Review Article

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Challenges and Emerging Perspectives of Quality Assurance and Teacher Education in Nigerian Universities: A Literature Review

Abstract: Education plays a critical role in the effective pursuit and attainment of overall growth and technological advancement of any country. Thus, if Nigeria as a nation is to achieve competitive growth and technological advancement, the quality and type of her educational system must not only be right but also carefully sustained. If an improved quality of education in the country must be attained and sustained, the quality of her teacher education must be equally enhanced. The quest, therefore, for a sustained high-quality teacher education in Nigeria will not yield positive results; there is no corresponding functional and effective quality assurance (QA) and control mechanism in place. It is against this backdrop that this article reviewed QA mechanisms and approaches in place for the delivery of high-quality teacher education in Nigerian universities, the challenges, and emerging perspectives. It noted, however, that their functionality and productivity in terms of yielding the desirable impact were diminished by a myriad of challenges. The article then proposed an overhaul of the existing QA mechanisms while advocating that educational management and Nigerian authorities on teacher education must insist on acceptable standards and monitor performance to guarantee QA.

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1 Introduction

Studies (Kopnina, 2020; Lin, 2003; Shaturaev, 2021; Zhou, Li, Wu, & Zhou, 2020) have consistently shown and scholars (Fagerlind & Saha, 2016) have directly and implicitly referenced and affirmed the inexorable link between education and sustainable development of nations. While education is perceived to be closely associated with a nation's growth and development, high-quality education is adjudged to provide the fundamental tool for technological breakthrough and advancement and invariably for the economic growth of any nation (Federal Republic of Nigeria, 2014). This probably is the reason why countries globally strive to provide quality education for their citizens by devoting a percentage of their annual budgets to use and investment in the educational sector.

Raising and sustaining the right quality of education in institutions of higher learning has in the recent past become one of the core issues in the ongoing educational reforms worldwide. In concert with these worldwide educational reforms, the United Nations Educational Scientific and Cultural Organization (UNESCO), cited in Vaccari and Gardinier (2019), called for and championed the cause that education is not only accessible to all but also the right quality of it is made available.

The call, cited above, perhaps undergirds the move, especially in the last ten decades, for a global demand for institutions of higher learning and other ancillary educational bodies and offices to devote a considerable amount of their energy to ensuring that there is the erection and maintenance of quality assurance (QA) outfit in their system. This will be responsible for ensuring and assuring compliance with standards and insisting on maintaining the right and acceptable quality of learning and learning engagement. This is because QA measure of this kind exists as one of the

notable mechanisms identified for effectively pursuing and possibly realising quality education, especially in institutions of higher learning. However, understanding quality and the possible ways and means of assuring quality in education vary (Eboka & Inomiesa, 2015).

It is imperative to emphasise that quality education can be viewed as a set of elements that shape the input and output components of the production process of the education system that completely satisfies external and internal strategic constituencies by meeting their explicit and implicit expectations. While QA, however, points to meeting or conforming to generally accepted standards as defined by QA bodies or appropriate academic and professional committees (Ellis, 2018; Hayward, 2006).

Teaching, no doubt, is a serious activity undertaken by the teacher to produce desirable changes in the behaviour of learners. It is aimed at helping the learners in the learning engagement to learn new things or build on the already known. To teach means to give someone information; give a lesson particularly in school, to show someone how to do something (Lawal, 2012). This means that teaching is about giving information or guiding someone to use all the necessary avenues to learn new ideas or to improve on the existing ones. Education is the process of teaching, training, and learning, especially in educational institutions to provide and improve knowledge and develop skills (Hornby, 2012).

It is through education that many nations of the world attain reasonable heights of technological advancement required for rare innovations, creativity, and economic rehabilitation. Education, therefore, can be said to be the means by which the individual is developed to live effectively and efficiently in the society and contribute to its advancement.

Teacher education encapsulates the activities and processes engaged in the raising of the quality of teachers for the function of teaching and learning. Teacher education is a recurrent subject of discourse by relevant stakeholders in the Nigerian educational system. Hence, the importance of quality in teacher education is well recognised.

The Federal Republic of Nigeria (FRN) (2014), in her national policy on education, affirms that no education system can rise above the quality of its teachers. In fact, nothing is as fundamental to learning as the quality of the learner's teacher. Thus, teacher education (pre- and in-service) must generate quality teachers for quality teaching. But how well has teacher education faired, especially in its delivery and sustenance in the Nigerian universities? To what extent has the desired quality of teacher education in the Nigerian universities been achieved and maintained.

In recent times, there has been increasing concern about the consistently declining standard and quality of education in Nigeria with the quality of teacher education in the Nigerian universities not an exception (Ogunode & Musa, 2020; Ojedokun & Aladejana, 2012). For the possible negative ripple effects that the ailing quality of teacher education and its assurance in the Nigerian universities could have in Nigeria, the need to address and effectively stem it cannot be less important and direly urgent.

It is in recognition and appreciation of this need that the current researchers, anchoring it on the theoretical formulation of the Behavioural Learning Theory developed by Ivan Pavlov and popularised by John B. Watson in his book, Psychology from the standpoint of a Behaviourist, which was originally published in 1919 (Watson & McDougall, 1928), chose to do this review on challenges and emerging perspectives of QA and teacher education in Nigerian universities. This is in the bid to unearth and unveil the state of the teacher education in the country and the condition of its QA. It also identified the needed steps and actions that have to be taken for the QA teacher education in Nigeria deserves to be restored and effectively sustained.

Meanwhile, the Behavioural Learning theory is considered to have very huge relevance to this study's effort to critically review the issues of QA and quality teacher education in Nigerian universities. The theory in summary simply says that how a student behaves is based on their interaction with their environment. It suggests that behaviours are influenced and learned from external forces rather than internal forces. Positive reinforcement is a popular element of behaviourism. The classical and operant conditioning observed in Pavlov's dog experiments suggests that behaviours are directly or inversely motivated by the reward that can be obtained.

It is on this assumption, as maintained in the theory, that it is considered that students who receive positive reinforcement in the learning process or engagement are more likely to learn more effectively and much better, and retain information moving forward. It is against this backdrop of the theory this study affirms that, Nigerian teachers, with the rightful training from teacher training institutions and with very congenial school climate and needed instructional delivery facilities, are likely to utilise positive reinforcement to help students achieve better learning outcomes. Also, it is within this connection that the theory is found to have relevance to this research work.

To guide the review work, the following research questions were raised: what is QA and QA in Teacher Education? What are the challenges of QA in Nigerian Educational System? What are the challenges of QA in teacher education in Nigerian Universities? And what are the emerging perspectives for assuring quality in teacher education in Nigerian universities?

2 Methodology

In an effort to effectively engage the issue in question, the researchers employed the exploratory cum expository research methodology. By so doing, the researcher elicited data from wide-ranging sources: direct research outcomes, relevant secondary sources on teachers, teacher education, teacher education in Nigerian universities, QA in general and QA measures and practices in Nigerian universities, challenges confronting teacher education in the Nigerian university system and the like, and made extensive use of them. To retrieve and effectively employ the sourced data in the study, the researcher, within the period of 7 weeks, visited several databases that included but were not limited to Ebscohost, Google Scholar, Researchgate, and Proquest to access and retrieve published research reports and scholarly works or articles on the areas of interest for this work.

The researchers thereafter painstakingly weighed the contents of the data retrieved for relevance and persuasiveness and carefully applied them to the work. Aside from the aggressive use of the data retrieved from the aforementioned sources, the researchers also interacted with and interviewed experts conversant with the issue of teacher education in Nigeria and teacher education in Nigerian universities. This was done with the intent of shoring up wide-ranging relevant data and opinions on the issue of concern for careful coding and triangulation purposes.

In the coding and triangulation process, careful matching and differentiation were done with the data such that significant threads that emerged were carefully noted. Running threads or emerging thoughts in the pieces were carefully harnessed or organised such that what was found or observed, to the degree of their clarity and elucidatory input were carefully incorporated and applied in the final analysis and submissions in the work.

3 QA

In search of a deeper understanding of the concept "QA," the treatment of quality is a precursor. Quality is the standard of excellence of something, often a high standard. By extension, quality is in conformity to requirements, and it is usually determined by our customers. According to Ayeni and Adelabu (2012), quality has been of focal interest to institutions, governments, non-governmental organisations, and the general public in Nigeria as touching on higher education, especially university education since the last three decades, or so. As a result, the concern for

quality has been at the core of the motivating forces for reforms in education.

4 QA in Teacher Education

QA in education is the systematic monitoring and evaluation of teaching and learning to achieve educational goals and objectives (Ayeni & Adelabu, 2012). It is a means of ensuring best practices. It denotes the degree to which educational practices conform to established standards and the appropriateness of available inputs in relation to outputs for delivery in the system. It is about ensuring that the education programme(s) is/are properly aligned to the needs of the community for which it is provided.

QA is aimed at preventing quality problems. QA is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high-quality education. It is a holistic way of discovering and resolving problems within the educational system in order to ensure constant quality improvement (Jack, 2012). In sum, quality education assurance-oriented schools are characterised by core values such as quality learners, learning environments, curriculum content, teaching and learning processes, and learning outcomes (Eboka & Inomiesa, 2015).

Now, the essence of linking QA to teacher education is to facilitate educational transformation and enhance human productivity for quality education. Accordingly, QA in tertiary institutions, according to Oladosu (2012) as cited in Okpanachi and Okpara (2014) implies the ability of the institutions to meet the expectations of the users or products of the manpower in relation to the quality of skills acquired by their outputs (Ajayi & Akindotire, 2007).

QA can be linked to accountability as they are concentrated on getting the most out of educational systems and services as it points to effectiveness and efficiency in contexts, mission, and stated objectives. It is the process of monitoring quality and ensuring that standards are not only sustained but also improved upon.

QA in teacher education can be viewed from two perspectives: internal and external QA measures Oladosu, (2012) as cited in Okpanachi and Okpara (2014). The internal QA refers to the policies, mechanisms, processes, and certainly the attitudinal changes which, when affected by the institution (internally) to guarantee compliance with standards, accountability, and fitness of purposes, a certain level of quality operation is expected to be achieved or attained. It consists of steps that are meant to appropriate the system and processes to determine the weaknesses and possible solutions as a remedy.

The external QA, on the other hand, refers to the monitoring and evaluation of the agreement with roles and standards carried out by the statutory agencies from outside the institution. It examines the appropriateness of purpose and the effectiveness of the internal assurance processes used by the statutory agencies (Okebukola, 2010; Oladosu, 2012, as cited in Okpanachi & Okpara, 2014).

To ensure adherence to established principles and norms or standards, internal QA measures at teacher education institutes are typically subjected to external substantiation. QA is a broad phrase that includes all practices, procedures, and actions used to establish and uphold the value of education delivered. When it comes to ensuring high-quality teaching and learning, the importance of QA in Nigerian education cannot be overstated.

The obvious responsibilities of QA in Nigeria include the following: to support monitoring and supervision of education, to assess the quality of teachers' contributions, to serve as indispensable elements of quality control strategy in education, to ensure how available financial resources could be utilised, to assess the level of adequacy of existing facilities for quality control, and to guarantee and maintain high standards of education at all levels (Ogunnode & Adanna, 2022).

5 Teacher Education in Nigerian Universities

In Nigeria, teacher education is generally seen as a process or training that deals with the art of acquiring skills in the teaching profession. Teacher education, stipulated as existing at the tertiary level of education, is to be provided both in the universities and in the colleges of education. Teacher education as conceived, provided, or received in Nigerian universities refers to the policies and practices designed to equip prospective teachers with the knowledge, attitudes, and skills they require to perform their tasks effectively in the classroom, school, and wider society.

Teacher education is a pre-planned and articulated set of events and activities that are intended to assist would-be teachers in acquiring appropriate knowledge, skills, the right kind of attitude, habit, and competencies required to enable them to enter the teaching profession and become resourceful, effective, and efficient teachers (Achuonye, 2017). In Nigeria, the goal of teacher education includes the encouragement of the spirit of enquiry and creativity in teachers and also to provide them with the intellectual

and professional background that will be adequate for their teaching assignments and make them adaptable to constantly changing situations (Federal Republic of Nigeria, 2014).

To guarantee the effective pursuit and realisation of this goal, the following objectives of teacher education in Nigeria are clearly spelled out: to develop teachers who are highly motivated, diligent, and effective in the classroom at all levels of our educational system; to further foster the spirit of inquiry and creativity in teachers; to assist teachers in assimilating into community and societal life; to strengthen teachers' commitment to national goals; to give teachers the intellectual and professional background necessary for their assignment; and to make teachers flexible in the face of changing circumstances.

6 Challenges of QA in the Nigerian Educational System

The issue of QA in the Nigerian educational system is hydra-headed (Adekunle, 2016). In Nigeria, budgetary allocation to boost the educational system has been everything but impressive (Oluchukwu, 2015). This is undoubtedly the overriding source – directly or indirectly, of all issues appertaining to the challenges of QA of the Nigerian educational system.

According to Ekpo and Asuquo (2020), the Nigerian higher education landscape presents many paradoxes and contradictions. The number of universities has grown exponentially from 5 in 1962 to today's figure of 174 devolving into 43 Federal, 52 state-owned institutions, and 79 licensed private universities. Recently, however, a good number of more private universities hovering over 30 were given license to operate. These are not immediately captured in this reference.

In furtherance of this line of thought, the same trend is replicated in other higher educational institutions like polytechnics, monotechnics, and colleges of education. With respect to the factors that account for the poor state of the country's higher education sector, Bamiro (2016) observed that academics attribute the crisis facing the sector to poor governance, corruption, inadequate funding, and inexplicable lack of commitment and support to research and its deliverables.

Thus, the major challenge bedevilling QA in the Nigerian educational system is the inability of the government to perceive education correctly for what it is so as to encourage

adequate funding. Hence, Bamiro (2016) asserts that it is important, apart from the general advocacy, particularly by the Academic Staff Union of Universities, that governments (State and Federal) should be allocated not less than 26% of the total national budget or 6% of the GDP to education as recommended by UNESCO. Although there is nothing sacrosanct about 26%, it only tries to show the need to be realistic in funding education in Nigeria.

Prudent management of higher education in Nigeria is frustrated by corruption and misuse of funds by university management (Oguntoye, 2015). This is part of the internal problems hampering QA in our educational systems. The high-handedness of Vice Chancellors often exacts crippling effects on the efforts of the libraries to uphold and contribute to QA of the system through the informed acquisition of information-bearing resources. According to Nkiko, Ilo, Idiegbeyan-Ose, and Segun-Adeniran (2015), the quality of teaching, learning, research, and general scholarship in any higher or tertiary education is proportionately related to the quality of its academic library. The library is the foundation for learning, teaching, and research activities, which in turn determine the quality of the graduates.

Other challenges identified as militating against QA in the Nigerian educational system include the following.

6.1 Insufficient Professionalisation of Teaching

Although teaching possesses some characteristics, like long and specialised training for teachers, provision of essential services, and availability of professional organisation, among others, it is yet to be fully professionalised. In fact, it is of great concern that even up till now, there are still unqualified teachers in all Nigerian schools (Adekunle & Oke, 2015).

6.2 Poor Organisation of Part-time Teacher Education Programme

The part-time Nigeria certificate in education (NCE) and first-degree programmes run by some colleges of education and universities are poorly organised (Aghenta, 2002). In some cases, the duration of the part-time programme run by some institutions cannot be compared with that of the full-time programmes. In addition, inadequate qualified lecturers are hired in some cases. The inability to harmonise the regulations that govern full and part-time programmes has implications for the quality of education as a whole.

6.3 Inability to Retain Teachers and Shortfall in Teaching Staff in the School

The inability to retain teachers adversely affects the educational system. This is because their services are lost to the other sectors of the economy, and additional resources will be needed to train more people to ensure the availability of teachers in schools. Similarly, the total staff strength translated into students/academic staff ratio will hardly produce standard quality of graduates in order to sustain the desired QA (Ogunode, Akinlade & Abubakar, 2021)

6.4 Inadequate Training Opportunities for Teachers

Some courses in the opinion of Aina (2013), such as Agricultural Education, Integrated Science, Social Studies, Home Economics, Business Education, and Entrepreneurial Education, are few at the university level. The NCE holders that specialise in those subjects, therefore, have limited opportunities in pursuing first-degree programmes; the distance between their place of residence/work and the universities offering the courses, family commitments, and so on are the major handicaps faced by teachers that are interested in going for their further studies.

6.5 Non-compliance with Provisions on Teacher Education

The Federal Republic of Nigeria (2014) places emphasis on sciences, technical, vocation, and technological education. One would have thought that tertiary institutions in Nigeria would reflect this policy thrust in their programmes. Unfortunately, most students admitted for full- and part-time programmes are in the humanities. If more emphasis is not laid on the training of science, vocational, and technical subject teachers, then the realisation of the objectives of education in Nigeria will be an illusion (Onyene & Adeyanju, 2017).

Furthermore, most lecturers outside the Schools/Faculties of Education in polytechnics and universities are not professionally trained to teach (Adekunle & Oke, 2015). This contravenes the Nigerian National Policy's statement that all teachers in educational institutions shall be professionally trained. This gap between policy formulation and implementation is a major hindrance in achieving education objectives and by extension QA.

6.6 Rigid School Programmes and Uncooperative Attitude of Some School Administrators

Sometimes, academic calendars of tertiary institutions are disrupted by students' and staff's strikes. Continuing education programmes organised during vacation periods for teachers in primary and secondary schools are negatively affected by such occurrences. There are also cases of school heads that witch hunt members of staff that engage in further studies. Such school administrators show uncooperative attitudes when their subordinates ask for permission to attend in-service training sessions.

6.7 Quality of Graduates and Academic Staff

It is a common belief among Nigeria's private sector and government that graduates from the country's educational system are found unemployable against their proven and potential impacts on national development. When the quality of staff and their method of recruitment are considered according to the concept of federal character one cannot but expect low-quality output from the various institutions.

Furthermore, the lack of qualified academic staff in Nigeria's educational system contributes in no small measure to the existing low quality of academic standards in the country (Ekpo & Asuquo, 2020). The majority of academic staff in Nigerian universities do not have a PhD. In Polytechnics and Colleges of Education, the situation is worse.

6.8 Challenges to QA in Teacher Education in Nigerian Universities

The entire educational system has suffered untold neglect. The structures and facilities have suffered unbelievable decay. The teaching/learning process and environment have lost their aura. This has affected the effective delivery and QA in schools. Maduewesi (2015) echoed that one cannot claim that all is well in terms of the realisation of the educational philosophy and objectives as outlined by the Federal Republic of Nigeria. To this end, the crucial challenges of QA in teacher education, which need urgent attention include the following.

6.8.1 Quality of Candidates Admitted for Teacher Education

The problem of teacher education in Nigeria begins with the selection of trainees for the programme. The teacher education programme has not attracted vibrant students who are interested in training the future generation. They usually take their candidates from the admission list who fail to gain admission into the universities for their choice of course. So, many opt for courses in education as a last resort. These candidates are reluctant candidates who lack interest and a committed attitude. Most of them are not adequately prepared and are not quite amenable to learning. Baike (2012) asserted that teachers in this country are selected from failures. With these kinds of persons in teacher education programmes, it becomes difficult for quality to be assured in the education sector.

Related to the above in the university teacher education is the acceptance of students who are rejected from other faculties due to poor cumulative Grade Point Average (CGPA) into the Faculty of Education. Some of these students have a CGPA of less than 1.00. This makes the faculty a dumping ground for non-university materials.

6.8.2 Shortage of Qualified Teachers

Most teacher educators and teachers do not attain the expected level of competence in their subject areas. This is because many teachers are not professionals and hence are not qualified to teach. The students depend on the teacher on what to learn and how to learn it. To this end, Ivowi (2009) asserted that teaching must be handled by well-trained and motivated persons with academic and professional competencies which will match the society's expectations.

6.8.3 Inadequate Funding

Teacher education demands that whatever it requires to ensure its goal actualisation must be done without prejudice and that it shall be given major emphasis in all educational planning and development (FRN, 2014). The commitment to give priority attention to teacher education is laudable, but government effort in that direction is not yet yielding anticipated results. Underfunding has contributed to the decline in teacher education with the nonchalant attitude of the government towards funding education in the country (Oguntoye, 2014).

6.8.4 Teaching Methods

There is poor use of instructional strategies and learning designs that will promote effective learning. The lecturers

should apply the current teaching strategies that would guarantee meaningful teaching and learning processes. It will ensure desirable learning outcomes in training the would-be teachers. Most often, the lecturers are resistant to changes. Human beings have that tendency to resist change. They are reluctant to use new methods. They will rather stay safe in the old beaten tract, but this attitude must be eliminated if the Nigerian educational system must progress (Aluede, Oviawe, Imhangbe, & Ehiaguina, 2020).

6.8.5 Lack of Commitment on the Part of Supervisors

This leads to the production of unqualified teachers. When teacher education programmes fall short of expectations, there is the tendency for them to produce teachers who do not train students for the desired national development goals; but students who love examination malpractice engage in different deviant behaviours because they do not have confidence in themselves and who are not morally upright.

6.8.6 Accreditation

The lack of challenging standards of accreditation of teacher education has resulted in the minimum level of competence. For instance, the recommended staff/student ratio is not adhered to, not to mention facilities and personnel.

6.8.7 Teacher Motivation and Remuneration

Poor remuneration makes it difficult for the educational sector to attract and retain the top-quality personnel that are required to function in the system. The functionality of any system or workers, to a large extent, depends on the maintenance of such system or worker (Maduewesi, 2015).

6.8.8 Staff Development

Development programmes are being paid for lips service. Money voted for this purpose is diverted for personal use, thereby frustrating the efforts of the government.

6.8.9 Infrastructural Facilities and Equipment

Infrastructural facilities and equipment have been inadequate in the Nigerian educational system. There has always been poor utilisation of government funds for the improvement of teachers' education by school administrators, and this may be due to lack of follow-up by government (Aluede et al., 2020).

6.8.10 Attitude to What We Hold in Common as Against What Is Personal to Us

In Nigeria, the prevailing attitude is that of self-centeredness, ethnic and religious bigotry. Every action in relation to public or national issues has an undertone of this pattern of thinking. The national resources in Nigeria are seen as a national cake. Those who get it cut as much as they can. This may explain why personal businesses or companies in Nigeria survive, whereas government companies experience intractable problems. This is a general problem that affects every aspect of our national life.

The teacher education institutions experience these problems also because they are run by Nigerians. There have been reports pointing to poor management, embezzlement or misappropriation of funds, admission racketeering, students' exploitation, and staff and students' involvement in different malpractices. Any system where the desire for the common good is strong may experience fewer of these problems. The common observation in teacher education institutions in Nigeria is that management, teaching, and non-teaching staff project the "ideal" for public view while working for personal and/or clannish/religious interests. The realisation of the institutional vision and mission statement may not be the core focus (Ogunmode & Adanna, 2022).

7 Emerging Perspectives for Assuring Quality in Teacher Education in Nigerian Universities

The need for QA in teacher education has to start with.

7.1 Quality Admission

Steps must be taken to ensure the admission of high-quality candidates to teacher education programmes and to give them the necessary information to assure them of a rewarding career so that they turn out a willing and quality teacher. It is through the selection of intelligent, qualified, and interested prospective teachers into teacher

education programmes that can lead the production of sound teachers with the competence to handle advancement in instructional technology and the dynamic of suitable methodologies for a complex world (Akor, Enefu, Okolo, & Okaforcha, 2016).

7.2 Regular and Continuous Review of the Curriculum

Schooling in the era of the new knowledge economy must embrace the need for learners to learn as they go, solve problems, collaborate, and be flexible and creative. The curriculum must reflect the notion of this new learning. It calls for intensive application of global visions of preparing students for the world of work. Therefore, the curriculum review should be geared towards modernisation, including the incorporation of information and communication technology, not only as a subject or course of study but as an application tool in order to meet the needs of the society (Aluede et al., 2020).

7.3 Providing Information Communication Technology Training Programme for Teacher Educators

For the teacher to function properly, the teacher education process must adequately integrate Information Communication Technologies (ICT). ICT are major tools for advancing teaching, learning, and research. It can help broaden access to education and improve learning outcomes. Therefore, there is a need for professional development of teacher educators in the area of ICT integration. For example, the internet can assist teacher educators through extensive research in getting quality information and making them more confident to speak out in their subject area (Aguele, 2007). Exposure to ICT will definitely change their teaching style in a tremendous and positive way. Therefore, teachers should be encouraged to develop strategies to adapt their teaching to information-rich environments (Aluede, 2013).

The government can assist through a clear incentive package that could make it attractive to ensure the teacher educators undertake the training in order to acquire the knowledge and skills they require. Unless teacher educators make effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who will be skilful in the effective use of ICT tools for teaching and learning. This implies that when ICT is effectively imparted to the learners by teacher educators, they

will begin to enjoy learning. They will no longer see their teachers as the sole source of knowledge; they will become more independent learners; they will spend less time and money running around libraries to look for information when given an assignment. They will be able to assess educational policies and practices.

7.4 Teaching Methods

Education is meant to prepare learners for effective life in the society. Poor instructional methods hinder such preparations. No teaching is useful until the learner learns and practices the skills required. Steps should be taken for continuous teaching method review/improvement to make the teaching method current and relevant to contemporary needs.

7.5 Improving Supervision

Supervisors must have adequate time to devote to their work, consult and plan together, hold conferences with the students, observe the students' teaching, and become acquainted with the students' strengths, weaknesses, and concerns. They should be ready to collaborate with the students in mutually beneficial educational tasks (Ogunode et al., 2021).

7.6 Funding

Government should release sufficient grants to be in line with the rising population. This is because the increasing population in teacher education has made teaching resources and premises stretched to the extreme. For instance, there should be well-equipped and stocked laboratories, workshops, and libraries to cater to the needs of staff and students, for it is the foundation of academic excellence. These stocked laboratories, workshops, and libraries should be updated regularly in order to provide current school resources. There is no denying the fact that the education system consumes huge and significant capital resources, especially teachers' salaries. The government should give priority attention to it (Akor et al., 2016).

7.7 Provision of Required Manpower

According to Aluede et al. (2020), there is a need to constantly prepare a sufficient number of teachers to teach at all levels of the educational system and to replace those

retiring to meet the needs of expanding enrolment. This is because the lack of teachers affects students' performance.

7.8 Career Development and In-service Training for Teachers

Teachers are made more effective and productive through re-training in order to entrench new but useful methods, practices, and concepts. It is essential to employ all avenues to educate subject teachers who will be competent in their field of specialisation. Assessments of teacher performance may regularly be conducted to identify teachers' needs for additional training or development. In other words, capacity-building programmes should be organised at regular intervals for effective and efficient performance (Ogunode & Adanna, 2022).

7.9 Linkages

Teacher education institutions should establish linkages with some top-ranking foreign universities and teacher training institutions for staff exchange in order to ensure conformity with international best practices (standards and developments) (Usman, 2020).

7.10 Staff Motivation

There is a need to improve remuneration and conditions of service for teachers in order to get the best from them. Special allowances should be paid to teachers on a regular basis. The teacher salary structure should be upgraded and made attractive so that they can live comfortably and be motivated to put in their best (Ekpo & Asuquo, 2020).

7.11 Accreditation of Academic Programme

The periodic accreditation of programmes in universities by the National University Commission should be strengthened for quality control and assurance. Institutions should also endeavour to limit the admission of students to what their facilities can support.

7.12 Research-based Teaching

Students should be introduced to research in their areas of specialisation in order to bring together recent research information about theories and methods as well as best practices in students' area of specialisation. This will strengthen the link between theory and practice in order to foster the growth and development of students into experts in teaching and education. It will also be important for teacher education to provide teaching qualifications to be based on the combination of scientific and constructive critical thinking and practical skills.

7.13 Examination Malpractice

The performance of students in examination is the primary source for measuring and judging the quality of the school. Unfortunately, it does seem that prospective teachers use diverse means and methods to manipulate examination conditions to their own advantage. The issue of examination malpractice must be addressed if schools must inculcate the right attitude and produce competent teachers (Ekpo & Asuquo, 2020).

8 Conclusion

Proper teacher education is the background of any educational system. It produces the personnel that are required to function in all areas of national life and development process. If tertiary institutions are effective in preparing high-quality teachers, the students will perform better. Management and leadership of teacher education should set up standards and monitor performance to ensure quality. In this way, there is a need to redesign professional development, integrating the technology of this socially significant group of students towards building a greater nation. So, it becomes imperative that the suggested measures be taken into consideration now to restructure the teacher education programme for the ultimate realisation of educational goals.

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