REBRANDING
Nigerian Educational System

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&
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Festschrift for Prof. G. A. Badmus
Preface

This Festschrift is a project initiated by the School of Education, National Open University of Nigeria and some academic associates of Professor Ganiyu Ademola Badmus to commemorate his 70th birthday and to recognise his outstanding contributions, particularly in the field of education.

*Rebranding Nigerian Educational System* is published by the School of Education, National Open University of Nigeria where Professor Badmus has served as its Dean and also gave principled academic leadership over the years. Academics and scholars, many of them former students and colleagues of Professor Badmus that are spread across various higher institutions have contributed chapters to this book. Some have also contributed citations and tributes to make a section of the book.

The book is written to capture the state of education in Nigeria in all ramifications and propose various ways through which the nation's education can be improved to engender national development. The book contains 33 chapters that captured all aspects of education and grouped into seven sections, viz: Curriculum Studies and Teacher Education; Educational Administration and Policy Planning; Educational Measurement and Evaluation; Educational Psychology and Counselling; Information Technology, Distance and Lifelong Education; and Science and Mathematics Education. Section seven consists of tributes and citations by colleagues and former students of Professor Badmus.

This publication is of high quality and has raised a variety of issues concerning the future roadmap to educational development in Nigeria. This book is therefore recommended to students, teachers, education practitioners as well as education policy makers.

The publication of this book is a collaborative effort of the academic staff of the School of Education, National Open University of Nigeria (NOUN), Professor Badmus' friends and associates, his former students and colleagues.
On behalf of the School of Education, I wish to acknowledge all those who have assisted in one way or the other in making this project a reality. Our appreciation goes to the contributors of the chapters and those who assisted in the funding of the book project.

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Quality entrant and capacity building: Model for rebranding teacher

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Introduction

Education as dispensed by teachers occupies a central role in national development, and then teacher education is at the epicenter of national development. That is why in most African countries, national policy on education does not lose sight of this. Such policy is premised on the belief that no education system can rise above the quality of its teachers. That is why all over the world much prominence is given to the teachers because of their peculiar role in national development. Buttressing this view, Kalusi (2000) posited that the quality of any education system depends on the availability and competence of the teaching corps. Thus, the teacher factor in any educational programme is regarded as most crucial because what he knows can make a world of difference and what he does not know can be an irreparable loss to the development of the potentialities and abilities of the society’s younger generation.

The teacher is therefore seen as an important variable in the teaching situation. His knowledge, skills and attitude are instrumental in creating the conditions for learning. Indeed, It can be explained that in any educational system, the teacher performs a significant function of perpetuating society’s heritage and energizing human resources towards social progress. The level of a nation’s education cannot rise above the quality of the teachers of such nation. This therefore, makes the preparation and selection of teachers a significant social concern. That is why there is the need to rebrand and transform both the professional preparation of
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teachers and their in-service training in Nigeria. There is little doubt that like all developing countries, Nigeria faces educational challenges particularly in its quest to achieve education for all by year 2015. Undoubtedly, teachers lie at the heart of this educational crisis because according to Baikie (2002), only the teachers who possess the necessary technical competence and professional skills through a well coordinated teacher education programme that can rise to meet the challenges of the crisis that has bedevilled Nigerian’s educational system.

One could see from the foregoing discussion that teachers are the hubs of any educational system. They are the determinants of quality. Therefore, no matter how grandiose, innovative and imaginative the plans and programmes are the desired objectives may not be achieved without the right number of adequately educated and trained, dedicated and loyal, motivated and disciplined; committed; and happy teachers serving at all levels of the educational system. Thus, teacher education which is at the centre of preparing teachers to enhancing educational development, equipping and educating individual in order to effectively perform his role as a teacher and involves the inculcation of the right attitudes, values, behaviours and methods, which enable him to be capable of transmitting the right information effectively to learners’ needs to be made relevant in this digital age. It can therefore be explained that more is demanded of teacher educator particularly during this period that Nigeria is clamouring for rebranding in all facets of our national life. The question of how quality entrant and capacity building could be model for rebranding teacher education in Nigeria is the subject of discussion in this chapter.

Conceptual framework

The concept of teacher education is tied directly with formal education. This should be concerned with the teacher in a formal education setting. By formal education, we refer to a process whereby
man tries to preserve various behavioural forms by teaching them to the young as well as looking forward for it to provide anticipated change (Enoh, 1987). The concept of formal education conceived as a formal system whereby society stores its valuable discoveries, norms and morale in the brains of its future citizens (Ukeje, 1998). Thus, formal education is one of the ways by which society prepares the younger generation for civic duties and civic responsibilities.

Even though every member of the society can, and to some extent, teach the young, yet, society finds that the enormous task of preparing the youth for citizenship responsibilities can only be performed by persons who have been specially prepared to perform this task on behalf of society and at society's costs. The person who is specially prepared to perform this task of instructing and influencing the young in the desired direction is the teacher, and his job is primarily teaching. The teacher's task, according to Ukeje (1998) and Mohammed (1997) is that of a systematic presentation of facts, ideas, skills and techniques to pupils. We must note however, that society expects more from the teacher than just systematically presenting information to pupils. He is expected to guide the pupils' moral growth, their spiritual upliftment and their intellectual development. It is for this reason that the National Policy on Education (FRN, 2004) stated in equivocal terms that no educational system can rise above the level of its teachers. The fact is incontrovertible whatever angle from which it is examined. Because the teacher must guide the moral, spiritual and intellectual growth of his pupils, he must of necessity, be adequately equipped with those facts, ideas, skills, techniques, moral, and norms which he would pass on to his pupils. Thus, for the teacher to teach well, he must himself be well taught.

Goals of teacher education in Nigeria

The teacher is a crucial factor in educational system in Nigeria. The purposes of teacher education, according to the National Policy on Education (FRN, 2004) are:
1. to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
2. to encourage further the spirit of enquiry and creativity in teachers;
3. to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
4. to produce teachers with intellectual and professional background adequate to any changing situation not only in the life of their country but in the wider world; and
5. to enhance teachers' commitment to the teaching profession.

Despite the fact that the National Policy of Education (FRN, 2004) outlined the aims and objectives of Teacher Education in Nigeria, the labour market’s expectation cannot be met. Apart from the fact that there are no enough teachers to cope with the rapid school expansion, many of those teachers that are available are not qualified to teach, as they have not received adequate training for the job they perform. That is why Tahir (1995) opines that major problems of teacher education in Nigeria is that the teachers that are being trained now are not sufficiently prepared in order to meet the complex demand of the teaching process in Nigerian schools and colleges.

**Historical overview of teacher education**

A review of teacher education in Nigeria in the past few decades shows that there are about nine sources of outlets (Kalusi, 2001). These are:-
1. Teachers Training Colleges
2. Colleges of Education
3. Faculties of Education of Universities
4. Institutes of Education of Universities
5. Schools of Technical Education of Polytechnics
6. Distance Learning Programmes, Part-Time Programmes and Sandwich Programmes.
7. Online Outlets.
8. Universities of Education
9. National Mathematical Centre
10. National Teachers Institute

Teachers Training Colleges are the oldest formal outlet for teacher education in Nigeria, although, already phased out. It has remained one of the best outlets for producing teachers for the primary level of education. According to Ali (2000), the National Teachers Institute (NTI) was supposed to streamline and control policies for Teachers Training Colleges (TTCs). With the phasing out of TTCs in most States, NTI now uses the Distance Learning System (DLS) approach through weekend programmes organised in selected centres to produce pivotal teachers and Nigeria Certificate in Education (NCE) teachers. Afe (1999) has pointed out that these programmes are deficient in practical content and skill acquisition as they are too theoretical in approach.

Colleges of Education produce the bulk of teachers in the Nigerian school system today. They are supervised by the National Commission for Colleges of Education (NCCE). Colleges of Education award the Nigeria Certificate in Education (NCE) which by government policy is the minimum qualification for teaching in the basic education level (that is primary and junior secondary schools). NCE holders are usually admitted, through direct entry, to undergraduate programmes in Universities. Some Colleges of Education (COEs) in the country are affiliated to Universities to run undergraduate programmes in education (B. Ed, B. Sc. (Ed) and B.A. (Ed). While the NCCE accredits NCE programmes of COEs, the National Universities Commission (NUC) accredits the degree programmes.

Faculties of Education and Institutes of Education of Universities also produce teachers for the Nigerian school system. In some universities, the Faculty of Education specialises in teaching
and producing teachers at undergraduate, masters and doctoral levels while the Institutes of Education focus on research and the production of teachers with Postgraduate Diploma in Education (PGDE). In some universities, institutes of education, in addition to research also produce undergraduates in education especially through affiliation protocols and sandwich programmes. These teacher education programmes are accredited by Universities. The application of entrants to undergraduate education programmes in Universities is dwindling and raising concerns (Federal Ministry of Education, 2007; Imogie, 1999).

Schools of Technical/Vocational Education (TVE) of Polytechnics also produce Technical and Vocational Education (TVE) teachers. Though Polytechnics are supervised by the National Board for Technical Education (NBTE), it is the NCCE that accredits the NCE programmes in Polytechnics. It produces comparably few teachers for the education sector. NCE programmes in Polytechnics have been phased out. Teacher education programmes are run through distance learning, part-time, sandwich and weekend programmes within the country. These teacher education programmes are offered by the National Open University of Nigeria (NOUN), the NTI, Colleges of Education and other Universities. The certificate awarded determines who accredits the programmes. These programmes are contributing a reasonable number of teachers to the education sector. Jegede (2002), while noting the short supply of teachers in primary schools has justified the production of teachers through Open and Distance Learning System (ODLS). One may ask if we can produce functional medical doctors and engineers through ODLS?. In Nigeria today, part-time law programmes have been abolished. ODLS programmes are also theoretical and deficient in practicals. What should be done to close this gap in ODLS programmes? Do teachers produced through ODLS, part-time and Sandwich programmes have the pedagogical and andragogical
competencies to meet challenges in the field? Will they buckle when faced by “reality shocks”? These pop the mind and require research to answer them.

The latest entry for acquiring teacher education qualification is through online institutions overseas. Students do not meet their teachers personally and like ODLS programmes, the practical aspects of such online programmes are deficient. Not much data is available on educators who have online degrees in Nigeria. One major curriculum defeat in such programmes is that the curricula are not adapted to our local environment. With the rapid rate of computer education in the country, these online programmes would be highly sought in future. There is therefore the need for early intervention so that the Federal Ministry of Education, through its appropriate agencies can network with selected online institutions to adapt the Nigeria curriculum for Nigerian students.

Problems associated with teacher education in Nigeria
Teacher education programmes are experiencing under-enrolment generally, but that of universities is worrisome. JAMB applications to universities from 1999-2005 is quite revealing (see Table 9.1).

Table 9.1 Application for admission to universities in selected programmes

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications</th>
<th>Education</th>
<th>Medical Sciences</th>
<th>Engineering and Enviro. Technology</th>
<th>Law</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>418,396</td>
<td>3,012</td>
<td>67,407</td>
<td>72,420</td>
<td>44,235</td>
<td>113,165</td>
</tr>
<tr>
<td>2000</td>
<td>415,714</td>
<td>3,326</td>
<td>73,263</td>
<td>73,247</td>
<td>43,282</td>
<td>102,039</td>
</tr>
<tr>
<td>2001</td>
<td>748,223</td>
<td>6,654</td>
<td>118,028</td>
<td>126,808</td>
<td>73,248</td>
<td>195,504</td>
</tr>
<tr>
<td>2002</td>
<td>994,380</td>
<td>12,475</td>
<td>150,532</td>
<td>162,039</td>
<td>86,517</td>
<td>271,316</td>
</tr>
<tr>
<td>2003</td>
<td>1,045,934</td>
<td>16,405</td>
<td>170,688</td>
<td>163,045</td>
<td>83,134</td>
<td>294,204</td>
</tr>
<tr>
<td>2004</td>
<td>2,039,220</td>
<td>28,880</td>
<td>321,220</td>
<td>325,084</td>
<td>169,651</td>
<td>565,520</td>
</tr>
<tr>
<td>2005</td>
<td>914,141</td>
<td>23,604</td>
<td>161,417</td>
<td>142,469</td>
<td>69,765</td>
<td>168,372</td>
</tr>
</tbody>
</table>

The present scenario is that education as a course of study is poorly sought by applicants through the Joint Admissions and Matriculation Board (JAMB) to the universities. In 1999, out of 418,396 applicants 3,012 applied to study education. In 2000, out of a total of 415,714 applicants, 3,326 applied. In 2001, out of a total of 748,223, 6,654 applied to be teachers; in 2002 out 994,380 applicants, only 12,475 applied. In 2003, out of 1,045,934 applicants, 16,405 applied and in 2004, out of 2,039,220 applicants, 28,880 sought to be teachers. In 2005, out of about 914,141 applicants only 23,604 applied for education throughout the country. Comparatively, between 2002 and 2005 medical sciences, engineering and environmental technology, and administration were sought by over 150,000 applicants each yearly. In 2004 for instance, 321,220 applicants wanted to study medical sciences and 325,084 wanted to study engineering and technology in Nigerian Universities. Since medical sciences, engineering, law, administration and other programmes cannot admit all the applicants, they take the best with high cut-off points. Those not admitted find their ways to faculty of education against their will and interest. They are usually admitted with low cut-off points. The result, like Ali (2000) noted is that low quality entrants are admitted to train as teachers. This could affect the quality of outputs from our faculties of education. Direct entry for NCE holders is perhaps the surest way through which faculties of education source for quality candidates for teacher education at the university level today.

At the college of education level, admission through JAMB is as low as 150 out of 400 annually for some institutions. Entrants are sourced through preliminary programmes, which are remedial programmes. Yet, some institutions recognise the admission of some candidates with five credits, including English Language and mathematics. Most of these candidates are those who could not gain admissions to universities.
The effect of examination malpractices on the quality of entrants into teacher education programmes is another issue altogether. A combination of unwilling trainees, low quality entrants, lack of motivation, serious aversion to teaching, lack of societal respect and recognition, irregular salaries and the like makes teacher education burdensome and unexciting. When work stoppages by academic and non-teaching staff are combined with school closures emanating from students restiveness, learning is greatly hampered and content uncovered, most of the time. This situation is further worsened by students' low response to lectures and resumption dates.

**Re-branding project of Nigeria**

Akadung (2009) traced the genesis of re-branding project in Nigeria to a meeting by the Federal Executive Council. The ministers were convinced of the need to engage in image laundering endeavour with a view to properly brand the nation. This move made by the then president, Chief Olusegun Obasanjo was to convince the world leaders about the rebirth of Nigeria after long years of military dictatorship.

Nwachukwu (2009), shedding more light on the historical development of the re-branding project traced it back to the previous regimes. He had the opinion that our negative perception of things and impatient manner has robbed us of so many good things in this country. As a result of this unfortunate but funny attitude, we are always at the mercy of destructive criticisms, because in the eyes of some people, nothing succeeds in Nigeria except condemnation upon condemnation. For instance we had had programmes like MAMSER, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Operation Feed the Nation (OFN) and so on, but all these had a premature termination because we use our negative traits to kill them.

However, the Federal Government of Nigeria launched a national image campaign aimed at reversing the negative perception
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held by people about the country and its people. The campaign kicked off by the launch of the slogan and logo in Abuja. The slogan is “Nigeria good people great nation” (Ibulubo, 2009).

The project was under the supervision of the then Minister of Information and Orientation, Professor Dora Akunyili. The rebranding project supposed to attract foreign investors, tourists, create employment for Nigerians, reduced crime, build trusted institutions, make Nigerians do things for Nigeria, stoppage to harassment of Nigerians at embassies and airports in other countries and build a strong Nigerian spirit of wanting to die for one’s country (Ibulubo, 2009; Akandung, 2009; and Nwachukwu, 2009).

Nigerian government in respect to re-branding project urged Nigerians to make valuable sacrifice; develop a positive mindset that things can work well in the country, be committed to upholding community value and live by integrity. On the other side, government would pursue the Millennium Development Goals (MDG) in building the institutions that would encourage national re-orientation, moral rearmament and holistic push to inculcate believe in Nigeria as government is run with a responsive spirit to the need of the people on the pedestal of the rule of law (Ibulubo, 2009).

Conclusively, re-branding Nigeria should be able to change our way of doing things by addressing important issues that have dragged the name of the country to the mud in recent time. Rebranding could mean repackaging something that has gone out of fashion or has outlived its usefulness. Our present attitude and behaviours as Nigerians can no longer sustain us or move us forward.

Role of education in the re-branding project

It is doubtless, that Nigeria is blessed with abundant human and natural resources. The reality of life, which unfortunately, we have not seriously embraced, is that true and meaningful development of any society must begin with all round development of the citizens.
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There can hardly be realistic and meaningful development of any society when her citizens are intellectually, morally, spiritually, socially and physically deficient. It is the integrated development of citizens in the society that forms the objectives of any nations’ education.

Amaele (2007) opined that the word education is however, reserved for the development of human beings (not plants or animals) in the cognitive, affective and psychomotor domains. In the same vein, the Federal Republic of Nigeria (2004), section 9 of the NPE states that:

Education shall continue to be highly rated in the national development plans because education is the most important instrument of change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.

Accordingly, item 9 (f) of the NPE states that: “efforts shall be made to relate education to overall community needs.” This is a clear indication that education particularly teacher education would play a vital role in the re-branding project in Nigeria. Junaidu (1972) postulated that: knowledge is certainly universal and timeless but it has a cultural stamp. It also has purpose and a commitment to particular world view. Sound moral character is therefore the indubitable criterion of not only good life, but also the veritable fountain head of other variable human values. (Amaele, 2007).

Educators have a vital role to play by precept and example. Educators need to expand the horizon of their responsibilities to cater for not only the academic growth for our people, but also the moral aspects. Some of the ways by which teacher education could help in re-branding Nigeria are elaborated below

Capacity building
The issue of capacity building for teachers must be looked at from several angles. Firstly, teacher trainers need capacity building so
that they can update themselves for meeting instant and future challenges. Teacher trainers themselves need training and refresher courses in curriculum implementation, methodology, and evaluation. They need to be updated about new innovations and research findings in education and classroom practices. This may be achieved through local and international workshops, production of bulletins, journals and books, visits to centres of excellence, retreats and the like.

Secondly, practising teachers need capacity building too, because most of them have not been trained since their graduation from school. This is why country-wide surveys keep showing they lack pedagogical competencies and are deficient in healthy classroom practices and content. Most of the teachers depend heavily on textbooks rather than on the national curriculum and on their knowledge economy. Some of these books are not only examination oriented but do not address the curricular contents. The National Teachers Institute (NTI) should play a major role in this direction.

According to Mohammed (2002), the NTI's initial focus was to assist primary school teachers throughout the nation to obtain the Teachers Grade Two Certificate (TCII), which as at 1976/77 was the minimum qualification demanded from teachers in primary schools. He further noted that since its establishment in 1976, its mandate increased as follows:-

1. In 1982, it was mandated to take over the conduct of the TCII examination from West African Examinations Council (WAEC).

2. When in 1988, Government decided to make the NCE the minimum qualification for teaching, the task of upgrading teachers with TCII again fell on the Institute. The average students' population per year is put at 30,000.

3. Following the high teacher demand at the inception of the UBE programme, the NTI was again mandated to run the
Pivotal Teacher Training Programme by Distance Learning system (DLS) in 2000. The products of this programme were awarded the Pivotal Teachers' Certificate (PTC).

4. The responsibility of upgrading untrained graduate teachers (HND/B. Sc/B.A etc) was also shifted to the NTI to run Postgraduate Diploma in Education (PGDE) by DLS.

5. When the issue of retraining primary school teachers was muted thirteen years ago, the NTI was again mandated to organise week long training for them nationwide. This was carried out in 2006, 2007 and 2008 (except in the south-south). This programme was positively received by the participants of the programme.

Rebranding teacher education through quality entrant and capacity building

The fact that no educational system can rise above the quality of its teachers is no longer debated. With the myriad of challenges facing both education and teaching in Nigeria, it is clear that our system needs rebranding. This country cannot continue to compromise education standards/quality. This would lead people into seeking alternative sources of education as the very rich and the very poor are already doing. While the very rich take their children outside the country to better organised education systems, the very poor take their children and wards to the non formal sector – the apprenticeship system.

A look at the challenges shows that there is urgent need to rebrand teacher education in the country. Firstly, schools of vocational teachers education in polytechnics should be moved to colleges of education (technical) nearest to them to make supervision by NCCE easy and coherent. Their current allegiance is to the NBTE which funds them. Similarly, all teacher education programmes in specialised universities like university of agriculture and universities of science and technology should be phased out and moved to
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regular universities. Graduates of such institutions who desire to teach should proceed to the PGDE programmes of Institutes of Education or Faculties of Education.

Secondly, it is the considered position of this paper that the law setting up the NTI should be amended and its functions streamlined. In particular, NTI should focus on building the capacities of teacher trainers and teachers. NTI should be repositioned for both capacity building and research. It should provide support services for Faculties and Institutes of Education as well as for Colleges of Education. All Nigerian students in online programmes and ODLS programmes should be made to proceed to the NTI for certificate courses in practical/skill based courses before they can practise in the country. The NTI should mount special practical/skill based courses for products of online teacher education programmes to make up for their deficiencies in those areas. This they can do by liaising with designated institutions.

Thirdly, the NTI should design short-term courses to prepare teachers for basic schools (primary schools and junior secondary schools). The study of courses not related to primary or junior secondary school subjects should be abolished. More students should be admitted into primary education studies (PES) programme which directly prepares teachers for primary schools. The directives by the National Commission for Colleges of Education (NCCE) that Colleges should admit 60% of enrollees into the PES programme should be strictly adhered to. In addition to this, since PES is single major, it should be combined with other single major options. Programmes that are double major should have their single major options like Agricultural Science, Home Economics, Business Education, and Technical Education.

Field experience or teaching practice should be done in two contacts to help build up their classroom experiences and competences. This should include an internship and housemanship
systems similar to that of pharmacists and doctors, in addition to their twelve months teaching practice. This makes the NCE a four-year course and the B. Ed a five-year course, at the end of their training. NCE holders should be employed on salary grade level (GL. 08), while degree holders would be employed on GL. 09. Aside, justifying their longer stay in school; it will motivate them and show that they are professional. Their extra one-year stay be treated as a “national service” where they will be paid stipulated allowances and sent to areas with high teacher-pupil ratio. Those who distinguished themselves in service may be given full time employment. The issue of low quality entrants to the teaching profession can now be addressed if those in the field and those in training are well motivated.

Also, candidates rejected for admission in other Faculties should not be accepted in Faculties of Education. Since such candidates never declared initial interest in education, it would be difficult for them to pursue their studies with keen interest and concentration in education.

Direct entry candidates into the faculty of education in the universities should be restricted to NCE candidates from the colleges of education and not the diploma candidates from the universities. There is no reason why candidates who spent only one year to acquire a university diploma without any teaching subject should be given express consideration for B.Ed, B.A(Ed) or B.Sc (Ed) admission at the expense of their NCE counterparts from the colleges of education with teaching subjects.

Teachers at all levels must have a holistic attitudinal reorientation. Teachers themselves must first of all be rebranded if teacher education is to be rebranded. Teachers’ attitudes towards pedagogical duties must change for better. Teachers must be committed and be proud of their profession. Teacher-student relationships must be such that both are partners in progress. Lofty
symbiotic relationship between teachers and students must be demonstrated. Students should effectively be cohorted by the teachers. Just as the saying goes, "poor teachers cheat, average teachers teach, and excellent teachers inspire". Government on its own part should ensure adequate funding, and provision of infrastructures and instructional facilities in our school system.

Motivation of teachers to ensure commitment through regular payment of salaries and other incentives, promotion as at when due; and training and retraining through workshop, seminars, supervision and in-service programmes should be encouraged and promoted by government at all levels. Selection system for admission of students and staff employment into teacher education system must be redefined. This must be devoid of any primordial affiliation but based on merit. All supervisory agencies charged with the monitoring of teacher education institutions, such as: National Commission for Colleges of Education, National Universities Commission, State Universal Basic Education Board, Universal Basic Education Commission, Ministry of Education, States Education Board and Teaching Service Commission and so on must be alive to their responsibilities.

Summary and conclusion
The focus of this chapter is quality entrants and capacity building as necessary panacea for rebranding teacher education in Nigeria. Teacher education in Nigeria is at present in a state of comatose, owing to poor quality entrants and lack of capacity building. The chapter shed light on how teacher education could be rebranded, and discussed other ways for rebranding teacher education. In rebranding teacher education in Nigeria, the teachers themselves who are the number one stakeholders in this discussion must see to the holistic rebranding of themselves. This can be demonstrated in their relationships with students, commitment to their duties as well as, observance of professional ethics, while government on its own
part is charged with the provision of necessary teaching-learning facilities, conducive learning environment, regular supervision and paying more attention to the issues of teachers’ welfare and professional growth.

References


