TEACHER EDUCATION PROBLEMS AND
SOLUTIONS IN SA’ADATU RIMI COLLEGE OF
EDUCATION, (KUMBUTSO, KANO, NIGERIA)

AN M. ED THESIS FOR MASTERS DEGREE

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Prof. A/Rahman M. Kadok

Researcher: -
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KHARTOUM

-١٤٣٦م- ٢٠١٥م
DEDICATION

I dedicate this thesis to my late sister Rabia’tu Abdul Hamid Sani Gidan-Mado, may the Almighty Allah grant her Paradise, amen
DECLARATION

I declare that this thesis is a product of my own work, which has not
whether in the same or a different form, been presented to this or any
other university for the award of any degree other than that of which I am
now a candidate.
ACKNOWLEDGEMENT

I would like to extend my sincere and deepest appreciation and gratitude to my supervisor, Professor Abdul-Rahman M. Kadok for his professional guidance, encouragement, wisdom and thoughtful criticism throughout this Research. I must particularly acknowledge the kind decision of Dr. Sule Musa the Provost of Sa’adatu Rimi College of Education Kumbotso, Kano without his approval, my released for the study would not have been possible. I must immensely be grateful to Ustas Nasiruddeen A. Muhammad, Ustas Alfadil Muhammad, Sheik Jibrillah A.A. Mahgoub, Sheik Mansur I. Mahmoud and Hagar G. Babiker all from Azhari Salama Khartoum-Sudan for their kind assistance throughout my stay in Sudan. My indebtedness, sincerity and gratitude to the Directors SRCOE Kumbotso, Dean and Staff School of Education, as well as HOD Curriculum Department SRCOE and his staff for their understanding and cooperation. My appreciations also goes to Malam Hussein and his Wife from Jazeera State Sudan, Hashim Idris Na-Allah and his wife, and Dahiru Malam-Madori and his wives, for their cordial relationship during my study period. My friends and well-wishers especially Mudrika Muhammad must not be forgotten in this acknowledgement for their contributions toward my success. My warmest
appreciations to my dear parents, my brothers and sisters; for their contributions toward my general success. Eventually, my unforgettable commendation to my loving wife, Alawiyya Sani Ibrahim and our children A’isha, Khadija, Abdul-Rahman, and Aminah for their patience, endurance and confidence with whom I enjoyed a student-ship life in Khartoum-Sudan. May the almighty Allah bless the Knowledge we have acquired and guide us through it proper utilization; amen!
ABSTRACT

This research is basically conducted in order to examine Teacher Education Problems and Solutions in Sa’adatu Rimi College of Education Kumbotso, Kano, Nigeria. Survey method of descriptive research was employed in the research. Quantitative method of data collection involving questionnaire as the research tool was applied in indicating the prevailing condition(s) of Teacher Education Programme. The population for the study encompasses all academic and non-academic Staff as well as students of SRCOE. The samples for the research were selected by the use of stratified sampling technique. The findings of the research are: (a) the problems that affects Teacher Education Programme in SRCOE Kumbotso Kano, are: Inadequacy of resources and facilities, unsuitability of Teacher Education curriculum, large size of students admitted, incapability of the students admitted into Teacher Education Programme and undesirability of the students to Teacher Education Programme among others, (b) the problems of Teacher Education in SRCOE Kumbotso Kano, are caused by: Improper admission procedures of prospective candidates into Teacher Education Programme,
inappropriate recruitment processes of professionally qualified lecturers into Teacher Education Programme, incoherent Teacher Education Curriculum, insufficient Staff offices and facilities, community negligence toward Teacher Education Programme, lack of incentives and motivation to the lecturers by the administrators, unavailability of equipped lecture theaters, laboratories and libraries, unsuitable condition(s) of service of lecturers, poor students attitude to learning, inadequate funding toward professional development of lecturers, engagement of lecturers in additional duties at the detriment of lecturing profession, (c) Teacher Education problems in SRCOE Kumbotso Kano, greatly affect: Students learning condition(s) in the College, students motivation in learning, students’ interest to teaching profession, quality of Teacher Education Products, student-lecturers relationship, dedication to duty by the lecturers, quality of instructions delivered by the lecturers, effectiveness of Teacher Education Curriculum, effectiveness of Teacher Education Programme, performance of students and quality of Education received at Primary and Secondary School levels, prestige of Products of Teacher Education, prestige of lecturers, students-community relationship and lecturers-community relationship, (d) the solutions to Teacher Education problems in SRCOE Kumbotso Kano, as perceived by the
respondents of this research are: admitting competent students into Teacher Education Programme, admitting optimum number of students into Teacher Education Programme, organizing regular orientation on the College Programmes to the students, recruitment of more professionally qualified lecturers, improving the condition(s) of service of lecturers, provision of more opportunities to in-service training and continuous professional development and more incentives to lecturers, dedication and honesty to duty by the lecturers, making the curriculum more relevant to Teacher Education, adequate provision of resources and facilities, adequate funding of Teacher Education programme, appropriate management of Teacher Education Programme, community support to Teacher Education Programme, improved standard of Primary and Secondary Education, eradication of all forms of examination malpractice and Community participation.
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APPENDIX (A)

LECTURERS SURVEY QUESTIONNAIRE

INTERNATIONAL UNIVERSITY OF AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING METHODS

LECTURES’ SURVEY QUESTIONNAIRE RESEARCH TITLE:

TEACHER EDUCATION PROBLEMS AND SOLUTIONS IN SA’ADATU RIMI COLLEGE OF EDUCATION

(KUMBOTSO, KANO, NIGERIA)

Dear respondent,

This Questionnaire is directed at collecting data on Teacher Education Problems and Solutions which when analysed may go a long way in improving the condition especially in Sa’adatu Rimi College of Education Kumbotso. As such your contribution is highly needed for the research to be a successful one. All responses to the Questionnaire will remain anonymous and will be treated with utmost confidentiality.

Thank you for your participation in this research.

Basiru Abdullahi
SECTION ‘A’ DEMOGRAPHIC DATA

INSTRUCTION: Please, tick (√) the appropriate box below:

1. DEPARTMENT: ----------------------------------

2. GENDER: Male [ ] Female [ ].

3. AGE IN YEARS: 30-39 [ ] 40-49 [ ] 50-59 [ ] 60 and above [ ].

4. LECTURING EXPERIENCE IN YEARS: 3 and below [ ] 4-9 [ ] 1015 [ ] 16-21 [ ] 21 and above [ ].

5. STATUS: Lecturer [ ] HOD [ ] Dean [ ] Director [ ].

6. ACADEMIC QUALIFICATION: HND [ ] Degree [ ] Masters [ ] PhD [ ].

7. PROFESSIONAL QUALIFICATION: NCE[ ] PGDE[ ] BSc(Ed) [ ] B.A (Ed) [ ] M.Ed. [ ] Doctor of Education [ ] B.Ed. [ ] none [ ].

SECTION ‘B’ TEACHER EDUCATION PROBLEMS

Please, examine the following problems carefully and tick (√) the extent to which they affect Teacher Education Programme in your opinion:

The keys thus are: 5 TO A VERY GREAT EXTENT (TAVGE).

4 TO A GREAT EXTENT (TAGE).

3 UNDECIDED (UD).

2 TO A SMALL EXTENT (TASE).

1 TO A VERY SMALL EXTENT (TAVSE).
<table>
<thead>
<tr>
<th>S/N</th>
<th>PROBLEMS AFFECTING TEACHER EDUCATION</th>
<th>TAVGE</th>
<th>TAGE</th>
<th>UD</th>
<th>TASE</th>
<th>TAVSE</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Availability</strong> of professionally qualified Lecturers.</td>
<td></td>
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</table>
| 2.  | **Adequacy** of Lecturing:  
(a) Resources.  
(b) Facilities. |       |      |    |      |       |
| 3.  | **Suitability** of Teacher Education curriculum. |       |      |    |      |       |
| 4.  | ** Appropriateness** of administration of Teacher Education Programme. |       |      |    |      |       |
| 5.  | Community **Mode** of behaviour to Teacher Education Programme. |       |      |    |      |       |
| 6.  | Condition(s) of **Service** of Lecturers. |       |      |    |      |       |
| 7.  | **Size** of students admitted. |       |      |    |      |       |
SECTION ‘C’ CAUSES OF TEACHER EDUCATION PROBLEMS

Please, examine the following statements carefully about the causes of Teacher Education Problems and tick (√) the extent to which you agree or disagree with each.

The keys thus are: 5 STRONGLY AGREE (SA).
4 AGREE (A).
3 UNDECIDED (UD).
2 DISAGREE (D).
1 STRONGLY DISAGREE (SD).

<table>
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<tr>
<th>S/N</th>
<th>CAUSES OF TEACHER EDUCATION PROBLEMS</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1.</td>
<td>Admission procedure of candidates into the Programme.</td>
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<td>2.</td>
<td>Recruitment processes of professionally qualified lecturers.</td>
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<td>3.</td>
<td>Competency of Students in Teacher Education Programme.</td>
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<td>4.</td>
<td>Appropriateness of Teacher Education curriculum.</td>
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<td>5.</td>
<td>Sufficiency of (a) Staff offices.</td>
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<td></td>
<td>(b) Facilities</td>
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<td>6.</td>
<td>Size of students admitted.</td>
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<td>7.</td>
<td>Provision of incentives by the administrators.</td>
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<td>8.</td>
<td>Community Support to Teacher Education Programme.</td>
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<td>9.</td>
<td>Availability of equipped: (a) Lecture Theatres.</td>
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<td></td>
<td>(b) Laboratories.</td>
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<td>(c) Libraries.</td>
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<td>10.</td>
<td>Suitability of condition(s) of service of the Lecturers.</td>
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<td>11.</td>
<td>Students’ attitude toward learning.</td>
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<td>12.</td>
<td>Funding toward professional development of Lecturers.</td>
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<td>13.</td>
<td>Additional duties outside lecturing profession.</td>
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SECTION‘D’ EFFECTS OF TEACHER EDUCATION PROBLEMS

Please, examine the following statements carefully and tick (√) the extent to which you agree or disagree with the effects of Teacher Education Problems on each:

The keys are thus: 5 STRONGLY AGREE (S A).
4 AGREE (A).
3 UNDECIDED (UD).
2 DISAGREE (D).
1 STRONGLY DISAGREE (SD).

<table>
<thead>
<tr>
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<th>UD</th>
<th>D</th>
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<tr>
<td>1.</td>
<td>Learning <strong>Conditions</strong>.</td>
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<td>2.</td>
<td>Students’ <strong>interest</strong> to Teaching profession.</td>
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<td>3.</td>
<td>Dedication to duty by the Lecturers.</td>
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<td>4.</td>
<td>Quality of instructions.</td>
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<td>5.</td>
<td>Quality of Teacher Education Products.</td>
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<td>6.</td>
<td><strong>Quality</strong> of education received at Primary and Secondary</td>
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<td></td>
<td>schools.</td>
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<td>7.</td>
<td><strong>Relationships</strong>: (a) Students-Lecturers.</td>
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<td>(b) Students-Community.</td>
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<td>(c) Lecturers-Community.</td>
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<td>8.</td>
<td><strong>Prestige</strong> of: (a) Lecturers.</td>
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<td></td>
<td>(b) Products of Teacher Education.</td>
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SECTION ‘E’ SOLUTIONS TO TEACHER EDUCATION PROBLEMS

Suggest any three (3) possible Solutions to Teacher Education Problems:

1. -------------------------------------------------------------------------------------------------------------------------------------

2. -------------------------------------------------------------------------------------------------------------------------------------

3. -------------------------------------------------------------------------------------------------------------------------------------
APPENDIX (B)

STUDENTS SURVEY QUESTIONNAIRE

INTERNATIONAL UNIVERSITY OF AFRICA

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING METHODS

STUDENT’S SURVEY QUESTIONNAIRE

RESEARCH TITLE: TEACHER EDUCATION PROBLEMS AND SOLUTION IN SA’ADATU RIMI COLLEGE OF EDUCATION (KUMBOTSO, KANO, NIGERIA)

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Thank you for your participation in this research.

Basiru Abdullahi
SECTION ‘A’ DEMOGRAPHIC DATA

INSTRUCTION: Please, tick [√] the appropriate box below:

1. GENDER: (a) Male [ ] (b) Female [ ]
2. LEVEL: (a) NCE II [ ] (b) NCE III [ ]
3. MEANS OF ENTRY: (a) Direct [ ] (b) Pre-NCE [ ]
4. ENTRY QUALIFICATION: (a) SSCE [ ] (b) Grade II [ ]
5. EXPERIENCE IN TEACHING: (a) Pre-service [ ] (b) In-service [ ]

SECTION ‘B’ TEACHER EDUCATION PROBLEMS

Please, tick (√) the extent to which the following Problems affect Teacher Education Programme: The keys thus are: 5 TO A VERY GREAT EXTENT (TAVGE), 4 TO A GREAT EXTENT (TAGE), 3 UNDECIDED (UD), 2 TO A SMALL EXTENT (TASE), 1 TO A VERY SMALL EXTENT (TAVSE).

<table>
<thead>
<tr>
<th>S/N</th>
<th>PROBLEMS AFFECTING TEACHER EDUCATION PROGRAMME</th>
<th>TAVGE</th>
<th>TAGE</th>
<th>UD</th>
<th>TASE</th>
<th>TAVSE</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Size of students admitted.</td>
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<td>2.</td>
<td>Ability of Students admitted.</td>
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<td>3.</td>
<td>Quality of Lecturers.</td>
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<td>4.</td>
<td>Availability of learning resources.</td>
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<td>5.</td>
<td>Suitability of the learning contents.</td>
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<td>6.</td>
<td>Students’ desire to the Programme.</td>
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</table>
SECTION ‘C’ CAUSES OF TEACHER EDUCATION PROBLEMS

Please, examine the following statements carefully and tick (✓) the extent to which you agree or disagree with each about the causes of Teacher Education Problems:

The keys thus are: 5 STRONGLY AGREE (SA), 4 AGREE(A), 3 UNDECIDED(UD), 2 DISAGREE (D), 1 SRONGLY DISAGREE (SD)

<table>
<thead>
<tr>
<th>S/N</th>
<th>CAUSES OF TEACHER EDUCATION PROBLEMS</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Size of students admitted.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Community mode of behaviour to Teacher Education.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Professional standard of Lecturers.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Adequacy of: (a) Resources</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(b) Facilities</td>
<td></td>
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<tr>
<td>5.</td>
<td>Suitability of the curriculum.</td>
<td></td>
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</tbody>
</table>
**SECTION ‘D’ EFFECTS OF TEACHER EDUCATION PROBLEMS**

Please, examine the following statements carefully and tick (√) the extent of the effects of Teacher Education Problems to each: The keys thus are:

5 TO A VERY GREAT EXTENT (TAVGE), 4 TO A GREAT EXTENT (TAGE), 3 UNDECIDED (UD), 2 TO SMALL EXTENT (TASE), 1 TO A VERY SMALL EXTENT (TAVSE)

<table>
<thead>
<tr>
<th>S/N</th>
<th>EFFECTS OF TEACHER EDUCATION PROBLEMS</th>
<th>TAVGE</th>
<th>TAGE</th>
<th>UD</th>
<th>TASE</th>
<th>TAVSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning condition(s).</td>
<td></td>
<td></td>
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<td>2.</td>
<td>Effectiveness of the curriculum.</td>
<td></td>
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<td>4.</td>
<td>Effectiveness of Teacher Education Programme.</td>
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<td>5.</td>
<td>Quality of Products of Teacher Education Programme.</td>
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<tr>
<td>6.</td>
<td>Performance of Students at Primary and Secondary schools.</td>
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<tr>
<td>7.</td>
<td>Relationship between the College and Community.</td>
<td></td>
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</tbody>
</table>
SECTION ‘E’ SOLUTIONS TO TEACHER EDUCATION PROBLEMS

Please, examine the following statements on Solutions to Teacher Education Problems carefully and tick (✓) the extent to which you agree or disagree with each: The keys thus are: 5 STRONGLY AGREE (SA), 4 AGREE (A), 3 UNDECIDED (UD), 2 DISAGREE (D), 1 STRONGLY DISAGREE (SD)

<table>
<thead>
<tr>
<th>S/N</th>
<th>SOLUTIONS TO PROBLEMS OF TEACHER EDUCATION</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Admission of optimum number of Students.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Making the curriculum more relevant to Teacher Education.</td>
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<tr>
<td>3.</td>
<td>Adequate provision of: (a) Resources.</td>
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<tr>
<td></td>
<td>(b) Facilities.</td>
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<tr>
<td>4.</td>
<td>Recruitment of Professionally qualified Lecturers.</td>
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<td>5.</td>
<td>Professional development and training of Lecturers.</td>
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<tr>
<td>6.</td>
<td>Improve condition(s) of service of staff.</td>
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<td>7.</td>
<td>Community support to Teacher Education Programme.</td>
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</tbody>
</table>
APPENDIX (C)

LIST OF REFEREES TO THE QUESTIONNAIRES

1. Dr. Allam Muhammad Ahmad----------International University Africa

2. Professor Mahgoub Hussein----------International University of Africa

3. Professor Umar Ahmad Saeed--------International University of Africa

4. Professor Mohammed Zaid Baraka----University of Neilen, Khartoum

5. Dr. Omer Musa Alhassan (Assistant Professor)------Open University of Sudan
APPENDIX (D)

LIST OF ACRONYMS

IUA--------------------------------International University of Africa
T.E----------------------------------Teacher Education
SRCOE-----------------------------Sa’adatu Rimi College of Education
NCE-----------------------------Nigeria Certificate in Education
NCCE-----------------------------National Commission for Colleges of Education
BUK--------------------------------Bayero University Kano
FCE-----------------------------Federal College of Education
B.Sc.---------------------------------Bachelor of Science
B.A---------------------------------Bachelor of Art
B.Sc.Ed---------------------------------Bachelor of Science in Education
B.A.Ed---------------------------------Bachelor of Art in Education
B.Ed---------------------------------Bachelor of Education
PGDE-----------------------------Post Graduate Diploma in Education
C.M.C.---------------------------------Church Missionary Society
USA-----------------------------United States of America
UK---------------------------------United Kingdom
E.T.C-----------------------------Elementary Training College
H.E.T.C-----------------------------Higher Elementary Training College
WAEC------------------------West African Examinations Council
NECO------------------------National Examination Council of Nigeria
UTME------------------------Unified Tertiary Matriculation Examinations
NPE---------------------------------National Policy on Education
TRCN-------------------------Teachers Registration Council of Nigeria
UBE---------------------------------Universal Basic Education
TTP---------------------------------Teacher Training Programme
HOD---------------------------------Head of Department
HND---------------------------------Higher National Diploma
M.Ed.---------------------------------Master of Education
ICT---------------------------------Information and Communication Technology
TREB-------------------------------Teachers Registration Examination Board
TSE---------------------------------Teachers Selection Examination
COEASU------------------------Colleges of Education Academic Staff Union
TSE---------------------------------Teachers Selection Examination
ISNA---------------------------------Islamic Society of North America
TTP---------------------------------Teacher Training Programme
PD---------------------------------Professional Development
CPD---------------------------------Continuing Professional Development
CPTD---------------------------------Continuing Professional Teacher Development
IPED---------------------------------Initial Professional Education of Teachers
APPENDIX (E)

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

INTERNATIONAL UNIVERSITY OF AFRICA,
KHARTOUM, SUDAN.
3rd, NOVEMBER, 2014.

THE PROVOST,
SA, ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO,
KANO, NIGERIA.

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

I am an M.Ed student at the INTERNATIONAL UNIVERSITY OF AFRICA conducting a research on “TEACHER EDUCATION PROBLEMS AND SOLUTIONS IN SA’ADATU RIMI COLLEGE OF EDUCATION KUMBOTSO, KANO, NIGERIA”.

The primary purpose of the research is to identify the problems affecting Teacher Education Programme in the College, the causes of the problems, their effects and along the line suggest possible solutions to the problems. It is my hope that this will help in improving the condition and bring about more effective teacher preparation activities for the will-be teachers.

The intended respondents for the study are the College Lecturers, Administrators and Students.

I am therefore requesting for your kind approval to conduct the study.

Attached is a copy of the research Questionnaire to be administered on the selected sample.

Your approval will be greatly appreciated.

Yours faithfully,

Researcher:

Bashir Abdullahi

Supervisor:

Professor Abdurrahman M. Kadok
APPENDIX (F)

RE: REQUEST FOR PERMISSION TO CONDUCT

THE RESEARCH

---

Prof. Abdurahman M. Kadok,
International University of Africa,
Khartoum, Sudan.

Sir,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I wish to refer to your letter on the above subject matter and notify you that the College Management has approved the conduct of the research on Teacher Education Problems and Solutions in Sa’adatu Rimi College of Education Kumbotso, Kano Nigeria to be carried out by your student researcher – BASHIR ABDULLAHI.

Accept the best wishes of the College.

Best regards.

Adamin Muhammad Dukawa
Director Studies and Monitoring

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Vision:
Production of qualitative, creative, committed and highly motivated professional teachers for Nation building.

Mission:
Provision of good, conducive and learner friendly environment for teaching and learning in the college. Provision of opportunities for capacity building and professional development for all staff. Collaboration with the immediate local communities for outreach programmes.
APPENDIX (G)

MAP OF THE STUDY AREA (KANO STATE)

KEY

Kano
APPENDIX (H)

POLITICAL MAP OF NIGERIA
IN THE NAME OF ALLAH,
MOST COMPASSIONATE,
MOST MERCIFUL
“AND THOSE WHO STRIVE IN OUR (CAUSE), - WE WILL CERTAINLY GUIDE THEM TO OUR PATHS: ALLAH IS WITH THOSE WHO DO RIGHT”

(QUR’AN /AL-ANKABUT: 69)