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**REJUVINATING TEACHER EDUCATION THROUGH MANAGEMENT
FUNCTIONS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA**

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Abstract

The teacher plays a vital role in the success of all classroom educational interventions that contribute to national development. The Federal Republic of Nigeria (FRN, 2004:39) emphasised that the quality of school teachers is crucial for the success of any education system. Therefore, teacher education should remain a primary focus in all educational planning and development. Therefore, it is an established reality that all teachers must be committed to fulfilling their responsibilities adequately. In order to revitalise teacher education for sustainable development, it is necessary to alter people's perspective on teachers and the teaching profession. The government and the public should acknowledge the profession to attract young individuals to it. Additionally, there is a need to enhance the quality of infrastructural facilities in teaching institutions. The outcome is heavily contingent upon the amount of financial resources allocated to the system. Sustainable national development refers to the process of achieving development that fulfils the current requirements without jeopardising the abilities of future generations to fulfil their own demands. This entails incrementally and judiciously advancing in life. The function of education in sustainable national development is to instruct and prepare citizens to live responsibly and consider the well-being of society and future generations in their pursuits. This involves including pressing sustainable development concerns such as climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption into educational curricula. Only by preventing environmental degradation, ensuring equitable distribution of national prosperity, and prioritising the development of human resources can

any country attain sustainable economic growth and development. Application of participatory teaching and learning approaches that inspire and enable learners to modify their behaviours and engage in actions leads to sustainable development. Only by providing sufficient teacher training can this be accomplished. This research thus suggests the need of increasing awareness through mobilisation and advocacy, as a significant number of interested learners lack knowledge about the presence of teacher education courses and the specific programmes they are required to participate in.

Keywords: Rejuvenate, Teacher education, Management functions, Sustainable development

Introduction

Education is an unavoidable instrument for achieving sustainable growth and a means of pushing the boundaries of knowledge (Ogunyinka, Okeke & Adedoyin, 2015). Indeed, education is conceptualised and ingrained by individuals from diverse origins, age groups, with different requirements and ambitions for achieving sustainable development. The effectiveness of education is particularly apparent in its capacity to embed globalisation tendencies with practical principles of fostering industrious individuals for the purpose of sustainable development and democracy. Education is widely acknowledged as the systematic transmission of knowledge, skills, and attitudes to student learners. Teachers exert a pervasive impact on many facets of society. The efficacy of any educational system is heavily contingent upon the educational achievements of instructors, as the quality and dedication of its teachers render any educational system qualitatively superior. The undeniable reality is that the process of teaching and learning relies on teachers, as there is no significant socio-economic and political progress in any nation without their presence. Ultimately, the efficiency of all educational arrangements, development, and progress depends on the quantity, quality, and dedication of teachers. Although the educational planners may have comprehensive educational plans and designs, and the government may allocate a significant portion of its resources to education, the final achievement of any educational objectives relies on the teacher. In their contacts with their students, the teacher will bear the ultimate

responsibility for converting policy into action and principles into practice. Education moreover facilitates the process of modernisation. It is the instructors who possess the crucial key to this process, and the achievement of educational goals relies on the calibre and number of teaching personnel that are accessible (Ogunyinka et al, 2015).

Concept of Sustainable Development

The Bruntland Commission (1987) provided a definition of sustainable development as "the development that efficiently fulfils the requirements of the current generation without jeopardising the capacity of future generations to fulfil their own needs." Sustainable development is a conceptual framework that aims to achieve development that satisfies the requirements of the current generation while safeguarding the needs of future generations. Indicated is that although education fulfils the need of the current generation, it does not undermine the capacity of the next generation to fulfil their own demands. This capacity to fulfil the requirements is influenced by human capital acquired via education, technological progress, and physical capital. Moreover, Ugoh (2008) contended that the achievement of ongoing sustainable development is contingent upon the consensus and implementation of tangible measures aimed at enhancing the literacy and numeracy levels within a given society. Education institutions and their programmes are necessary instruments for attaining development and ensuring its long-term viability (Oladiran, 2021). Sustainable development, as described by the Nigeria Study/Action Team (NEST) (1991) in Oladiran (2021), is a synthesis of current development requirements and goals that does not jeopardise future capabilities and preserves natural integrity. The development approach described by Osuji (2010) is characterised by fairness and a keen awareness of ecological and environmental concerns. The effectiveness of developmental projects relies on the initiative, ingenuity, and discipline of the people resources responsible for their management.

Concept of Teacher Education

Teacher education is a component of the educational process or training that encompasses the acquisition of practical skills in the teaching profession, as well as the appropriate pedagogical methods

from an accredited organisation responsible for educating teachers to ensure their effective and efficient performance (Onyebu, 2021). Teacher education encompasses the academic preparation of those who have the direct responsibility of carrying out their duties proficiently in the classroom, schools, and the broader society. In essence, teacher education refers to the systematic preparation of individuals who are inherently assigned the role of instructors (Onyebu, 2021). Ogunyinka et al (2015) defined teacher education as the delivery of professional education and specialised training over a defined timeframe to prepare persons who want to cultivate and enhance the development of young people into responsible and productive members of society. It is based on the premise that teaching is a versatile profession that fosters the growth of students' cognitive, physical, and emotional abilities. This educated population would possess sensitivity and be prepared with the skills necessary for peaceful coexistence, environmental management, and democratic processes to achieve sustainable development (Ogunyinka et al, 2015). Teacher education, as defined by Nnokam and Sule (2017), refers to the professional development of teachers aimed at acquiring the attitudes, skills, and information necessary to be efficient and effective in their work, aligning with the current societal demands. This encompasses both pre-service training and in-service training, which occurs during actual service or while on duty. Teacher education refers to the policies and processes that are specifically developed to provide aspiring teachers with the necessary information, attitudes, and skills to successfully carry out their responsibilities in both the classroom and the broader society. Nnokam and Sule (2017) define teacher education as a structured curriculum aimed at developing adequately qualified and competent individuals who will carry on the task of imparting valuable knowledge to the current generation at various levels of the educational system. According to the National Policy of Education of the Federal Republic of Nigeria (2014), the objectives of teacher education are clearly expressed as follows:

- i. To cultivate highly motivated, conscientious, and efficient classroom teachers for all levels of our education system;
- ii. To foster further the spirit of enquiry and creativity in teachers;
- iii. To facilitate teachers' integration into the social fabric of the community and society at large, and to strengthen their

dedication to national objectives; iv. To equip teachers with the intellectual and professional prerequisites suitable for their role and to enable them to adapt to any evolving circumstances not only within their country but also in the global sphere; and v. To augment teachers' dedication to the teaching profession.

Sustainable Development Goals (SDGs)

Sustainable development refers to the systematic enhancement of opportunities that allow individuals and communities to reach their expectations and maximum potential over an extended period. This process aims to preserve the resilience of economic, social, and environmental systems, with the goal of increasing capital income and employment, promoting human welfare, satisfying basic needs, and safeguarding the environment. In light of the trajectory of future generations, it is crucial to attain fairness between the affluent and the impoverished, as well as ensure widespread involvement in development and decision-making processes (Oladiran, 2021). The origins of the Sustainable Development Goals (SDGs) can be attributed to 1972 when governments convened in Stockholm, Sweden, for the United Nations Conference on the Human Environment. The purpose of this conference was to deliberate on the entitlements of the human family to a sustainable and enabling environment. Not until 1983 did the United Nations establish the World Commission on Environment and Development, which provided a definition of sustainable development as satisfying current needs without jeopardising future generations' ability to meet their own needs (Nnokam and Sule, 2017). The inaugural United Nations Conference on Environment and Development took place in Rio in 1992. Here, the initial agenda for Environment and Development, commonly referred to as Agenda 21, was formulated and approved (Nnokam and Sule, 2017).formally titled "Transforming Our World: The 2030 Agenda for Sustainable Development," the Sustainable Development Goals (SDGs) are a collection of seventeen inspiring "Global Goals" interspersed with 169 goals. Initiated by the United Nations, through a collaborative process including its 194 Member States and the international civil society, the objectives are outlined in paragraph 54 of United Nations Resolution A/RES/70/1 of 25 September 2015. A total of 92 paragraphs comprise the Official Agenda for Sustainable Development, which was agreed on

25 September 2015. The primary item, paragraph 51, delineates the 17 Sustainable Development Goals and their corresponding 169 goals (Nnokam and Sule, 2017). These objectives encompassed the following:

- i. No Poverty – Eliminate poverty in all its manifestations worldwide: Poverty encompasses more than just insufficient cash or resources; it encompasses the absence of fundamental services, such as education, chronic hunger, social prejudice and exclusion, and limited involvement in decision-making processes.
1. ii: Zero Hunger - Eliminate hunger, attain food security and enhanced nutrition, and advance sustainable agriculture. The agricultural sector is the primary source of employment worldwide, supporting the livelihoods of 40 percent of the current global population. Among impoverished rural households, it serves as the primary source of income and employment. Despite comprising an average of 43 percent of the agricultural workforce in developing nations and over 50 percent in certain regions of Asia and Africa, women control just 20% of the land.
- ii. Good Health and Well-being - Guarantee optimal health and enhance overall well-being for individuals of all ages. A crucial objective is to significantly decrease the mortality and morbidity rates associated with diseases caused by pollution.
- iii. Quality Education - Guarantee access to inclusive and fair quality education and foster lifelong learning opportunities for everyone.
- iv. Gender equality - Substantial advancements have been achieved in terms of educational accessibility, particularly at the elementary school level, for both male and female students. Nevertheless, access does not necessarily equate to the standard of education or the acquisition of elementary school qualifications. At now, there is a global population of 103 million young people who do not possess fundamental literacy skills, with over 60 percent of them being female. The objective is to attain gender equality and empower all women and girls. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel

- sustainable economies and benefit societies and humanity at large;
- v. Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all;
 - vi. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all;
2. Decent Work and Economic Growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- ix. Industry, Innovation and Infrastructure - Construct robust infrastructure, encourage inclusive and sustainable industrialisation, and stimulate innovation;
 - x. Income Inequalities - Minimise income disparities within and between nations;
 - xi. Sustainable Cities and Communities - Establish inclusive, secure, resilient, and sustainable cities and human settlements; and
 - xii. Responsible Consumption and Production - Guarantee sustainable patterns of consumption and production.

Rejuvenating Teacher Education for Sustainable Development in Nigeria

What is the rationale for training or preparing teachers? Why is it not possible to invite some individuals to the classroom to impart knowledge to the learners? Why are there specialised teacher training institutions established to exclusively educate teachers? The quality of a nation's education is inherently dependent on the quality of its instructors (FRN, 2013). Irrespective of the quality or excellence of the curriculum, the relevance, sophistication, and currency of the learning environment and resources, and the intelligence and talent of the learners, the extent of what is learned and the progress of the learners towards the identified goals mostly rely on the teacher, especially in a formal education system. The teacher assumes the role of a facilitator of learning, as well as the event manager and the focal point of the teacher-learning interact. Not everyone have the ability to effectively manage the event. The manager must undergo training to acquire sufficient information, abilities, and attitude that will facilitate a teaching experience that is joyful, enjoyable, successful, effective, and wanted. Indeed, teaching and learning transcend being merely an event

of any kind. A building of this nature necessitates a strong foundation, which can only be accomplished by someone who has received training and is well equipped to fulfil the position. Teacher education serves as the means through which such training and preparation are cultivated (Mogbeyiteren and Adika, 2020).

The National Policy on Education highlights the need of providing professional training to all teachers in educational institutions. The teacher education programme should be designed to sufficiently prepare teachers for their effective responsibilities. Furthermore, the teacher education programme should continuously acknowledge and adapt to changes in methodology and curriculum. Moreover, teachers should be regularly exposed to innovations in their profession. Mogbeyiteren and Adika (2020) said that on September 25, 2015, at the 70th session of the United Nations General Assembly, nations worldwide endorsed a treaty that would bring about significant changes in our world: the 2030 Agenda for Sustainable Development. The framework has 17 sustainable development goals and 169 interconnected and indivisible targets, all of which must be achieved by 2030. Sustainable Development Goal 4 has the objective of guaranteeing comprehensive and fair quality education and advancing lifelong learning opportunities for everyone. This objective pertains exclusively to the domain or subject of education. By 2030, Mogbeyiteren and Adika (2020) projected that all countries worldwide will guarantee universal access to free, fair, and high-quality education for both girls and boys, resulting in meaningful and efficient learning achievements. Goal Number 4 of Sustainable Development encompasses the following:

- i. Comprehensive early childhood development care and pre-primary education are provided to both girls and boys to ensure their preparedness for primary education.
- ii. Guarantee equitable opportunities for both women and men to obtain cheap and high-quality technical, vocational, and professional education, including higher education.
- iii. Sustainability enhances the pool of graduates and adults equipped with pertinent skills, encompassing technical and vocational proficiencies, to secure employment, respectable jobs, and engage in entrepreneurship.

- iv. Address gender inequalities in education and guarantee equitable opportunities for all forms of education and vocational training for marginalised groups, such as those with disabilities, indigenous communities, and children in precarious circumstances.
- v. Guarantee that every young person and a significant percentage of adults, regardless of gender, attain proficiency in reading and numeracy.
- vii. Guarantee that all learners obtain the necessary knowledge and abilities to advance sustainable development, encompassing instruction for sustainable development, lifestyles, human rights, gender equality, fostering a culture of peace and non-violence, global citizenship, and recognising the value of cultural diversity and its impact on sustainable development.
- viii. Construct and enhance educational infrastructure that prioritise the needs of children, those with disabilities, and individuals of all genders, with the aim of creating secure, peaceful, inclusive, and efficient learning environments for everyone.
- ix. Enhance global sustainability by increasing the availability of scholarships for higher education enrolment in vocational training, information and communication technology, technical, engineering, and scientific programmes in developing countries, small islands, developing states, and African countries.

Integrating international cooperation for teacher training in developing nations, particularly least developed countries, enhances the availability of competent teachers, therefore promoting sustainability.

Implications for Management Functions

An exemplary teacher possesses a favourable demeanour, articulate presentation of lessons, efficient allocation of time, robust organisation of lessons, satisfactory management of the classroom, effective use of chalkboards, appropriate disciplinary methods, appropriate organisation of the classroom, awareness of the unique characteristics of learners, punctuality, appropriate attire, strong subject knowledge, meticulous record keeping, proficient communication abilities, and other commendable personal qualities. Nevertheless, a simple evaluation of several teachers reveals a distinct difference and

discrepancy between an exemplary teacher and those who are not meeting expectations (Arop, Mbon, Ekanem, Ukpabio, Uko & Okon, 2020). According to Arop, Owan, and Agunwa (2019), inadequate academic achievement of pupils may be influenced by the ineffective job performance of teachers. Therefore, insufficient training of teachers will have a detrimental impact on the academic achievement of their students, so compromising the overall effectiveness and viability of the school system. Owan and Ekpe (2019) defined an effective school system as one that exhibits many key characteristics such as highly motivated teachers, excellent academic performance of students in standardised tests, strong leadership orientation, effective staff disposition, high school enrolment statistics, strong leadership quality, high secondary school graduates' enrolment into tertiary institutions, low truancy rates, low drop-out rates, and low class repetition rates. Consequently, a well-functioning teacher education system will be capable of providing services that will contribute to the academic achievement of pupils. Enhancing the quality of teacher educational services is closely linked to the process of enhancing the quality of human resources. This includes, among other things, the provision of high-quality education services, the planning and implementation of curriculum development and evaluation systems, the enhancement of educational facilities, the creation and acquisition of teaching materials, and the training of teachers and other education personnel. Nevertheless, the actual impact of these endeavours in enhancing the quality of Education has been far from substantial (Iriawan, Sasmita & Rusdi, 2019). The quality of educational services will be influenced by the institution's ability to effectively manage all aspects of its operations, including education personnel, students, learning processes, educational facilities, finances, and its interaction with the community (Iriawan et al, 2019). On this occasion, educational institutions must be capable of reconfiguring the new educational paradigm to prioritise the quality of all activities inside it. The inherent structure of the activity is a deliberate endeavour aimed at enhancing the standard of education (Amanda, Salam, & Saggaf, 2017). Undoubtedly, effective administration is essential for achieving a high-quality teacher education service. The application of management strategies, including planning, organising, commanding, coordinating, and managing, is necessary to effectively organise teaching and

learning activities (Iriawan et al, 2019). The planning function has two main purposes: providing a justification for the goals and preparing the necessary actions to accomplish those goals. Planning is the process of thoroughly compiling the necessary requirements, considering the potential challenges, and devising the execution of actions with the objective of attaining desired outcomes. Organising function is the systematic arrangement of individuals based on their skills and knowledge in the intended job. Authority can be exercised to give guidance to all employees, therefore fostering their willingness to collaborate and enhance their productivity in attaining the objectives of a firm. The coordinating function refers to the process of integrating and synchronising the efforts of group members in order to achieve unity of action in the pursuit of shared objectives. Controlling is the act of supervising whether the activities of an organisation adhere to the established plan and ensuring that resources are used adequately and efficiently without any deviation from the plan (Iriawan et al, 2019).

Conclusion

The prospective trajectory of teacher education in attaining sustainable development There is a necessity to alter people's perspective on teachers and the teaching profession. The government and the public should acknowledge the professionalism in order to attract young individuals to the field. Additionally, there is a need to enhance the quality of infrastructure facilities in schools. The outcome is heavily contingent upon the amount of financial resources allocated to the system. Sustainable national development is the process of managing development in a way that fulfils the current requirements without jeopardising the future capacity to fulfil needs. This entails incrementally and judiciously advancing in life. The function of education in sustainable national development is to instruct and prepare citizens to live responsibly and consider the well-being of society and future generations in their pursuits. This involves including pressing sustainable development concerns such as climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption into educational curricula. Only by preventing environmental degradation, ensuring equitable distribution of national prosperity, and prioritising the development of human resources can any country attain sustainable economic growth and development.

Effective implementation of participatory teaching and learning approaches that inspire and enable learners to modify their behaviours and engage in actions leads to sustained development. Effective implementation of this approach requires sufficient teacher training (Daniel-Kalio & Adiele, 2020). Education fosters essential life skills such as analytical reasoning, seeing future possibilities, and engaging in cooperative decision-making practices. The pursuit of sustainable development necessitates the settlement of shared challenges and conflicts, as well as the acknowledgement of emerging opportunities. Despite the reduction in global poverty rates resulting from economic expansion and wealth creation, vulnerability, inequality, exclusion, and violence have increased both within and between nations worldwide. Unsustainable economic production and consumption habits exacerbate global warming, cause environmental deterioration, and elevate the frequency of natural disasters. These constitute elements that do not contribute to sustainable national development. Thus, education employs various strategies to address these issues, considering diverse perspectives and alternative knowledge systems, as well as emerging fields in science and technology and advancements in digital gadgets. Therefore, it is critical to advocate for sufficient teacher education in Nigeria.

Recommendations

In order to rejuvenate adult education and transform it into a means to attain sustained security and economic progress in Nigeria, the subsequent recommendations are proposed:

1. Sufficient funding should be allocated to teacher education in the national budget to achieve the UNESCO global standard of 15-20 percent, therefore increasing the accessible money for education and, ultimately, for adult education.
2. Continuous evaluation, organisation, and systematisation of the teacher education curriculum are necessary to enhance its coherence and practicality, therefore earning it the necessary respect among other fields of study.
3. Increased awareness through mobilisation and lobbying is necessary as many willing learners lack knowledge about the presence of teacher education facilities and the specific programmes they are required to register for.

5. It is imperative to build additional centres of teacher education throughout the country to ensure convenient access to education for all individuals, eliminating the need for extensive travel to obtain it.
6. In order for the teacher to stay updated on current events in the globe and their specific field of expertise, it is necessary for them to be technically proficient in information and communication technology (ICT). The teacher education curriculum should be reassessed to integrate ICT at every stage of teacher career development.

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