

# Assessing Issues in Achieving the Goals of Teacher Education in State Owned Tertiary Institutions in Edo, Delta and Bayelsa States, Nigeria

Dr. Clever Omovigho Igberaharha

Department of Technical And Business Education, Delta State University, Abraka

## Abstract

The study assessed issues in achieving the goals of teacher education in state owned tertiary institutions in Edo, Delta and Bayelsa States, Nigeria. Three research questions were raised and three null hypotheses were formulated for the study at 0.05 level of significance. The researcher adopted a survey research design for the study and the population of the study consisted of 1,219 comprising of all academic staff (teaching staff) in the State owned Tertiary Institutions that run teacher education programme in Edo, Delta and Bayelsa States, Nigeria. 20% of the population was used as the sample size which yielded a sample of 244 using the systematic random sampling technique. A 5-point likert scale questionnaire tagged “Assessing Issues in Achieving Teacher Education Goals Questionnaire (AIATEGQ)” which consist of 15 items was used to collect data for the study. Mean was employed in answering the three research questions, while the Pearson Product Moment Correlation Coefficient was used to test the three null hypotheses. It was found out that lack of access to continuous training on the job and inadequate incentives for academic staff have negative impact in achieving the goals of teacher education. Therefore, it was recommended that in order for the goals of teacher education to be achieved, tertiary institutions in Nigeria should be provided with adequate facilities, equipments, consumable materials, instructional materials; provision of in service training for her teaching staff.

**Keywords:** Assessing Issues, Achieving, & Teacher Education Goals

## 1.1 Introduction

Virtually all sectors of the Nigerian economy that is; agriculture, commerce and industry, education, solid minerals, science and technology seem to be neck deep involved in the pursuit for an effective national development. Of all sectors, the education sector stands out as one to take the nation to an enviable height of attaining her rightful position as a developed nation in the world. This is because education is a potent instrument that can be used by any nation to effect a monumental change and pursue national development (Abdullahi, 2013). It is in this wise that the Federal Republic of Nigeria in the National Policy on Education (FRN, 2004:4) stated clearly and unequivocally that education is an instrument “par excellence for effecting national development which has necessitated the spelling out of the philosophy and objectives that underline her investment in education.

An integral part of education in Nigeria as enshrined in the National Policy on Education is teacher education. The National Council for Teacher Education (2008) deposed that teacher education shall be a programme of education, research and training of persons to teach from pre-primary to higher education level. It is important at this point to highlight the goals of teacher education in Nigeria as contained in the National Policy on Education (FRN, 2004):

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

These objectives are laudable and if achieved could land a country into sustainable national development. However, the achievement of the aforementioned goals is determined primarily by teacher competence, sensitivity and teacher motivation.

Quoting the Education Sector Analysis, Kuiper, Thomas, Olorisade, Adebayo, Maiyanga and Mohammed (2008:5) noted that: “Complaints about newly appointed teachers, who have low levels of numeracy and literacy skills as well as inadequate knowledge in their chosen areas of subject specialization, are commonplace. The low quality of graduates from the teacher training colleges and universities who are joining the teaching profession is a major issue.... The assessment tests ... make it clear that students enter colleges and universities with very low levels of cognitive skills.... Students are caught in a cycle of low achievement, teachers with inadequate

cognitive skills, and then further low achievement by students”.

There are various institutions that are charged with the responsibility to provide professional training for teachers, in order to achieve the nation’s goals, and by extrapolation the national goals. These institutions include: Faculties/Institutes of Education of Universities, Colleges of Education, National Teachers’ Institute (NTI), Schools of Education in the Polytechnics, National Mathematical Centre and the National Institutes of Nigerian Languages (Onifade and Onifade, 2011; FRN, 2004).

Apparently employees in tertiary institutions can be broadly categorized into teaching staff (academic) and non-teaching staff (non-academic). The academic staffs are line employees because their job is directly related to the output (trainee-teachers) from the system. The non-teaching staff jobs acts as support to the system towards ensuring that there is effectiveness in the system. Undoubtedly, the effectiveness of the line employees (academic staff) is a key determinant of the quality of the output (Trainee-teachers). If the effectiveness and commitment of line employees is low, then, the output in terms of the quality will be of low standard. This underscores the importance of academic staff vis-à-vis the issues of: work/office environment of academic staff, lack of access to continuous training on the job, inadequate incentive of academic staff, poor facilities and equipments, non-functional laboratories, the administrative style of the institutions management, lack of professionalism in teacher education etc. that has great implication for the achievement of teacher education goals. It is against this background, that the study is assessing issues in achieving the goals of teacher education in state owned tertiary institutions in Edo Delta and Bayelsa States, Nigeria.

## 1.2 Concept of Teacher Education

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). As a matter of fact, teacher education should constitute a conspicuous element in the totality of organized education, both formal and non-formal sub-systems (Osuji, 2009).

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

- Initial teacher training
- The induction process involving the training and supports of the trainees during the 1st few years of teaching or the 1st year in a particular school
- Teacher development or continuing performing development and intensive process for practicing teachers (Nakpodia and Urien, 2011).

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills:

- **Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- **Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.
- **Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning skills.

### 1.3 Issues of Teacher Education in Nigeria

Studies such as Kuiper, Thomas, Olorisade, Adebayo, Maiyanga and Mohammed (2008); Ajeyalemi, 2005; and Adeosun (2016) seem to have a holistic perception of the issues of teacher education, in Nigeria. A rundown of the issues as follows:

1. The Teacher training curriculum in the country does not fully acknowledge the new age environment in schools and classrooms in terms of constructivist learning, learner-centred instructions and integrating technology into the processes of teaching and learning. There is not a sufficiently strong link between the schools' curriculum and the teacher education curriculum.
2. There is gap between the curriculum taught to teacher trainees and the reality that exists in schools. Such realities include dilapidated school buildings, lack of instructional materials including textbooks and writing materials for the pupils, sometimes overcrowded classes, etc. These sometimes overwhelm newly qualified teachers especially when they are required to play multifarious roles to deal with these issues. Essentially, teacher preparation programmes are deemed excessively academic and remote from the real challenges confronting classrooms.
3. The emphasis on content delivery, examination and certification over real learning is also a serious threat to quality. The current system of teaching and evaluation does not allow creativity, innovation and research, which are important tools for lifelong learning. Also, education is construed as an academic exercise that is divorced from the daily-life world of learners and obtaining education qualifications at any level relies heavily, and primarily, on corruptive practices.
4. Primary Education Studies (PES) is the only course in the NCE curriculum that explicitly sets out to prepare students for teaching in the primary school in an integrated and focused manner. However, only 10% of enrolment in the colleges follows Primary Education Studies, while the remaining 90% offer single or double major courses. This leaves a dearth of qualified teachers at the primary school level.
5. There is also the quantity and quality of input for teacher training programmes. Most youths in Nigeria are not motivated to teach, and often opt for teaching as a last resort, that is, after failing to secure admission into lucrative courses- law, medicine, banking, etc. Since the admission quota for these courses is generally high, and for teacher education low, there is the perception that individuals who opt for teaching are not 'academically sound'.
6. Learning Materials are not consistently available (students depend on their own notes copied from the blackboard) and thus written materials do not play a coherent and pervasive role in the provision of a strong cognitive and structure-giving basis for the development of the required professional knowledge, skills and attitudes of an effective teacher.
7. Poor preparation and poor recruitment of lecturers, results in a lack of professional development opportunities for lecturers. In addition, in-service training for basic education teachers consists primarily of programmes to provide upgrading or certification through distance "sandwich" courses.
8. The teaching force in Nigeria is heterogeneous, particularly with respect to educational attainment and professional training. Teachers range from those with post-graduate qualifications to secondary school leavers with minimal levels of pre-service training. In most private basic schools, teachers with certificate level pre-service training are predominant. Consequently, as an occupational group, teachers do not have the equivalent level of education and training or the cohesiveness known of well-established professions.

### 1.4 Statement of the Problem

It has been stated clearly in the National Policy on Education (FRN, 2004:29) that "no education system may rise above the quality of the teachers..." This quote has a great implication for University faculties of education and Colleges of education whom are specially established to train would-be teachers for the award of teaching qualifications. The efficacy of University faculties of education and Colleges of Education in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004; Ololube, 2006; Adeosun, 2016). Teacher-training institutions have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment. Educationists observed that the transition from academic theories in University faculties of education and Colleges of Education to classroom practice has often been very sharp suggesting that student teachers are not often properly groomed to put into practice current pedagogy and interactive skills that have been theoretically learnt. This is unconnected to issues such as work/office environment of academic staff, lack of access to continuous training on the job, inadequate incentive of academic staff, poor facilities and equipments, non-functional laboratories, the administrative style of the institutions management, lack of professionalism in teacher education etc. Hence, it became imperative for the study to assess issues in achieving the goals of teacher education in state owned tertiary institutions in Edo Delta and Bayelsa States, Nigeria; with the view of properly integrating and positioning the University faculties of education and Colleges of education

in achieving the goals of teacher education, in Nigeria.

### 1.5 Purpose of the Study

The purpose of the study is to assess issues in achieving the goals of teacher education in state owned tertiary institutions in Edo Delta and Bayelsa States, Nigeria. The purpose is expressed in the following specific objectives:

1. To determine the impact work/office environment of academic staff has in achieving the goals of teacher education
2. To determine the impact lack of access to continuous training on the job and inadequate incentive for academic staff has in achieving the goals of teacher education
3. To determine the impact poor facilities and equipments in tertiary institutions has in achieving the goals of teacher education

### 1.6 Research Questions

The following research questions were raised for this study in line with the specific objectives:

1. Does work/office environment of academic staff have impact in achieving the goals of teacher education?
2. Does lack of access to continuous training on the job and inadequate incentive for academic staff have impact in achieving the goals of teacher education?
3. Does poor facilities and equipments in tertiary Institutions have impact in achieving the goals of teacher education?

### 1.7 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

**H<sub>01</sub>:** Work/office environment of academic staff does not have significant impact in achieving the goals of teacher education

**H<sub>02</sub>:** Lack of access to continuous training on the job and inadequate incentive for academic staff does not have significant impact in achieving the goals of teacher education

**H<sub>03</sub>:** Poor facilities and equipments in tertiary institutions do not have significant impact in achieving the goals of teacher education

### 2.1 Design of the Study

The descriptive survey design was adopted for the study, to elicit status quo information from academic staff in achieving the goals of teacher education among state owned tertiary institutions in Edo, Delta and Bayelsa States, Nigeria.

### 2.2 Population and Sample of the Study

The population for the study is 1,219, comprising of all academic staff (teaching staff) in the State owned Tertiary Institutions that run teacher education programme in Edo, Delta and Bayelsa States, Nigeria. 20% of the population was used as the sample size which yielded a sample of 244 using the systematic random sampling technique. The population and sample for the study is shown in Table 1

**Table 1: Population and Sample of the study**

S/N	Name of Institution	Population of Academic Staff	Sample Size
1	Delta State University, Abraka	130	26
2	Ambrose Alli University, Ekpoma	69	14
3	Niger Delta University, Amasoma	100	20
5	Isaac Jasper Boro College of Education, Sagbama, Bayelsa State	150	30
7	College of Education, Warri, Delta State	230	46
8	College of Education, Agbor, Delta State	284	57
9	Delta State College of Education, Mosogar	132	26
10	College of Education, Igueben, Edo State	124	25
	<b>TOTAL</b>	<b>1,219</b>	<b>244</b>

Source: Establishment Unit of the various Institutions (2017).

### 2.3 Research Instrument

A 5-point likert scale questionnaire which will consist of 15 items was used to collect data for the study. The

questionnaire items were designed to address the specific objectives, in order to answer the research questions and to analyze the null hypothesis. The instrument was tagged “Assessing Issues in Achieving Teacher Education Goals Questionnaire (AIATEGQ)”. The 5-point scale instrument will be rated thus;

- Strongly Agree (SA) = 5
- Agree (A) = 4
- Undecided (U) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

## 2.4 Method of Data Analysis

The descriptive statistical tool of mean and standard deviation was used to answer the research questions while the inferential statistical tool of Pearson Product Moment Correlation Coefficient was used to analyze the null hypotheses formulated.

### 3.1 Presentation and Analysis of Data

**3.2 Research Question One:** Does work/office environment of academic staff have an impact in achieving the goals of teacher education?

**Table 2: Mean responses of Academic Staff on the impact Work/office Environment have in achieving the Goals of Teacher Education**

s/n	ITEM	N	X	Remark
1	My office is conducive for achieving the goals of teacher education	244	2.32	Disagree
2	The work or academic environment promotes the achievement of teacher education goals	244	2.40	Disagree
3	There are modern gadgets in my office that encourages me in achieving the goals of teacher education	244	1.98	Strongly Disagree
4	The office space is one that promotes the achievement of teacher education goals	244	2.00	Disagree
5	The site choice of the my institution encourages academic staff towards the achievement of teacher education goals	244	2.41	Disagree
<b>Weighted Mean</b>		<b>244</b>	<b>2.22</b>	<b>Disagree</b>

The data in Table 2 revealed that items 1, 2, 4 and 5 had mean scores ranging from 2.00 to 2.41 which were the boundary limits for disagree. This implies that academic staff responded to the fact that: their office is not conducive for achieving the goals of teacher education; the work or academic environment do not promote the achievement of teacher education goals; the office space is one that do not promote the achievement of teacher education goals; and the site choice of the their institution do not encourage academic staff towards the achievement of teacher education goals. Item 3 had a mean score of 1.98 which is the boundary limit for strongly disagree indicating that modern gadgets are not available at the office that encourages them in achieving the goals of teacher education. Therefore, the weighted mean of 2.22 indicates that work/office environment of academic staff do not have a positive impact in achieving the goals of teacher education.

**3.3 Research Question Two:** Does lack of access to continuous training on the job and inadequate incentive for academic staff have impact in achieving the goals of teacher education?

**Table 3: Mean responses of Academic Staff on the impact continuous training and inadequate incentive have in achieving the Goals of Teacher Education**

s/n	ITEM	N	X	Remark
1	Lack of in-service training inhibits the achievement of teacher education goals	244	4.54	Strongly Agree
2	Low or inadequate salary payment affects the achievement of teacher education goals	244	4.12	Agree
3	Delay in payment of promotion arrears inhibits the achievement of teacher education goals	244	4.21	Agree
4	Insensitivity of institutions to train teaching staff on modern ICT utilization affects the achievement of teacher education goals	244	4.00	Agree
5	The poor implementation of training grants of Tertiary Education Trust Fund (TETFUND) affects the achievement of teacher education goals	244	4.22	Agree
<b>Weighted Mean</b>		<b>244</b>	<b>4.22</b>	<b>Agree</b>

The data in Table 3 revealed that items 2 to 5 had mean scores ranging from 4.00 to 4.22 which were the



boundary limit for agree. This implies that academic staff responded to the fact that: low or inadequate salary payment affects negatively the achievement of teacher education goals; delay in payment of promotion arrears inhibits the achievement of teacher education goals; insensitivity of institutions to train teaching staff on modern ICT utilization affects negatively the achievement of teacher education goals; the poor implementation of training grants of Tertiary Education Trust Fund (TETFUND) affects negatively the achievement of teacher education goals. Item 1 which has a mean of 4.54 indicates that academic staff strongly agree to the statement that lack of in-service training inhibits the achievement of teacher education goals. Therefore the weighted mean of 4.22 indicates that academic staff agreed that lack of access to continuous training on the job and inadequate incentive for academic staff have negative impact in achieving the goals of teacher education.

**3.4 Research Question Three:** Does poor facilities and equipments in tertiary Institutions have impact in achieving the goals of teacher education?

**Table 4: Mean responses of Academic Staff on the impact Facilities and Equipments have in achieving the Goals of Teacher Education**

s/n	ITEM	N	X	Remark
1	Non-availability of e-libraries inhibits the achievement of teacher education goals	244	4.30	4.54
2	Irregular power supply in tertiary institutions affects the achievement of teacher education goals	244	4.14	3.73
3	Poor laboratory equipments inhibits the achievement of teacher education goals	244	4.19	3.60
4	Inadequate classrooms for learning affects the achievement of teacher education goals	244	4.21	4.32
5	Poor learning materials inhibits the achievement of teacher education goals	244	4.38	4.36
<b>Weighted Mean</b>		244	4.24	<b>Remark</b>

The data in Table 4 revealed that items 1 to 5 had mean scores ranging from 4.14 to 4.38 which were the boundary limit for agree. This implies that academic staff responded to the fact that: non-availability of e-libraries inhibits the achievement of teacher education goals, Irregular power supply in tertiary institutions affects negatively the achievement of teacher education goals, poor laboratory equipments inhibits the achievement of teacher education goals, Inadequate classrooms for learning affects negatively the achievement of teacher education goals; and poor learning materials inhibits the achievement of teacher education goals. Also, the weighted mean of 4.24 indicates that poor facilities and equipments in tertiary Institutions have negative impact in achieving the goals of teacher education.

### 3.5 Hypothesis

**H<sub>01</sub>:** Work/office environment of academic staff does not have significant impact in achieving the goals of teacher education

**Table 5: Pearson Product Moment Correlation Co-efficient (r) Computation for Academic Staff on the Variables of Work/Office Environment and Teacher Education Goals**

Variables	N	Mean	r-cal	r-crit	df	Decision
Office environment	244	3.82	0.14	0.1638	242	Significant P>0.05
Teacher education goals	244	3.49				

The data in table 5 shows that r-cal (0.14; P<0.05) is lesser than r-crit (0.1638). This indicates that Work/office environment of academic staff does not have significant impact in achieving the goals of teacher education. Hypothesis one is, therefore not accepted and the alternative is upheld.

**3.6 H<sub>02</sub>:** Lack of access to continuous training on the job and inadequate incentive for academic staff does not have significant impact in achieving the goals of teacher education

**Table 6: Pearson Product Moment Correlation Co-efficient (r) Computation for Academic Staff on the Variables of training on the job/inadequate incentive and Teacher Education Goals**

Variables	N	Mean	r-cal	r-crit	df	Decision
Training on the job and inadequate incentive	244	4.00	0.12	0.1638	242	Significant P>0.05
Teacher education goals	244	3.86				

The data in table 6 shows that r-cal (0.12; P<0.05) is lesser than r-crit (0.1638). This indicates that Lack of access to continuous training on the job and inadequate incentive for academic staff does not have significant impact in achieving the goals of teacher education. Hypothesis two is, therefore not accepted and the alternative is upheld.

**3.7 Ho<sub>3</sub>:** Poor facilities and equipments in tertiary institutions do not have significant impact in achieving the goals of teacher education

**Table 7: Pearson Product Moment Correlation Co-efficient (r) Computation for Academic Staff on the Variables of Facilities/equipments and Teacher Education Goals**

Variables	N	Mean	r-cal	r-crit	df	Decision
Facilities and Equipment	244	3.40	0.09	0.1638	242	Significant P>0.05
Teacher education goals	244	3.32				

The data in table 7 shows that r-cal (0.09; P<0.05) is lesser than r-crit (0.1638). This indicates that Poor facilities and equipments in tertiary institutions have significant impact in achieving the goals of teacher education. Hypothesis two is, therefore not accepted and the alternative is upheld.

#### 4.1 Discussion of Findings

The study accessed issues in achieving the goals of teacher education in state owned tertiary institutions in Edo, Delta and Bayelsa States, Nigeria. The study revealed that work/office environment of academic staff does not have a positive impact in achieving the goals of teacher education. This is unconnected to the poor work/office environment. The findings of this study is supported by Adeosun (2016) who noted that teacher-training institutions have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment due to poor office and work environment of the teaching or academic staff of tertiary institutions.

Also, it was found out that lack of access to continuous training on the job and inadequate incentive for academic staff have negative impact in achieving the goals of teacher education. Nakpodia and Urien, (2011) deposed that teachers' education revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classrooms and in other social gatherings. More so, it was discovered that poor facilities and equipments in tertiary Institutions have negative impact in achieving the goals of teacher education. The findings of this study, collaborates the views of Onifade and Onifade (2011), opining that the various institutions that are charged with the responsibility to providing professional training for teachers, in order to achieve the nation's goals, and by extrapolation the national goals are lacking the relevant and necessary facilities and equipments needed for effective training.

#### 5.1 Conclusion

Teacher education is a programme of education, research and training of persons to teach from pre-primary to higher education level in order to achieve the nation's goals. The efficacy of tertiary institutions in Nigeria to prepare teachers for the 21st century is in question vis-à-vis the issues of: work/office environment of academic staff, lack of access to continuous training on the job, inadequate incentive of academic staff, poor facilities and equipments, non-functional laboratories, etc; that has great implication for the achievement of teacher education goals.

#### 5.2 Recommendations

The following recommendations were made for the study:

1. The federal government via Tertiary Education Trust Fund (TETFUND) should adequately plan, implement, and manage TETFUND, so that teaching staff in Nigeria tertiary institutions can benefit maximally from its training programmes.
2. In order for the goals of teacher education to be achieved, tertiary institutions in Nigeria should be provided with adequate facilities, equipments, consumable materials, instructional materials; provision of in service training for her teaching staff.
3. The world that lecturers are preparing young people to enter is changing so rapidly, and the teaching skills required are evolving likewise in this information age; therefore, for teaching staff to remain productive in the educational system where there are rapid economic changes every day, they should be given quality training and retraining to enhance their productivity.

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