

## PRE-SERVICE TEACHER QUALITY AND ATTAINMENT OF TEACHER EDUCATION GOALS IN NIGERIA

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### Abstract

*This study investigated the Pre-service teacher quality and attainment of teacher education goals in Nigeria with particular focus on Osun state colleges of education. Descriptive survey research design was used for sample of 62 student teachers randomly selected from Osun state colleges of education. The face and content validity was determined. Four hypotheses were tested at 0.05 level of significance. The study revealed the following results: There is significant relationship between pre-service teacher production quality and attainment of teacher education goals in Osun State Colleges of Education. There is no significant relationship between challenges of teacher education and quality of pre-service student but challenges of teacher education has significant influence on the attainment of teacher education goals. Moreso, there is no significant gender difference on pre-service teacher production quality in Osun State Colleges of Education. In the light of the study's results, the researchers presented a number of recommendations and proposals the most important of which are: The curriculum content for teacher education has to be readjusted so that it fits into the allocated time more practically than theoretically. Conducting in-service training for teacher educators: The changes in the approach content/teacher-centred approach to competency/learner-centred approach needs in-service training for the teacher educators to be able to manage classes in the new approach. Since the approach is new, it is inevitable that new and old teacher educators get trained on the new skills. The training will facilitate teacher educators into skills on how to manage large classes under the new approach. If this is done on a regular basis, teacher educators will be capable of facilitating the learning tasks more easily and with confidence.*

**Key Words:** Pre-Service, Teacher, Quality, Teacher Education, Goal

## **Introduction**

The pre-employment training of prospective teachers has been a conscious effort and almost a ritual by the nation aimed at raising virile and equitable teaching work force for the attainment of objectives at all levels of education. One popular maxim that has been harped on by the National Policy on Education (NPE, 2004) is that "no education system can rise above the quality of its teachers" (Alani, 2000). In a world unceasingly based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. It is against this background that education at all levels is seen to serve both the individual and the society as a whole hence, a sound program of professional education of teachers is essential for the qualitative improvement of education and national development.

The purpose of teacher education as enunciated in the National Policy on Education (NPE) includes:

- a. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- b. To encourage further the spirit of enquiry and creativity in teachers;
- c. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- d. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;
- e. To enhance teachers' commitment to the teaching profession.

As promising as these goals are, it is prerogative of the teacher training institutions to ensure that they are met. The achievement of these goals can only be measured in the quality of the teachers trained. As identified by different scholars on the issue of teacher education, variants of factors are responsible for the poor quality of the practitioners of this noble profession. Among these factors is the poor quality of entrants into the Colleges of Education.

In pursuance of these objectives, the N.P.E. boldly states that "all teachers in educational institutions shall be professionally trained". To ensure this, the policy document recognizes the following institutions as centres for professional training of teachers in Nigeria: Colleges of Education, Institutes of Education, Faculties of Education, National Teachers' Institute and Schools of Education in the Polytechnics.

Universal accessibility to quality education is considered essential for development in the system of teacher education so as to prepare qualified teachers for the educational sector (Linnel, 2003). Indeed, a college of education is a unit that receives inputs (academic and non-academic staff, funding, facilities) and produces output, (publications, students, diplomas and other forms of output) hence there is a relationship between the quality and quantity of inputs and outputs (Eade, 2007). With a growing human population and limited resources, sustainability education is vital across all facets of the curricula.

Darling-Hammond and Branford (2005) assert that, teachers who have a positive disposition towards the curriculum content tend to transfer their passion to receptive students. These teachers

make efforts to find new invigoration for the course materials daily and that the enthusiastic teacher is usually engaged, energetic, interested and curious about learning the subject matter.

Since it is strongly believed that teachers can affect how students perceive course materials, it also goes to population concepts such as "family welfare, quality students' positive learning toward the course materials-of-life and HIV" amongst others can stimulate students' positive learning toward the course materials.

However the majority of entrants into pre-service training come from backgrounds where the cultural and academic capital they bring with them to the training experience is constrained. Many are from households with low levels of parental education and non-professional livelihoods. Disproportionate numbers do have relatives who are teachers. This may be advantage – some of the realities and possibilities of teaching should be known to such students. It might also be disadvantages – the demonstration effects provided by family members who are teachers may present the most compelling role models whatever the college curriculum tries to promote, and these may or may not be consistent with new pedagogic aspirations.

The academic level of many entrants is weak. Many have the minimal qualifications necessary for entrance and are unlikely to have secure grounding in core subjects. Low academic achievement in the medium of instruction (in all cases English) is very worrying. None of the teacher education curricula in the countries makes special provision for upgrading language fluency, or for that matter working with pupils in a multi-lingual environment where linguistic code-switching is likely to be common. In most cases simply raising minimum entry qualifications for language or other core subjects would reduce the numbers of qualified entrants and exacerbate supply problems. This suggest that more appropriate strategies may include bridging programmes (to raise the academic achievement prior to entry), and/or enrichment of college curricula to recognize needs for language and subject upgrading from low levels.

The role of a teacher is often formal and ongoing, carried out at a school or other place of formal education and these roles may vary among cultures. The curriculum is a course of study which teachers use for planning a lesson to facilitate students' learning. In recent years, economic downturn and social deterioration have contributed to the weakening of teacher training programmes in Nigeria. The proliferation of higher institutions undermines the confidence, quality, efficiency of teacher training and overall development. The need for strengthened, revitalized and reoriented human resource development in teacher training as a key to the success of socioeconomic policies and strategies. With a shift in the social and economic directions in Nigeria, it has become essential to expand equitable access to knowledge and to improve on the teacher training sector of higher education in the country. As a profession in the real sense of it, it is expected that the person called a professional teacher ought to be at the apex of the triad of teaching in a teaching and learning environment, one who must be qualified for the job through a long period of training and must have an adequate knowledge of the job expectation and a good mastery of the subject matter. The National Policy on Education (FGN, 2004) stated that education of no nation can rise above the quality of its teachers. Teaching is an aspect of the professional teacher to be creative and imaginative. As a science, teaching expects a professional person in the field to be an educational psychologist; who understands the moods and behaviour of his learner at any given time. That professional is expected to have the knowledge of adequate instruments for measuring learning outcomes. The knowledge of theories of learning should be at his finger-

tips. One who is not found wanting in the realms of meaning and his application of knowledge of human growth and development to daily activities in the classroom including the period of teaching and learning. A professional teacher who is well qualified, committed and dedicated to his work will not find it difficult to make a career of the profession. One will enjoy the job even if the pay is not more than that of a messenger with a bank, ' with only a high school Diploma. Thus a high school principal who has taught for twelve years after a University degree, is not paid a month lunch allowance for a senior bank executive, talk less of the monthly salary of a University Professor.

### **Statement of the Problem**

In recent years, economic downturn and social deterioration have contributed to the weakness of teachers training programmes in Nigeria. The proliferation of higher institutions undermines the confidence, quality, efficiency and teachers training and overall developments. Akande (2000) observed that in recent times, the quantity and quality of products of teacher education programme have dropped sharply due to inadequate provision of recent facilities in particular. The prevailing poor conditions of service for teachers coupled with the undeserved societal contempt and the resultant demoralization of teachers pose dangerous signals to positive and effective teacher education in Nigeria. Going by the purpose of teachers education in Nigeria, (NPE, 2004) and in the face of prevailing social economic realities, the attainment of teacher education goal, objectives and purpose will continue to show further setbacks until urgent and prompt steps are taken to tackle the menace head-long. The problem of this study therefore, is that teachers in secondary schools are blamed for poor academic achievement of students especially in public examinations in Nigeria, a situation that cast out on the efficacy of colleges of education in Nigeria.

### **Research Questions**

This study provided answer to the following research questions:

1. Is there any relationship between pre-service teacher production quality and attainment of teacher education goals in Osun State Colleges of Education?
2. Is there any relationship between challenges of teacher education and quality of pre-service students in Osun State Colleges of Education?
3. Is there any influence of challenges of teacher education on the attainment of teacher education goals in Osun State Colleges of Education?
4. Is there any gender difference on pre-service teacher production quality in Osun State Colleges of Education?

### **Hypotheses**

The following hypotheses were tested in this study:

- 1: There is no significant relationship between pre-service teacher production quality and attainment of teacher education goals in Osun State Colleges of Education, Ila-Orangun and Ilesha.
- 2: There is no significant relationship between challenges of teacher education and quality of pre-service students in Osun State Colleges of Education, Ila-Orangun and Ilesha

- 3: There is no significant influence of challenges of teacher education on the attainment of teacher education goals in Osun State Colleges of Education, Ila-Orangun and Ilesha
- 4: There is no significant gender difference on pre-service teacher production quality in Osun State Colleges of Education, Ila-Orangun and Ilesha

### **Scope of the Study**

The study focused on pre-service teacher quality and attainment of teacher education goal; using Osun State College of Education, Ila-Orangun and Osun State Colleges of Education in Ilesha.

### **Methodology**

The design for this study is a survey research. This is in order to meet the objectives of the study. It is a design adopted to collect data from a defined population in order to describe the present condition of the population using the prescribed variables. The design used in this study involves using questionnaire to collect data.

The population of the study comprised all the students, academic and non-academic staff of Osun State Colleges of Education at Ila-Orangun and Ilesha Campuses. The choice of this research population was informed by the fact that Osun State has two (2) Colleges of Education, hence the need to assess the quality of trainees (students) as they graduated to teach in secondary schools for their primary assignment as full time teachers at that level of education. The researcher graduate from one of the colleges of education and a grew up in Osun State and therefore familiar with the academic activities of the Colleges.

From the population of the students (trainees) of colleges of education, Ila-Orangun and Ilesha, 62 students were selected to form the sample for this study. A simple random technique was used. The primary means of data collection for this study was the questionnaire. The questionnaire designed for this study was titled "Pre-service Teacher Quality and Attainment of Educational Goal Achievement/Purpose Questionnaire (PTQAEGAQ)". The questionnaire was divided into two sections. The first section sought information from the participants' biographical data, while the section 'B' aspect dealt with statements that were used in investigating the study that is, "Pre-service Teacher Quality and Attainment of Educational Goal Achievement/Purpose. To qualify the responses from the questionnaire, the modified Likert type opinion scale was used. A – Agree, SA - Strongly Agree, D - Disagree, SD -Strongly Agreed.

The questions in the questionnaire were subjected to the scrutiny of experts who went through the questionnaire critically. Adjustments were made based on the experts corrections before administering them to the participants. This was also aftermath of face validity and content validity.

In addition, a pilot study involving 30 participants was conducted and a test re-test method showed a significant alpha level of 0.80. This implied that the instrument was highly reliable.

### **Procedure for Data Collection**

Before the questionnaires were administered, personal visits were made to the two selected Colleges of Education, Ila-Orangun and Ilesha in Osun State. With the permission of the college authorities, the researcher collected data personally by visiting departments and classrooms and served the participants with the questionnaire. Upon completion of the instrument, the researcher retrieved them for data analysis. The data collected were analyzed using frequency counts and

percentages for research questions, while the formulated hypotheses were tested using Pearson Product Moment Correlation and independent t- test at 0.05 significance level.

## Results/Findings

### Descriptive Analysis of Demographic Data

*Table 1: Distribution according to gender*

Variable	Frequency	Percentage (%)
Male	27	43.5
Female	35	56.5
Total	62	100

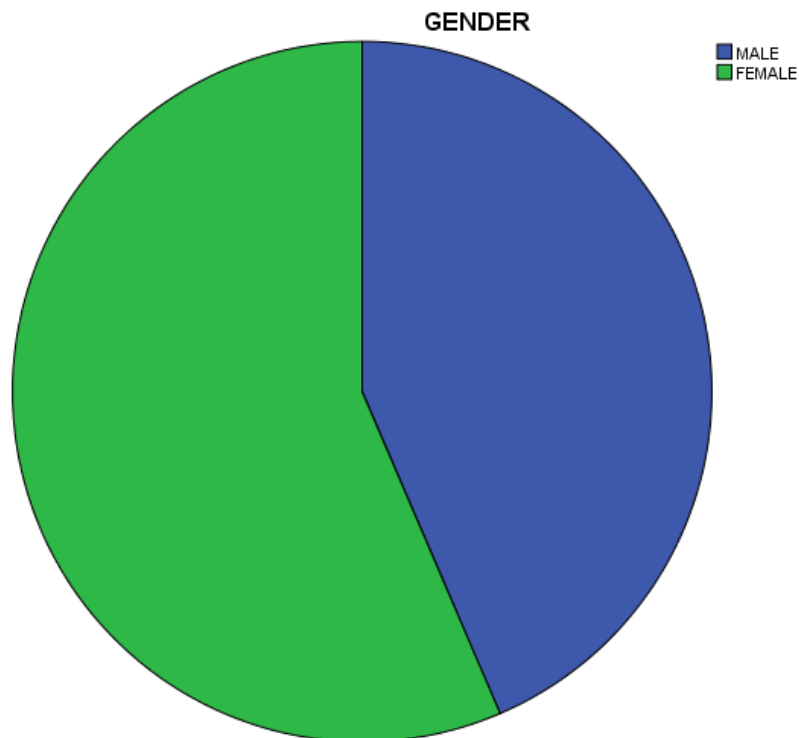


Table 1 shows that 43.5% of the participants were males while 56.5% were females, hence females formed the majority of the participants.

**Table 2: Distribution according to religion**

Variable	Frequency	Percentage (%)
Christianity	44	71.0
Islam	17	27.4
Others	1	1.6
Total	62	100.0

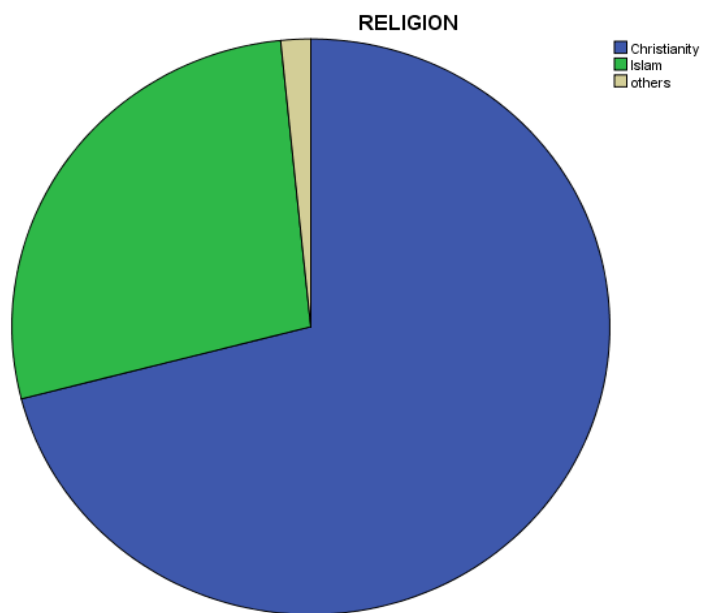


Table 2 reveals that out of the 62 responses received, 44 participants (71%) were Christians, 17(27.4%) were Muslims while 1(1.6%) belonged to other religions

**Table 3: Distribution according to age group**

Variable	Frequency	Percentage (%)
15-18 years	3	4.8
19-22 years	18	29.0
23-27 years	33	53.2
28years and above	8	12.9
Total	62	100.0

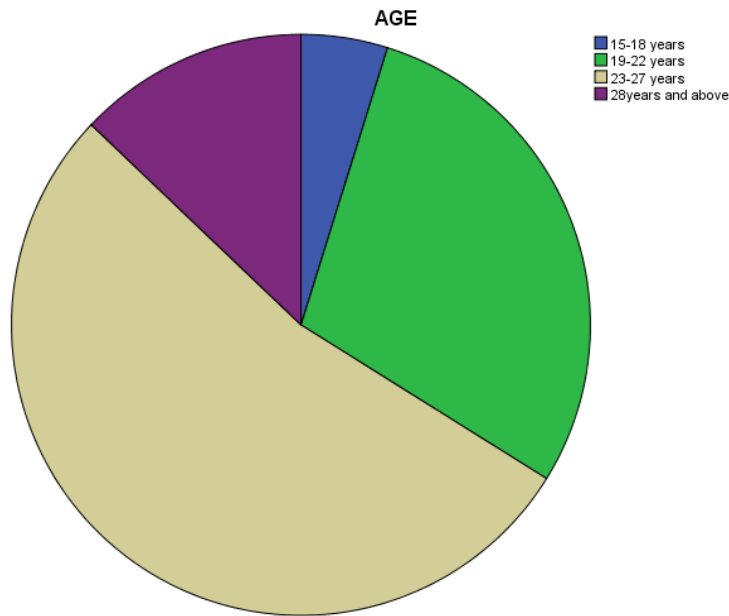


Table 3 shows that participants who fall into age group bracket 23-27 years has the highest percentage 53.2%; 19-22 years has 29%, 28 years and above has 12.9% while the remaining 4.8% of the participants fall into 15-18 years age group bracket.

### Findings according to Research Questions

**Analysis of Research Question One:** To what extent do pre-service teacher production quality influence the attainment of teacher education goals in OsunState College of Education?

**Table 4: Pre-Service Teacher Production Quality and the attainment of teacher education goals**

S/N	Pre-Service Teacher Production Quality and the attainment of teacher education goals	SA (%)	A (%)	D (%)	SD (%)
1	I am adequately prepared for teaching profession	35 (56.5)	24 (38.7)	3 (4.8)	0 (0.0)
2	I have gained necessary skills on how to prepare lesson notes.	40 (64.5)	22 (35.5)	0 (0.0)	0 (0.0)
3	I have gained necessary information on how to manage classrooms effectively.	37 (59.7)	24 (38.7)	1 (1.6)	0 (0.0)
4	I have positive disposition towards curriculum content.	25 (40.3)	34 (54.8)	3 (4.8)	0 (0.0)



5	The standard of pre-service teachers' preparation in Nigeria is high	11 (17.7)	29 (46.8)	19 (30.6)	3 (4.8)
6	I have gained necessary skills on how to prepare and use relevant teaching aids.	35 (56.5)	26 (41.9)	1 (1.6)	0 (0.0)
7	Pre-service teachers are trained to have good mastery of their subject matter.	23 (37.1)	35 (56.5)	3 (4.8)	1 (1.6)
8	In Nigeria, Pre-service teachers spoken and written English are commendable.	13 (21.0)	39 (62.9)	8 (12.9)	2 (3.2)
9	I have gained necessary skills on how to assess students performances	27 (43.5)	34 (54.8)	1 (1.6)	0 (0.0)
10	I have gained necessary information on how to prepare and use effective lesson plans	33 (53.2)	29 (46.8)	0 (0.0)	0 (0.0)

Table 4 shows that 59 (95.2%) participants agreed that they are adequately prepared for teaching profession while 3 (4.8%) disagreed. It also shows that 62 (100%) participants agreed that they have gained necessary skills on how to prepare lesson notes while nobody disagreed. It also shows that 61 (98.4%) participants agreed that they have gained necessary information on how to manage classrooms effectively while 1 (1.6%) disagreed. It also shows that 59 (95.2%) participants agreed that they have positive disposition towards curriculum content, while 3 (4.8%) disagreed. It also shows that 40 (64.6%) participants agreed that the standard of pre-service teachers' preparation in Nigeria is high, while 22 (35.4%) disagreed.

It also shows that 61 (98.4%) participants agreed that they have gained necessary skills on how to prepare and use relevant teaching aids while 1 (1.6%) disagreed. It also shows that 58 (93.6%) participants agreed that Pre-service teachers are trained to have good mastery of their subject matter while 4 (6.4%) disagreed.

It also shows that 52 (83.9%) participants agreed that in Nigeria, Pre-service teachers' spoken and written English are commendable, while 4 (16.1%) disagreed. It also shows that 59 (95.2%) participants that they gained necessary skills on how to assess students' performance while 1 (1.6%) disagreed. It further shows 62 (100%) respondents agreed that they have gained the necessary information on how to prepare and effectively use the lesson plan while nobody disagreed.

### **Analysis of Research Question Two:**

To what extent do challenges of teacher education influence the quality of pre-service students in Osun State College of Education?

**Table 5: Challenges of Teacher Education and Quality of Pre-Service Students**

S/N	Challenges Of Teacher Education And Quality Of Pre-Service Students	SA (%)	A (%)	D (%)	SD (%)
11	With the Teacher education I have received, I can adapt to changing situations.	34 (54.8)	26 (41.9)	1 (1.6)	1 (1.6)
12	Teacher education programme has enhanced my commitment to teaching profession.	33 (53.2)	25 (40.3)	4 (6.5)	0 (0.0)
13	Teacher education programme adequately provides me with intellectual and professional background for my assignment.	32 (51.6)	26 (41.9)	3 (4.8)	1 (1.6)
14	With the Teacher education I have received, I can fit into societal social life.	35 (56.5)	25 (40.3)	2 (3.2)	0 (0.0)
15	Teacher education programme has developed spirit of enquiry and creativity in me.	23 (37.1)	33 (53.2)	4 (6.5)	2 (3.2)
16	I am highly motivated to be a teacher	22 (35.5)	27 (43.5)	8 (12.9)	5 (8.1)

Table 5 shows that 60 (96.8%) of the participants agreed that with the teacher education they have received, they can adapt to changing situations while 2 (3.2%) of the participants disagreed. It also shows that 58 (93.6%) of the participants agreed that teacher education programme has enhanced their commitment to teaching profession while 4 (6.4%) of the participants disagreed. It also shows that 58 (93.6%) of the participants agreed that teacher education programme adequately provides them with intellectual and professional background for their assignment while 4 (6.4%) of the participants disagreed.

It also shows that 60 (96.8%) of the participants agreed that with the teacher education they have received, they can fit into societal social life while 2 (3.2%) of the participants disagreed. It also shows that 56 (90.3%) of the participants agreed that teacher education programme has developed spirit of enquiry and creativity in them while 6 (9.7%) of the participants disagreed. It also shows that 49 (79.0%) of the participants agreed that they are highly motivated to be a teacher, while 13 (21.0%) of the participants disagreed.

**Analysis of Research Question Three:**

To what extent do challenges of teacher education influence the attainment of teacher education goals in Osun State College of Education?

**Table 6: Gender Difference in the Pre-Service Teacher Production Quality**

S/N	Gender Difference In The Pre-Service Teacher Production Quality	SA (%)	A (%)	D (%)	SD (%)
17	Teacher education in Nigeria suffers from inadequate qualified manpower.	20 (32.3)	26 (41.9)	6 (9.7)	10 (16.1)
18	There are scanty applications into faculties of education and colleges of education in Nigeria.	16 (25.8)	20 (32.3)	16 (25.8)	10 (16.1)
19	Most graduate teachers are professionals	7 (11.3)	24 (38.7)	17 (27.4)	14 (22.6)
20	Teachers have adequate resources and opportunities for self-development in their profession	7 (11.3)	16 (25.8)	21 (33.9)	18 (29.0)
21	Pre-service Teachers/Teachers are rated as first class citizens.	9 (14.5)	9 (14.5)	18 (29.0)	26 (41.9)
22	Teacher training is often the last resort after failing to get lucrative jobs.	20 (32.3)	16 (25.8)	14 (22.6)	12 (19.4)
23	Teachers enjoy regular seminars and workshops like their colleagues in other professions.	7 (11.3)	13 (21.0)	17 (27.4)	25 (40.3)
24	Majority of students choose teaching as a career	6 (9.7)	9 (14.5)	16 (25.8)	31 (50.0)

Table 6 shows that 46 (74.2%) of the participants agreed that teacher education in Nigeria suffers from inadequate qualified manpower while 16 (25.8%) of the participants disagreed. It also shows that 36 (58%) of the participants agreed that there are scanty applications into faculties of education and colleges of education in Nigeria while 26 (42%) of the participants disagreed. It also shows that 31 (50%) of the participants agreed that Most graduate teachers are professionals while 31 (50%) of the participants disagreed. It also shows that 23 (37%) of the participants agreed that teachers have adequate resources and opportunities for self-development in their profession while 39 (63%) of the participants disagreed. It also shows that 18 (29%) of the participants agreed that

Pre-service Teachers/Teachers are rated as first class citizens while 44 (71%) of the participants disagreed. It also shows that 36 (58%) of the participants agreed that teacher training is often the last resort after failing to get lucrative jobs while 26 (42%) of the participants disagreed. It also shows that 20 (32.3%) of the participants agreed that teachers enjoy regular seminars and workshops like their colleagues in other professions, while 42 (67.7%) of the participants disagreed. It also shows that 15 (24.2%) of the participants agreed that majority of students choose teaching as a career while 47 (75.8%) of the participants disagreed.

### Testing of Hypotheses

The hypotheses postulated for the study were tested and run on the statistical package; SPSS Version 20 at 0.05 level of significance. Pearson Product Moment Correlation statistic was used to analyzed hypothesis one to three, while independent t-test was used for hypothesis four.

**Hypothesis One: There is no significant relationship between pre-service teacher production quality and attainment of teacher education goals in Osun state college of Education, Ila-Orangun and Ilesha**

*Table 7: Relationship between the pre-service teacher production quality and attainment of teacher education goals*

Variable	N	X	SD	Df	r-calc	r-crit
Pre-service teacher production quality	62	33.68	3.714	60	0.724	0.25
Attainment of teacher education goals	62	20.37	2.966			

$p < 0.05$ ,  $df = 60$ ,  $r\text{-crit} = 0.25$

Table 7 shows that the r-calculated (0.724) is greater than the r-critical (0.25) given 60 degree of freedom at 0.05 levels of significance, hence the null hypothesis which states that there is no significant relationship between pre-service teacher production quality and attainment of teacher education goals is thereby rejected while the alternate hypothesis which states that there is significant relationship between pre-service teacher production quality and attainment of teacher education goals was accepted.

**Hypothesis Two: There is no significant relationship between challenges of teacher education and quality of pre-service students in Osun State College of Education, Ila-Orangun and Ilesha.**

*Table 8: Relationship between challenges of teacher education and quality of pre-service Students*

Variable	N	X	SD	Df	r-calc	r-crit
Challenges of teacher education	62	18.97	4.161	60	0.210	0.25
Quality of pre-service students	62	33.68	3.714			

$p < 0.05$ ,  $df = 60$ ,  $r\text{-crit} = 0.25$

Table 8 shows that the r-calculated (0.210) is less than the r-critical (0.25) given 60 degree of freedom at 0.05 levels of significance; hence the null hypothesis which states that there is no significant relationship between challenges of teacher education and quality of pre-service students was thereby accepted.

**Hypothesis Three: There is no significant influence of challenges of teacher education on the attainment of teacher education goals in Osun State Colleges of Education, Ila-Orangun and Ilesha.**

**Table 9: Relationship between challenges of teacher education and attainment of teacher education goals**

Variable	N	X	SD	Df	r-calc	r-crit
Challenges of teacher education	62	18.97	4.161	60	0.520	0.25
Attainment of teacher education goals	62	20.37	2.966			

$p < 0.05$ ,  $df = 60$ ,  $r\text{-crit} = 0.25$

Table 9 shows that the r-calculated (0.520) is greater than the r-critical (0.25) given 60 degree of freedom at 0.05 levels of significance; hence the null hypothesis which states that there is no significant influence of challenges of teacher education on the attainment of teacher education goals was thereby rejected while the alternate hypothesis which states that there is significant influence of challenges of teacher education on the attainment of teacher education goals was accepted.

**Hypothesis Four: There is no significant gender difference on pre-service teacher production quality in Osun State College of Education, Ila-Orangun and Ilesha**

**Table 10: Gender difference on pre-service teacher production quality**

Sources of stress	N	X	SD	Df	t-calc	t-crit
Male	27	34.04	3.425	60	0.667	2.00
Female	35	33.40	3.950			

$p < 0.05$ ,  $df = 60$ ,  $t\text{-crit} = 2.00$

Table 10 shows that the t-calculated (0.667) is less than the t-critical (2.00) given 60 degree of freedom at 0.05 levels of significance; hence the null hypothesis which states that there is no significant gender difference on pre-service teacher production quality was thereby not rejected.

## **Discussion of Findings**

The first hypothesis which states that there is no significant relationship between pre-service teacher production quality and attainment of teacher education goals is rejected while the alternate hypothesis which states that there is significant relationship between pre-service teacher production quality and attainment of teacher education goals was accepted. This implies pre-service teacher production quality contribute to attainment of teacher education goals. This finding is in agreement with the findings of Dembele & Lefoka(2007) as cited in Bhalalusesa et al (2011) who argued that the attainment of quality education depends on, among other factors, the process of preparing teachers in teachers' colleges and Universities. It is assumed that teacher education can make a difference to teachers' pedagogical knowledge and skills, which are in turn reflected in students' learning outcomes. This is in agreement with the findings of Wahyujatmiko's (2012) study result which revealed that the psychological maturity and the skills and knowledge management abilities of teachers significantly influences their professional development activities and they impact on the teachers' performance and the teachers' effectiveness in accomplishing their duties. Furthermore, Lewin (2004) states that which training programmes change trainees in relation to subject competence and/or professional skills, or they focus on the degree to which trained teachers are more effective in the classroom than those who are not trained.

The second hypothesis which states that there is no significant relationship between challenges of teacher education and quality of pre-service students was accepted. It does simply appear that challenges of teacher education does not affects quality of pre-service student. This findings is in agreement with Lau (2004) who explained that as a result of the challenges of time not being enough to complete the content as reflected in the

Syllabus which challenged teachers and compelled them to teach much theory so as to complete what is expected in the initial teacher education curriculum and examination (Bhalalusesa et al, 2011). As a result theoretical teaching has tended to dominate the practices. The teaching process has been reduced to production of facts than actually enabling pre-service teachers acquire practical skills in teaching. To some extent this experience has resulted into producing ill-prepared pre-service teachers to meet the needs of their students.

The third hypothesis which states that there is no significant influence of challenges of teacher education on the attainment of teacher education goals was thereby rejected while the alternate hypothesis which states that there is significant influence of challenges of teacher education on the attainment of teacher education goals was accepted. The findings of Lukanga (2013) who investigated teacher education in Tanzania: the experience of pre-service and in-service teacher preparation for quality education supported this finding. He examined that the process of preparing teachers, especially quality teacher, for quality education, is very complex. This means that the process requires commitment, care, and dedication among teacher educators and adequate support from responsible educational stakeholders including the Ministry of Education and Vocational Training. There are a number of challenges experienced in the process which hinder effective and efficient preparation of teachers. He further explained that challenges which are commonly experienced by teacher educators and the pre-service teachers alike include: Inadequate books for references. The available books are not adequate as compared to the numbers of enrolled pre-

service teachers. Moreover, many of the available books are externally published which make it difficult, to some extent, on the part of teacher educators to contextualize the content.

Another challenge is based on the content for the teacher education curriculum versus the time to complete it, as it was earlier hinted. The curriculum content for teacher education is very wide (see the table below). The alternatives taken by the teacher educators to complete it are not suited to the learner-centred approach to learning

The fourth hypothesis which states that there is no significant gender difference on pre-service teacher production quality was accepted, while the alternate hypothesis which state that there is significant gender difference on pre-service teacher production quality was rejected.

## **Conclusion and Recommendations**

The main findings of the study as follows:

1. There is significant relationship between pre-service teacher production quality and attainment of teacher education goals in Osun State College of Education.
2. There is no significant relationship between challenges of teacher education and quality of pre-service students in Osun State College of Education.
3. There is significant influence of challenges of teacher education on the attainment of teacher education goals in Osun State College of Education.
4. There is no significant gender difference on pre-service teacher production quality in Osun State College of Education

From these findings, it was **concluded** that there is significant relationship between pre-service teacher production quality and attainment of teacher education goals, there is no significant influence of challenges of teacher education on the quality of pre-service students and the attainment of teacher education goals. It was also observed that there is a gender difference on pre-service teacher production quality.

Based on the findings and conclusions of the study, the following **recommendations** were made:

1. Reviewing the content for teacher education: To adjust the curriculum content, a review is required to decide on which content is necessary. The curriculum content for teacher education has to be readjusted so that it fits into the allocated time more practically than theoretically. Moreover, necessary facilities like books have to be made available at the required number and relevance.
2. Conducting in-service training for teacher educators: The changes in the approach content/teacher-centred approach to competency/learner-centred approach needs in-service training for the teacher educators to be able to manage classes in the new approach. Since the approach is new, it is inevitable that new and old teacher educators get trained on the new skills. The training will facilitate teacher educators into skills on how to manage large classes under the new approach. If this is done on a regular basis, teacher educators will be capable of facilitating the learning tasks more easily and with confidence.
3. Promoting book writing for teacher education: It is high time now that the writing industry sees the need to focus the attention to writing books for teacher education. This can be done



by deliberately promoting writers to write relevant books or else organize a taskforce of experts including teacher educators to involve in writing these books.

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