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1. Editorial Policy

Anyigba Journal of Arts and Humanities (AJAH) publishes well-researched articles in the Arts and Humanities. Original scholarly papers will be given due preference. Two prominent scholars refer all manuscripts anonymously. The editors are more inclined to inclusive language. Contributors are thus urged to avoid exclusive language. The world is, no doubt, becoming more and more pluralistic. All efforts should, therefore, be directed at uniting rather than dividing the world.

2. Submissions

Manuscripts should be submitted in duplicate (the original and another copy). An electronic version (the article in a CD-R disc) should equally be forwarded to: The Editor, *Anyigba Journal of Arts and Humanities*, Faculty of Arts and Humanities, Kogi State University, P. M. B. 1008, Anyigba, Nigeria. A self-addressed, stamped envelope should also be included. Articles could as well be directly forwarded to our e-mail address: ajahanyigba@yahoo.com Papers for submission should not be more than fifteen to twenty typewritten double-spaced pages, including the references, charts, tables and any other attachments.

3. General Guidelines

Anyigba Journal of Arts and Humanities now uses the guidelines set out in the Modern Language of America Publication Manual (MLA, 2003 edition). You acknowledge your source(s) by keying brief parenthetical citations in your text to an alphabetical list of works that appears at the end of the paper. The brief parenthetical citations could appear as follows:

- i. Marcus has argued this point (178-85).
 - ii This point has already been argued (Marcus 178-85).
 - iii. Others like Kolo and Ndubuisi (210-13) hold the opposite point of view.
- If, however, more than one work of an author is in the list of works cited, a shortened form of the title may be given as follows:

(Marcus, *Survey* 197).

The list of all cited works should appear at the end of the study in

alphabetical and chronological (where applicable) order(s), e.g.

i. **BOOK:** Marcus, Sibyl. *A Survey of Musical Instruments*. New York: Harper, 2000.

ii. **JOURNAL ARTICLE:** Alana, Olu E. "Jesus' Sabbath Healings: A Theological Commentary." *Uma: Journal of Philosophy & Religious Studies* 1. 2 (August 2006): 192-204.

(Note that a journal article, in a list of works cited, normally carries the total page numbers occupied by the article. This is also true of a chapter in an edited work).

4. Indented Quotations

All indented quotations in manuscripts to be submitted to the editors are to be italicized.

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Presenting the issue

This December 2011 issue of *Anyigba Journal of Arts and Humanities (AJAH)* features articles from Arabic Language and Literature, Christian Religious Studies, English Language and Literary Studies, History and International Relations, Islamic Studies, Philosophy, Theatre Arts and Public Administration.

The issue as usual presents well-researched, focused and articulated contributions from scholars across the Nigerian Universities, which are aimed at enriching our readers. It is our considered view that the various articles featured in this issue will generate insightful academic discussions.

Olu Emmanuel ALANA
Editor

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PECULIARITIES, CLASSIFICATION AND ADMINISTRATION OF *TAFSĪRU 'L-QUR'ĀN* IN OYO STATE, NIGERIA: A CASE STUDY OF FIVE SELECTED TOWNS

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Introduction

Since Qur'ān was revealed in a pure Arabic tongue "in the perspicuous Arabic tongue" (Q: 26: 195) and most of the adherents of Islamic faith are not Arabs, there is the need for explicit information called *tafsīr*. It is important to note that Islam is always accompanied by Arabic as its twin sister. It becomes expedient for a Muslim to be knowledgeable in Arabic. Thus, it becomes imperative for people who are not Arabs to learn how to read it as well as to engage in its science of translation and interpretation. Therefore, non-Arab Muslims all over the world do need the in-depth knowledge of the Qur'ān to understand Islam, know its meaning, and to be able to put its teachings into practice.

It was reported that the companions of the Prophet (SAW) usually asked from him the meaning of some Qur'anic words and statements that were not clear to them even though they were Arabs and the Qur'ān was revealed in their native tongue. Bukhari and Muslim reported that when (Q: 6 82) was revealed, the *Sahāba* (Companions) rushed to the Prophet (SAW) and said, "Oh! Prophet of God, which of us can avoid confusing his belief with wrong doing?" He replied: "It is not as you comprehend it, the wrong doing here in this verse is tantamount to that in the statement of God; verily to associate any partner with God is the most grievous wrong doing" (Q: 31: 13).

Generally, the aim and objective of *tafsīr* of the Qur'ān in Yorubaland is to enlighten the Muslim community. In this respect, the only approach that scholars could adopt in this endeavour is the running of the commentary by means of one's personal view, with references mostly to the book of Jalālayn of Suyuti and Mahalli and the book of Ibn Kathir in *tafsīr*. The Qur'ān is more recited, especially in Nigeria during the month of Ramadan because its revelation is believed to have begun during that month. In order to maximize the enlightenment, Ramadan *tafsīr* sessions

CHALLENGES OF TEACHER PREPARATION IN NIGERIA: A CASE FOR TEACHER EDUCATION REFORM

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Introduction

In discussing the issues pertaining to teacher education in Nigeria today, it is pertinent to consider the present day Nigeria society within which the Nigerian teacher and his students operate. Nigeria has a population of over 170 million representing one-fifth of Africa's population. The implication of this is that Nigeria abounds in both human and material resources which are yet to be fully developed. Not only this, there are many ethnic groups, languages and cultures that need to be harnessed together to foster unity for national development. The school which is one of the main agencies for cultural transmission has the job of equipping the child for effective participation in the economic, social and political life of this changing society. In other words, it is expected that the child should be able to think critically, communicate effectively, make relevant judgments, play his part as a useful member of his immediate and extended family, appreciate his role as a citizen of sovereign country, appreciate his cultural heritage, develop economic efficiency both as a consumer and as a producer of goods, acquire vocational skill, recognize attitudes towards problems, understand his own environment and the world outside his own and above all, live and act as a well integrated individual. (Fafunwa, 1969)

The above comprehensive task for school, places a Herculean task on teachers for the realization of the tasks. Hence, the need for quality teacher training programme.

The establishment of colleges of education through the Ashby commission report of (1960) marked the beginning of proper teacher education and its professionalization in Nigeria (Fafunwa, 1969). The College of Education is expected to train teachers that would be able to meet the demands of the Nigerian child (as listed above). It is very important to note that each college of education was affiliated to a

university, which moderated its curricula and examinations and ensured that the NCE was academically equal to the advanced level of the GCE for the purpose of admission into a University. The NCE became an alternative qualification for admission into a Nigerian university, especially for the B. Ed or the B. Sc. (Education) and B.A (Education) degrees (Taiwo 1980). This paper attempts an appraisal of the problems confronting teacher education in Nigeria, especially at the College of Education level and shows the implications for the production of adequate quality teachers for the country. Suggestions are then made for the improvement of teacher education which is the bedrock of national development.

Aims and objectives of Teacher Education in Nigeria

Teacher education in line with the above therefore, can be seen as a set of events and activities which are deliberately intended to help candidates to acquire skills dispositions, knowledge, habits, attitudes, values, and norms which enable the prospective teachers to enter the occupation of teaching. It can also be seen as acquiring the requisite knowledge and the sense of occupational norms typical of the fully qualified professionals. (Kantix 1980)

The aims and objectives of teacher Education in Nigeria should be to provide a teacher who can adequately cope with the monumental task that lies ahead of him, that is, he should be well educated in that he should have a good general education, specialized knowledge and professional training. The training should be such as to make him willing to enter into the spirit of the new Nigeria, willing to share new information and skills, with his fellow teachers and pupils, seek knowledge on his own initiative, and above all be flexible and willing to experiment and unafraid of failure with his fellow teacher and pupils. Among other aims and objectives that should be employed are the production of enough indigenous teachers to man all our schools as soon as possible, and the production of well structured teaching course that is capable of ministering to the needs of bright, average, and slow children. It is said that: A poor teacher tells, an average teacher informs, a good teacher teaches, but an outstanding teacher inspires. The above aims and objectives of teacher education are summarized in the National Policy on Education (*Federal Republic of Nigeria, 2005*), which are as follows.

1. To provide highly motivated, conscientious and efficient 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 social life of the community and society at large and to enhance their commitment to national objectives.
4. To provide teachers with the intellectual and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.
5. To enhance teacher commitment to the teaching profession.

These aims can be adjudged plausible and robust but it must be mentioned however that there are certain shortcomings in the teaching profession. It is pertinent at this juncture to consider the efforts put in place by the Nigeria Commission for Colleges of Education.

The Role of Nigerian Commission for College of Education

The Nigerian Commission for College of Education was inaugurated in 1989 to ensure quality training of teachers and to harmonize the NCE programmes in colleges of education so as to sever the colleges from exploitive affiliation requirements. According to Isyaku (2005), certain strategies were put in place for quality assurance. These include fashioning out PRE-NCE syllabuses to guide all institutions for the admission of candidates into the programmes. This was as early as 1992 and by the year 2002, converts and harmonized minimum standards, Pre-NCE curricular were in place to demonstrate the commission's positive responsiveness to change (NCE, 2002). The Pre-NCE programme is thus meant to meet admission needs of students' new course.

Secondly, the resource inspection and advisory visit was also put in place to visit a proposed college of education to be established by a proprietor or new programmes to be mounted. This team was made up of NCCE academic programmes specialties that take stock of staff, equipment, materials, structures, facilities and appraise the same in order to advise the proprietors or colleges on their strengths and weaknesses.

Thirdly, there is an accreditation exercise put in place as a quality control measure which ensures that the minimum standards provisions are strictly adhered to. These provisions relate to philosophy and objectives, curriculum, academic regulations, admission requirements, evaluation of students performance, students evaluation of teaching structures, equipment and facilities, external examination system, staffing, administration of department, staff development, infrastructures,

laboratories, studios, workshops, classrooms, lecture theaters, office accommodation, utilities, safety and environment, funding of library and student and staff welfare. The commission carried out the list of accreditation exercise between July 1993 and June, 1994. This has continued uninterrupted and has produced accreditation and approval for the nation's 75 NCE awarding institutions (NCCE 2002).

Fourthly, the commission also initiated teacher service-corps scheme which sees to the posting of teachers for a two-year service scheme. This is to balance the lopsidedness in teacher utilization and turn-over patterns. While there are gluts in NCE teachers produced in some parts of the country, other parts are experiencing serious teacher drought due to poor national planning. This scheme tends to even out these problems and offer preparatory employment for the young teachers.

Another effort made by the NCCE commission to ensure quality among the College of Education is the revised and revitalized NCE minimum standard. Two new subjects were introduced into the curriculum as compulsory under general studies these are compulsory computer literacy education and general mathematics. These are to be offered by all NCE students between 100 and 200 levels.

These and many others are the giant stride taken by the NCCE commission to provide a slide growth for the full realization of the aims and objectives of NCE Teacher Education in Nigeria.

The present problems

In spite of the numerous efforts of the NCCE to ensure quantity and quality control in the nation's COE, certain serious problems are militating against the full realization of the aims and objectives of the teacher education in Nigeria.

According to Okebukola (2007), the quality of teachers produced from our universities and colleges of education has observed a steady decline in the last 15 years owing to a combination of inordinate drive for internally-generated revenue from poorly-qualified students; overload with education courses in the teaching subject; and inadequate exposure to teaching practice. He also identified the following as the major need areas in the teacher education in Nigeria

- The intended curriculum for pre-service training of teachers is of good quality; however the gap between the intended and the implemented curriculum is rather wide.

- The content knowledge base of many graduate teachers produced in the last 15 years is weak, as a consequence, we are producing teachers who are poor in their teaching subjects notably science, technology, mathematics and English language.
- ICT usage in teacher education and in the instructional delivery process is low since over 60% of teacher trainers have low ICT competence.
- Areas where innovations are needed are in the input, process and product dimensions of teacher education.
- The innovation in the setting up of the Teachers Service Corps is commendable.
- In the input area, we need to be innovative in motivating students to elect education as an area of study in the universities; attracting better quality staff, and tailoring the curriculum to produce what can be called "modern-day" teachers.
- In the process area we need to innovate in the manner teacher education is delivered especially using ICT platforms; also in the conduct of teaching practice and in the evaluation system.
- In the product dimension, we should be innovative in setting quality assurance standards and in the relation of teachers.
- Good practices can be gleaned from the UK and the US especially regarding the use of ICT in education, certification (or licensing) and de-certification of teachers and periodic renewal of such licensing(8).

The absence of in-training service for the lecturers is a serious problem also. One of the cardinal objectives of teacher education in Nigeria is- To provide teacher from the intellectual aid professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world. The production of good teachers is through both the pre-service and in service training. Those who decide to proceed directly from secondary to any of the teacher training institutions leading to the award of the Nigerian Certificate in Education or the Bachelor's degree in Education were given to teachers who are already in the education system to update their academic and professional competencies.

Ogunu as cited by Momoh (1999) identifies four specific purposes of in-service education. They are:

1. Continuing Learning i.e a deliberate effort to translate the knowledge, understanding, and generalizations of the pre-service programme into successful and constantly improving professional practice (50).
2. Remedial Function i.e filling the gaps mentally left by the pre-service programme, however good it may be (51).
3. Keeping Pace with Change i.e helping the teacher trainers to keep abreast of new proposals and their educational implications. It is important for the trainers to learn of the new knowledge, idea, and theory stemming from research and educational practice, and the proposals being made for changes in materials, methodology and organization (51).
4. Increased efficiency i.e helping to increase the teacher's efficiency in the day-to-day functioning of schools (51).

Momoh (1999) also asserts that the in-service education programme is not only a tool for progress; it is also a symbol of faith in the improvability of the individual. He further identifies problems of in-service training as failure to relate in-service programme plans to genuine need of the staff, need of staff participations, failure to select appropriate activities for implementing programme plans and failure to implement in-service activities with sufficient staff and other resources to ensure effectiveness (45).

Another problem identified with teacher education in Nigeria is dwindling interest in educational research. Educational research, as defined by Sampsons (1998), is an investigation undertaken in order to discover new facts or get additional information about an existing fact that is related to better livelihood for mankind, knowledge or learning (68). The College of Education is the producer of the much needed middle man power to service the nation's primary and junior secondary schools. It has been observed that majority of their tutors are mainly first degree or master degree holders, as a result more emphasis are placed on teaching more than on research over the years, but now just like their counterparts in the Universities, there is need to publish paper or remain stagnant in the same grade level. It is a known fact that research develops and broadness the mind of the researcher, who in turn is obliged to impart his discovery or new knowledge to the pupils, which is usually done through the lecture process. For a better future and advancement of science and technology, the educational system must be energized by new discoveries based on research. The major problem facing

educational research in the Nigeria Colleges of Education is inadequate funds and grants, lack of essential research laboratories, workshops e.t.c. that would permit and accommodate a well designed research work.

Another problem militating against the full realization of NCE objectives is the issue of large class. Overcrowded class is a common feature of most Nigerian Colleges of Education. The teaching especially in General Studies and Education courses becomes a tedious job and a mere formality, a matter of routine with little or no attention paid to the proficiency level attained by the learners. The sharp increase in the enrolment of learners call for a corresponding recruitment of qualified lecturers, which further call for corresponding availability of classrooms, laboratories, instructional materials, textbooks, libraries, staff training and conferences, This will determine the level of quality education associated with growth (Davidswift, 1976).

Also, lecturers lack both moral and professional confidence in their work. Most of them handled their lectures in a manner that can raise questions as to whether they are qualified or not. The activities exercised by a lecturer depend largely on his professional qualification. His moral confidence is his consciousness of what is right only, and the belief that what he is doing is right and improves on his ability to do it no matter what it will cost him. He exercises both his professional and moral confidence by studying the policy and the objectives of teacher education and he works assiduously towards the realization of these objectives. The standard of teaching is viewed mostly from measurable attributions of teaching such as knowledge and skills and also immeasurable ones such as ethical and the moral aspect of teaching. Moral and professional confidences empower the lecturer to do the right thing and ignore any inhibition to the success of his mandate as teacher trainers. They will thus work relentlessly to achieve the set goals.

Another problem as identified by Isyaku (2005) is the issue of employment which is making NCE holders to become endangered species. All the NCE awarding institutions turn out an average of about 30, 000 qualified NCE teachers annually, but in the last decade not up to 8% of these NCE holders are employed (50). This is because most proprietors/proprietress and some Local Governments prefer unqualified school certificate failed people to qualified NCE holders because they pay very cheap salary to them (the unqualified teachers). There are many qualified NCE graduates still roaming the streets looking for job.

There is also imbalance in the distribution of NCE teachers across the country. For instance, there is paucity of teachers in the northern part of the nation while there are gluts of trained NCE and graduate teachers in the southern part. However, unless these NCE holders are willing to take up contract appointments, they are hardly employed by the states that need them most. It is sad to continue producing teachers who are denied employment.

The problem of disparity in the salary and the working condition of the state and federal colleges of education is also affecting the general output of some lecturers. The lecturers especially those in state COE are faced with poor working environment and lack of adequate facilities for work, e.g, decent staff offices, well furnished modern laboratories, journals, scientific equipment, research and teaching materials e.t.c. All these deficiencies reduce the level of efficiency of the lecturers.

The apathy towards electing teaching as a profession as observed by Okebukola (2007) is another big problem confronting teacher education in Nigeria. This has resulted in shortage of genuinely interested candidates into Colleges of Education and Education faculties. The growing trend is to offer admission to students with only two or three credits or low-end credit -level passes in the SSCE who "have no where else to go". Consequently, many COE departments are filled with very poor students and many faculties are populated by the holders of the Nigerian Certificate in Education who managed to get five credit-level passes at two sittings at the Senior School Certificate Examination (SSCE). The teachers in the school system in Nigeria are drawn from the products of Faculties of Education and degree-awarding Colleges of Education which had enrolled this group of candidates (9).

Implications for teacher education reform

Innovation in curriculum development

The need to improve teacher education in the Nigerian university system was the basis for the conduct of a Needs Assessment Study in 2004. The primary purpose of this study was to determine strengths and weaknesses of the Minimum Academic Standards in Education through an assessment of on-the-job performance of first degree holders in education. The objectives of the study were to:

- determine the strength in knowledge and skills of graduates of Education from the Nigerian university system;

- determine the deficiencies/gaps in knowledge and skills of graduates of Education from the Nigerian University system;
 - identify factors in the curriculum and curriculum delivery process that account for deficiencies/gaps in knowledge and skills of Education graduates;
 - suggest modification to the curriculum and curriculum delivery process in education that will remedy the deficiencies and bridge the knowledge, skills and attitude gaps;
 - assess the needs of the Nigerian society for education graduates; and
 - Identify current developments and future directions in degree programmes in education worldwide.
- Participants in the study identified a number of weaknesses that Education graduates exhibit after graduation. A listing of these weaknesses includes:

- Inadequate exposure to teaching practice (lack of practical skills)
- Poor classroom management and control
- Shallow subject-matter knowledge
- Poor computer skills
- Inability to communicate effectively in English
- Lack of professionalism (launching pad to greener pastures)
- Lack of self-reliant and entrepreneurial skills
- Poor attitude to work

Participants in the study made a number of suggestions for the review of the current Minimum Academic Standard for Education. The suggestions are summarized as follows:

Reduction in the load of Education Courses: It was proposed that Education courses for those wishing to be subject teachers should be a maximum 15% of the total course load. For instance, if the total number of units (TNU) for a 4-year degree programme is 120, all Education courses from 100level to 400level should not exceed a total of 18 units. Interview data showed preference for the spread of the 18 units course shown below.

Foundation courses (Psychology, History, Curriculum, and Philosophy) = 4

- Methodology courses = 8
- Teaching practice = 4

- Project=2
- Total=18

Increase in the load of Teaching subject Courses: In order to ensure proper grounding of graduate teachers in their subject area, it was proposed that 80% of the course load should be assigned to courses in the teaching subject(s). Courses that relate to SSCE topics that students find difficult to learn should be made compulsory for the teacher trainees.

More time for teaching practice;

A minimum of 12 weeks of full contact teaching practice should be implemented for effective preparation of graduate teachers. One one-year teaching practice is ideal. In most universities, in spite of the provision for a 12-week Teaching practice, actual practice lasts barely three weeks. Supervision is also poor leading to shallow field experience for the teacher trainees. Broaden the curriculum of research methodology to improve the students' project writing skills.

- Strengthen and enforce higher weighing practical to better equip science education graduates to carry out experimental research and stimulations.
- Experienced professionals (teachers, principals, and inspectors) should be invited periodically to talk to education undergraduates. This will stimulate and motivate their interest to take more teaching as career.

Avoid Admitting Students without five SSCE credits: The admission requirements should be categorical in excluding candidates who do not have five credit-level passes in the SSCE. In some universities consideration is given to candidates who have three SSCE credits and Two NCE merits. This consideration should be scrapped

Limiting the Number of Sandwich/Part-time Students: It has been found that over 60% of the poor quality teachers in the secondary school system are trained through Sandwich/Part-time programmes. In order to improve quality, the number of such candidates admitted into Faculties of Education should be drastically reduced.

Periodic Training in Modern Methods of Teaching: Staff of the Faculty of Education should be exemplary teachers, yet many are regarded as the worst teachers on campus. They are thus, poor role models for the teacher trainees. All teachers in the Faculty of school should undergo periodic training on modern methods of teaching.

Teachers should be Exemplary in Dressing and Conduct: Some teachers in the Faculty of Education and Colleges of Education are careless in dressing. All teachers should be exemplary in dressing and in conduct. The Faculty of Education should be a free zone for examination malpractices, sexual harassment and cultism.

Highlights of the new benchmark minimum academic standards

The new BMAS in education had identified the basic deficiencies in education and has introduced appropriate changes that will ensure the production of high quality teachers in the country. The document has introduced a five-year teacher education programme with more emphasis on the acquisition of knowledge in the teaching subject and pedagogy. Entrepreneurial studies, computer literacy, and elimination of pass degree are some other features of the new programme (6).

The major challenge confronting Faculties of Education in Nigerian universities is the ability to ensure that there is a flow of the outcome of quality education at the university level to the other strata of education below it. This could be enhanced if the faculties act as mentors to the Colleges of Education as a strategy to strengthen them and the teaching of education. (Okebukola 2007).

The NCCE in the recent years has also made efforts in addressing most of the identified problems confronting COE in Nigeria. There is certain quality control measures put in place by this Commission. These include the introduction of publish or perish, work ethics for teachers, the NCCE sponsorship of institution-before research, organization of workshop, monitoring of capital grants in colleges of education, enforcement of policy rules and regulations especially on matters relating to graduation requirements, credit weighting of courses, teaching practice, SIWES, languages of education, students projects, staff/students ratio, staff load, practical examinations and external moderation among others. all these have gone a long way of repositioning teacher education in Nigeria. But a lot still need to be done. The following suggestions are therefore recommended:

- 1) The salary and condition of service of the lecturers, especially at the state level should be improved. Efforts need to be intensified by the Commission to examine the salary and conditions of service at the federal and state colleges of education so as to ameliorate the wide gap

deficiency.

2) In the interest of national integration, constraints against the free flow of trained/qualified NCE teachers across the nation's borders should be removed.

3) In order to equip the teacher trainers so as to give appropriate and required training, government should make enough funds available for the smooth running of the institutions.

4) Lecturers should be encouraged to write and publish well researched papers by making funds available to them.

5) More classrooms and laboratories should be built to reduce the problems of overcrowded classrooms. The NCCE should monitor the disbursement and execution of ETF projects and other grants to the various institutions

6) Lecturers are advised to go for further education and in-service training whenever the opportunity presents itself.

7) In support of the recommendation 32 of the 1969 National Curriculum Conference (Adaralegbe, 1992), in- service training and re-training of teachers at all levels must be carried out continuously so as to improve the teachers' classroom effectiveness and encourage them through the giving of further incentives for additional experience gained.

8) Lecturers' status should be raised by placing their salary grade level above all their counterparts outside the teaching profession, providing them with housing loans, car advances, exempting their children from paying school fees both at primary and secondary school level, and giving other incentives that could boost their morale.

9) Also, employment of lecturers below Master's degree level should be stopped henceforth and NCCE should intensify more efforts to monitor lecturers' employment.

10) The NCCE should enforce the adherence to the recommended

teacher-student ratio and all other policy decisions.

11) Finally, the standard of education should be viewed both from measurable and immeasurable attributes of teaching such as ethical and the moral aspects of teaching profession.

Conclusion

It is a recognized fact worldwide that teacher, aside from the students are the heart of the education process and the main determinant of the quality and effectiveness of its results. At any level of education, teacher factor cannot be relegated to the background. Thus, teacher training issue in Nigeria particularly as it relates to improving the content knowledge and ICT proficiency skills of the teachers should be thoroughly considered by all the stakeholders in order to equip the teacher trainers to give the trainee appropriate and required training.

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