



Teacher Education as Panacea to National Security Challenge: A Focus on Niger State as Investigated by Teachers on Training

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Abstract

This paper attempts to examine the issue of teacher education and national security challenges, focusing on the insecurity situation in Niger state as one of the socio-economic forces that serve as constraints to peace, progress, and economic development. The present insecurity incidence in different parts of the state calls for urgent attention from both private and government organizations at all strata. The paper, therefore, discusses the concept of national security, the causes of insecurity, and its challenges. It also evaluates the importance of teacher education as the only panacea to insecurity in the state. Teacher education deserves to be encouraged and provided for students to pursue their constitutional right to be educated under normal circumstances. It's based on this that tertiary institutes such as Niger State College of Education Minna, Faculty of Education IBBU Lapai, and Faculty of Science Education and Technology FUT Minna were established around the state to crave for needed teacher education training, gender disparity and shortage of manpower in the field of teaching. Two thousand nine hundred and twenty-seven (2,927) Counselling psychology department undergraduates of Ibrahim Badamasi Babangida University constitute the population of the study, out of which three hundred and forty six (346) were randomly and stratified drawn as a sample size for the research. The study employed a survey approach. Two research objectives were raised and corresponding research questions and hypotheses were formulated. The instrument used for the study is a self-developed IBBU- Student Teacher Education Evaluation Questionnaire (I-STEEQ). Validity of I-STEEQ was obtained through face and logical validities, bearing in mind the curriculum of the teacher education (TE) programme. The reliability of I-STEEQ was sought through Cronbach's alpha formula and coefficient indices for I-STEEQ 0.75. A reliability of stability 0.79 over time was obtained through test-retest method for I-STEEQ. The data collected and hypotheses were analyzed using the chi-square statistical tool. The findings indicate some measure of agreement on the level to which the programme objectives were achieved. Conclusions were arrived at and recommendations were made on the relevance of teacher education to the national security challenge in Niger State.

Keywords: Teacher education, Nation security, Instability, Gender disparity, Students

Introduction

Teacher education at this critical moment of insecurity in Nigeria, and especially in Niger State, remains an important source of concern. If fully harnessed can address some of the drawbacks

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the state is bedeviled in respect to internal insecurity. It's common knowledge to many of us that we are lagging behind in terms of socio-economic, political and industrial development in this country. This is not because; students do not possess the requirement, abilities, or potential to undertake economic growth and development but because of uncountable reasons that are tantamount to peace and progress in any civilized entity. One such factor is insecurity which many parts of the state and the country at large find themselves. Teacher's education can provide a lasting solution to the scourge of insecurity in this state by teaching peace and conflict resolution into the curriculum and educating the potential teachers as vanguards and agents of peace. They are the nation builders who train and educate the nation. Lack of equal opportunity to education is considered one of the indices of measuring insecurity in a country, as opined by Onifade, Imhonopi & Urim (2013), saying security is an all-encompassing condition which suggests that a net work of armed forces must secure a territory; that the sovereignty of the state must be guaranteed by a democratic and patriotic government, which in turn must be protected by the military, policy and the people themselves; that the people must not only be secured from external attacks but also from the devastating consequence of internal upheavals such as unemployment, hunger, starvation, diseases, ignorance, homeless, environmental degradation, and pollution cum socio-economic injustice.

Generally, the successes of teaching and learning in any form depend largely on the expertly input and makeup of the teacher. Teaching is said to be effective when the desired changes in learners' behavior are noted in their daily activities and equally when the learners are subjected to periodic evaluations in the school by the teacher. Successful teaching and learning is the type in which the teacher is all encompassing, able to carry all the learners along irrespective of their individual differences. This can only be achieved when the teacher is good. Teacher education refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviours, and skills required to effectively perform their tasks in the classroom, school, and wider community.

It is in light of the foregoing that this paper explores the prospects and challenges of teacher education and its influence for mitigating insecurity in Niger state. The paper went further to examine the concept of national security, internal security, teacher education and etiology of insecurity in Nigeria.

Literature Review

The issue of insecurity is not alien as it has been the central focus of primitive society (Joshua, 2015). Audu, Lukman and Mohammed (2014) argued that since the end of the Cold War, there appeared to be a shift from viewing security from state center perspective to a broader view that places emphasis on individuals, in which national security, according to Iredia (2011), simply means the capacity of a state to overcome challenges confronting her. He further added that national security is not limited to military might, defense or law enforcement. It covers basic dimensions like jobs, water, and food security. National security is also seen as a state or condition in which the most cherished values of a country and the people are permanently protected and continuously enhanced. Radda (2013) opined that the concept denotes the condition or feeling of safety from harm or danger. It also means the defense and protection of value acquired (Igbuzo, 2011). Nwanegbo and Odigbo (2013) state that security has to do with freedom from danger to life and prosperity. Audu et al. (2014) explained security as any cherished value. From various explanations of security above,



Segun, Jide and Dominic (2017) posit that insecurity implies a state of vulnerability to attacks, danger or threats to people, their properties, cherished values, and the inability of the nation to protect its citizenry. Alemika (2016) postulated that insecurity could be classified into many dimensions. The most significant dimensions are:

- a. Physical insecurity- violent personal and property crime.
- b. Public insecurity- violent conflicts, insurgency, and terrorism.
- c. Economic insecurity- illiteracy, ignorance, discrimination, disease or illness, malnutrition, waterborne diseases, and exclusion.
- d. Human rights violations- denial of fundamental rights by the state or non-state actors in different states.
- e. Political insecurity- denial of good and social democratic governance.

The dimension of security, as highlighted above, is interwoven and cannot be treated in isolation as explained by (Anan, 1998). She stated that “security” means far from the absence of conflict. We know that lasting peace requires a broader vision encompassing areas such as education, health, democracy, and human rights. Protection against environmental degradation and the proliferation of deadly weapons. We also know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundation of injustice. These pillars of what we now understand as the people-centered concept of human security are interrelated and mutually reinforcing.

Condoleezza Rice, former secretary of state of the United States of America, posted that the quality of education in a nation is a direct function of a country’s national security (Ejirika, 2014). It means education is as important as national security. The Boko Haram insurgency has become a festering sour because the Nigerian military is fighting 21st century Islamic military insurgency with nineteenth century military education (Ejirika, 2014). One-time minister of education, Rukayyatu Ruffai, according to Orikpa (2013), advocated for reform of the education system as a means of curbing insecurity challenges confronting Nigeria. The minister canvassed for a total overhaul of the Curriculum at all levels of education to provide recipients a kind of education that focuses on the development of the mind, soul and body taking into cognizance the need of the country. Suffice to say that the essence of education is to develop individuals so that they can become effective and efficient in what they like to do and also play their role in the advancement of the society where they are. Orikpe (2013) avers that education plays a critical role in changing the behavioural pattern of citizens to the desired direction.

Concept of National Security

National security is the requirement to maintain the state's survival through economic power, diplomacy, power projection, and political power. The concept developed mostly in the United States of America after World War II. Initially focusing on military might, it now encompasses a broad range of facets, all of which impinge on the nation's non military or economic security and the values espoused by the national society. Accordingly, to possess national security, a nation needs to possess economic security, energy security, environmental security, etc. Security threats involve not only conventional foes such as other nation-states but also non-state actors such as violent, narcotic cartels, multinational corporations, and non-governmental organizations; some



authorities include natural disasters and events causing severe environmental damage in this category. Measures taken to ensure national security include: using diplomacy to rally allies and isolate threats, marshaling economic power to facilitate or compel cooperation, and maintaining effective armed forces implementing civil defense and emergency preparedness measures.

According to Ninalowo (2003), Nigerians do not feel safe anywhere at home, at work, on the highway, at the airport and even within the hallowed precincts of places of worship. The struggle for survival among the people in the society today has led to social injustice, terrorist activities, corruption, exploitation, domination, misrule, abject poverty, and other vices that have contributed to social, economic and political insecurity in society.

Internal Security

According to Dines (2014), human security (internal security) means state security; given that people in states are of different religions, and races, with economic inequality, it becomes highly important to secure a state from the inside first, which is directly related to the security of persons in the state. Because any terrorist attack, disaster, or riots within the state can create chaos and divide people. Some states are divided by thick walls and some states don't have any fence or borders, so in no time, state security can fall into danger from outside as well as from inside state. The more a state unites from inside by providing human security, it can then concentrate on state security.

For Zarak (2017), security is necessary for a functioning state. When you have a functioning Judiciary, Executive, and Legislative branches, security in the state is guaranteed. Security empowers these branches to make a nation productive and economically stable. Without security, there is no functioning state which leads economy into ruins.

Etiology of Insecurity in Nigeria

The following are several causes of conflict and insecurity in Nigeria.

1. Differences in ethnic and religious affiliation
2. Do or die Politicking
3. Widespread corruption
4. Lack of equity in the shearing of natural endowment
5. Proliferation of unemployed youths
6. Poorly managed security system
7. Porous frontiers
8. Farmers and herdsmen
9. Insurgence
10. Armed banditry/ Cattle rustling

Catalogs of Insecurity in Niger State

Niger State is located in Nigeria's middle belt region and the country's largest state. The state's capital is Minna. Other major cities are Bida, Kontagora, and Suleja. It was created in 1976 when the then North-western State was divided into Niger State and Sokoto State. Niger State has land mass Area of 70,955km.² The State is bounded to the south by the Niger River. It is also bordered by the States of Kebbi and Zamfara to the north, Kaduna to the north and northeast, FCT



and Kogi to the east and southeast, and Kwara to the south. Niger State is divided into 25 local government areas, with a population projection in 2016 at 5,556,200 and size of 78.31km.² The potential land mass and forest reserve across four local governments of Mashegu, Munyan, Rafi and Shiroro in the state make Niger State a safe hideout for terrorists, bandits and cattle rustlers from other parts of the country and neighboring countries to settle and unleash terror to Nigerlites.

In recent times, the state was trapped in the waves of insecurity in the form of cattle rustling and banditry as a result of the state's proximity to the northwest. According to ACAPS (2020), Banditry violence has affected the population living in Nigeria's Niger, Kebbi, Sokoto, Kaduna, and Katsina states in the northwest. About 21 million people living in these states have been exposed to insecurity from the activities of bandits. Unconnected to the Boko haram insurgency in the northeast, the banditry began as a farmer/ herder conflict in 2011 and intensified between 2017 to 2018 to include cattle rustling, kidnapping for ransom, sexual violence, and killings. The violence has affected about 35 out of 92 local government areas in four states. By and large, bandits in large numbers have invaded Shiroro local government area of Niger state, wreaking havoc all over the place. They attacked more than five communities in Erena axis, including Rafin Sanyi, Yelwa, Farin Doki, Gotupe and Galkogo communities. They escaped with dozens of cows and kidnapped about six persons. Other places attacked include Kagara environs in the Rafi local government area of Niger state. According to Sahara Reporters (2020), locals revealed that the attacks have been going on for months and security operatives and even state and federal governments have both failed to address the situation.

According to Abubakar (2020), a police officer and five others were killed in bank robbery in Kagara of Rafi local government area of Niger state. Residents said gunmen numbering about 100 stormed the town on motorcycles, wielding sophisticated weapons. They said they rode straight to a First Bank branch and engaged armed security personnel in a fire. The gunmen also abducted many residents during the attack. Banditry has been a long-running scourge for residents of the area. In Niger State, between 2011 and June 2020, over 582 people were killed in attack.

According to Nasir (2020), suspected bandits killed 29 security operatives in Niger. The victims were members of the joint security patrol team comprising officials of the Nigerian Army, the Nigerian Police Force and the Nigerian Security and Civil Defence Corps (NSCDC). The attack occurred around Galkogo Forest, in Shiroro Local Government Area of Niger State.

According to Chinwendu (2020), Niger State is one of the few states, including Kaduna, Plateau, and Kogi States in news lately, not for rare achievements or developmental breakthrough but for being in the throes of armed bandits or grappling with security challenges causing untimely deaths of hundreds of innocent citizens, and as well destructing their entire life earnings. According to the State governor Alh. Abubakar Sani Bello, who a fortnight ago enumerated the difficulties in getting rid of the criminal elements which have so far overrun four local government councils, namely Rafi, Munyan, Shiroro, and Mariga.

According to Gardaworld (2020), bandits carried out an attack in Shiroro and Rafi local government areas (Niger State) on April 14-15, killing at least six people. The attacks occurred in Manta in Shiroro local government area, where five people were killed and five other people wounded, while Madaka in Rafi local government, one person was killed with multiple other people wounded. At least 600 people were displaced due to the attacks. Bandits reportedly entered the locations and began shooting sporadically.



According to Talatu (2020), Niger State has its fair share of this mayhem and arson as no day or week passes without one form of arrack or the other. There is no gain in saying that the state is under siege by criminal elements. The point must be laid bare that most of these bandits are not domiciled in Niger State. They came from these neighboring states, inflict pains and go back. The economic cost of insecurity in Niger State is enormous, to say the least, as bandits cart away and plunder the valuables of their victims. People are not entirely free to carry on any their farming and other economic or occupational activities.

According to Abdulwahab, Fasanya, Kareem, and Dolapo (2019), livestock is a major component of agriculture activities practice in Niger State. It's also a source of income and a form of food security for the farmers. Increasing attacks by cattle rustlers have disrupted the stability of pastoralists within the communities in the state. The finding also revealed that cattle rustling was a major and rising threat to pastoralists' livelihood and to the country's security in general since the act of rustling could trigger the proliferation of illegal arms and ammunition into the country.

Government Interventions

According to Laleye (2020), following the escalation of insecurity in parts of Niger State, particularly in Rafi, Magama, Shiroro and Munya Local governments, the Nigerian Army has established a camp in Kotonkoro to tackle bandits and kidnappers. In recent times villages in the areas bordering Niger and Kaduna States have come under attack by bandits and kidnappers as well as cattle rustlers, making life unbearable for the people as well as truncating social and economic activities of the people in the communities. The Camp, which is well-manned and equipped, is tagged "Super Camp" and is believed to be the "right answer to insecurity in the area."

According to Jibrin (2019), Niger State governor, Alhaji Abubakar Sani Bello, has visited internally displaced persons (IDPs) in Kagara and Pandogari camps in Rafi Local Government area of the state. He assured them of the administration's determination to provide adequate security as well as ensure that they exercise their fundamental human rights to participate in the 2019 General Election. According to Kingsley (2020), the defense headquarters said that the air strikes executed by the air component of Operation Gama Aiki at Kasuwan Ango community in Mariga local government of Niger State has resulted in the disruption of the activities of a group of armed bandits, including two foreigners operating in the area.

According to Talatu (2020), worried by this development, the Niger State Governor, Abubakar Sani Bello decided to embark on a number of measures aimed at addressing these security challenges that are almost bringing the state and the people to their knees. The governor, at a stakeholder's interactive session on the general affairs of the state in Minna, recently acknowledged that the issue of security has become a thing of concern to the government. Therefore, it is considered necessary to reassess commitments and reconsider its strategies through the stakeholders' round table discussion.

The main vide of this paper is to help and assist the potential teacher in being educated on how best to utilize teacher education as a vehicle for promoting sustainable peace and mitigating internal security challenges in Niger state and Nigeria. Teaching is becoming more significant to many, especially in situations of creating employment opportunities, and mass enlightenment. It's important to use this opportunity to curb the waves of insecurity challenges in the state.



Teacher Education

In line with the hypothesis, no education system may rise above the quality of its teachers; teacher education shall continue to be given major emphasis in all educational planning and development. According to NPE (2004), the goals of Teacher Education shall be to: Produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;

- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers fit into the community and society's social life and enhance their commitment to national goals.
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation;
- Enhance teachers' commitment to the teaching profession.

The above goals of teacher education make teachers suitable as a role model to use teaching as an instrument to fit into social life and enhance commitment to a national goal such as curbing the ongoing crisis as a result of insecurity challenges ravaging the state.

Teacher education is a concept made up of teacher and education. According to Fafunwa (1982), education comprises all the efforts, consciences and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's needs as well as the need of society where the programme is based.

Kolo (1991) sees teacher education either as a continuous process of pre-service teacher training undertaken by institutions of higher learning with departments in charge of education in Nigeria or as a conscious and deliberate efforts intended to improve the efficiency of those to be charged or are already charged with the responsibility of training children in schools. It is otherwise known as teacher training, it is beyond reasonable doubt that it is the key to national development. This is so because, according to Afe (1993), teacher is that component of any educational system charged with the education and training of teachers to acquire the competence and skills of teaching for the improvement in the teacher for the school system. He assumes various capacities as an educator, instructor, tutor, lecturer, professor, etc. He is the mainstay of the educational system.

Teaching is the "Conscious and deliberate effort by a natured or experienced person to impart knowledge, information, skills, attitude, beliefs, etc. to an immature or less experienced person with the intention that the latter will learn or believe what he was taught on a rational basis (Tella, 2005). Similarly, Ukege (1998) defines teaching as "a systematic presentation of facts; ideas; skills; and techniques to pupils or students or any learner." It, therefore, follows that for any activity to qualify as teaching, it has to be performed intentionally and in accordance with professional principles. However, through effective teaching, teacher education, the national values, norms and peaceful coexistences would be inculcated in the mind and life of all citizens of the country. Thus students learn how to live harmoniously and respect individual differences through education.

Statement of the Problem: The foundation of educational development in Nigeria is laid on an academically qualified and professionally competent teachers. To carry out their job successfully in schools, teachers must be sufficiently well trained. The training should include teacher education, adequate special intervention skills that make the teachers relevant in educating students the needs to embrace peace and ensuring dialogue among disagreeing members of the community, from



diver's religious views and political affiliations and tribal or ethnic groups in times of crisis or insecurity in the state.

Objectives of the study: The following objectives guide the study. The study intends to find out:

- I. The extent to which teacher education can create public awareness and social enlightenment among rural and urban university students' in curbing incessant crisis in Niger state.
- II. If there is a difference in the opinions of male and female university students about the relevance of teacher education in curbing insecurity challenges in Niger state.

Research Questions: Four research questions should guide the outcome of this research. They are:

- I. To what extent can teacher education create public awareness and social enlightenment among rural and urban university students' in curbing incessant crisis in Niger state?
- II. Is there difference in the opinions of male and female university students about the relevance of teacher education in curbing insecurity challenges in Niger state?

Hypotheses: Three hypotheses were tested and analysed

11. There is no significant difference in the opinions of urban and rural university students about the relevance of teacher education as a measure of creating public awareness and social enlightenment to curb the incessant crisis in Niger state.
12. There is no significant difference in the opinions of male and female university students about the relevance of teacher education in curbing insecurity challenges in Niger state.

Methodology

The design of the study is a descriptive survey. It is a design where opinions of respondents were sample and facilities were accessed based on what has been collected. This is due to the fact that descriptive survey research tries to determine the current status of the phenomenon under investigation. Bichi (2003), Sambo (2005), and Mayer (2006) observed that a survey is a descriptive research design.

Population of the study: The population comprises all undergraduates of the Counselling Psychology Department, Faculty of Education and Arts in Ibrahim Badamasi Babangida University, Lapai. That is two thousand nine hundred and twenty-seven (2,927) (Field work survey).

Sample Size: Reflecting on the target population, the researcher resorted to considering samples that adequately represent the entire population. Therefore, three hundred and forty-six (346) respondents were randomly and stratified selected as a sample. Two hundred and thirteen (213) male and one hundred and thirty-three (133) female students, out of which two hundred and thirty (230) reside in urban areas while one hundred and sixteen reside in rural areas.



Sampling Technique: The study aims to obtain sufficient data from respondents using a simple and stratified random sampling techniques covering all the Counselling Psychology students from level 100- 400 in the faculty of education and arts.

Data Collection Instrument: The study employed self-developed instruments known as IBBU student teacher education evaluation questionnaire (I-STEEQ). The items in I-STEEQ were generated from Teacher Education curriculum and other developing items about peace and dialogue as parts of student's academic performance and achievement objectives. Fifteen (15) items questionnaire was developed and divided into two (2) parts and sections. Part one: consists of five (5) items questionnaire dealing with student's Bio data. Part two: Section (A) consisted of five (5) items dealing with student's academic performance/achievement. Section (B) consisted of five (5) items questionnaire to elicit information on peace, dialogue and education objectives. All items were scored on two (2) a point's Linkert's type scale based on Agree and Disagree.

Results

H₀: 1 there is no significant difference between urban and rural university students on the relevance of teacher education as a measure of creating public awareness and social enlightenment to curb the incessant crisis in Niger state.

Tables 1. Opinion of rural and urban university students on measures enhancing public awareness and social enlightenment in curbing incessant crisis in Niger state.

<i>Students</i>	<i>Headsmen/Banditry</i>	<i>Religious</i>	<i>Gov't Intervention Measures</i>	<i>Total</i>
<i>Urban</i>	72 (67.87)	71 (71.82)	85 (88.30)	228
<i>Rural</i>	31 (35.13)	38 (37.17)	49 (45.69)	118
<i>Total</i>	103	109	134	346

Source: Questionnaire, $X^2 = 1.01$, $df = 2$, $P = 0.05$, Critical value = 5.991.

Table 1 above presents chi-square computation on location and public awareness. This result shows a calculated X^2 value of 1.01 at $df = 2$ ($P = 0.05$). These indicate no significant difference since the calculated value is less than the critical value. Therefore, H_{01} , which states there is no significant difference between rural and urban university students on the relevance of teacher education as a measure of creating public awareness and social enlightenment in Niger state, is accepted.

H₀: 2 There is no significant difference between male and female university students on teacher education's relevance in increasing the number of trained teaching personnel in Niger state?

Tables 2. Opinions of Male and Female university students on the relevance of teacher education in increasing of teaching personnel in Niger state.

<i>Students</i>	<i>Headsmen/Banditry</i>	<i>Religious</i>	<i>Gov't Intervention Measures</i>	<i>Total</i>
<i>Male</i>	64 (65.25)	82 (76.95)	67 (70.79)	213
<i>Female</i>	42 (40.75)	43 (48.05)	48 (44.20)	133
<i>Total</i>	106	125	115	346

Source: Questionnaire, $X^2 = 169.97$, $df = 2$, $P = 0.05$, Critical value = 5.991



Table 2 above presents chi-square computation on gender and the increase in teaching personnel. This result shows a calculated X^2 value of 169.97 at df 2 ($P=0.05$). These indicate a significant difference since the calculated value is greater than the critical value. Therefore, H_0 , which states there is no significant difference between the opinion of male and female university students on the relevance of teacher education in increasing the number of trained teaching personnel in Niger State was rejected. The findings can be summarised as:

1. There is a significant difference between urban and rural university students in the opinion that teacher education creates public awareness and social enlightenment in Niger state.
2. There is no significant difference between male and female university students in the opinion that teacher education increases the number of trained teaching personnel in Niger state.

Discussions

The finding of this study reveals that there was a significant difference between urban and rural university students on the opinion that teacher education creates public awareness and social enlightenment because the result indicates that the urban had a higher level of awareness than the rural students. Teacher education exposes intending teachers to many experiences due to their awareness and enlightenment. This is transformed to changes in behaviour that modify their characters to differentiate between the rights and wrongs, dos and don'ts. These are embedded in a school curriculum. According to Fafunwa (1972), a good curriculum is the total environment in which education takes place, i.e learner, the teacher, the subject, the content, the methods, the physical and psychological environment.

The finding of this study reveals that there was no significant difference between male and female university students on the opinion that teacher education increases the number of trained teaching personnel. This finding corresponds with the opinion of Baïke (2002), who states that there are two sides to the staffing of school system; the recruitment and preparation of teachers and their further training and retention once they are employed. In the same vein, Mohammed (2012) states that teacher education in 1969 saw the rapid development of teacher training as many more institutions of teachers training were established. Advanced Teacher Training Colleges of Education, Colleges of Education, and the faculty and institute of education in Nigerian Universities offered various types of certificates and degrees to intending teachers.

Conclusion

From the findings of this study, the following conclusions were made:

There is a difference between rural and urban university students in their levels of public awareness and social enlightenment. There is no difference between male and female university students opinion that teacher education creates more trained teaching personnel. There is no difference between married and unmarried university students in their opinion that teacher education curbs incessant insecurity challenges.



Recommendations

For Niger state in particular and Nigeria, in general, to significantly reduce security challenges, the following recommendations are made:

1. Education should be prioritized in the scheme of things at all levels of governance. The so-called advanced nations spend quality time and funds to put their education right.
2. The curriculum of Teacher Education must be all-encompassing to cover all that needs to be taught in schools. Since it's beyond reasonable doubt that it is the key to national development.

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