

Challenges Facing National Commission for Colleges of Education (NCCE) in Relation to Production of Teachers for Basic Education in Nigeria

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Abstract: The teacher production for the Basic education in Nigeria is handled by colleges of education in Nigeria. For quality assurance and supervision the government of Nigeria established the National Commission for Colleges of Education (NCCE) in 1989. The National Commission for Colleges of Education (NCCE) since its establishment have been overseeing the development of colleges of education in Nigeria. Recently, researchers observed there are challenges facing the National Commission for Colleges of Education (NCCE) in Nigeria and these challenges is affecting the mandate of supervising colleges of education in charge of teacher production for Basic education in Nigeria. This presentation is intends to discuss the challenges facing National Commission for Colleges of Education (NCCE) in relation to teacher production for Basic education in Nigeria. Primary and secondary data were used to support the points raised in the presentation. Print and online publication on National Commission for Colleges of Education (NCCE) and colleges of education in Nigeria were sourced. Two challenges were identified namely internal and external challenges as facing National Commission for Colleges of Education (NCCE) in term of teacher production for Basic education. The internal challenges includes; lack of review in the act of National Commission for Colleges of Education (NCCE), poor funding of National Commission for Colleges of Education (NCCE), inadequate data and duplication of Teacher Education Quality Management as the internal challenges facing the Commission for Colleges of Education (NCCE) in relation to teacher production for Basic education in Nigeria while the external challenges include; inadequate funding, poor implementation of visitation panel and NEED report of 2014, inadequate infrastructural facilities, brain-drain, shortage of lecturers, strike action and low motivation. To solve these challenges, the presenter recommended that the funding of National Commission for Colleges of Education (NCCE) and the present bill at the senate chamber should be passed etc.

Keywords: Basic Education, Challenges, National Commission for Colleges of Education (NCCE)

1. Introduction

In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). The goals of Teacher Education shall be to:

- A. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- B. further encourage the spirit of enquiry and creativity in teachers;
- C. help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- D. provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
- E. enhance teachers' commitment to the teaching profession.

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Information Technology (IT) training shall be incorporated into all teacher-training programmes (NPE,2013).

In order to realize the objective of teacher education in Nigeria, the Nigerian government established National Commission for Colleges of Education (NCCE) to regulate and formulate policies for the development of teacher education in Nigeria. Ogunode & James (2020) submitted that the National Commission for Colleges of Education (NCCE) is one of the commission established the federal government of Nigeria for external supervision of all colleges of education in Nigeria. The National Commission for Colleges of Education (NCCE) is responsible for the various policy for the development of colleges of education in Nigeria. The National Commission for Colleges of Education (NCCE) is a commission that deals with the regulation of all colleges of education that were established for teacher training and production for the Basic education.

The National Commission for Colleges of Education (NCCE) is plagued with many challenges that is frustrating its mandate in term of teacher production for Basic education in Nigeria. This presentation is intends to discuss the challenges facing National Commission for Colleges of Education (NCCE) in relation to the teacher production for the Basic education in Nigeria.

1.1. Theoretical Framework

This paper is anchored on social system theory. The systems approach developed between 1950 and 1960 due to the need for a more effective and humanitarian management approach. The systems approach emanated from the general systems theory which consists of the input process output model. Lessing (1982:68) describes the system as a network of interdependent sub-systems (divisions) which constantly interact with one another to achieve a joint goal. The operation of any of the subsystems usually affects the whole system. The educational system consists of a number of interdependent divisions such as student' teachers departments programmes, facility departments, hostel, examination. These divisions are known as subsystems of the school and interact constantly with one another. The students (input) are admitted into a particular class in order to achieve the set objectives. The output is the successful completion of the programme and the emergence of a graduate from the system. By using the system approach managers are able to plan well in order to facilitate the flow of activities between divisions. The institutions committee for example coordinate the admission of students and other relevant needs of the students are attendant to by various departments before a student is certified to be admitted into the school system.

The harmonious cooperation between divisions cannot be over emphasized. Should the supervision agencies fails to supervise the various inputs and ensure quality, the failure to ensure quality may have an undesirable effect on the output. Such failure can be caused as a result of poor funding and weak institution legal framework of the supervision agencies. It is important for you to note that the systems approach enable managers to determine which internal and external influences that may possibly affect the system. External factors which influences the school set up are for example regulatory agencies like Commission for Colleges of Education (NCCE), family members of students, (parents), trade unions, the community and the.

The inability of the external influence like Commission for Colleges of Education (NCCE) to carry out their mandate will affects the entire system. Example of internal factors which might affect the welfare of the system are gang activities, teacher morale, and the availability of resources and facilities.

2. Concept of National Commission for Colleges of Education

Mukhtari (Undated) observed that the National Commission for Colleges of Education and Teacher Education in Nigeria to effectively monitor, supervise and enhance the quality of a uniformly standardized teacher education programme at the NCE level in Colleges of Education in Nigeria, the National Commission for Colleges of Education (NCCE) was established in 1989. The NCCE was given the mandate of ensuring adequate supervision of all aspects of non-degree teacher education and teacher professionalization (Mukhtari Undated; Isyaku, 2000). The Commission was also mandated to, among other things;

- A. Make recommendation on the national policy necessary for the full development of teacher education and the training of teachers;
- B. Determine the qualified teacher needs of the country for the purpose of planning training facilities and in particular, prepare periodic master plans for the balanced co-coordinated development of Colleges of Education;
- C. Enquire into and advise the Federal Government on the financial needs of the colleges and receive block grants from the Government and allocate to the Colleges based on approved formula;

- D. Lay down minimum standards for all programmes of teacher education and accredit their certificates and their academic awards;
- E. Undertake periodic review of terms and conditions of service of personnel in the Colleges of Education and make recommendations thereon to the Government;
- F. Collate, analyze and put together information relating to teacher education in the country; and
- G. Make recommendations on the development of Pre- Vocational, Technical, Agricultural, Business and Home Economics Education in all our Primary and Junior Secondary Schools and advise Government as to the necessary facilities for them, the course requirements, the relative contribution of government and industry and how to ensure that women take full part in the programmes (Mukhtari Undated; NCCE, 1996).

2.1. Concept of Universal Basic Education

In 1976, the Universal Primary Education (UPE) programme was established. This programme faced many difficulties and was subsequently revised in 1981 and 1990 (Centre for Public Impact, 2017). The Universal Basic Education (UBE) came as a replacement of the universal primary education and intended to enhance the success of the first nine years of schooling. The UBE involves 6 years of primary school education and 3 years of junior secondary education, culminating in 9 year of uninterrupted schooling and transition from one class to another is automatic but determined through continuous assessment (UBEC, 2012).

According to the Universal Basic Education Commission law section 15, UBE is defined as early childhood care and education. The law stipulates a 9 year formal schooling, adult literacy and non-formal education, skill acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, Almajiri, street children and disabled people (UBEC, 2012).

The objectives of the UBE programme in Nigeria are:

- A. Develop in the entire citizenry a strong consciousness for education and a strong commitment to it vigorous promoting.
- B. Provide free, universal basic education for every Nigerian child of school-going age;
- C. Reduce drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency;
- D. Cater for the learning needs of young persons who, for one reason or another have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education;
- E. Ensure the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral, and civic values needed for laying solid foundation for lifelong learning (UBE ACT, 2004).

3. Challenges facing National Commission for Colleges of Education (NCCE) in Relation to Teachers Production for Basic Education in Nigeria

The challenges facing the Commission for Colleges of Education (NCCE) in relation to teacher production for Basic education in Nigeria will be discuss in two dimensions namely; internal challenges and external challenges. The internal challenges are the problems in term of legal, financial and administrative problems preventing the effectiveness of Commission for Colleges of Education (NCCE) from regulating for effective teacher production. The internal challenges includes; lack of review in the act of National Commission for Colleges of Education (NCCE), poor funding of National Commission for Colleges of Education (NCCE), inadequate data and duplication of Teacher Education Quality Management as the internal challenges facing the Commission for Colleges of Education (NCCE) in relation to teacher production for Basic education in Nigeria. The external challenges which are problems outside the mandate of Commission for Colleges of Education (NCCE) but affects the various public colleges of education in Nigeria in relation to teacher production for Basic education in Nigeria. The external challenges include; inadequate funding, poor implementation of visitation panel and NEED report of 2014, inadequate infrastructural facilities, brain-drain, shortage of lecturers, strike action and low motivation.

3.1. Lack of Review in the Act of National Commission for Colleges of Education (NCCE)

The lack of political will to review, amend and repeal the act of National Commission for Colleges of Education (NCCE) is a very big problem limiting the National Commission for Colleges of Education (NCCE) from discharging its mandate effective. There is a proposed amendments on the act establishing the National Commission for Colleges of

Education (NCCE) Bill pending in the chambers of the senator and House of representative for the repeal of the act of National Commission for Colleges of Education (NCCE) in Nigeria to National Commission for Teacher education Act 2017. The Act have been lying down for years without passing due to lack of political will. The inability of the legislators to pass the Act into law is affecting the mandate of National Commission for Colleges of Education (NCCE) in term of teacher production for Basic education in Nigeria.

3.2. Poor Funding of National Commission for Colleges of Education (NCCE)

The poor funding of National Commission for Colleges of Education (NCCE) is another problem hindering the effectiveness of National Commission for Colleges of Education (NCCE) in term of discharging it mandate. National Commission for Colleges of Education (NCCE) is a commission under the ministry of education saddled with the supervision of colleges of education in Nigeria and the commission drives it funding from the ministry education which have been described as inadequate by Ogunode (2020). The funding of education in Nigeria is poor and below the UNESCO 26% recommendation for developing countries.

3.3. Inadequate Data

The problem of inadequate data on teachers' needs gaps on the basic education is limiting the effectiveness of National Commission for Colleges of Education (NCCE). The National Commission for Colleges of Education (NCCE) needs current data on teacher availability, distribution and needs in the Basic education in Nigeria to be able to produce the correct number of teachers needed in the Basic education. Nwokeocha (2018) observed that for Nigeria, there is no available data of additional teachers required for SDG4-Education and the total number of teachers currently in the school system is largely speculative. The qualified teachers in public and private primary and secondary schools registered by the Teachers Registration Council of Nigeria since its inception in 2000 till 2018 is not up to 800,000. This fact was confirmed by OlusegunAjiboye, Registrar Chief Executive of the Teachers Registration Council of Nigeria who, at the 2017 World Teachers Day, stated that there were over 300,000 unqualified teachers in the school system and this accounted for about 50% of the total number of teachers currently in the school system. This suggests that there are about 600,000 teachers in school system.

3.4. Duplication of Teacher Education Quality Management

The teacher production covers all the forms of education from the early child education to the tertiary education in Nigeria. National Council for Education Commission for Colleges of Education (NCCE) was established for regulation of teacher production at the level of Basic education while National Universities Commission (NUC) oversees the regulation of universities including faculties in the universities in charge of teacher production. The duplication of function in term of teacher production by different commission is affecting the production of quality teachers. Eduwen (2016) observed that the system of accreditation of teacher education programmes in Nigeria at the various institutions and faculties leaves much to be desired. They are in the hands of diverse bodies that are crisis ridden and bedeviled by administrative bottlenecks. As a matter of fact, it is sad to note our present system of accreditation of faculties and institutions for the running of teacher education programmes is haphazard and unsatisfactory. There are too many uncoordinated and uncooperative agencies and authorities involved such as University Senates, the National Board for technical Education (NBTE), the National Universities Commission (NUC), Federal and State Ministries of Education through such bodies as the Joint Consultative Committee on Education (JCC) the National Council for Education Commission for Colleges of Education (NCCE) and the Teachers registration Council (TRC) that maintains a national register and code of conduct for teachers.

External Challenges facing Public College of Education in Nigeria

The external challenges include; inadequate funding, poor implementation of visitation panel and NEED report of 2014, inadequate infrastructural facilities, brain-drain, shortage of lecturers.

A. Inadequate Funding

Ogunode (2020), submitted that inadequate funding is one of the major problems facing the administration of public universities including the colleges of education in Nigeria. The budgetary allocation for the administration of public universities in Nigeria is not adequate to implement the programme of universities in Nigeria. The university system requires a lot of funds for effective administration to be able realized it goals. The annual budgetary allocation for the administration of universities in Nigeria is grossly inadequate. The inability of the federal government to stick to the UNESCO 26% of national budget for education is affecting the management of Nigerian universities (Ogunode& Abubakar,2020). The poor funding of public universities in Nigeria is responsible for the poor quality of education and decay infrastructural facilities. The inability of the government to objectively implement the UNESCO 26% recommendation for the funding of education in Nigeria is contributing to the poor performance of the public

universities in the country. The factors responsible for inadequate funding of public universities in Nigeria include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the public universities include; inadequate infrastructural facilities, shortage of academics staff, poor quality of education, brain-drain and strike action. Inadequate funding of the education sector has been a major challenge facing the sector. Aina (2002), Durosaro (2006), Amadi (2007); Balogun (2010), Eduwen (2016) Ogunode (2020) submitted that teacher education is bedevilled by poor funding from all levels of government. This has resulted in the inadequate provision of teaching and learning materials, obsolete textbooks, dilapidated school buildings, overcrowded classes and ill-equipped classrooms lacking in sophisticated Information and Communication Technology (ICT) systems. In fact, it is sad to note that the Nigeria Government devote less than 26% of her national budget to education that is far below the standard prescribed by UNESCO. As a result, the quality of products from this system is in doubt.

B. Poor implementation of visitation panel and NEED report of 2014

The inability of the federal government to implement the various agreement reached with the College of education academic staff union, implement the recommendation of the 2014 NEEDS assessment and the report of the various visitation report is affecting the production of teachers for the Basic education in the country. Sunnewsonline newspapers (2020) reported that College of education academic staff union (COEASU) said it kicked against over politicised administration; non-implementation of statutory policies on salary structure; retirement age; denial of promotions and administrative recklessness; imposition of Integrated Personnel Payroll Information System (IPPIS), stoppage of salary payment to members on sabbatical leave; imposition of non-negotiated Personal Income Tax; excessive deduction for the contributory pension scheme and double standard by government against colleges of education. It demanded that the N441billion NEEDS Assessment for the colleges be implemented.

C. Inadequate Infrastructural Facilities

Inadequate infrastructural facilities are very big problem facing the administration of public college of education in Nigeria. Ogunode (2020) sees infrastructural facilities as facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Many public universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many public universities in Nigeria do not have adequate infrastructural facilities. Many academic and non-academic staff do not have offices and para-venture they have one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostels accommodations (Ogunode & Abubakar, 2020). The factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructural facilities in the Nigerian public universities include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls (Ogunode, 2020). Ogunode & James (2020) observed that infrastructural facilities are very important compound of educational system. Infrastructural facilities aids effective delivering of teaching and research services in the educational institutions. Infrastructural facilities includes; classrooms, offices, laboratories, chair, tables, sport ground, roads, water, electricity etc. Majorities of teacher education institutions in Nigeria do not have adequate infrastructural facilities and this is affecting the administration of teacher education programme.

D. Brain-drain

Brain-drain refers to the movement of professionals from developing countries to developed countries for a better job offers. Brain-drain is a situation whereby professional individuals are migrating from their countries to another country to seek greener pasture (Ogunode, 2020). Many lecturers and researchers are leaving public universities in Nigeria to other part of African countries and Europe for a better job offer and conducive working environment. The Academic Staff Union of Universities (ASUU) has warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. Prof. BiodunOgunyemi, the President, ASUU, said Ethiopia has already recruited 200 professors from Nigeria while South Africa, Ghana, Egypt, etc have a sizeable number of Nigerian professors. In 2006, Ethiopia engaged the services of 600 professors, according to OlusegunAkinsanya, the former Nigeria's Ambassador to Ethiopia. Akinsanya added that over 3,000 Nigerians were living in Ethiopia and that most of them were professionals who were doing very well in their chosen career. A few months ago, Ethiopia came to recruit 200 professors from Nigeria. "I don't want to talk of South Africa. Go to Ghana, Egypt, you will see them there. We treat our scholars with discontent. Each time they step out, they are highly valued

and highly-priced (Ogunode, 2020, Tribuneonline, 2020). The mass movement of academicians from the Nigerian public universities is affecting the administration of the universities because academic staff are very important for the implementation of universities' programme. Factors responsible for Brain-drain in the Nigerian public universities include; poor motivation, uncondusive working environment, insecurity, underfunding and political interferences. The implication of brain-drain in the Nigerian public universities include; shortage of lecturers, poor quality of education and high student-teacher ratio (Ogunode, 2020). Isaac &Haastrup (2012) submitted that there is the problem of attrition in the teaching force and dwindling enrolment of teachers. The teachers' conditions of service are not enticing enough to attract and retain the best of brains in the profession (Isaac &Haastrup 2012; Durosaro, 2006). Isaac &Haastrup (2012) and Ajayi and Shofoyeke (2003) observed that the continued uncomplimentary public perceived image of teachers may not likely attract the right calibre of people to be retained in the teaching profession. Today, there are holders of professional qualifications in Education serving in the banks, customs departments, hotels, immigration, airways and so on.

E. Shortage of Lecturers

One of the challenges facing the administration of teacher education in Nigeria is inadequate academic staff. Ogunode & James (2020) observed that inadequate academic staff is another challenge facing the administration of teacher education programme in Nigeria. Majorities of the teachers education institutions are not have adequate academic staff to enhance effective teaching and research in their institutions across the country. Ogunode (2020) opined that inadequate academic staff is another major problem facing the administration of public universities in Nigeria. Many public universities in Nigeria are understaffed and lack the financial capacity to employ adequate staff. The Nigerian universities are faced with the problem of shortage of lecturers in many departments and faculties especially in programme like the sciences (Ogunode &Abubakar,2020). The shortage of lecturers in many departments and faculties is responsible for high teacher-student ratio in the Nigerian universities. The inadequate academic staff is preventing effective administration of public universities in Nigeria. The Federal Government's needs assessment of Nigerian public universities carried out in (2012) articulated the shortage of qualified teachers in Nigerian universities. According to the reports, only about 43 percent of university lecturers have PhD qualifications. The remaining 57 percent have qualifications below PhD. Only seven universities have up to 60 percent of their teaching staff with PhD qualifications. There are universities with fewer than five professors. For instance, the Kano State University of Science and Technology, Wudil, established 11 years ago and has been turning out graduates, has only one teaching staff with a professor ranking and 25 lecturers who are PhD degree holders. Similarly, the Kebbi State University of Science and Technology, established in 2006, has only two teaching staff in the professor category and five lecturers who have PhD qualifications. The understaffing of universities in Nigeria has serious implications for quality instruction and academic productivity in the institutions. Okeke (2004) opines that there is a dearth of able professors for training of teachers in colleges and technical colleges of Education in Nigeria, partly because training colleges are so often isolated from research and from the main-stream of education. Thus, these go on to suggest that; if quality as well as number is be maintained in the teacher production process, the selection mechanism must meet the global standard and there must be an increase of input into the teacher training colleges of first rate trainers and a good trainable human material to meet the global demand and needs for qualitative teacher education in Nigeria.

F. Strike action

Ogunode & James (2020) opined that unstable academic programme caused by the continuous strike actions of unions groups within the various teacher education institutions is another major problem preventing effective administration of teacher education programme in Nigeria. Ogunode (2020) observes that strike actions in the Nigerian public universities is another problem facing the administration of public universities in Nigeria. The Nigerian public universities are known for continuous strike actions by different union groups in the public universities. The continuous strike actions by these different union groups are frustrating the administration of public universities in Nigeria. The reasons for the strike actions by different union groups include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working condition. The implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

G. Low Teacher Motivation

Another problem affecting teacher production in Nigeria is the poor motivation of teachers in Nigeria. Many young Nigerian do not want to study education due to the negative image and perception of the general public. Ola (2014) submitted that the situation did not even change in Y2016, as JAMB (2017) revealed that while a total of 1, 407,162 candidates applied for admission into the universities for various courses; 4.8% of who applied for Education, only 17,

673 applied to read NCE courses. On poor motivation of teacher in Nigeria, Ibidapo-Obe (2007) observes this problem often reflected in teacher apathy, lack of commitment, absenteeism, and relatively high labour turnover. With this, it becomes pretty difficult for the teachers to give their best and this has been adversely affecting the contribution of the teacher education industry to national development over the years. A typical case in question is the 22.5% increment in teachers' salary scale, which some States have out rightly refused to honour or the irregularity in the payment of monthly salaries of teachers by many State governments in Nigeria. This makes it difficult to retain top quality personnel required to function in the educational system, especially at the primary and secondary levels. Moja (2000) in his submission, observed that the fact that teachers have become marginalized and the profession is relatively the most impoverished of all sectors of the labour force in Nigeria, makes conditions of their work environment very poor with little access to information and resources needed, and accompanied with extremely poor benefits. Teachers are also known to rarely enjoy the same work environment compared with other professions.

Recommendation

To address the challenges identified in this presentation, the presenters hereby recommend the following: increase the funding of the National Commission for Colleges of Education (NCCE) and public colleges of education, develop the political will to pass the Act presently at the chambers of the national Assembly and implement the agreement reached with the College of education academic staff union.

1. Increase the Funding of the National Commission for Colleges of Education (NCCE) and public colleges of education: The federal should increase the funding of National Commission for Colleges of Education (NCCE) to enable the commission carry out its mandate of ensuring quality in the various colleges of education in the country. The government should also increase the funding of all public college of education in the country. This will help to increase the availability of infrastructural facilities, academic staff, instructional materials and information communication technology.
2. Develop the political will to pass the Act presently at the chambers of the national Assembly.
3. The government should develop the political will to pass the Act presently at the chambers of the national Assembly. This Act will help the commission to be more effective and efficient in delivering of her mandate.
4. Implementation of agreement reached with the College of education academic staff union.

Conclusion

In conclusion, the National Commission for Colleges of Education (NCCE) is a commission that is very vital for the development of teacher at the Basic education. The government should ensure that challenges facing the National Commission for Colleges of Education (NCCE) are addressed as pointed in by the various stakeholders. In this presentation, two challenges were identified namely internal and external challenges as facing National Commission for Colleges of Education (NCCE) in term of teacher production for Basic education. The internal challenges includes; lack of review in the act of National Commission for Colleges of Education (NCCE), poor funding of National Commission for Colleges of Education (NCCE), inadequate data and duplication of Teacher Education Quality Management as the internal challenges facing the Commission for Colleges of Education (NCCE) in relation to teacher production for Basic education in Nigeria while the external challenges include; inadequate funding, poor implementation of visitation panel and NEED report of 2014, inadequate infrastructural facilities, brain-drain, shortage of lecturers, strike action and low motivation.

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