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Exploring the effectiveness of Teacher Education Administration in Nigeria: Implications for Global Competitiveness

By

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Abstract

Teacher education administration is a key determinant in achieving high standards of teaching and learning outcomes. In the context of globalization, education is universally acknowledged as the bedrock of national development. Nations must reassess and upgrade the administrative systems managing teacher education to compete favourably in the world stage. The growing demands of globalization have pushed nations to reassess their education systems, particularly teacher education, to remain competitive. Effective administration of teacher education institutions is crucial for ensuring quality teaching and curriculum alignment. This paper therefore examines the current state of teacher education administration in Nigeria and its implications for global competitiveness. Using human capital theory as a framework, it reviews existing literature on the state of teacher education, it examines the key challenges facing the administration of teacher education institutions, and proposes strategic solutions. It concludes that effective teacher education administration involves far more than operational oversight; it requires visionary leadership, strategic policy implementation, and provision of adequate funds as well as realignment of curriculum to include best practices to meet global standards.

Keywords: Teacher education, Nigeria, educational administration, global competitiveness

Introduction

Globalization has significantly altered the educational landscape, compelling nations to equip their workforce with competitive skills. Central to this endeavour is the quality of teacher education, which directly impacts classroom effectiveness and students outcome. Teacher education, in particular, holds the key to transforming educational quality, as teachers are the primary agents of curriculum delivery and pedagogical innovation. In an increasingly globalized world, nations strive to align with international benchmarks. Nigeria's teacher education administration requires urgent reforms to align with global standards. Challenges such as underfunding, poor leadership, curriculum gaps, and weak policy enforcement continue to constrain progress. Effective teacher education administration is vital to developing a competent teaching workforce capable of contributing meaningfully to national and global development. The question is how can improved administration in the Nigerian teacher education system support the country's goal of becoming globally competitive? An attempt to answer this question

brings about the purpose of this study; which is to examine the effectiveness of teacher education administration in Nigeria and its implications for global competitiveness.

Conceptual clarifications

Teacher Education: Teacher education is referred to as the process of training individuals to become effective teachers through theoretical, practical, and pedagogical preparation. It involved the formal programs that prepare individuals to become professional teachers, often involving pedagogy, content mastery, and teaching practice. Nwakaocha (2013) asserted that teacher education is a professional package designed for prospective teachers. It is a set of activities and experiences that prepare individuals for the purpose of teaching and learning. It is the strategic optional system of preparing and graduating teachers within the framework of institutional or public policy on education. Ajegea in Ogieva (2024) defined teacher education as a form of education designed to groom those who teaches, or would like to teach or engaged in relevant professional services to schools, colleges and ministry of education. Teacher education is a professional package designed for prospective teachers. It is a set of activities and experiences that prepare individuals for the purpose of teaching and learning. In Nigeria, teacher education is the largest educational discipline going on in higher institutions. These institutions include; Colleges of Education, most universities, some Polytechnics, National Teachers' Institute and National Open University of Nigeria. Teacher education in most of the nations is conducted in two phases; in-service or continuous education.

Administration: In education, this involves decision-making, organizing, staffing, coordinating, and evaluating all activities related to managing educational institutions. Administration entails the organization and coordination of the activities of an educational institution to achieve set goals. Peretomode in Ogieva (2020)) views administration as concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. The effective teacher or administrator sees his work as being a call to duty, a duty he is not coerced to perform and so he manages his time to ensure completion of work. Professionally, an effective teacher is one that shows maximum commitment to the success of his/her students, confidence in his ability to make a difference in the life of his students; trustworthy, consistent and fair; respectful; believing that all individuals matter and deserve respect (Anderson, 2004). Effective teacher education administration therefore is the ability to rightly perform administrative duties as it pertains to teacher education in order to achieve the predetermined goals/objectives (Ogieva, 2020).

Global Competitiveness: The ability of an education system to produce graduates who meet international standards in knowledge adaptability. The capacity of a country's education system to meet global standards, produce employable graduates, and contribute to international knowledge economies in the international community also called the globalized world.

Theoretical framework

This paper is hinged on Human Capital Theory, first propounded by Theodore W. Schultz (1961) and later expanded by Gary S. Becker (1993). The theory emphasizes the economic value of investing in people, particularly through education and training. The theory posits that individuals acquire knowledge, skills, attitudes, and competencies that enhance their productivity and contribute to national economic development. Education, therefore, is not only

a social service but also an investment in human capital with long-term returns for both individuals and society. Teacher education is an investment in the human capital of teachers. By developing teaching skills, subject-matter expertise, pedagogical knowledge, and ethical standards, teacher education increases the professional value of teachers. When education administrators mismanage this process through underfunding, weak policy implementation, or poor leadership; the return on this investment is diminished. Teachers are central to national development because they influence the quality of instruction at all levels of education. Poorly educated teachers lead to poorly educated students, which reduces a country's global competitiveness. Thus, the effective administration of teacher education is not just a professional concern; it has direct implications for Nigeria's economic trajectory in a globalized world. In the context of teacher education, Human Capital Theory supports the idea that well-trained, well-managed, and professionally supported teachers are crucial assets to a nation's educational system. Teachers shape the next generation of workers, leaders, and innovators, and the quality of their training determines how well they can perform this role.

The State of Teacher Education in Nigeria

Teacher education in Nigeria cuts across various platforms including faculties of education in the universities, colleges of education, polytechnics, the National Teachers' Institute (NTI), and National Open University of Nigeria (Ogieva&Burakatu, 2022). These institutions are regulated by the National Universities Commission (NUC) and the National Commission for Colleges of Education (NCCE). The TRCN is responsible for teachers' registration and professional standards.

While Nigeria's teacher education system aims to produce competent and reflective practitioners, the actual implementation reflects several inconsistencies. The National Policy on Education (FRN, 2014) outlines goals such as producing highly motivated and efficient teachers, fostering creativity, and preparing teachers to adapt to social changes. However, the reality reveals inadequate practical orientation, inconsistent teaching practice exposure, and minimal emphasis on continuous professional development.

Micro-teaching, for instance, which is essential for skill acquisition and self-reflection among pre-service teachers, is absent in many universities curricula (Ogieva&Ojiemhekele, 2024). Furthermore, teaching practice is often reduced to a formality rather than a supervised, formative experience. Consequently, graduates of teacher education programs are not adequately equipped to handle contemporary classroom demands or compete with their global counterparts.

Additionally, while some policy mechanisms exist to ensure quality assurance, enforcement is often lax, and institutions operate with varying degrees of adherence. This lack of standardization affects the credibility of teacher education qualifications and diminishes Nigeria's educational export potential (Misra&Bajpai, 2011). Compared to countries like Finland or Singapore with rigorous and well-funded teacher education systems (Darling-Hammond, 2017), Nigeria lags significantly. This affects its global education rankings and the employability of its teacher education graduates.

Therefore, Nigeria's teacher education system, though widespread, requires urgent reform. Investment in leadership development, curriculum innovation, ICT integration, and effective

monitoring are essential for positioning Nigeria's teacher education within the global educational landscape.

Challenges of Teacher Education Administration in Nigeria

Teacher education remains a cornerstone for national development, particularly in contexts where global competitiveness depends significantly on the quality of human capital. In Nigeria, the administration of teacher education is hampered by systemic challenges that threaten both the credibility and the international relevance of the system.

One of the foremost challenges is poor funding. Financial constraints have a direct impact on infrastructure, staffing, instructional resources, and the quality of teacher preparation programs. As noted by Ajayi and Ekundayo (2009), limited budgetary allocations hinder infrastructural development, curriculum delivery, and capacity building. Most teacher training institutions operate with obsolete equipment and inadequate learning environments, which in turn reduce the effectiveness of teacher training.

Another critical challenge is leadership deficiency in education administration. Many administrators lack professional training in educational leadership, affecting their ability to plan strategically and implement reforms (Ololube, 2013). This has led to poor coordination, bureaucratic inefficiencies, and an inability to align teacher education with global standards.

Curriculum misalignment further compounds the problem. The existing curricula in many Nigerian teacher education institutions are outdated and lack integration of contemporary pedagogical skills such as digital literacy, inclusive education, and 21st-century competencies. For instance, micro-teaching which is a proven method for improving pre-service teachers' teaching skills; is excluded from many universities' teacher education programs, though still practiced in Colleges of Education (Ogieva&Ojiemhekele, 2024). This disparity undermines uniformity in teachers' preparation and reduces Nigeria's ability to produce globally competitive teachers.

The integration of Information and Communication Technology (ICT) in teacher education is also critically inadequate. Despite global emphasis on ICT as a tool for innovation and pedagogical advancement (UNESCO, 2015), most teacher education institutions in Nigeria underutilize technology for both administrative and instructional purposes. Many faculties of education lack functional micro-teaching laboratories and do not provide internet-enabled environments for teaching and research.

Policy implementation remains weak, despite the existence of well-articulated frameworks such as the National Policy on Education (FRN, 2014). Regulatory bodies such as the National Commission for Colleges of Education (NCCE) and the Teachers' Registration Council of Nigeria (TRCN) often face constraints in monitoring compliance, which leads to gaps between policy and practice (Ololube, 2013). Moreover, bureaucratic bottlenecks and centralized control reduce institutional autonomy, discouraging innovation and responsiveness to emerging educational demands (Akinwumi, 2018).

Finally, low motivation among educators contributes to a steady brain drain. Poor remuneration,

delayed promotions, and limited opportunities for professional development have led to high attrition rates among qualified educators, thereby weakening institutional capacity and continuity (Misra&Bajpai, 2011).

Implications of Global Competitiveness on Teacher Education

Global competitiveness places increasing demands on teacher education systems to produce teachers who are competent, innovative, and globally aware. According to UNESCO (2015), essential teacher competencies in a globalized world include digital literacy, inclusive pedagogy, and intercultural communication. Countries such as Finland and Singapore exemplify this standard through rigorous teacher preparation programs supported by robust administrative structures, resulting in globally competitive education systems (Darling-Hammond, 2017).

Conversely, Nigeria continues to grapple with weak administrative frameworks that hinder the development of globally competent teachers. As a result, graduates from poorly managed teacher education institutions often lack the skills, adaptability, and exposure to international standards needed for global educational engagement. This shortfall negatively affects Nigeria's educational export potential, global academic rankings, and overall human capital development. To bridge this gap, a comprehensive overhaul of Nigeria's teacher education system is essential; one that prioritizes quality assurance, innovation, and alignment with global best practices.

In every educational system, teachers are the custodians of societal values and the catalysts for social advancement. The educational attainment of any nation is fundamentally linked to the quality of its teaching workforce. Therefore, both pre-service training and continuous professional development must be revisited and transformed to produce teachers equipped with the technical and pedagogical skills necessary to meet the challenges of contemporary education (Misra&Bajpai, 2011).

The current trends of globalization demand a radical reinvention of the teaching profession. Teachers must be prepared to “think globally and act locally” by creating learner-centered and inclusive classroom environments. They must also possess the ability to engage meaningfully with the information and communication technology (ICT) revolution, which is reshaping how knowledge is created, distributed, and managed (Pratham, 2006; Pratham, 2007). In this era, the ideal teacher is not only a subject matter expert but also proficient in the application of digital tools in pedagogical settings. Such teachers must be active participants in collaborative and integrated learning communities, as globalization continues to blur the boundaries between schools and homes, disciplines, and knowledge systems.

Schools, as institutions of learning, must adapt to the demands of knowledge-driven societies. This requires that teacher education policies and practices evolve accordingly to produce competent and innovative educators. Training in ICT should be a core element of teacher preparation programs, ensuring that teachers can effectively deliver education in the digital age (UNESCO, 2015).

Moreover, classroom management reflects not just control but also the teacher's authority, interpersonal skills, and leadership. Teachers who are skilled in content delivery, time management, and student engagement foster conducive learning environments that promote

student cooperation and minimize disciplinary issues. The development of such classroom management skills requires a combination of theoretical grounding, practical experience, and systematic supervision (Saxena, Mishra, & Mohanty, 1998).

There is also a growing consensus that the traditional teacher education model in Nigeria has failed to produce the desired quality and professionalism. Typically, this model involves subject specialization combined with education coursework and a brief period of supervised teaching practice. However, more effective models emphasize school-based teacher preparation, wherein schools and teachers play central roles in the professional development process. This approach ensures that schools become the first beneficiaries of a well-prepared teaching workforce.

According to Misra and Bajpai (2011), achieving competitiveness in teacher education necessitates curriculum and pedagogical reforms focused on developing generic and attitudinal competencies, including critical thinking, problem-solving, and fostering national unity. Furthermore, teacher motivation and productivity are closely tied to performance-based promotion systems. Ministries of education must revise promotion policies to reward individual teacher performance, thereby enhancing morale and encouraging commitment to educational excellence.

Ultimately, Nigeria's education system will remain stagnant unless its teacher education framework is intellectually enriched, practically relevant, and globally responsive. A systemic transformation rooted in accountability, innovation, and global alignment is imperative for positioning Nigeria within the global educational landscape.

Suggested Solutions

Leadership Development: Institutions should prioritize leadership training for administrators to build capacity in strategic planning, ICT integration, and change management. Institutional heads should undergo professional development programs focused on strategic leadership and education management.

Policy and Policy Enforcement: Partnerships with foreign counterparts will provide Nigerian teachers with the framework for defining the globally competent teacher educator. This will include policies on curriculum, micro-teaching and teaching practice. Regulatory bodies like NCCE and TRCN must strengthen monitoring and accountability mechanisms to ensure policies are implemented faithfully.

Increased Funding and Autonomy: Governments should increase funding for teacher education and grant more autonomy to institutions to enable innovative practices. There is need to put Nigeria teacher education on the path of competitiveness and strengthens it to participate favourably within the global system.

Curriculum Alignment with Global Benchmarks: Teacher education curricula must integrate international competencies, including critical thinking, digital pedagogy, and sustainability education. Globalization is built on knowledge and information Rebuilding and effective knowledge base in Nigeria should be a priority. Micro- teaching as a course should be in the curriculum of all teacher education programmes including faculties of education in universities.

There should be well equipped standard micro-teaching laboratories' in all faculties of education.

Integration of ICT in Administration and programs of the various institutions: Digital systems should be adopted for record-keeping, monitoring, and communication to enhance institutional efficiency. There should be functional ICT for students with good internet services. . Establish national and regional centers for teacher education excellence, modeled after successful international systems. Lastly, teachers should be motivated with good conditions to reduce brain drain.

Conclusion

Global competitiveness in teacher education hinges on the quality of its teachers, and by extension, the administration that trains them. Effective teacher education administration involves far more than operational oversight; it requires visionary leadership, strategic policy implementation, and provision of adequate funds as well as realignment of curriculum to include best practices. In Nigeria and similar contexts, systemic reforms are needed to address funding, capacity gaps, and policy enforcement. Ultimately, enhancing the administration of teacher education is not only a local imperative but a strategic necessity for national and global development.

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