

## TEACHER EDUCATION AND TRANSFORMATION OF NIGERIA ECONOMY: THE PLACE OF EDUCATIONAL MANAGEMENT

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**DR. OGHENERUONA ERHINYODAVWE IGGUE**

*Department of Educational Foundations and Administration,  
College of Education, Agbor,  
Delta State.*

### **Abstract**

*Teacher education at all stages of the educational system remains an important factor of transformation for national growth and economic development. Education generally affords individual an all-round development and it enables him/her to better his lot and that of the society. In the process of acquiring qualitative education for sustainable economy development, the function of the teacher is central, hence the glamour for sound teacher education programme that will produce quality teachers for the global child and qualified teachers arbitrate between educational content and the learners. It is in this regard that they are truly the criteria that measure the economic attainment and aspirations of the nation. A sound teacher education programme, resulting in the production of quality teachers, without any contest remains the only agent of transformation for national growth and the development of a robust economy. While the knowledge of pedagogy, evaluation and curriculum are very essential in the teaching profession, the position of educational management in the training of teachers is also very critical to the success of any educational setting. This area of teacher education needs to be given precedence by institutions delivering teacher education in the country. This paper investigates "The relevance of teacher education in the transformation of Nigeria economy: the place of educational management". Specifically, it examined who a teacher is, the concept of teacher education, challenges confronting the teacher education, why teacher education is necessary for the transformation of the Nation's economy, and the significance of educational management in teacher education. Recommendations were proffered for evaluation to all stakeholders in the education community.*

**Keywords:** Teacher Education, Economic Transformation, Challenges, Educational Management, Nigeria.

Transformation affects every aspect of life. It involves a shift in our orientation in such a way that new actions and results become possible. Definite steps are being put in place to transform the economy in order to enhance growth with equity and justice. There is an urgent need to change not simply the scale of provision by access to services, but the very nature of those services and the way they are conceptualised, resourced and delivered. The assignment is greater than reconstruction of the systems and structures. It requires a rudimentary shift in attitude, in the way people associate with each other and their environment, and in the way resources are deployed to attain the goals of society. The education system is no exception. In attaining societal transformation, a well structured teachers education programme is inevitable as it is an effective catalyst that will promote the production of quality teachers for the global child and positive transformation of the Nation's economy, ( Joseph, Daku, and Michael, 2015), Transformation involves a switch in the preference of the individual, organization or society in such a way that new actions and results become possible. In relation to the Nigerian economy, Osobie (2012) provides an appropriated explanation thus: "It is a mandate for a radical, structural and fundamental rearrangement and reordering of the building blocks of the Nation. It portends a fundamental reappraisal of the basic assumptions that underlie our reforms and developmental efforts that will and should alter the essence and substance of our national life". As beautiful as this concept is, its attainment can hardly be possible without a conscious and deliberate effort of the individual or society. However, teachers education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens, (Adewunyi and Ogunwuyi (2002) as cited in Okemakinde, Alabi and Adewuyi, 2013). They advocated that this is informed by the fact that teaching is an all-purpose profession which stimulates the development of mental, physical and emotional powers of students.

In the process of acquiring qualitative education for sustainable economy development, the function of teacher is central, hence the clarion call for a well-designed teacher education programmes that will produce quality teacher for the global child. These qualified teachers mediate between educational content and the learners. The worth and potentialities of a country get evaluated in the work of teachers. Thus, the people of a country are the enlarged replication of their teachers because the teachers are the real nation builders. A good teacher education programme, resulting in the production of quality teachers, without any dispute, remains the only agent of transformation for national growth and the development of a robust economy. The Federal Republic of Nigeria (2013) confirms this by stating that "no nation can rise above the quality of its teachers". In this connection, it can be safely inferred that no meaningful transformation can be attained in Nigeria without

the contribution of well-trained teachers from a well-designed teacher education programme. It's important to emphasize here that the task of teachers in transforming the society is to first of all transform the learners through effecting an attitudinal change in them. The testimony of Gwen, a production manager in Kate (2013) provides an illuminating example of the importance of teachers in transforming their learners. Accordingly, Gwen openly confessed that: "My school teacher Mr. Koch pushed me to reach my full potential. As I slacked and rebelled, he never let me forget that I possessed a special talent. I hated it at that time but now I am able to reflect- he taught me self-respect and discipline in a firm but kind way. I am forever grateful to him for changing me".

The growing trend of global education which entails the use of Science/Technology and Information Communication Technology (ICT) and where the communication infrastructure like telephone, fax, e-mail and computer networking have turned the world into a global village, Nigeria teacher education have been placed at a disfavoured position. It is therefore not an overstatement to advocate a well-designed teacher education programme that will enhance teachers' productivity, reduce the systemic problems in the educational sector, ensure effective service delivery, engage other sectors of society as well as place education as instrument par excellence for national economic development (Okemakinde Adewuyi & Alabi, 2013).

While the place of pedagogy, assessment and curriculum are very important in the teaching profession, the position of educational management in the training of teachers is also very critical to the success of any educational setting. These aspects of teacher education need to be given high priority by institutions delivering teacher education in the country. Likewise, student-teachers and qualified teachers need to regularly question their praxes because the country's education sector is in a phase in which its survival lies mainly in the goodwill of teachers and the larger society (Opinion, April 1, 2018). With the right praxes, values and beliefs that protect and put the children's education at the centre of discussion and practice, the quality of education that children are accessing in the country would improve significantly, and this will further enhance the ability of the upcoming generation to be well positioned for the task of transforming the Nation's economy. Hence, the clarion call for the early inculcation of educational management into teacher education programme for the speedy transformation of Nigeria economy. However, before examining the significance of educational management in teacher education, let's carefully examine; who a teacher is, the concept of teacher education, challenges confronting the teacher education and why teacher education is necessary for the transformation of the Nation's economy.

### **Who Is Qualified To Be Called A Teacher?**

A teacher is not just a giver of truth; he is a guide, a pointer to the truth that each student must find for himself. The goal of a teacher is that students earn the confidence to do well in their lives and their jobs and to “be all” (Lewis, October 10, 2015). A teacher could be defined as "a professionally trained personnel who is charged with the responsibility of disseminating positive knowledge, attitudes and skills to learners in the school", (Lewis, October 10, 2015) . In addition, " a global teacher is an educator that incorporates various global issues into their curriculum including multiculturalism, economic, environmental and social issues. The teacher expands the scope of their viewpoint beyond the normal boundaries of the local classroom, as students learn about diversity and how they fit into the global society. As the world becomes more interconnected, teachers are diversifying their approach to education. Today, global teaching is not only applied in the classroom, but on social media platforms which expose students to a large and diverse population of ideas and cultures" (Anthony, 2016). This requires a supportive teacher education programme that can render requisite training to the prospective teachers. Oyekan (2006) in Okemakinde, Alabi and Adewuyi (2013) noted that the purpose of teacher education is to produce well-qualified professional teachers that can adjust to the changing needs of the student and developmental prospect of the modern society.

#### 1. The Functions of Teachers In The Educational System.

A teacher performs a number of functions in the school system to facilitate effective teaching and learning process. According to Adepoju in Ajayi and Ekundayo (2010), the functions of every teacher include: explaining, informing and showing how; initiating, directing and administering; unifying the group, that is, making students to relate to him and others very well; giving security; clarifying attitudes, beliefs and problems; diagnosing learning problem; making curriculum materials; evaluating, recording and reporting; enriching of community activities; participating in school activities; and participating in professional and civil life.

Having examined "Who a teacher is" and the functions he/she performs, it has become even more clearer why its very significant to enshrined educational management into the curriculum of teachers education early in their training in order for them to acquire the current knowledge that will enable them to discharge their duties effectively.

### **Concept of Teachers Education**

According to STANDS4 LLC, (2020), "Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider

community". It includes training before commencement of service and during service. In addition, teacher education refers to professional education of teachers, and would be teachers towards the attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the needs of a given society at any point in time, (Ogunyinka, Emmanuel and Kayode, 2015). They also submitted that the Nigerian education system needs to embrace change in order to meet up with the social, economic and technological needs of the society through responsive education. However, the basic problem of such educational system is the need to improve the quality of its teachers who could easily adapt to change for international best practice in its education system. The standard of education in a country is largely a function of the quality of its teachers in the educational system. Such teachers must be endowed with the right spirit including the knowledge of educational management, to enable him/her fit properly into the global community. Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategise, and implement structures to execute an education system (National Institute of Education (NIE), (2018) and Connolly, Michael; James, Chris; Fertig, Michael (2017). At all levels of the educational ecosystem, management is required; management involves planning, organising, implementation, review, evaluation, and integration of an institution, (National Institute of Education (NIE), 2018). In other words, student-teacher (teachers in training ) should not only be trained in the act of teaching but in addition he/she should be endowed with the basic principles and practices of planning, organising, implementing, review, evaluation, etc involved in running a school. Acquisition of these basic knowledge will be of benefit to the student, the teacher, the school and society at large, now and later when he/she is eventually placed in the position of an administrator. It is through teacher education that quality teachers for the global child will be educated; hence this sector should be revamped towards the demand of globalization, (Idika, Ovat, Ahigbe and Udumo, 2015). Okemakinde, Alabi and Adewuyi (2013) noted that every society requires human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structures.

The falling standard of Nigerian education system calls for evaluation of the training given to student-teachers so as to enhance quality assurance in curriculum implementation. This is because, as a weapon against ignorance, disease and conflict, education needs to be sound; hence improved pre-service training of teachers could help achieve this through quality assurance of individual productivity (Ogunyinka, Emmanuel, and Kayode, 2015). The prevailing crises in Nigerian education and society as typified by unemployment, poverty, corruption, crime, indiscipline and non-utilization of capacities in all facets of

human life and transformation of national economy development could be ascribed to the neglect of teacher education and the pitiable plight of the teachers. Indeed, teacher influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the tutorship of a teacher and thus whatever they are now, is a direct outcome of what teachers have passed on to them. The early inclusion of educational management in teacher education programme will further enhance effectiveness of teachers. Oyekan (2006) in Okemakinde, Alabi and Adewuyi (2013) noted that the purpose of teachers education is to produce well-qualified professional teachers that can adjust to the changing needs of the student and developmental prospect of the modern society. In specific terms, the goals of teacher education as enshrined in the Federal Republic of Nigeria (2013) in the National Policy on Education are to: Produce highly motivated, conscientious and efficient classroom teachers for all level of our education system; Encourage further the spirit of enquiry and creativity in teachers; Help teachers to fit into the social life of the community and society at large and to enhance their commitment to national goals; 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, and Enhance teachers commitment to the teaching profession.

### **Challenges Confronting Teachers Education in Nigeria**

As a result of the persistent mass failure among West Africa Examinations Council (WAEC) candidates in Nigeria, the Nigerian senate decided to set up a committee to look into the factors that are contributing to the annual poor performance by students that seat for the examination. At the centre of all the issues raised by the senators is the issue of teacher education and teaching quality (Opinion, 2018). It is almost impossible to talk about the quality of education that students receive in Nigeria without talking about the quality of its teachers. It is in this context that teacher education becomes a matter of great concern. The challenges facing the teacher education system in Nigeria appears herculean, prominent among these are:

1. Inadequate funding of the education sector has been a major challenge facing the sector. Researchers, Balogun (2010) lamented over the inadequacy of fund in the education sector. It is not an understatement to note that the Nigerian government, over the years has not been meeting the UNESCO recommendations of 26% of the total budgetary allocation to the education sector.
2. There are challenges that relate to the quality of education that trainee receive in various colleges of education and universities in the country. There are instances in

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- which one lecturer would be expected to lecture hundreds of student-teacher at undergraduate level in a single cohort, coupled with the fact that the same lecturer would be expected to deliver more than one course unit or module, while supervising post graduate students and undertaking other administrative duties. And the worst case of it all is that the same lecturer would be owed salaries for months by the government, (Opinion, April 1, 2018).
3. Teacher education in the country demands radical curriculum reforms. For instance, teacher education is still heavily theory focused in the country as against practice based. A typical student-teacher undertaking an National Certificate of Education (NCE) or Undergraduate degree in education spends little time in the classroom teaching and learning about the art and science of teaching than she/he spends in lecture rooms learning about education theories.
  4. A major challenge to teacher education in the present dispensation is that of globalization. The world is gradually becoming a global village and for teachers to have up-to-date and operate effectively and efficiently in the nearest future, the teacher need to absorb the new technologies and methodologies of the advanced countries of the world.
  5. Adewuyi (2012) in Okemakinde, Alabi and Adewuyi (2013) opined that the educational system can be viewed as a system comprising various sub-systems. There is a functional relationship among the subsystems, such that a flaw in one sub-system would automatically affect the other subsystem. Recent observations in Nigeria educational system clearly testify to this, as there has been so much concern in recent times about the standard of education in Nigeria. Concerns have also been expressed about the quality of graduates produced by the tertiary institutions in the country. It has been noted that there has been a decline in the quality of candidates admitted into the tertiary institutions as a result of the combination of poor quality output from the secondary level. The obvious reason for this poor quality output stems from poor training received by those who taught them.
  6. The issue of examination malpractice which makes it possible for undeserving candidates to score high marks and secure admission into tertiary institutions is another problem leading to poor quality output from the tertiary institutions. Many of the undeserving candidates are not adequately prepared for higher education and are not quite amenable to learning. Ibidapo, 2007 in Okemakinde, Adewuyi & Alabi, (2013) revealed that in addition to the above remark, the inference from this is that effective operation of the educational system requires that quality teachers be

available in sufficient quantity at all levels of the educational system in order to meet the needs of the Nation's economy transformation.

7. The Nigerian Certificate in Education (NCE) that is supposed to be the main conveyor belt for training teachers in the country has the notorious perennial record of being the least patronised arm of tertiary education. In addition, the teaching profession is among the poorly remunerated profession in the country. These are some of the factors that make teaching not to be an attractive profession for the average "A" student in the country.

### **Why is Teacher Education Necessary For The Transformation of The Nation's Economy?**

Undertaking the transformation of Nigeria is a collective one for all Nigerians from all works of life, cooperating with each other to move the country forward. It is in the light of this that the efforts of the teachers in national transformation is discussed below.

#### 1. Teachers as Good Examples.

Teachers are the ultimate role models for students. The fact that students come into contact with different types of teachers in their academic career means that more likely than not, there will be a teacher that speaks to them. The teacher-student connection is invaluable for some students, who may otherwise not have that stability. Teachers will stay positive for their students even when things seem gloomy. Teachers are role models for children to be positive, always try harder, and reach for the stars, (University of the people, 2020).

Nigerian teachers are people that inspire and encourage their learners to strive for greatness, and see to the best of themselves. Teachers as their learners' models are admired to the extent that their learners desire to be like them. Nyereda (2012) supports this position by positing that "teachers are responsible for the changes that take place in learners. Their words and actions trigger positive behavioural and attitudinal change in learners". In this connection, the learners imitate their teachers' commitment to excellence. This has made some students to say of their teachers: "my teacher, my hero". For the teacher to function correctly in this capacity, he should be abreast with the right training from a well packaged teacher education programme. Once this is done, then we are sure of producing students that are ready to transform the nation's economy.

#### ● Teachers Play a Great Role in the Economic Development of the Country

Education is a fundamental aspect in the development of a country. If the youth of a society is educated, a future is born. Teachers provide the education that improves quality of life, thus bringing so much to both individuals and society as a whole, hence the need for a well-designed teacher education programme. Teachers increase productivity and creativity of

students and therefore, of future workers. When students are pushed to be creative and productive, they are more likely to be entrepreneurial and make technological advances, ultimately leading to economic transformation of a country, (University of the people, 2020).

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2. Teachers as Helpers

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Although the teachers' primary function is teaching as mentioned earlier, however, his role in the dissemination of guidance cannot be ignored. This is because the children that they teach come from diverse family backgrounds where some of them may have problems like economic difficulties, and broken homes arising from separation of families. The school environment can also constitute behavioural problems to the children as they interact with their peers. For these reasons, teachers are also helpers in terms of providing their students with the correct advice, guidance, encouragement etc. Transformation of Nigeria economy is practicable when quality and effective teachers are available for the global child.

### 3. The Academic Function of Teachers.

Teachers are indispensable in every nation, education unlocks the door to modernization, and it is the teacher who holds the key to that door. Even if we have a huge allocation to the sector, the best planning, policies and designs, the ultimate realization of any set of aims for education still depends on the teacher (Ujunwa, 2019). The assignment of producing efficient manpower for the transformation of the nation's economy lies wholly in the hands of teachers. Invariably, without teachers, the future generation cannot amalgamate and sustain the gains of present day transformation. In developing manpower for the society, teachers influence the abilities of the learners in such a way that societal transformation is made possible, hence the glamour for a well-designed teacher education programme that will give adequate attention to educational management in order to produce teachers that are balanced in training.

## **The Significance of Educational Management in Teacher Education**

Educational management is a field of study and practice concerned with the operation of educational organizations. Educational management is centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Educational Management is a goal oriented activity. It involves group efforts and an organized work and performance towards the attainment of certain pre-determined goals in an educational institution. It is the process of planning, organising, directing, controlling and evaluating to accomplish predetermined objective of an institution through co-ordinating use of human and material resources (Muqaddas Ayub, 2017).

A successful school is much more than teaching. While good teaching and learning are crucial, the management that underpins it is key to providing a well-rounded education that encompasses the whole child. In other words, while teaching and learning is commendable, the production of a well-rounded education that encompasses the whole child will need additional appendages hence the cry for a well-designed teacher education programme that will produce quality teachers for the global child that will transform the nation's economy on the long run. One of such appendages will be the early inclusion of educational management in the curriculum of teachers education. Classroom management is the organizational function that requires teachers to perform various tasks like planning; organizing; coordinating; directing; controlling; communicating and nurturing. (Muqaddas Ayub, April 17, 2017).

Having examined the meaning of educational management, let's proceed to discuss its significance in teacher education. Explain below are some of the reasons why educational management should be added to teachers' education early, (Ganesh, Raghavendra, Pradeep and Clarice, 2012):

4. Just as the classroom is changing, so must the teachers adapt their functions and responsibilities? Teachers should as a matter of necessity develop the skills required to facilitate learning. They should realize that they must engage their students in expanded learning and provide effective means to facilitate students' independent learning. Hence, teachers' needs the knowledge of good planning, organisation and effective management of available resources. Presently the schools are expected to provide the information regarding the quality aspects of school management, learning progress, and the parents' council. In addition to this, the teachers are expected to play a key role in planning and organizing of activities of various clubs and associations at the school level. The knowledge of educational management acquired during training as student-teacher will equip the teacher to deliver the stipulated roles with minimum stress.
5. The organizing function of teachers requires them to make arrangements and develop an orderly structure to combine all elements in classroom processes into a unified whole. While organizing is closely associated with systematic planning, planning is concerned with identification of appropriate activities, organizing is concerned with making arrangements and structuring the classroom to implement classroom activities. The role of a teacher as an organizer is to link planning with communicating, motivating and controlling, which is made possible with the knowledge acquired from educational management.

6. Classrooms are now considered to be the centres to facilitate learning among children. Students are treated as creative learners. The teachers are expected to create friendly environment to facilitate learning. This demands creative thinking, planning, organisation and management of classroom processes on the part of the teacher.

7. Planning is the foundation of all management. In education it involves teachers making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The scheduling of learning activities is a major planning task. While planning cannot eliminate unexpected events without planning all events become unexpected

In addition to the above reasons for the inclusion of educational management in teachers' education, other reasons are:

1. Adequate School Management enhances accountability

Parents choose boarding school because they believe it will provide their child with the best possible education and start to their future careers. From a marketing perspective, parents are as important to school principals as the students. Parents are the ones who will continue to choose the school for younger siblings, or make recommendations to their friends. For this reason, it is important that teachers/principals ensure they have well-documented processes, procedures and record keeping. Detailed school records provide parents with peace of mind that their wards' academic and personal development is being looked after, as well as their general safety and daily well-being.

2. Administration Informs Decisions

Good data supports the vision and decision-making of the school leadership team. An effective administration department which should include teachers trained in educational management is able to extract and analyse key data to inform a school's strategic decisions around education provision, (Vincent Paget, 2019).

## Conclusion

From the review, it's obvious that the only hope of transforming Nigeria economy and the world in general to a very large extent lies in the hands of the teachers. This is because it is the teacher who transmits knowledge, attitudes and skills into the learners. With these, they enter life with values firmly engraved in their hearts to move the society forward. It is accepted that teachers constitute the most important input in the system that determines the quality of output, more important than the amount of resources on ground. If the teachers in any nation are not committed, not inspired, not motivated, immoral and antisocial, the entire nation is doomed. Teacher education is what makes the difference between a teacher

and a cheater in the job. Therefore, if Nigeria must re-engineer her economic, political and social systems, a great deal of thought must be given to the early inclusion of educational management into the curriculum of teacher education. This presupposes that improvement on teacher education is invariably, a way to transforming the economy of the Nation.

### *The Intuition*

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#### **Recommendations**

1. A well designed/structured teachers education programme should be given its respectful place, knowing the role that teachers play in the transformation of the nation's economy.
2. Educational management should be included early in the teacher education curriculum. This will enable the student-teacher to acquire the basic principles of management that will further enhance his/her productivity in the classroom.
3. Since societal expectations from the teacher is high, the government should take a quick and sincere look at the programmes presently been used for the training of teachers and do something positive to enhance its standard.
4. The government should ensure adequate funding of education so that teaching and learning will be carried out in a teacher and learner friendly environment.
5. More teachers should be trained and released into the system in order to reduce the workload of teachers/lecturers.
6. There is urgent need for curriculum reform that is practice based. A typical student-teacher undertaking an NCE or undergraduate degree in education should spend more time in the classroom teaching and learning about the art and science of teaching than he spends in lecture rooms learning about education theories.
7. The world is gradually becoming a global village; teachers should be encouraged to imbibe the new technologies and methodologies of the advanced countries of the world. In other words, teacher education programme should be based on information and communication technology (ICT).
8. The issue of examination malpractice which makes it possible for undeserving candidates to score high marks and secure admission into tertiary institutions should be addressed by the Ministry of Education and all stakeholders in education.

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