen teacher preparation and educational quality, implementation has frequently been constrained by inadequate funding, weak monitoring, institutional limitations, and discontinuity in policy administration. Asiyai (2013) identifies underfunding and ineffective utilisation of available resources among the factors that can hinder the implementation of educational policies. Effective teacher education reform consequently requires not only well-designed policies but also sustained political and institutional commitment to their implementation, monitoring, and evaluation.

Inadequate ICT Facilities and Digital Competence

Inadequate ICT facilities and limited digital competence constitute an important contemporary challenge for teacher education. Information and communication technologies have become increasingly relevant to teaching, learning, research, assessment, communication, and access to educational resources. However, many educational institutions continue to experience limitations in access to functional computers, reliable internet connectivity, multimedia equipment, digital learning platforms, and other technological resources. Teacher education programmes need to prepare prospective and practising teachers to use digital technologies appropriately in instructional settings. Where teacher educators and student teachers have inadequate access to ICT facilities or limited digital skills, their capacity to participate effectively in technology-supported education is restricted. Strengthening ICT provision in teacher education therefore requires both infrastructure and human-capacity development. Access to technology should be accompanied by opportunities for teachers and teacher educators to acquire practical digital competencies relevant to teaching and learning.

Declining Professional Commitment

Declining professional commitment among some teachers is another concern. Teacher commitment can be influenced by remuneration, working conditions, professional recognition, career opportunities, workload, and job satisfaction. Akindutire and Ekundayo (2012) associate reduced commitment with factors including inadequate income, delayed salary payments, and poor job satisfaction. Weak professional commitment may be reflected in inadequate lesson preparation, limited participation in curricular and extracurricular activities, poor record keeping, and reduced engagement with learners. Addressing this challenge requires a combination of improved working conditions, professional development, ethical leadership, effective supervision, and opportunities for career progression.

Unethical Professional Practices

Unethical professional practices pose a threat to the credibility and effectiveness of teacher education. Teaching is a regulated profession with expectations concerning integrity, fairness, confidentiality, professional conduct, and responsibility toward learners. Akindutire and Ekundayo (2012) draw attention to teachers' involvement in examination malpractice and other practices that undermine professional standards. Such conduct damages public confidence in the teaching profession and can adversely affect the credibility of educational assessment. Strengthening professional ethics therefore requires effective teacher preparation, continuous ethical education, transparent disciplinary procedures, professional regulation, and consistent enforcement of established standards. Professionalisation of teaching should also be accompanied by rigorous standards for entry into the profession.

Strategies for Revamping Teacher Education in Nigeria

The challenges identified above require coordinated and sustained interventions. The following strategies are proposed for strengthening teacher education and improving its contribution to sustainable national development.

Recruitment and Retention of Competent Teachers

Recruitment and retention of competent teachers should be prioritised across the different levels of the education system. Government should ensure that teacher recruitment is based on clearly defined professional qualifications, competence, merit, and demonstrated suitability for teaching. Teacher supply should also be aligned with enrolment patterns and the needs of different subject areas and geographical locations. In addition, opportunities for in-service training, workshops, seminars, mentoring, and career advancement should be strengthened to support teachers' continuous professional growth. Recruitment processes should be transparent and sufficiently competitive to attract capable graduates into the profession. Such measures would contribute to improving the quality and stability of the teaching workforce.

Improvement of Teacher Motivation and Welfare

Improvement of teacher motivation and welfare is essential for strengthening professional commitment and performance. Government at all levels should ensure timely payment of

salaries and allowances, implementation of approved remuneration structures, regular promotion, appropriate working conditions, and access to relevant welfare provisions. Teacher motivation should also encompass opportunities for professional development, recognition of professional achievement, career progression, and participation in decisions affecting teachers' work. Adequate instructional materials, libraries, laboratories, electricity, classrooms, and other facilities are equally important in creating an environment in which teachers can perform effectively.

Sustainable Funding of Teacher Education

Sustainable funding of teacher education is necessary for improving institutional capacity and the quality of teacher preparation. Adequate financial resources are required to develop infrastructure, maintain facilities, provide instructional materials, support research, strengthen ICT capacity, and facilitate professional development. Beyond increasing allocations, attention should be given to transparency, accountability, monitoring, and efficient utilisation of funds. Educational institutions and agencies responsible for teacher education should be subject to appropriate financial and performance monitoring mechanisms to ensure that available resources contribute directly to educational improvement.

Strengthening Professional Development

Strengthening continuous professional development should be an integral component of teacher education reform. Regular workshops, seminars, conferences, mentoring programmes, in-service training, and opportunities for further academic study should be provided based on identified professional needs. Professional development programmes should focus on subject knowledge, pedagogy, classroom management, assessment, digital literacy, inclusive education, emerging educational technologies, and contemporary approaches to teaching and learning. Such programmes should also incorporate follow-up mechanisms to determine whether newly acquired knowledge and skills are being applied effectively in classroom practice.

Provision of ICT Facilities

Provision of accessible and functional ICT facilities is increasingly important for contemporary teacher education. Teacher education institutions should be equipped with functional computer laboratories, reliable internet services, multimedia equipment, digital learning platforms, and other relevant technologies. However, infrastructure alone is insufficient. Teacher educators and student teachers should receive practical training that enables them to integrate technology meaningfully into teaching, learning, assessment, research, and professional communication.

Effective Implementation of Educational Policies

Effective implementation of educational policies requires sustained institutional and political commitment. Existing policies relating to teacher education should be implemented consistently, monitored systematically, and evaluated periodically.

Policy implementation should be guided by evidence rather than short-term political considerations. Appropriate monitoring and evaluation mechanisms should be established to identify implementation gaps and ensure that resources allocated to teacher education are used for their intended purposes.

Strengthening Quality Assurance and Professional Regulation

Strengthening quality assurance and professional regulation is necessary to maintain standards within teacher education. Relevant regulatory agencies, including the National Commission for Colleges of Education (NCCE), National Universities Commission (NUC), and Teachers Registration Council of Nigeria (TRCN), should continue to monitor institutions and professional practice in accordance with their respective mandates.

Quality assurance should cover curriculum relevance, staff qualifications, infrastructure, teaching and learning resources, admission standards, assessment procedures, professional ethics, and graduate outcomes.

Strengthening Stakeholder Collaboration

Strengthening collaboration among stakeholders is essential for sustainable teacher education reform. Government agencies, teacher education institutions, regulatory bodies, professional associations, development partners, communities, and the private sector should participate meaningfully in policy development, funding, implementation, monitoring, and evaluation.

A coordinated approach would reduce fragmentation and encourage the sharing of expertise, resources, and good practices across the teacher education system.

Methodology

The study adopted a descriptive survey research design to examine perceptions concerning the achievement of teacher education objectives and the challenges affecting the sector in Nigeria. The design was considered appropriate because it enabled the researcher to obtain information from teachers and students concerning the effectiveness of teacher education programmes and the factors constraining their performance. Data collected through the questionnaire were analysed using mean and grand mean statistics. A criterion mean of 2.50 was adopted for decision-making. Items with mean scores of 2.50 and above were interpreted as indicating agreement, whereas items with mean scores below 2.50 were interpreted as indicating disagreement. The results are presented in the tables below. Responses from teachers and students are reported separately and subsequently compared to provide an overall assessment of teacher education objectives and the challenges confronting the sector.

Results

Table 1: Teachers' Responses on the Achievement of Teacher Education Objectives (N = 50)

S/N	Questionnaire Item	Mean	Decision
1	The teacher education programme produces highly motivated, conscientious, and efficient classroom teachers.	3.32	Agreed
2	The programme encourages teachers to develop inquiry and creativity.	3.24	Agreed
3	The programme prepares teachers to fit into community life and contribute to national development.	3.18	Agreed
4	The programme provides adequate intellectual and professional preparation for changing educational needs.	3.28	Agreed
5	The programme enhances teachers' commitment to the teaching profession.	3.38	Agreed
6	The Federal Government of Nigeria provides adequate funding for teacher education programmes.	2.08	Disagreed
7	Government funding has improved teaching facilities and instructional materials.	2.14	Disagreed
8	The government has adequately provided opportunities for teachers' professional training and development.	2.36	Disagreed
9	Teacher motivation has been a priority of the government.	2.18	Disagreed
10	Corruption in the education sector has lowered the standard of education in Nigeria.	3.61	Agreed
11	The present insecurity in Nigeria has negatively affected teachers' and students' performance.	3.58	Agreed
12	The high rate of poverty in Nigeria has negatively affected teachers' commitment and students' academic performance.	3.72	Agreed
	Grand Mean	**3.01**	**Agreed**

Table 2: Students' Responses on the Achievement of Teacher Education Objectives (N = 200)

S/N	Questionnaire Item	Mean	Decision
1	The teacher education programme produces highly motivated and competent teachers.	3.24	Agreed
2	The programme encourages inquiry, innovation, and creativity among teachers.	3.20	Agreed
3	The programme prepares teachers to contribute positively to society.	3.16	Agreed
4	The programme equips teachers with adequate professional knowledge and skills.	3.23	Agreed
5	The programme promotes commitment to the teaching profession.	3.26	Agreed
6	The Federal Government of Nigeria adequately funds teacher education programmes.	2.11	Disagreed
7	Government funding has improved the quality of teaching and learning facilities.	2.18	Disagreed
8	The government has adequately provided opportunities for teachers' professional training and development.	2.29	Disagreed
9	Teacher motivation has been a priority of the government.	2.15	Disagreed
10	Corruption in the education sector has lowered the standard of education in Nigeria.	3.66	Agreed
11	The present insecurity in Nigeria has negatively affected teachers' and students' academic performance.	3.62	Agreed
12	The high rate of poverty in Nigeria has negatively affected teachers' effectiveness and students' academic performance.	3.76	Agreed
	Grand Mean	**2.99**	**Agreed**

Table 3: Summary of Teachers' and Students' Mean Responses

Questionnaire Item	Teachers' Mean	Students' Mean	Decision
Production of competent classroom teachers	3.32	3.24	Agreed
Encouragement of inquiry and creativity	3.24	3.20	Agreed
Preparation for national development	3.18	3.16	Agreed
Provision of professional and intellectual background	3.28	3.23	Agreed
Enhancement of commitment to the teaching profession	3.38	3.26	Agreed
Government adequately funds teacher education	2.08	2.11	Disagreed
Government funding has improved facilities	2.14	2.18	Disagreed
Government has adequately provided professional training for teachers	2.36	2.29	Disagreed
Teacher motivation has been a government priority	2.18	2.15	Disagreed
Corruption has lowered the standard of education in Nigeria	3.61	3.66	Agreed
Insecurity has negatively affected teachers' and students' performance	3.58	3.62	Agreed
Poverty has negatively affected teachers' and students' performance	3.72	3.76	Agreed

Teachers' Grand Mean = 3.01 (Agreed)
Students' Grand Mean = 2.99 (Agreed)

Discussion of Findings

The findings indicate that respondents generally perceived teacher education programmes as contributing positively to the preparation of teachers. The mean scores for the first five items in both groups were above the criterion mean of 2.50. This suggests that respondents recognised the contribution of teacher education programmes to the development of competent teachers, inquiry and creativity, community participation, professional preparation, and commitment to teaching. However, respondents expressed concerns regarding the adequacy of government funding. Mean scores for the funding-related items were below the 2.50 criterion in both groups. This indicates that respondents did not consider government funding for teacher education to be adequate or sufficiently effective in improving teaching facilities and instructional resources.

The responses also indicate concerns about opportunities for professional training and development. The mean scores of 2.36 among teachers and 2.29 among students were below the criterion mean. This finding suggests that professional development opportunities may not be sufficiently available, accessible, or adequate to meet the needs of teachers.

Teacher motivation also recorded mean scores below the criterion mean among both teachers and students. The findings therefore point to concerns regarding the extent to which teacher welfare and motivation receive adequate policy attention. Respondents further agreed that corruption, insecurity, and poverty negatively affect the education system. The relatively high mean scores recorded for these variables indicate that respondents perceive broader socioeconomic and institutional conditions as important constraints on teacher effectiveness and student performance. Overall, the grand means of 3.01 for teachers and 2.99 for students indicate general agreement with the questionnaire items. The results suggest that while teacher education programmes are perceived to achieve some of their core objectives, significant systemic constraints continue to limit their effectiveness.

Recommendations

Based on the findings, the study makes the following recommendations:

i. **Increase Sustainable Funding for Teacher Education:** Government should provide adequate and predictable funding for teacher education institutions to improve infrastructure, instructional materials, laboratories, libraries, ICT facilities, and other resources required for effective teacher preparation.
ii. **Improve Teacher Welfare and Motivation:** Teachers' salaries and allowances should be paid promptly, approved remuneration structures should be implemented, promotions should be processed as and when due, and appropriate welfare measures should be introduced to improve job satisfaction and professional commitment.
iii. **Strengthen Continuous Professional Development:** Teacher education institutions and relevant government agencies should provide regular and needs-based workshops, seminars, mentoring, in-service training, conferences, and opportunities for further academic development.
iv. **Ensure Effective Policy Implementation:** Educational policies should be implemented consistently and supported by appropriate monitoring and evaluation mechanisms. Policy implementation should be based on professional considerations and educational needs rather than short-term political interests.
v. **Expand Access to ICT Facilities and Digital Training:** Colleges and faculties of education should be equipped with functional ICT laboratories, reliable internet services, smart classrooms, and relevant digital instructional resources. Teachers and teacher educators should also receive practical training in educational technology.
vi. **Address Socioeconomic and Security Challenges Affecting Education:** Policies aimed at reducing poverty and improving security should be strengthened because socioeconomic instability and insecurity can disrupt teaching, learning, teacher retention, and student performance.
vii. **Strengthen Quality Assurance and Professional Regulation:** Relevant regulatory bodies, including the NCCE, NUC, and TRCN, should strengthen monitoring of teacher education programmes and professional practice in accordance with their statutory responsibilities.
viii. **Promote stakeholder Collaboration:** Government institutions, educational institutions, professional associations, communities, development partners, and the

private sector should collaborate in the planning, financing, implementation, monitoring, and evaluation of teacher education programmes.

Conclusion

This study examined the objectives, current status, and major challenges confronting teacher education in Nigeria, with particular attention to the systemic factors that influence its effectiveness and contribution to sustainable national development. The findings show that teacher education programmes are perceived to contribute to the preparation of competent teachers, the development of inquiry and creativity, professional preparation, commitment to teaching, and participation in national development. However, these positive contributions are constrained by inadequate funding, limited professional development opportunities, insufficient teacher motivation, inadequate facilities, corruption, insecurity, poverty, and other systemic challenges.

The study concludes that strengthening teacher education is essential to improving the quality and effectiveness of Nigeria's education system and, consequently, its capacity to support sustainable national development. Revamping the sector requires more than isolated interventions; it calls for sustained investment in teacher preparation, professional development, welfare, infrastructure, digital resources, quality assurance, and ethical professional practice. Government and other stakeholders should therefore adopt a coordinated and evidence-based approach to reforming teacher education. Such sustained intervention would strengthen the capacity of teachers and teacher education institutions to respond effectively to contemporary educational demands and contribute more meaningfully to Nigeria's long-term development.

References

Adeosun, O. (2009). *Teacher education programmes and acquisition of 21st century skills: Issues and challenges in Nigeria. 103–120.* Retrieved from http://www.education.up.ac.za/de/eng/deta/presentations/word/kuiper

Akindutire, I. O., & Ekundayo, H. T. (2012). Teacher education in a democratic Nigeria: Challenges and the way forward. *International Research Journals, 3*(5), 429–435. Retrieved from http://www.interesjournals.org/ER

Akpan, C. P., Ntukidem, P. J., Ekpiken, W., & Etor, R. (2009). The challenges of teacher education in Nigeria: Case study. *International Journal of Internet Education, 4*, 169–178.

Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century. *International Journal of Educational Planning & Administration, 3*(2), 159–172. Retrieved from http://www.ripublication.com/ijepa.htm

Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education, 27*(1), 10–20. doi:10.1016/j.tate.2010.08.007

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1), 1–50. doi:10.14507/epaa.v8n1.2000

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199. doi:10.3102/0013189X08331140

Ekpiken, W. E., & Ukpabio, G. U. (2014). Repositioning teacher education in Nigeria for sustainable national development. *Journal of Emerging Trends in Educational Research and Policy Studies, 5*(5), 585–591. Retrieved from http://jeteraps.scholarlinkresearch.com/

Fafunwa, B. (1974). *History of western education in Nigeria*. London, England: George Allen & Unwin.

Federal Government of Nigeria. (2013). *National policy on education* (6th ed.). Lagos, Nigeria: Nigerian Educational Research and Development Council.

Government of India. (2019). *Draft national education policy*. New Delhi, India: Ministry of Human Resource Development.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*(3), 381–391. doi:10.1080/135406002100000512

Ihedioha, L. N., & Ituen, S. A. U. (2017). Revamping counselling in basic education: Implications for functional education in Nigeria. *International Journal of Advanced Academic and Educational Research, 13*(2), 45–53. Retrieved from http://www.africaresearchcorps.com

Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research, 86*(4), 945–980. doi:10.3102/0034654315626800

Kingdom, E. O., & Maekae, J. (2013). The role of education in national development: Nigerian experience. *European Scientific Journal, 9*(28), 312–320. Retrieved from http://dx.doi.org/10.19044/esj.2013.v9n28p312

Lawal, B. M., & Braimoh, D. S. (2018). The Nigerian teacher education industry: Gaps, challenges and prospects. *International Journal of Arts Humanities and Social Sciences, 3*(1), 47–56. Retrieved from http://www.ijahss.com

Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. Paris, France: OECD Publishing. doi:10.1787/9789264018044-en

Osuji, S. N. (2009). Teacher education curriculum in Nigeria in the perspective of lifelong education. *The Journal International Social Research, 2*(8), 296–301. Retrieved from https://www.researchgate.net/publication/26628221

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.

Uju, C. U. (2013). Education for all: Problems and prospects in Nigeria. *Journal of Resourcefulness and Distinction, 6*(1), 1–15. Retrieved from http://www.globalacademicgroup.com