

ISSUES HINDERING THE ADMINISTRATION OF SUSTAINABLE QUALITY TEACHER EDUCATION: THE WAY FORWARD IN AKWA IBOM STATE, NIGERIA

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Abstract

Quality teacher has no alternative anywhere in the world especially in Nigeria, the teachers need to have sound academic knowledge, skill, competence and professional pedagogical strategies to teach and maintain sustainable quality educational impact in the educational system. This may be because there are some issues that make this vision seem far fetch. Hence, the present paper therefore focused on issues hindering the administration of quality teacher education and the way forward. The researcher used descriptive survey design for the research, the population for the study was one college of education used as a case study with 500 final year teacher education Students. Two hundred (200) students were sampled from the population. Data was gotten from the respondents to analyze the research questions, chi-square statistics was used to test the hypotheses. The findings of the study revealed that there are issues hindering the administration of sustainable quality teacher education and that there are practical measures which can be applied to the issues confronting the administration of sustainable quality teacher education. From the findings it was recommended that both the federal and state governments should provide adequate funds, facilities, equipment and human resources (teaching staff) to teach in teachers training colleges, or college of education

Key words: Issues, Administration, Sustainable Quality Teacher Education and Way forward.

All over the world, education has been the main veritable tool for sustainable economic growth and national development. The realization of this fact has made many national leaders to seek for quality education as one of the means to achieve, increase in their economies. Before any country can achieve quality in her education, teachers must be up to date in knowledge, skills, and competence.

It becomes imperative that the caliber of teachers needed at all levels of education should acquire sound academic knowledge (qualification), skills, competence and professional development needed to sustain the educational system, though it appears that this is not be achievable because of crucial issues surrounding teacher education, issues such as inadequate funding, facilities, poor quality of teachers, lack of motivation, high pupils –teacher ratio e.t.c hence they must be a way forward to revamp this negative scenario, hindering the administration of sustainable quality teacher education in Akwa Ibom State, Nigeria.

Concept of Quality Education

Quality as defined by Ojimide (1997) cited in Onwuzulike (2014) is a standard of something when compared to other things. It is the fitness of a phenomenon in relation to its purpose (Babalola, 2007). Quality education is therefore the degree or the way which teacher education in Nigeria conforms to the established standard when considering the inputs, learning environment, the processes and the out comes in terms of student standards. These graduands are expected to meet up with this level of excellent academic performance and competition in the world market when compared to their counterparts, internationally (Longe 1999 in Gbenu 2012). Quality education therefore means the ability of education to provide the relevant standard or excellence that is required for the growth and development of the individuals and the nation as a whole to meet with the stipulated international educational standard.

Concept of Teacher Education

Teacher education means the totality of activities carried out to prepare a person to actively and effectively perform the teaching job. Denga (1998), maintained that teacher education is the process of preparing or developing individuals with necessary knowledge and skills which will enable them to effectively direct learning situation. The National Policy on Education of (2013) stated that teacher education is meant to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. Encourage the spirit of inputing creativity in teacher to help teacher to fit into social life of the community and the society at large and to enhance their commitment to attain national goals such as to:

- *Provide teachers with the intellectual and professional background, adequate for their assignment and make them adoptable to changing situations.*
- *Enhance teacher commitment to the teaching profession.*

- *Professionally trained, and equipped teachers for effective performance of their duties.*

Issues Hindering the Administration of Teacher Education for Sustainable Quality Teacher Education

There are various issues confronting the administration of teacher education in order to obtain sustainable quality education at this level of education. Some of these issues considered in the present paper are:

Inadequate funding: Inadequate funding has been the major problem of education in Nigeria. Funds at the disposal of managers of schools are grossly inadequate (Okere, 2010). The importance of adequate funding for educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal (Ige, 2013). Obe (2009) maintained that, without adequate funding, standards of education at any level shall be tantamount to a mirage. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff' salaries and allowances, maintain the plants and keep the services functional. Ige (2013) lamented that funds allocation to the education sector on which teacher education depends has been consistently low in spite of the strategic role the sector plays in the training of manpower for the development of the economy. Njoku (2010) noted that funding from states is very inadequate that mobilized resources are re-channeled to other state projects. The negative effect of poor funding of teacher education is manifested in inadequate infrastructure, dilapidation of existing buildings, shortage of classrooms, lack of educational resources, prompt payment of teachers etc. all these adversely affect sound training of teachers.

Inadequate facilities: According to Ekundayo (2010), school facilities are the material resources that facilitate effective teaching and learning in schools while Jaiyeoba and Atanda (2005) stressed that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. For teachers to be well trained, there must be adequate school facilities to help their teachers attain instructional effectiveness ad to achieve the educational goal and objectives.

Ige (2013) posited that availability of infrastructures and facilities in the right quantity and quality is germane in education provision as far as training of teachers is concerned. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, workshop will be uncomfortable for student teachers to learn. There are inadequate infrastructure and facilities in many higher institutions of learning. Ahmed (2003) in Ekundayo (2010) observed that in most schools in the country, teaching and learning take place under unconducive environment, lacking the basic materials, thus hindering the fulfillment of educational objectives.

Corruption: Another problem facing quality of teacher education is corruption. Corruption is wrong doing by those in a special position of trust. It is commonly applied to self-benefiting conduct by public officials and others in public service. It is dishonesty for personal gain, dishonest exploitation of power for personal gain. It is extreme immorality or depravity. Okere (2010) asserted that most school managers in difference cases mismanaged the limited fund available to them, funds are usually diverted to personal use. Mismanagement and lack of accountability by officials led to diverting of substantial resources from the institutions to other ends. The money that could have been used to develop the educational sector of the states have been looted by politicians, government officials, private professionals and heads of schools by means of fraudulent practices. This is what is applicable to all levels of education including Colleges of education.

Poor supervision of schools: According to Ekundayo (2010), effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. Colleges of education are supposed to be supervised by two categories of people, viz: (i) internal supervisors - within-the school, supervisors like the heads of departments; (ii) external supervisors - the outside-the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. It has been argued whether heads of departments have been discharging their duties as internal supervisors, the external supervisors (inspectors from the Ministry of Education) appear non-functional as they seldom visit schools to monitor the operations in these schools. This has invariably hindered the check on school quality.

Poor quality of teachers: No education system can rise above the quality of its teachers (FRN, 2013). Okere (2010) maintained that one of the biggest problems facing quality education is the quality of the teacher. Most teachers are ill prepared. It is either they attended a crashed short term training or managed to obtain certificate through fraudulent means. In some states, some teachers are not better than the students they are teaching. These teachers are supposed to be learners, but unfortunately there are teachers when teachers are not measuring up to their professional responsibilities, poor quality output is inevitable in the educational system. Teachers are not motivated due to lack of prompt payment or lack of lucrative salary. This scenario depicts the kind of training teachers receive, “poor training”. Some teachers on training lack motivation, zeal, courage to be studious due to financial constraint and other needs not met. These make

them fall a prey to any fraudulent acts that will enable them to leave the school as quick as possible or according to the stipulated time whether they perform well or not.

Lack of sound subject mastery

Lack of sound subject mastery has become a big issue, that is when teachers are not taught to have thorough understanding of subjects in their areas of specialty. The quality of a teacher depends very much on this because it contributes towards raising the worth of the teacher in many ways. A teacher has to obtain thorough special training in all ramifications from teacher training institution. This enables him to give facts when answering questions and answer the questions intelligently and confidently. It can also help the teacher to assign assignments, tests and examinations appropriately. Aian (1983) cited in Onwuziuke (2014) maintained that this will enable the teacher to achieve the stated objectives at the end of the lesson.

Lack of training on curriculum development

Teachers need to be trained to have the knowledge of developing the curriculum. Effective participation in curriculum development will enable the teacher to be able to translate curriculum into schemes of work and notes of lesson. The teacher who participates effectively in curriculum development will contribute effectively in the realization of educational objectives. Kanu 1994 cited in Onwuziuke (2014) noted that achieving the knowledge of curriculum development will improve the capacity of the teacher to manage instructions effectively, but lack of this becomes an issue to be tackled.

Lack of training on instructional management

A student teacher who is not trained in the management of instruction will not be able to arrange the teaching instructions systematically in steps, from simple to the difficult learning experiences. He will not be able to understand students abilities, capabilities and learning disabilities nor, deliver the teaching instructions for students' understanding. Onwula (1986) cited in Onwuzulike (2004) opined that a teacher having understanding of instructional management and utilizing it will help him to maintain and sustain the interest, attention of the students and will be able to maintain orderliness in the teaching learning environment.

Evaluation of learning materials and experiences

Lack of knowledge and the application to evaluate learning materials by the teacher makes him not be able to achieve the educational objectives. This will make the teacher not to be able to measure the quantity and the quality of knowledge and skills the students have acquired previously and after learning. Onwuzulike (2014) maintained that evaluation promotes both the teacher's teaching, the students' learning and also helps the teachers to be efficient when teaching.

Lack of interpersonal collaboration

An important condition to achieve educational objectives is good interpersonal relationship between the teacher and the school environment. This relationship will make institution conducive for teaching and learning to take place effectively. Oyetunde (1996) cited in Onwuzlike (2014) asserted that teacher's interpersonal relationship with the students will help to solve conflicting issues that can hamper students learning. Lack of this interpersonal collaboration between the teacher and the institution becomes an issue in the educational system which should be look into.

Lack of communication and student counseling

A teacher should have dearth of knowledge to communicate with the students in delivering the subject matter and for counselling them where ever needs arises. This will make him a behaviour modifier as well an effective instructor. This will also help the teacher to win students' confidence when acting as their guardian, to guide them to develop in the right direction. Onwuzlike(2014)

Professional self development and carrier advancement

Teaching is all about learning, a teacher should be made to understand that he has to involve himself in personal development by attending seminars, workshops, conferences or study, for advancement. He has to sacrifice to make his career a reality rather than simply living it to chance. Failure to do this will make the teacher to be cut off from educational innovations that will help him to advance in his career. Agwu (2005) cited in Onwuzlike (2004) maintained that a teacher amidst other things has to go on learning in other to communicate effectively.

The issue of half-baked teachers has called for the need to embrace quality training in government approved colleges of education for quality teachers to be produced for our schools.

Way Forward in Solving the Issues Hindering Sustainable Quality Teacher Education

The onus is on the government to take teacher education as an important level of education so as to sponsor it properly in order to sustain the future of the country in all areas of life. Agwu 2005 cited in Onwuzlike (2004) maintained that government has to provide enough funds for these institutions to build and purchase the necessary infrastructures, plants, equipment, functional resources at this level of education that this will improve teachers education. the researcher also said that:

- The universities admission process should also serve as a criteria for colleges of education. The minimum requirements should be categorical in excluding candidates

who do not have five credit levels in SSCE. In some teacher education, consideration is given to candidates who have three SSCE credits and two N.C.E merits, this consideration should be scrapped.

- Trainee teachers should spend more time on teaching practice to deepen their experience before graduation. A minimum of 12 weeks of full contact teaching practice should be implemented for effective preparation of graduate teachers. In fact, one year teaching practice is ideal also.

- It has been observed that over 60% of the poor quality teachers in the secondary school system are trained through sandwich/part-time programme. To improve teacher's quality, the number of such candidates admitted into teacher education should be reduced drastically.

- The Federal Teacher Scheme (FTS) which is aimed at boosting teachers supply to basic educational institution (primary and junior secondary schools) should be strengthened to ensure quality of products. High standard of education at this level will encourage quality people to apply for education courses.

- Education courses for those wishing to be subject teachers should be a minimum of 15 percent of the total course load. To ensure proper grounding of teachers in their subject areas, about 80 percent of the course load should be assigned to courses in the teaching subject(s). Courses that are difficult for students should be made compulsory for the teacher trainees, so that they master the rudiments of these courses.

- The funding of higher institutions where teachers receive training appears more fundamental than the defect in the curriculum, hence this education needs to be well funded by the government. More facilities should be put in place in the higher institutions to enhance quality teacher education in the country. Un-functional equipments' and facilities have forced many lecturers to do surface teaching they expose their students to instructions instead of guiding them through various learning experiences especially in science subjects.

- Inclusion of major stakeholders in the drawing of the teaching training curriculum is yet another strategy to sustain quality teacher education. The teacher as one of the major stakeholders in the educational processes of the student trainee teachers should be part of the curriculum planning. The current curriculum should be reviewed to address some defects affecting quality teacher education in Nigeria, with a view to reforming teacher education.

Statement of Problem

It is imperative that teachers should be given utmost priority in the educational system because, they are the bedrock for quality education to be obtained. As factual as this statement is, it has been realized that in the educational setting there are many issues confronting the administration of sound sustainable teacher education. These issues stand as obstacle for the vision at this level of education to be realized. Hence,

these issues are to be identified and probable solutions proffered to solve them so that teacher education can produce its expected results.

Purpose of the Study

The paper sought to find out the impending issues in the administration of quality teacher education and the way forward. Specifically, the researcher wanted to:

1. Find out the issues hindering the administration of sustainable quality teacher education,
2. Determine the practical measures to solve the issues confronting the administration of quality teacher education

Research Questions

The following research questions were raised to guide the study:

1. What are the issues hindering sustainable quality teacher education?
2. What are the practical measures to solve the issues confronting the administration of quality teacher education?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at .05 level of significance

Ho1: There is no significant relationship between the issues hindering the administration of teacher education and attainment of sustainable quality teacher education.

Ho2: There is no significant relationship between practical measures to solve the issues confronting the administration of teacher education and the attainment of sustainable quality teacher education.

Methodology

The researcher applied descriptive survey, which is the systematic collection of data in a standardized form from an identifiable population. The research design helped the researcher to use descriptive statistics parameter (frequency, percentage and mean) to analyze the research questions. It also aided the researcher to draw representatives from the large population, who were used as sample for the study (Nakpodia, 2010)

The population for the study was one (1) college of Education (used as a case study) and 500 final year students. The sample was 200 final year students drawn from the entire population through random sampling technique. This sampling technique gave all the respondents equal chance to participate in the study. Purposive sampling was applied to use the only one college of education for the study. "Questionnaire on Administration of Sustainable Quality Teacher Education (ASQTE)" was used. The questionnaire was validated by experts in the Department of Educational Foundation, University of Uyo, Akwa Ibom State and the Department of Educational Test and

Measurement, Nassarawa State University. The reliability of this instrument was authenticated by carrying out a pilot study, which 10 teacher education students from the population (not the sample) were given the questionnaire to respond to. Afterwards, split-half statistics was used to split the items on the questionnaire into two sets (even and odd numbers). Data obtained from the two sets of the questionnaire was analyzed by using Pearson Product Moment Correlation coefficient statistics and Spearman Rho Rank Order Correlation coefficient statistics respectively. In the final analysis, .71 coefficient score was obtained proving that the instrument was reliable.

The mean statistics used to analyze the research questions was adjudged by the decision rule from 2.50 and above being agreed, below 2.50 being disagreed. Same parameter was used for the sectional mean to determine the acceptance or the rejection of the research questions. Chi-square statistics was used to test the research hypotheses as guided by its decision rule. The Chi-square calculated value when it was greater than the chi-square table value, the null hypothesis was rejected if not, it was not rejected.

Data Analysis

Research Questions

Research Question One: What are the issues hindering sustainable quality teacher education

Table 1: Mean Rating and Standard Deviation of the Respondents on Issues Hindering Sustainable Quality Teacher Education

	Issues Hindering Sustainable Quality Teacher Education	SA	A	D	SD	\bar{X}	SD	Decision
1.	Teachers on Training: from teachers training colleges are very effective in teaching the learning experiences	40	20	80	60	2.20	0.42	Disagreed
2.	Do not have sound knowledge to master subject matter	70	51	35	44	2.74	0.65	Agreed
3.	Do not have the knowledge to participate in curriculum development nor translate same to schemes of work and notes of lesson	110	70	15	5	3.43	0.97	Agreed
4.	Finds it difficult to manage teaching instructions effectively	100	70	20	10	3.30	0.95	Agreed
5.	Can not evaluate learning materials	85	50	30	35	2.93	0.76	Agreed
6	Can not diagnose the knowledge and skills the students have previously acquired	125	24	30	31	3.32	0.87	Agreed
7	Do not have the ability to communicate with students to know their problems so as to counsel them properly/ accordingly	70	100	10	20	3.10	0.79	Agreed
8	Do not have the knowledge of interpersonal collaboration with	90	46	50	14	3.06	0.78	Agreed

	colleagues and students for better teaching and learning to take place									
9	Do not have opportunity for professional development	51	74	30	45	2.66	0.75	Agreed		
10	Some of you do not achieve educational objectives	70	80	20	30	2.95	0.77	Agreed		
N=200 Grand Mean						2.97	0.69	Agreed		

All the respondents except for item 1 agreed to the items in table 1 with the mean scores of 2.74, 3.43, 3.30, 2.93, 3.32, 3.10, 3.06, 2.66 and 2.95 respectively. The respondents agreed that: Teachers on Training; do not have sound knowledge to master the subject matter, do not have the knowledge nor participate in curriculum development nor translate same to schemes of work and notes of lesson; finds it difficult to manage teaching instructions effectively, can not evaluate learning materials appropriately, can not diagnose the knowledge and skills the students have previously acquired, do not have the ability to communicate with students to know their problems so as to counsel them properly/accordingly, do not have the knowledge of interpersonal collaboration with colleagues and students for better teaching and learning to take place, do not have opportunity for professional advancement and some of them do not achieve educational objectives. Item 1 disagreed, with mean score of 2.20 that teachers on training from teachers training colleges are very effective in teaching the learning experiences. The table above shows that the respondents agreed with grand means score of 2.97 that there are issues hindering achievement of sustainable quality teacher education. Thus, going by the decision rule, the answer to research question 1 is that, the issues hindering the achievement of sustainable quality teacher education are that: teachers from teacher training college are not very effective in teaching the learning experiences, do not have sound knowledge to master the subject matter, do not have the knowledge to participate in curriculum development nor to translate same to schemes of work and notes of lesson, find it difficult to manage teaching instructions effectively, can not diagnose the knowledge and skill the students have previously acquired, can not evaluate learning materials appropriately, do not have the ability to communicate with students to know their problems so as to counsel them properly, do not have the knowledge of interpersonal collaboration with colleagues and students for better teaching and learning to take place, do not have opportunity for professional development and some of them do not achieve educational objectives.

Research Question Two: What are the practical measures to solve the issues confronting the administration of quality teacher education in Nigeria

Table 2: Mean Rating and Standard Deviation of the Respondents on Practical Measure to Solve the Issues Confronting the Administration of Quality Teacher Education in Nigeria

	Practical Measures to Solve the Issues Confronting the Administration of Quality Teacher Education in Nigeria	SA	A	D	SD	\bar{X}	SD	Decision
1	Trainee teachers are to spend time on teaching practice to deepen their experience in teaching before graduation	120	20	20	40	3.10	0.79	Agreed
2	Moderate number of students are enrolled in sandwich programme and teachers colleges	51	74	30	45	2.66	0.75	Agreed
3	Federal Teachers Scheme (FTS) is to be applied to ensure turning out of quality teachers from teacher education programme	70	80	20	30	2.95	0.77	Agreed
4	Eighty percent (80%) of teaching course loads are to be assigned to teachers so that they will be properly grounded in these teaching courses	115	40	10	45	3.23	0.92	Agreed
5	Adequate funding are to be provided for educational exigencies	85	50	40	35	3.03	0.9	Agreed
6	Functional educational materials are to be made available for standard teacher education to take place	70	100	10	20	3.10	0.79	Agreed
7	Stakeholders especially the teachers are to be part of the curriculum planners	110	20	10	50	2.85	0.72	Agreed
8	Functional and enough facilities are to be made available for teacher education	115	30	25	40	3.20	0.81	Agreed
9	Aptitude test is to be given to teachers education candidates to assess those who have interest in offering education.	125	24	30	31	3.32	0.87	Agreed
10	Teacher education is not a dumping ground, so best brains are to be admitted into the study program	90	46	50	14	3.06	0.78	Agreed
	N=200 Grand Mean					3.05		Agreed

All the respondents agreed to the items in table 2 with the mean scores of 3.10, 2.66, 2.95, 3.23, 3.03, 3.10, 2.85, 3.20, 3.32 and 3.06 respectively. The respondents agreed that trainee teachers are to spend time on teaching practice to deepen their experience in teaching before graduation, moderate number of students are enrolled

in sandwich programme and teachers colleges, Federal Teachers Scheme (FTS) is to be applied to ensure turning out of quality teachers from teacher education programme, Eighty percent 80% of teaching course loads are to be assigned to teachers so that they will be properly grounded in these teaching courses, adequate funding are to be provided for educational exigencies, functional educational materials are to be made available for standard teacher education to take place, stakeholders especially the teachers are to be part of the curriculum planners, functional and enough facilities are to be made available for teacher education, aptitude test is to be given to teachers education candidates to assess those who have interest in offering education and teacher education is not dumping ground, so best brains are to be admitted into this study programme. The table above shows that the respondents agreed with the grand mean score of 3.05 that there are practical measures to solve the issues confronting the administration of quality teacher education in Nigeria.

Research Hypotheses

Research Hypothesis One

Ho1: There is no significant relationship between the issues hindering the administration of teacher education and attainment of sustainable quality teacher education.

Table 1: Observed Frequency Values of Issues Hindering the Administration of Teacher Education and Attainment of Sustainable Quality Teacher Education

Options	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Raw total
SA	40	70	110	100	85	125	70	90	51	70	801
A	20	51	70	70	50	24	100	46	74	80	565
SD	80	35	15	20	30	30	10	50	30	20	320
D	60	44	5	30	35	31	20	14	45	30	314
Colum Total	200	200	200	200	200	200	200	200	200	200	2000

Table 1.1: Expected Frequency Values of Issues Hindering the Administration of Teacher Education and Attainment of Sustainable Quality Teacher Education

Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
80.1	80.1	80.1	80.1	80.1	80.1	80.1	80.1	80.1	80.1
56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5
32	32	32	32	32	32	32	32	32	32
31.4	31.4	31.4	31.4	31.4	31.4	31.4	31.4	31.4	31.4

Table 1.2: Contingency Frequency Values of Issues Hindering the Administration of Teacher Education and Attainment of Sustainable Quality Teacher Education

Item 1	Item 2	Item 3	Item 4	Item 5	Item6	Item 7	Item 8	Item 9	Item 10
40(80.1) 20(56.5)	70(80.1) 51(56.5)	110(80.1) 70(56.5)	100(80.1) 70(56.5)	85(80.1) 50(56.5)	125(80.1) 24(56.5)	70(80.1) 100(56.5)	90(80.1) 46(56.5)	51(80.1) 74(56.5)	70(80.1) 80(56.5)
80(32)	35(32)	15(32)	20(32)	30(32)	30(32)	10(32)	50(32)	30(32)	20(32)
60(31.4)	44(31.4)	5(31.4)	30(31.4)	35(31.4)	31(31.4)	20(31.4)	14(31.4)	45(31.4)	30(31.4)

Calculated chi-square value = 392.64

The calculated chi-square value was 392.64 greater than the tabulated chi-square value of 21.03 at .05 level of significance and at degrees of freedom of 12. Following the chi-square decision rule the null hypothesis (Ho) which stated that “there is no significant relationship between the issues confronting the administration of teacher education and attainment of sustainable quality teacher education ” was rejected. In conclusion, the findings of the study proved that there are issues hindering the attainment of sustainable quality teacher education.

Research Hypothesis Two

Ho2: There is no significant relationship between practical measures to solve the issues confronting the administration of teacher education and the attainment of sustainable quality teacher education.

Table 2: Observed Frequency Values of Practical Measures to Solve the Issues Confronting the Administration of Teacher Education and the Attainment of Sustainable Quality Teacher Education

Options	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Raw total
SA	120	51	70	115	85	70	110	115	125	90	951
A	20	74	80	40	50	100	20	30	24	46	484
SD	20	30	20	10	40	10	10	25	30	50	245
D	40	45	30	45	35	20	50	40	31	14	350
Column Total	200	200	200	200	200	200	200	200	200	200	2000

Table 2.1: Expected Frequency Values of Practical Measures to Solve the Issues Confronting the Administration of Teacher Education and the Attainment of Sustainable Quality Teacher Education

Item 1	Item 2	Item 3	Item 4	Item 5	Item6	Item 7	Item 8	Item 9	Item 10
95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1
48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4
24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5
35	35	35	35	35	35	35	35	35	35

Table 2.2: Contingency Frequency Values of Practical Measures to Solve the Issues Confronting the Administration of Teacher Education and the Attainment of Sustainable Quality Teacher Education

Item 1	Item 2	Item 3	Item 4	Item 5	Item6	Item 7	Item 8	Item 9	Item 10
120(95.1) 20(48.4)	51(95.1) 74(48.4)	70(95.1) 80(48.4)	115(95.1) 40(48.4)	85(95.1) 50(48.4)	70(95.1) 100(48.4)	110(95.1) 20(48.4)	115(95.1) 30(48.4)	125(95.1) 24(48.4)	90(95.1) 46(48.4)
20(24.5)	30(24.5)	20(24.5)	10(24.5)	40(24.5)	10(24.5)	10(24.5)	25(24.5)	30(24.5)	50(24.5)
40(35)	45(35)	30(35)	45(35)	35(35)	20(35)	50(35)	40(35)	31(35)	14(35)

Calculated chi-square value = 311.7

The calculated chi-square value is 311.7 greater than the tabulated chi-square value of 21.03 at .05 level of significance and at the degrees of freedom of 12. Following the chi-square decision rule the null hypothesis (Ho) which stated that “there is no significant relationship between practical measures to solve the issues confronting the administration of teacher education and the attainment of sustainable quality teacher education ” was rejected. In conclusion, the finding of the study proved that there are practical measures to solve the issues confronting the administration of quality teacher education in Nigeria.

Discussion

The finding of the study revealed that there was significant relationship between the issues confronting the administration of teacher education and attainment of sustainable quality teacher education. This portrayed that administration of teacher education for attainment of sustainable quality teacher education is hindered by some challenges such as fund and other exigencies (Table 1). The study finding is supported by Ige (2013) who maintained that no organization be it institution of learning can function effectively without adequate financial resources at its disposal. The researcher lamented that fund allocated to the education sector on which teacher education depends on has been

consistently low in spite of the strategic role the sector plays in the training of manpower for the development of the nation economy. Njoku (2010) in the same vein noted that funding of teacher education from states is very inadequate and that there are sources mobilized by the state government are rechanneled to other state projects. Researchers have decried that so many vital educational exigencies are lacking in the colleges of education this does not do as well as far as education at this level is concerned.

Things like provision of adequate funds, facilities, carrying out supervision of schools, teachers having sound subject mastery being trained: in curriculum development, instructional management, evaluation of learning materials, interpersonal collaboration with colleague, communication/ counseling students etc according to some researchers will serve as measures to alleviate issues hindering achievement of quality teacher education (Ekundayo 2010, Ige 2013 and Aian 1983 cited in Onwuzulike 2014) . Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff' salaries and allowances, maintain the plants and keep the services of the school functional. Hence funding education is one of the best practical measures to solve the issues confronting the administration of teacher education for the attainment of sustainable quality education at this level .

Conclusion

It was concluded from the study that there were issues hindering the administration of sustainable quality teacher education. issues such as teachers on training not having sound knowledge to master the subject matter, not having the knowledge nor participate in curriculum development nor translate same to schemes of work and notes of lesson, teacher finding it difficult to manage teaching instruction effectively, not being able to evaluate learning materials and to diagnose the knowledge and skills the students have previously acquired.

It was also concluded that, there are practical measures which can be applied to alleviate the issues confronting the administration of sustainable quality teacher education. they are: trainee teachers spending time on teaching practice to deepen their experience in teaching before graduation, moderate number of students to be enrolled in teachers colleges, Federal Teachers Scheme (FTS) to be applied to ensure turning out of quality teachers from teacher education programme, 80% of teaching cause loads are to be assigned to teachers so that will be properly grounded in these teaching courses, and adequate funding to be provided to purchase educational exigencies.

It was also concluded that there are skills teachers on training are expected to acquire to help them to be effective in teaching. Some of these skills are: teachers to participate in curriculum development after their teacher education training, imbibed and sustain quality interpersonal collaboration with other teachers. This will make the institution conducive for teaching, Acquisition of knowledge and skill to be professionally developed in teachers, they learn to evaluate of learning materials, as well as abiding by the ethics of the profession.

Recommendations

From the findings of the study the researcher recommended that:

- Both the federal and state governments should provide adequate funds, facilities, equipment and human resources (teaching staff) to colleges of education
- There should also be periodic training of teachers (old and new) through seminars, workshops and conferences, to improve their teaching performance.
- Teachers should be motivated to carryout their duties committedly
- Government should employ qualified teachers who have the knowledge, skill and competence in their areas of specialization to teach in the college of education, they will be able to pass on the needed knowledge and skills to these trained teachers

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