



## Major Problems of Colleges of Education in Nigeria and Possible Solutions

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### Abstract:

This paper provides a comprehensive review of the challenges facing colleges of education in Nigeria. The study examines the historical background of colleges of education in Nigeria, the challenges facing them, and the possible solutions. The paper highlights the issues of inadequate funding, lack of qualified personnel, outdated curriculum, poor infrastructure, and inadequate facilities as some of the major challenges facing these institutions. The study provides possible solutions and suggests that urgent intervention is needed to address these challenges to improve the quality of teacher education in Nigeria. In order to achieve this, this study adopts a qualitative research design by conducting a comprehensive review of the literature on the challenges facing colleges of education in Nigeria. The study collects data from various sources, including books, journals, reports, and online sources. The study reveals that colleges of education in Nigeria are faced with numerous challenges that hinder their effectiveness in producing quality teachers. The major challenges identified in the literature include inadequate funding,

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## Abstract

This paper provides a comprehensive review of the challenges facing colleges of education in Nigeria. The study examines the historical background of colleges of education in Nigeria, the challenges facing them, and the possible solutions. The paper highlights the issues of inadequate funding, lack of qualified personnel, outdated curriculum, poor infrastructure, and inadequate facilities as some of the major challenges facing these institutions. The study provides possible solutions and suggests that urgent intervention is needed to address these challenges to improve the quality of teacher education in Nigeria. In order to achieve this, this study adopts a qualitative research design by conducting a comprehensive review of the literature on the challenges facing colleges of education in Nigeria. The study collects data from various sources, including books, journals, reports, and online sources. The study reveals that colleges of education in Nigeria are faced with numerous challenges that hinder their effectiveness in producing quality teachers. The major challenges identified in the literature include inadequate funding, lack of qualified personnel, outdated curriculum, poor infrastructure, and inadequate facilities. These challenges have significant implications for the quality of teacher education in Nigeria and the nation's educational system as a whole.



## Introduction

Education is the process of acquiring knowledge, skills, values, and attitudes that enable individuals to develop and achieve their full potential. It involves the transmission of knowledge and the development of cognitive, social, and emotional abilities through various forms of teaching and learning. In its broad terms, education is any process by which an individual gains knowledge or insight, or develops attitudes or skills<sup>1</sup>. Education can take place in a variety of settings, such as schools, universities, vocational training centers, and informal learning environments. It encompasses a wide range of subjects, including mathematics, science, literature, social sciences, languages, and the arts. Education also plays an important role in shaping individuals' values and beliefs, as well as in promoting social and cultural development. Overall, education is a lifelong process that helps individuals acquire the knowledge and skills necessary to succeed in their personal and professional lives and to contribute positively to society. In its effort to provide qualitative education in the country, the Federal and State Governments in Nigeria established colleges of education. Colleges of education in Nigeria are institutions established to train and produce qualified teachers for primary and secondary schools. These institutions have played a vital role in the development of the Nigerian educational system by producing quality teachers who have contributed to the growth and development of the nation. However, despite their importance, colleges of education in Nigeria are faced with various challenges that hinder their effectiveness in producing quality teachers. This paper aims to examine the challenges facing colleges of education in Nigeria and their implications for teacher education in the country.

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<sup>1</sup> Encyclopedia Americana, Vol.9:642. There is no universally acceptable definition of the concept "education" though the researcher is not oblivious of the different definitions by different eminent educationists such as J.S. Farrent, Alban Winter etc. In Arabic, the word *tarbiyah* refers to education, but encompasses more than just sitting in a classroom and learning from books. The meaning of education in the Islamic context includes every aspect of absorbing information, including learning by doing and also by observing others. Ibn Manzur a 14 th century lexicographer, offers several terms as synonymous for *tarbiyah*, including increase, formation, nourishment, care, guarding, and grow/let grow. Roald explains that *tarbiyah* in the Islamist sense "relates to a lifelong process." This corresponds to Illich and other postmodernists' theories about "de-schooling," or acknowledging that education takes place all the time, and not just in the classroom. This insight is evident in the Arabic words *tarbiyah*, ta '*lim*, and ta '*dib*, all of which refer to different aspect of the process of education.



## Brief History of Colleges of Education in Nigeria

The history of colleges of education in Nigeria dates back to the colonial era when the first set of teacher training institutions were established to train Nigerian teachers for primary schools. These institutions were known as Teacher Training Colleges and they were established by the British colonial administration in Nigeria in the early 1900s. In 1931, the Nigerian government established the first Teachers' Training College in Nigeria, known as the Wesley College of Education in Elekuro, Ibadan. The college was established to provide training for teachers who would teach in primary schools in Nigeria. In 1962, the Nigerian government established the first Advanced Teachers' College in Nigeria, the Advanced Teachers' College, Zaria. The college was established to provide post-secondary education for teachers who wanted to improve their teaching skills and qualifications. In 1986, the Nigerian government established the National Commission for Colleges of Education (NCCE) to oversee the activities of all the colleges of education in Nigeria. The NCCE is responsible for ensuring that the colleges of education in Nigeria provide quality teacher education programs that meet the needs of the country. Currently, there are over 100 colleges of education in Nigeria, both public and private. These colleges offer certificate, diploma, and degree programs in education and related fields. Many of the colleges have since been upgraded to degree-awarding institutions, and they have contributed significantly to the development of the education sector in Nigeria. Despite their crucial role in shaping the quality of education in the country, colleges of education face several challenges that impede their effectiveness. This paper will provide an overview of the problems faced by colleges of education in Nigeria and possible solutions.

## Problems of Colleges of Education in Nigeria

There are several challenges facing colleges of education in Nigeria, some of which include:

**Inadequate funding:** Colleges of education in Nigeria are often underfunded, which affects the quality of education provided. Insufficient funding also affects the ability of the colleges to recruit and retain qualified lecturers and support staff.

**Poor infrastructure:** Most colleges of education in Nigeria lack adequate facilities such as libraries, laboratories, and classrooms. This limits the ability of students to access the resources they need for learning and research.



**Outdated curriculum:** The curriculum in most colleges of education is outdated and does not reflect current trends in education. This means that graduates are often ill-equipped to deal with the challenges of modern-day teaching.

**Poor academic standards:** Many colleges of education in Nigeria suffer from low academic standards, which can lead to a lack of confidence in the qualifications of graduates.

**Inadequate supervision and mentoring:** Many student teachers in colleges of education lack adequate supervision and mentoring, which can affect their ability to develop the necessary skills for teaching.

**Poor student welfare:** Many colleges of education do not provide adequate accommodation or welfare services for students. This can affect their well-being and their ability to focus on their studies.

**Inadequate research and innovation:** Many colleges of education do not prioritize research and innovation, which can limit the ability of lecturers and students to contribute to the development of new knowledge and practices in education.

Overall, addressing these challenges is crucial to improving the quality of education in Nigeria and ensuring that graduates from colleges of education are equipped with the skills and knowledge necessary for effective teaching.

## **Solutions to the Problems of Colleges of Education in Nigeria**

There are several challenges facing colleges of education in Nigeria, but here are some solutions that could be implemented to address these problems:

**Funding:** One of the major challenges facing colleges of education in Nigeria is inadequate funding. To address this, the government should increase the budgetary allocation to the education sector, specifically to colleges of education. Additionally, private organizations and philanthropists should be encouraged to donate to colleges of education.

**Infrastructure:** Colleges of education in Nigeria lack adequate infrastructure, including classrooms, hostels, and laboratories. To address this, the government should invest in the construction of new facilities and the renovation of existing ones. Private organizations can also be encouraged to contribute to the provision of infrastructure.



**Quality of Teaching:** The quality of teaching in some colleges of education is poor, which affects the quality of graduates produced. To address this, the government should provide training and development opportunities for teachers in these institutions. Additionally, a merit-based recruitment process should be implemented to ensure that only qualified and competent teachers are employed.

**Curriculum:** The curriculum of colleges of education should be reviewed and updated to ensure that it is relevant to current needs and trends. This should include the integration of technology in teaching and learning.

**Accreditation:** Colleges of education should be regularly assessed and accredited to ensure that they meet the required standards. The government should establish a regulatory body to oversee the accreditation process and enforce compliance with standards.

**Collaboration:** Colleges of education should collaborate with other institutions, both within Nigeria and internationally, to share best practices and promote the exchange of knowledge and ideas.

By implementing these solutions, colleges of education in Nigeria can improve the quality of education they provide and produce graduates who are better equipped to contribute to the development of the country.

## Conclusion

This study concludes that the challenges facing colleges of education in Nigeria are significant and urgent intervention is needed to address them. The Nigerian government needs to increase funding to these institutions, recruit and train more qualified personnel, update the curriculum to meet current demands, improve infrastructure, and provide adequate facilities. These interventions will improve the quality of teacher education in Nigeria and enhance the nation's educational system's effectiveness.



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## About the Author

Usman Al-amin, Ph.D. is a lecturer in the Department of History, University of Maiduguri, Nigeria. He received his B.A. and M.A. in social and intellectual history from the University of Maiduguri. Dr. Al-amin bagged his Ph.D. from the Centre for the Study of Manuscript Cultures, University of Hamburg. A specialist in the documentation and history of Arabic Literature, Sufi traditions, and Islamic manuscript cultures, his main fields of research include Islamic history, Sufism, and book history of Islamic manuscript cultures dealing with content, thematic, codicological, and paleographical analysis in the context of Nigerian social and intellectual history, in particular, the formative period up to the 20th century, and the historiography of Islamic sects in modern and contemporary Nigeria. He has collaborated on several international projects about Islamic manuscripts and recently carried out a research project on one of the Tarjamo Kanembu Qur'anic manuscripts attributed to the seventeenth-century Bornoan scholar Goni Musa. Dr. Al-amin's current research project focuses on the digitization of Islamic manuscripts and books across the Yobe/Borno axis in Nigeria. He has published extensively in journals and presented many academic papers in local and international conferences. In addition, he has been invited to research, write papers, and make presentations for several government functions and civil society fora.