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Teachers' education in Nigeria: challenges and the way forward

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ABSTRACT

Education is viewed as an instrument for transformation and progress, which is important for both personal and national growth. The school's success depends on the caliber of its teaching staff; it is clear that investing in the professional development of teacher is crucial. However, there are many challenges confronting teacher training programs in Nigeria. This article examines the issues plaguing teacher training programs in Nigeria and suggests ways forward. We divided the issues at hand into three categories: training, learning, and policy. For real progress in teacher education, we advocate that the government revisit the question of funding and policy implementation. Also, teacher's learning and training must be taken serious, especially the teaching practicum, with rigorous supervision and evaluation to ensure that teachers get the best out of the process. This study is relevant for policy development, educational training institutions and individuals, passionate about teachers' educational development and training.

Keywords: Teacher Education, Problems, Development, Nigeria, Government Policy

1. INTRODUCTION

Education gives people the tools and information they need to understand better and participate in the world around them. Human society's advancement necessitates acquiring such

information in a similar vein. It is generally agreed that the purpose of education is to cultivate in a person the knowledge, skills, and dispositions necessary for full participation in and contribution to society. For the sake of the individual and the community to which they belong, assistance in developing one's cognitive, affective, and psychomotor capacities is required (Onwioduokit, 2020). According to Ogar & Aniefiok (2012), teacher education prepares educators to meet the changing demands of the profession and the needs of their communities. Both pre-service and in-service training (sometimes called "on-the-job" training) are considered part of this category. Therefore, teacher preparation stands out among the many facets of official and informal education systems. It is impossible to overstate the value of exemplary educators and quality teacher preparation

No nation's educational system can excel beyond the caliber of its educators, as stated in Nigeria's National Policy on Education (FRN, 2004) by (Yaro, 2018). "Teaching" refers to the fundamental activities that educators must carry out to facilitate student learning. These include both in-class and extracurricular activities like facilitating discussions about problems and their solutions, checking students' answers, going over material for a science test, observing and rating students' oral reading, offering an explanation of a poem's interpretation, interacting with parents, reviewing student papers, organizing, and establishing and upholding a clean, safe, and encouraging learning environment. To be a good educator, one needs many skills, including cultural fluency, relational sensitivity, communication prowess, balancing rigor and imagination. Knowledge of one's students and professional judgment are prerequisites to effectively using and integrating various moves and activities in specific circumstances and contexts (Birenbaum et al, 2006). Ogar & Aniefiok (2012), state that teachers are tasked with translating and implementing educational policies, curriculum, instructional material packages, and assessment of learning outcome at the level of the learners. Education is a planned and organized program of study aimed at helping students acquire and improve their cognitive, social, emotional, and behavioral competencies. In this light, teacher education is how future educators prepare to teach by acquiring the skills, information, and expertise necessary to educate students effectively (Akpan et al., 2009).

Moreover, teacher preparation involves developing the experts who will one-day instruct students. It is impossible to overstate the significance of training teachers of all types, notwithstanding the complexity associated with teachers' education. As reported by Omosewo (2009), educational systems can only surpass the quality of their teachers; hence, the teaching staff's academic competency is crucial to any school's success. Teachers need specialized training to carry out these responsibilities effectively because teaching is relational and interpersonal. For each activity, trainees would study examples, learn to analyze them, watch demonstrations, and put what they have learned into practice while receiving extensive coaching (Sinclair, 2008). Increasing the caliber of the teaching force is seen as crucial to many nations' efforts to compete in the global knowledge economy and to satisfy growing societal expectations of diversity and equality (Darling-Hammond, 2010).

According to Harris et al. (2011), teacher selection, training, and licensing are some of the most hotly debated topics in teacher quality. In summary, teachers' education and licensure became high-stakes concerns to be solved at the highest policy levels as they grew to be viewed as the linchpins of educational achievement. Concerns about teacher preparation are also entangled in contentious debates over who is to blame for the schools' current predicament and whether or not students should be held accountable for their academic success and equity (Sinclair, 2008).

The importance of teachers to their students' education is widely acknowledged, prompting a proliferation of initiatives to raise the bar for educators. According to Loewenberg & Forzani (2009), "the work of teaching" and the development of ways to train people to do that work effectively must be at the center of teacher preparation, with a particular focus on ensuring that all students have access to high-quality learning opportunities for which schools are responsible. In this paper, professional education for teachers in whatever form it takes needs fundamental upgrades before such initiatives will be effective. In the context of this research, the phrase "challenges" of teacher education refers to the difficulties or limitations that are now being experienced by the field of teacher education in Nigeria. Hopefully, the findings and suggestions from this study will encourage educational planners, policymakers, and the government to give teacher education the attention it deserves.

2. THE TEACHER'S EDUCATION INDUSTRY IN NIGERIA

The origins of contemporary Western education may be traced back to the 1840s when missionaries arrived in Nigeria. The necessity for instructors was evident from the beginning of missionary education, which eventually evolved into Western education. There was just an insufficient supply of instructors coming out of the mission homes in both number and quality under the direction of the pastors and reverends overseeing the various religious groups. (Jibril, 2007). In Nigeria's past, the Church Missionary Society established the country's first teacher-training school in 1859. After the missionaries were driven out of Abeokuta in 1867, the school known as "The Training Institution" was then relocated to Lagos. Later, in 1896, the institution relocated to Oyo and changed its name to St. Andrews College, Oyo.

In 1897, the Baptist Mission established a teacher training institution at Ogbomosho, imitating the CMS. Wesley College Ibadan was established in 1905 by Wesleyan Methodists in the same spirit. The colonial administration established Nassarawa College in 1909 as the first institution in northern Nigeria for teacher training.

The mission's teacher training institute's primary goal was to develop school masters who would go on to become classroom instructors, catechists, deacons, and priests. (Osokoya, 2010). As a result, among the topics included in teacher preparation at the time were English, geography, history, preaching and theology, Christian faith, New Testament critique, school administration, and cleanliness. The Phelps Stokes Commission Report of 1922 harshly criticized the period's teacher education practices due to its high teacher-to-pupil ratio, an outdated and poorly designed curriculum, and an insufficient supervisory structure (Osokoya, 2010). Universities founded both before and after independence offered programs for teacher education.

Federal, state, private, and military universities all had established faculties and institutes of education that offered professional training for instructors. Numerous universities provide courses leading to bachelor, master and doctoral degrees in education. As of 2003, there were 52 universities in the nation, and 31 of these had educational faculties and institutes. In a similar vein, polytechnics provide NCE and degree-level teacher preparation programs in the fields of technical and vocational education. The National Teachers Institute also offers professional training leading to the NCE by Distance Learning. The National Institute for Nigerian Languages (NINLAN) and the National Mathematics Center (NMC) were two other organizations required to offer teacher education.

Nonetheless, the majority of Nigeria's professionally prepared teachers are exclusively supplied by the country's colleges of education (UNESCO, 2005). However, within the past few years, there has been a rise in the number of universities and education colleges offering teacher education courses (Jibril, 2007).

Lawal and Braimoh (2018) characterize the 1969 National Curriculum Conference report as a single document that served as the foundation for the initial National Policy on Education of 1977, which has undergone multiple revisions since. With its emphasis on professional training for all teachers working in Nigeria's educational institutions, the National Policy on Education marked a turning point in the country's history of teacher education. The policy development made it easier to create teacher training institutions that deliberately tried to classify their students.

More than 160,000 teachers had received extensive training in the field of teacher education prior to this development, with the expectation that they would manage the Universal Primary Education (UPE) Scheme, which was launched in September 1974. The four categories of the mass teacher-training program were as follows:

- ✓ One –year course for holders of West African School Certificate (WASC)
- ✓ Two-year course for those who attempted the WASC examination but failed or those with deficiencies in the Grade III Teacher's Certificate
- ✓ Three-year course for holders of Modern III Certificate
- ✓ Five-year course for holders of Primary Six leaving Certificate

However, the reason for the relative success of this mass training program was the planners' incapacity to locate and supply the accurate data needed for efficient program planning and execution. However, it is crucial to note that after the UPE Scheme ended, things got better. More focused initiatives and practical steps have been taken to advance Nigeria's teacher education sector. Since then, the teachers at Grade II Colleges have been eliminated.

There are now more Federal, State, and Private colleges of education that have been founded, authorized, and granted operating licenses. As of 2017, the Nigeria Certificate in Education (NCE) was offered by sixty-one (61) Federal and State Colleges of Education, roughly twenty privately operated colleges, and seven polytechnics. T

he new Specialist NCE Teacher Curriculum, whose implementation began in October 2013, is one of the major reforms in teacher education at this level that the National Commission for Colleges of Education, the superintending agency for all these Colleges of Education in Nigeria, has recently introduced. Previously, based on clear performance standards, a National Teacher Education Policy (NTEP) was created in 2009 with the goal of increasing the production of excellent, knowledgeable, skilled, and creative teachers who can raise a generation of students who can compete globally (FME, 2009).

The Federal Republic of Nigeria established the Teachers Registration Council of Nigeria (TRCN) through the promulgation of Act 31 of May 1993 as part of its efforts to promote professional development. The TRCN is a Federal Government agency tasked with, among other things, registering and licensing qualified teachers to practice, with NCE serving as the minimum qualification for registration. In addition, certain Nigerian universities and institutions of education have partnered with the TRCN to launch the Professional Diploma in Education program, which aims to enhance further the caliber of teachers hired without a teaching credential.

3. THE GOALS OF TEACHER EDUCATION IN NIGERIA

- a) Produce highly motivated, conscientious, and efficient classroom teachers for all levels of our educational system;
- b) Encourage further the spirit of inquiry and creativity in teachers;
- c) Facilitate teachers' integration into community and societal life and strengthen their dedication to national goals.
- d) To give educators intellectual and professional foundations appropriate for their work and to enable them to adjust to any changing circumstances, both domestically and internationally;
- e) To strengthen educators' dedication to the teaching profession FRN.
- f) To develop skilled and competent educators who motivate students to learn.

4. THE CHALLENGES CONFRONTING TEACHER'S EDUCATION IN NIGERIA

In Nigeria, the subject of teacher education is especially urgent because teachers have a significant impact on the educational system and are vital to the general growth of any country. As described by Ekpiken & Ukpabio (2014), teacher education in Nigeria is a program that prepares future educators to use both human and material resources for Nigeria's development and transformation, and also serves as a catalyst for long-term, sustainable national growth. As a result, educational administrators in Nigeria need help in fulfilling many duties in teacher education. According to Ogunyinka et al. (2015), the nation needs more qualified teachers to handle concerns of educational quality and needs a chronic scarcity of qualified teachers. The "problem of teacher education" in the title of this paper is not meant as an insult but a way to illustrate the challenges of teachers during their training. We have described the "problem of teacher education" under three categories: training, learning, and policy.

4. 1. Training

Teacher training is generally one of the key factors in promoting teachers' quality. In Nigeria, teaching still needs to be considered a legitimate vocation in the traditional meaning of the word. This is a result of the fact that many employees who need more training and certification are still in their positions. While the majority of lecturers in higher education still need to receive their teaching certification, many untrained professors continue to work for several state teaching service boards.

According to (Murati, 2015) the realization that teaching is a complex activity in schools and education a field that deals with human beings is important. Since it can be challenging to accomplish educational goals in schools as a result of every persons uniqueness and characteristics that set them apart from one another, it becomes paramount to take teachers training more important because when it comes to carrying out the educational work in schools, the teacher is the one in charge. A crucial question for administrators of teacher education programs and faculty is that of selection (Denner et al, 2001). Who should be selected for admission into the teacher education program because the quality of those admitted will determine the output at the end of the day.

However, Kanu (2007) made the argument that, when compared to other countries, the level of training in Nigeria is closely linked to the quality of teacher production.

Teaching in Nigeria will not become as professional as other well-known professions like law, medicine, engineering, etc., until the government mandates that all individuals engaged in teaching be qualified (Osokoya, 2010). One of the significant challenges of training teachers starts from the requirements for admission into various training programs and the caliber of people admitted for training. Entrance requirements and admissions decisions for teacher education programs, in general, and alternative programs specifically, have a significant impact on the program's efficacy and its goal of placing qualified teachers in the classrooms of a country or region.

Pre-service teacher education candidates and teacher education institutions should determine the qualities, backgrounds, and skill sets of pre-service teachers who have the best chance of succeeding in the classroom in order to maximize their limited time, funds, and resources. According to (Archibong et al., 2009), the younger generation in Nigeria considers teaching exceedingly uninteresting and will only select it when and where they cannot find a "better" choice. Haliru & Zaki (2009) acknowledged that there appears to have been a worrying decline in the quality of applicants to teacher preparation programs in recent years. Many people who enter teacher preparation programs now would not be there if they had a better alternative. According to Ekpo (2010), a teacher's training starts during an intended teacher's admission process. In any field, picking the right people to work there is essential to succeeding.

A student's emotional ability, physical uprightness, and communication skills are rarely considered during the admissions process at most Nigerian universities, colleges of education, and polytechnics (Ogunyinka et al., 2015). The quality of those recruited into teacher preparation programs could be better on average (Kennedy et al., 2017). This presents a problem for the Nigerian government as it attempts to introduce a new curriculum for teacher training. Furthermore, it is challenging to execute teacher education curricula due to the poor quality of instructors generated through in-service training (Ajani, 2022). It was lamented by (Mkpa, 2005) that most K-12 educators, as identified by the Distance Learning system, need more cognitive capacity to instruct professional subjects effectively. Their command of the English language is so low that it is embarrassing, yet Nigerian youngsters' academic future is being entrusted to their unskilled hands.

Also, the unavailability of instructional facilities, teaching practice, examination malpractice, funding, knowledge of ICT, public attitude towards teaching, and implementation of teacher education policies all pose obstacles to teacher education in Nigeria (Akpan et al., 2009). E-learning is one of the newest trends in teacher education, posing challenges to quality assurance and control. E-learning is a real-world illustration of the difficulties in utilizing ICT-supported teaching and learning strategies, which are becoming more and more important over time (Opara, 2014). According to her, one of the most important, potentially significant, and effective teaching strategies is to improve the quality of instruction and learning, and it seems that African higher education institutions need to implement this new trend in learning enhancement techniques properly. This outcome is hardly surprising when considering the prevalent conditions in the nation's teaching institutions of higher education. As a result of insufficient or a lack of needed instructional facilities for efficient teaching and learning, even if the course content is adequately developed, the delivery technique may need improvement. ICT compliance is an issue for certain pre-service and in-service teachers. The ICT facilities are limited in teacher training institutions. Therefore, low finance, which brings about inadequate infrastructural facilities, is a significant factor against successful teacher education in Nigeria, as identified by Opara (2014).

4. 2. Learning

Another challenge about teacher education in Nigeria is that the teachers see no need to train and retrain. Most teachers see learning as something for the students, not the teachers themselves. According to Bakkeness et al (2010) it is expected of teachers to be experts in learning because when it comes to influencing students' education and introducing new ideas and approaches to teaching methods, educators play a crucial role and hence the need to make their own learning process better. Due to the failure to acknowledge the importance of teacher learning, educational innovations in Nigeria have failed far too frequently. The Nigerian Union of Teachers and the Teachers' Council should ensure that the bachelor's degree in education (B.Ed.) is declared the minimum qualification to teach at both primary and post-primary school levels. Darling-Hammond & Richardson (2009) also acknowledged that teachers must learn how to teach in a way that fosters higher-order thinking and performance if they are to assist young people in acquiring the more sophisticated and analytical skills they will need for the twenty-first century. Education systems must provide more effective professional learning than has historically been available if they are to develop the sophisticated teaching necessary. Yaro, (2018) also noted that teacher education in Nigeria faces difficulties in teaching practice, which is supposed to be a learning platform for intending teachers. Student teaching is a professional program allowing aspiring teachers to test their theoretical and abstract knowledge in the real world. (Aluede, 2009; Jekayinfa et al 2012;) were in support that more time should be devoted to teaching practice, if possible, a one- year internship duration, and lecturers should participate in retraining programs that focus on the best practices for the teacher education internship component. There needs to be more enthusiasm for the activity among the trainee teachers. Teachers or institutions should hence take the supervision and evaluation of teachers' work seriously because ineffective approach to education has led to the current shortage of qualified educators.

Furthermore, getting new teachers accepted into teacher training programs is another problem. The majority of newcomers are secondary school dropouts and students with lower IQs. This claim was supported by Animashahun & Ogunwuyi (2009), who say that Nigerian educators are picked from the ranks of failures. A student who cannot transition to the next level of education, see our lowest teacher education level as the next stop on their career path and if does not attend college, enrolls in one of our most prestigious vocational schools. As a result, our educational system will be staffed by our society's failures. Similarly, Animashahun & Ogunwuyi (2009) stressed the importance of recruiting only the most qualified candidates for our teaching positions if we want to see positive results. Therefore, becoming a teacher is not an option for individuals who have exhausted all other options.

Exam malpractice is a common tactic used by students who are intellectually weak to boost their marks during the training program. Onyibe et al. (2015) claim that examination malpractices have become a recurrent ritual anywhere examinations are done in Nigeria. Exams can be manipulated to produce favorable results for students, teachers, and parents. This assertion shows that teacher trainees and educators are implicated in examination misconduct. According to Ojonemi et al. (2013), the implication of this is that as a result of advancement in examination fraud in the Nigerian educational sector, certificates should not be the major recruitment determinant in the workplace selection process. This was a significant problem for the field of education as many teachers have good certificates but need more capacity to defend such certificates. In a research conducted in Edo state to investigate the factors that predisposed secondary school teachers to examination malpractice, the majority of the teachers are

predisposed to examination malpractice as a result of anomie. Other variables, though not significant, were societal/parental factor, teaching/learning environment, teacher factor and student factor. Therefore, they recommended that teachers training program should be redesigned with more emphasis on civic and value oriented education and that government should improve on its funding in the education sector (Adeyemi, 2010). Also, (Udim et al., 2018) affirm that examination malpractice has eaten deep into Nigeria's educational system and, hence, is an alarming signal that portrays danger for the country. Lack of knowledge about using information and communication technology (ICT) even when available in the training institutions is another problem facing Nigerian teacher education (Owolabi et al., 2013). For the system and its products to be relevant in the twenty-first century, all teachers need to be conversant with and proficient in using computer technology and the internet. (Opara, 2014) also revealed in her study that television, video, radio, primers, and booklets are in use in the schools studied but recommends that modern instructional facilities, such as computers, internet connection, and CD-CD-ROM, should be provided in order to enhance effective training. Moreover, there are still a lot of inexperienced and underdeveloped employees in the system, which causes a lot of Nigerian teachers to fall short of the minimal international level. There are clear socio-political and economic ramifications to this, as education is still essential to building a prosperous and healthy nation.

4. 3. Policy

Although "education has been at the top of the priority lists of some previous Nigerian governments," the country's educational system is ill-equipped to meet the demands of the twenty-first century (Maekae, 2013). He also noted that the government's sluggish implementation of education programs has no doubt negatively impacted teachers' training in Nigeria. To avoid deviating from predetermined paths of action, a policy fosters a meaningful relationship between organizational functions and business objectives. A policy guarantees coherence in operations since it establishes accepted guidelines for an organization and hence does not have to be strict, but after it is formulated, it should be possible to make changes (Okoroma, 2006). According to him, every official action taken by an organization in the field of education, as in other human endeavors, needs to have support or foundation. This is the function that a policy fulfills. A policy does not make the decision; rather, it defines the parameters within which decisions must be made. Generally, it offers a broad framework that makes decision-making easier.

Educational policies provide guidelines for educational activities. The Federal Government's education budgetary allocation during the previous few years has been much below the UNESCO-mandated education funding baseline of at least 26% of each developing nation's annual budget, Azi, (2011). In Nigeria, education policies for teachers are implemented inconsistently, and new rules are introduced with each new government. For example, (Odukoya et al., 2018) noted that the Nigerian government has recently developed the 9-3-4 system of educational framework, which is why the initial one of 6-3-3-4 was never put into practice in its entirety. They added by quoting a statement by Mrs. Bola Mosuru of Access Universal College, Lagos, who lamented that: "'Our problem in Nigeria is that we often pick and drop policies as we want unlike in the United States of America where the two-tier of secondary school system is still in operation and still delivering wonderful results" According to Al- Yahmadi (2023) research, policymakers' negative views of educators threaten the profession and contribute to its devaluation.

Secondly, sufficient funding must be allotted in the budget for teacher training programs to be effectively implemented. Ogar & Aniefiok (2012) argued that more resources were needed for Nigeria's efforts to introduce a standardized curriculum for teacher training. Also, Osarenren-Osaghae & Irabor (20018) confirm that low funding of the educational sector makes it unlikely that the goals of the country's teacher education program would be met. This is because of political considerations and the high rate of inflation. Again, the problem of corruption and mismanagement of the limited available financial resources, which is quite widespread among the policymakers and implementers, is also a bane to the efficient implementation of the objectives of teacher education in Nigeria. Funding for educator development and re-education needs to be improved.

The need for more modern resources, including textbooks and materials, is another effect of underfunding. Also, teachers' pay is much below that of other professionals in the same field (Oyovwi, 2018). Some universities and colleges need more infrastructures to support teacher training due to a lack of funding (Mohammed & Dapshimahi, 2011). All these work against the efficiency of teacher education initiatives. Implementing an improved Teachers' Salary Structure (TSS), providing a science allowance, and promoting frequent attendance at science workshops, seminars, and conferences are excellent policy directions for the government. As mentioned earlier, those are rare in the Nigerian educational system, which in turn harms teacher's education.

5. THE FUTURE DIRECTION

This study thinks that the Nigerian government should establish significant enthusiasm and passion for education to build the educational sector. According to numerous studies undertaken in Nigeria, various variables have been ascribed to this poor performance. Olatunde-Aiyedun (2021), Koopman (2017), Akinola (2016) and Bamidele & Adekola (2014), all point out that the lack of resources for equipment and supplies for fruitful practical work, discontent with the syllabus and poor method of delivery of subject matter all work against quality education in Nigeria. It is abundantly clear that teaching in Nigerian schools faces numerous problems that must be addressed if citizens can cope with the modern scientific and technological world (Yusuf, 2022). Furthermore, before the academic term begins, new teachers must participate in an orientation program or induction, which the mentor teacher oversees. The mentor watches the beginning teacher's classroom teaching techniques, and the two of them meet once a week to talk about the beginning teacher's performance and prioritize any areas that require improvement.

Activities that enhance a teacher's abilities, knowledge, competence, and other traits are referred to as teacher development or continued professional development (Kunter et al, 2013). It is critical to keep in mind that development can take many different forms, including informal and formal dimensions. It can be made available through partnerships between schools or teachers across schools (for example, observational trips to other schools or teacher networks), official qualification programs, workshops, courses, or collaboration within the schools where teachers operate (Evans, 2019). In the last scenario, coaching and mentorship, group planning and instruction, and the exchange of best practices can all be used to promote progress. In summary, a complex interaction of variables is required to achieve the goals of teacher education. Among the crucial issues to take into account are:

- a) The caliber of applicants to education colleges, including their conduct upon admission and interest in a career in teaching;
- b) The depth, breadth, and relevance of the programs of study
- c) The caliber and quantity of tutorial staff, including their ability to persevere and turn students into masters; and finally, the requirement that every teacher educator be a professional teacher himself.
- d) The sufficiency of instructional materials, physical spaces, and basic services, such as transportation, medical care, and libraries;
- e) The leadership of an organization, especially its goals and objectives, as this influence the planning for efficacy, efficiency, and satisfaction of employees, students, and society; the crucial question
- f) The practicum: It has been determined that the teacher education program's most visible component that promotes professionalization is the practical teaching program. As a result, the importance of teaching practice should always be considered. This includes practicing in actual classroom settings as well as micro teaching sessions at the Institution Centre for Educational Technology (CET).

6. CONCLUSION

The preceding discussion clarifies that the educational system can only progress significantly with qualified, committed educators. Teachers' training levels positively impact teaching quality and learners' academic success. A review of Nigerian teachers' education programs reveals that issues have disastrously impacted the country's educational system. Therefore, every educational institution must invest in adequately training its teachers. It is also essential to strike a balance in what teachers learn. The Teacher Education Program me (TEP) should balance academic and professional training well. One such problem is the need for more relevance. TEP material should be updated to reflect the realities of the twenty-first century. Suppose Nigeria is serious about guaranteeing the quality and efficacy of teacher education facilities. In that case, it must recognize the selection of adequately prepared candidates as a critical aspect of the teacher's preparation plan. The strength of the result will be proportional to the foundation's strength. There should be no more waiting for the teaching profession to be fully professionalized. Many people still think that everyone can impart knowledge to others. Teacher registration councils (TRCs) and other relevant authorities should do everything possible to elevate the teaching profession to any other level.

7. RECOMMENDATION

It is suggested in light of this study that:

- 1) The government and administration of teacher preparation programs should provide sufficient funding to acquire the necessary instructional facilities by educational institutions in both number and quality.
- 2) The teaching, supervision and assessment processes should be taken with seriousness. The onus is on each school of education's trainees and their mentors to take the simulation seriously. Adequate clinical supervision requires planning for a pre-

observation meeting, an in-class observation, and a debriefing session. Each student educator should be observed and evaluated twice during their practicum. Instructors in schools that prepare teachers should refrain from having their students participate in the teaching practice activity simultaneously with their regular lectures.

- 3) Successive governments prioritize teacher education initiatives and programs. A supervisory and monetarily accountable team should constantly monitor the implementation of national policy regarding teacher education.
- 4) Teachers should be paid competitive wages on a level with those in other skilled occupations. This will increase the standard of living of teachers and drive young, intelligent learners' interest in the teaching profession.

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