



## Impact of Teacher Education on the Performance of Tertiary Institutions in Gombe State

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### ABSTRACT

The teacher education is facing numerous constraints largely due to uneven access and inadequate resources to facilitate the realisation of its mandate. There are inadequate infrastructural and instructional materials with deficient curriculum coupled with insufficient budget allocation to invest in the education system with particular focus to teacher education. The objective of this paper is to examine the state of tertiary teacher education in Gombe State with a view to assess the impact of teacher education on the performance of tertiary institutions in the study area. To achieve this, cross-sectional research design using field surveys and interviews were adopted for the collection of quantitative & qualitative data. Thus, Likert type questionnaire was administered using stratified selection method to the 269 respondents, while KII (instrument) was administered to 18 purposively selected key informants. Descriptive statistics and inferential statistics was used to test the null hypothesis, and in answering research question. The results showed that the tertiary institutions were strictly guided by key regulatory bodies such as NUC, NCCE and NBTE, thus, impacting positively. It further suggests that the current policy reforms have significantly improved teacher education programmes in tertiary institutions in the study area. However, the following recommended were made: 1. Gombe State Government should initiate the implementation of the State Development Plan (2021-2030), 2. The NCCE should strengthen partnerships with relevant local and international donors in education for the developmental programmes of tertiary education in Nigeria.

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### INTRODUCTION

Teacher education is any form of established programmes or procedures designed to prepare teachers with the behaviour, knowledge, skills required to perform the teaching activities effectively in the class room, school and wider community. Teacher education and education sector performance are two interrelated paths to achieving socio-economic growth and development globally. It is considered to be the foundation for quality and relevance in education at all levels (Osokoya, 2022). The advent of globalisation is one of the most transformational projects in modern society. Teacher education has

been considered very relevant for Nigeria's societal development as it serves as the foundation for quality and relevant education at all levels of the system (Bebeji, 2023). Today, teacher education is much improved than it was before independence and few decades thereafter (Osokoya, 2022).

The National Policy on Education (NPE), published in 1977 and revised in 1981, 1998 and 2004 clearly articulates the importance attached to teacher education and affirms that "no education system can rise above the quality of its teachers". The Policy gives the goals of teacher education as producing highly motivated,

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conscientious and efficient classroom teachers for all levels of our education system. Encouraging the spirit of enquiry and creativity in teachers helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals (Universal Basic Education Commission (2024). Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions; as well as enhancing teachers commitment to the teaching profession (Arora, 2002; Ramalan, Rashida, & Lawali, 2023). In addition, the Policy makes it mandatory for all teachers in Nigeria to be trained and obtained stipulate Nigeria Certificate of Education (NCE) as the minimum qualification to the profession (Osokoya, 2022).

In addition, the successive Government came up with national development plans such as the Economic Recovery and Growth Plan (2017-2020) and the new National Economic Plan (2021-2025) with a view to strengthening sectoral performance in the country, including the education sector. These led to significant strides in improving the sector including the enforcement of the free and compulsory basic education law by ensuring that children within the school age are brought back to school (Rashid, 2024). For example, based on the implementation Economic Recovery and Growth Plan from 2017, the number of Out-of-School children was reduced by 46 per cent from 12,700,000 to 6,946,328 as at December 2020.

There was particular focus by Government to school-age girls and a Female Scholarship Scheme (FSS) through the introduction of improved enrolment of girls in Technical, Vocational Education and Training (TVET) and Science, Technology, Engineering and Mathematics (STEM) System (NEP, 2021). To enhance the education sector performance, the federal government implemented a proactive Teacher Training Plan (TTP) in collaboration with State Governments, including Gombe State under which 2,288,091 professional teachers have been registered and licensed after passing qualifying examinations. The Government also registered

and trained 7,400 Teachers, Quality Assurance Evaluators and Education Management and Information System (EMIS) Officers, at all levels of education in Nigeria to bridge the digital skills gap, given the current emphasis on digital literacy. There was also a significant milestone in the development of a National Skills Qualifications Framework (NSQF) to stimulate and promote on a massive scale relevant skills and provide local content across all sectors of the economy; and inauguration of a Research and Innovation Steering Committee to drive massive research and innovation activities in tertiary institutions in Nigeria (NEP, 2021).

### STATEMENT OF THE PROBLEM

Presently, Nigeria faces daunting challenges in its ability to provide quality education for all children and youth as well as the training of quality teachers with the knowledge, skills and competencies required to have boost education sector performance in the country (Adamu & Abdu, 2025). This can be attributed to uneven access and inadequate resources to facilitate the realisation of these aspirations. There is inadequate infrastructural and instructional materials with deficient curriculum coupled with insufficient budget allocation to invest in the education system with particular focus to teacher education (Federal Ministry of Education, 2024). There are other challenging including low digital literacy; a supply gap in technical and vocational education; limited provision for children with learning disabilities living in vulnerable circumstances as well as insecurity such as kidnappings of schools, which led to the closure of many schools (Bashari, Usman, & Kala, 2023). It is against this backdrop that the study seeks to assess the impact of teacher education on the performance of tertiary institutions in Gombe state, Nigeria.

Furthermore, improving teachers education could also offer teachers in tertiary institutions opportunities to acquire a lot of valuable experience and confidence through teaching practice and research activities and obtain necessary knowledge and know-how in the following aspects (Adamu & Abdu, 2025):

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Financial risk, cost factor differences due to variations that may arise between countries; taxation, customs, administrative conditions, unionisation, policies of various institutions requiring regular monitoring and review; culture, climate, people & traditional differences; and distance communication & coordination affecting management decisions on education (Adesina, Yomi, & Aliyu, 2023; World Bank, 2023).

This study attempts to fill these gaps in knowledge by exploring the impact of teacher education on the performance of tertiary institutions in Gombe state. It is hoped that the findings from this study will help heads of tertiary institutions in the study area to address the some of the issues negative outcomes of challenges associated with the decline in educational standards that will yield positive results for greater educational attainment.

### Gap in Literature

The need for ongoing learning arises because teaching challenges do not remain static. Changing student demographics and an ever-changing knowledge base mean that teachers need to be kept, and to keep abreast of current evidence about how best meeting the learning needs of their students. There is considerable literature on teacher education and education sector performance from global and regional perspectives. This can be observed from scholarly reviewed works from the World Bank (2024), UNESCO (2023), Tatto (2021), Nordin et. al. (2021), Adams (2023), Ndebele et. al. (2024), Otaka et. al. (2023) and Buabeng et. al. (2020) among others. The review also narrowed down to the Nigerian perspective views from scholars like Oluwatosin and Bolanle (2024); and Oviawe et. al. (2022).

The specific review focused on literature from scholars such as Adamu (2021), Sani (2022), and Abduljabbar, 2022). However, these reviews did not focus on scholarly attention on teacher education and education performance in tertiary institution in Gombe State (Rob, 2020; Rodrick, 2020). This is a clear indication that there is little scholarly attention to teacher education in the perspective of how the enhancement of teacher

education can significantly improve the performance of tertiary education in Gombe state, thus attain significant influence on a number of student outcomes. However, teachers' influence is moderated by many factors such as students' prior learning and family contexts. This implies that teaching is a major factor that influences systems. These assertions has led researchers such as Abduljabbar (2022), Adesina, Yomi, and Aliyu (2023), and Jaafar, Ubale, and Maigari (2023) to question the impact of teacher education on tertiary institutions in other climes. In addition, Adullahi (2024) had also expressed similarly concern about the impact of teacher education on performance of tertiary institutions and questioned the kinds of professional learning opportunities for teachers that may result in impact on student outcomes? These and many others issues motivated this paper which sought to examine the impact of teachers' education on performance of tertiary in institutions in Gombe state, Nigeria. Jaafar, Ubale, & Maigari (2023) had also argued that if teachers are to exercise their influence effectively, then they, like their students, need opportunities to deepen their understandings and refine their skills. As Osokoya (2022) noted, "We will fail ... to improve schooling for children until we acknowledge the importance of schools not only as places for teachers to work but also as places for teachers to learn" (p. 92). The central question explored in this synthesis is "What kinds of professional learning opportunities for teachers result in an impact on student outcomes?"

### Research Question

The paper sought to answer the following research questions: "What is the impact of teacher education on the performance of tertiary institutions in Gombe State?" In other words, "how has the teacher education impacted on the performance of tertiary institutions in Gombe State?"

### Research Hypothesis

The paper is guided by the following Hypothesis (Null): "There is no significant difference in perception of the impact of teacher education on the performance of tertiary



institutions among the respondents in the study area (Gombe State)".

However, the purpose of this study is to appraise the impact of teacher education on the performance of tertiary institutions in Gombe State. Thus, the objective of the study is to determine how teacher education impacted on the performance of tertiary institutions in Gombe State from 2010 to 2023. The period was selected because it witnessed the era of policy and strategy implementation by successive governments of Gombe State. A readily available example is the formulation and implementation of the Gombe State Development Plan 2021-2030 by the incumbent administration of Governor Alhaji Muhammadu Inuwa Yahaya. However, the physical or geographical coverage of the study was limited to only tertiary institutions offering teacher education in Gombe State, which comprised of 3 from Gombe North, one from Gombe Central and one from Gombe South senatorial zones respectively.

The findings of the study would be useful in enhancing teacher education in the study area. The study would also be significant to policy makers, all tertiary institutions, and relevant stakeholders in educational sector in addressing the myriads of problems associated with teacher education in tertiary education in the study area. It will also elicit the right response from the government in formulating policies aimed at improving teachers' education. It would also be useful to policy makers with regards to monitoring and evaluation of teacher education programme in the study area. The study would also contribute to the existing literature on teacher education discuss in general.

## METHODOLOGY

### **Research strategy**

This paper used mixed research strategy involving both qualitative and quantitative methods of data collection and analysis (Snyder, 2019). The adoption of the qualitative and quantitative (mix/triangulation) method provided opportunity for the researcher to examine the depth and breadth of teacher education (Creswell,

2013) on the performance of tertiary institutions in Gombe State.

### **Research Design**

This study adopted the cross-sectional research design using field surveys and interviews as the main research tools for the collection of data on tertiary teacher education and how it affects the performance of higher education sector in the study area (Gombe State). The rationale for adopting Cross-Sectional design is to provide the researcher with the flexibility in determining multiple effects of independent variable i.e. teacher education on one or more dependent variables i.e. performance of tertiary.

### **Sample Population and Technique**

The study population was drawn from the academic staff of the selected tertiary institutions across the three senatorial zones of Gombe State. In determining the sample size, the total population of the entire academic staff across the randomly selected tertiary institutions in the three senatorial zones of Gombe State was obtained (Appendix II).

The total population of the staff of tertiary institutions was determined (826). However, the computed sample size was obtained at 269 based on the Taro Yamani formula. (Details of the computed sample size is in the Appendix IV). In order to source primary quantitative data, the 269-sample size was transformed into questionnaires which were distributed across the tertiary institutions selected in each of the three Strata or Senatorial Zones of Gombe State based on their proportionate population. To achieve this proportionate distribution of questionnaires across the three strata, the below Ibanga formula was used:

(Total Population of Each Sub Strata x Sample Size) / (Total Population of the whole Strata)

- Gombe North Senatorial Zone  
$$\frac{595 \times 269}{826} = 193.77 = 194$$
- Gombe Central Senatorial Zone  
$$\frac{126 \times 269}{826} = 41.03 = 41$$
- Gombe South Senatorial Zone  
$$\frac{105 \times 269}{826} = 34.19 = 34$$

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In line with above computation, 194 questionnaires were distributed to Gombe Northern Senatorial Zone who shared them proportionately to the population of the three selected tertiary institutions in the zone. Equally, 41 questionnaires were allocated to Gombe Central Senatorial Zone who also shared them to the only one selected institution in that zone. In addition, 34 questionnaires were apportioned to the only one institution selected in in the zone (Appendix I).

### **Methods of Data Collection**

A survey method was used in sourcing primary quantitative data through the administration of closed-ended questionnaire (i.e. Likert type of questionnaire). Equally, KII was administered to the 22 purposively selected key respondents from the sample population to gather primary qualitative data. Secondary data was obtained using library and internet searches to access journal articles, books, and official documents including published and unpublished materials (Creswell, 2013).

### **Method of Data Analysis**

Quantitative data was analysed descriptively in line with the research objectives using item by item (Mean and Standard Deviation) (Creswell, 2013), while the analysis was reflected on tables. Similarly, the study adopted Analysis of variance (ANOVA) in testing the null hypothesis (i.e. there is no significant difference among different respondents in their perception of the challenges confronting Gombe State Government in the development of teacher education).

### **Overview of Tertiary Education Performance in Gombe State**

The education landscape in the study area (Gombe State) is ever evolving due to the efforts by successive Governments towards socio-economic growth and development in the state. This evolution, which is reflected in the establishment of more institutions of higher learning (in particular tertiary institutions) is driven by the increasing demand for education, occasioned by many factors, which include:

growing population of the State with a large proportion being children and young adults of schooling age; the shortage of adequate spaces for the teeming population of applicants annually; and the increasing importance of education as a definer of social and economic status in the State (Abdullahi, 2024; Adamu, 2024).

In addition, the demands for education at the tertiary level in the study area (Gombe state) is very competitive, considering that more students graduate from almost all the secondary schools, including and candidates that have since graduated but yet to secured admission who collectively compete annually for the limited space available in the State tertiary institutions (Gombe State Government, 2024). The crises of access to tertiary education influenced the increased establishments of tertiary institutions in the Gombe state, including universities, polytechnics and colleges of education. These are in addition to the challenges of equity in terms of the distribution of federal resources (Adamu, 2023). There is also the need for equal opportunity to all citizens of the study area, irrespective of their LGAs and wards, in terms of the opportunity to acquire qualitative tertiary education within a reasonable distance from their locality.

The Federal government has expressed its determination to improve the tertiary institutions in Gombe state to become centre of excellence and wheels for driving the transformation agenda of Government (Gombe State Government, 2024). These claims further underscored the need to appraise the impact of teacher education on the performance of tertiary institutions in Gombe state with a view to hold the government to account in this regard.

According to the Gombe State Strategic Development Plan (2021-2030), the State Government has two Universities, a Polytechnic and four Colleges of Education. The Universities are Gombe State University in Gombe with 8,000 students; and Gombe State University of Science and Technology, Kumo with 2,000 students. The Federal Government also has a Federal University at Kashere with 5,000 students. The State Polytechnic is also located at Bajoga, near the site of Ashaka, a major Nigerian cement factory. The

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specialist institutions are College of Education Billiri, College of Nursing and Midwifery, Gombe; College of Health Sciences and Technology, Kaltungo; College of Legal and Islamic Studies, Nafada; and more prominently, the Federal College of Education (Technical) Gombe State.

With a view to further promote tertiary education in the State, the State Government created the Gombe State Ministry for Higher Education on 29 October 2003, from the existing Ministry of Education, where it was domiciled as a Directorate of Higher Education. The new Ministry was initially named "Ministry of Special Duties, Higher Education and Student Affairs" until the restructuring of 2007 which led to the current status and name change for effective operation. The Ministry of Higher Education was created with a mandate to implement policies and programmes of government on higher education in Gombe State. It is also to initiate the formulation of policies and programmes as well as provide guidelines for the establishment and administration of additional tertiary institutions in the State. (Gombe State Ministry of Education, 2024). Since the creation of the Ministry, it has facilitated the establishment of State-owned tertiary institutions including the Gombe State University, Gombe; College of Education, Billiri; College for Legal and Islamic Studies, Nafada; Gombe State Polytechnic, Bajoga; and the Gombe State University of Science and Technology, Kumo (Gombe State Ministry of Education, 2024).

In addition to these efforts, the objectives of the Ministry are to implement Government policies/programmes on higher education in Gombe State with a view to transforming the education sector to meet global best practice. The government also initiated and formulate policies and programmes, including guidelines for the establishment and administration of tertiary institutions. These are addition to ensuring that private tertiary institutions operating in the state comply with the Federal Governments (FGN's) National Policy on Education 2014. The Ministry of Education supervises state-owned tertiary institutions, and ensures that indigenes of Gombe state gain admission into institutions of higher education.

The Ministry also acts as an agency for channeling external aids to tertiary institutions owned by the State Government with a view to ensuring quality education in state-owned tertiary institutions in the State (Gombe State Ministry of Education, 2024).

In addition, the Ministry of Education ensures the collation, analysed and publication of information on the operations of tertiary institutions in the Gombe state. This makes it easy for Gombe State indigenes to gain access tertiary education. The Ministry also collaborates with national and international development partners to secure overseas scholarships for Gombe State indigenes (Gombe State Ministry of Education, 2024). In addition, the Ministry organises special remedial programmes for the state indigenes to remedy any deficiency in poor results obtained in previous attempts at O-Level examinations. Furthermore, the State Government through the Ministry of Higher education, undertake periodical monitoring of the operations of private tertiary institutions and advice government appropriately. It serves as a client Ministry for the contracts awarded by the State Government for the establishment and other development of the tertiary institutions owned by Gombe state (Gombe State Ministry of Education, 2024).

In the light of the foreign objectives, the Ministry for Higher Education has been able to achieve tremendous successes in the education sector of the State. It has succeeded in establishing several tertiary institutions in Gombe State from 2004 to date. It achieved the establishment of more public and private tertiary institutions have helped accessibility to and affordability of tertiary education in the State. The Ministry of Higher education has helped the state to achieve the policy on inclusive education through the establishment of various categories of higher institutions. The establishment of the Ministry has led to a massive enrolment of Gombe state indigenes into tertiary institutions within and outside the State. It has massively facilitated the award of scholarships to Gombe state indigenes and offered assistance to various categories of students in tertiary institutions, especially the physically challenged. This development served

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as a source of encouragement to many (Gombe State Ministry of Education, 2024).

## RESULTS

### Characteristics of the Study Respondents

Figure 4.1 shows the analysis of gender population. As seen in the analysis, there are more male staff to female in the various institutions under the study, with specialisation in teacher education. This ratio variation according to the Director of Higher Education Ministry of Education Gombe State could be due to the fact that, males generally take teaching job in tertiary institutions than females, who are generally the dominant teachers in nursery and primary schools. This gender difference did not in any way affected the results of the study but rather shows the strengths, validity and reliability of the outcome of the study.

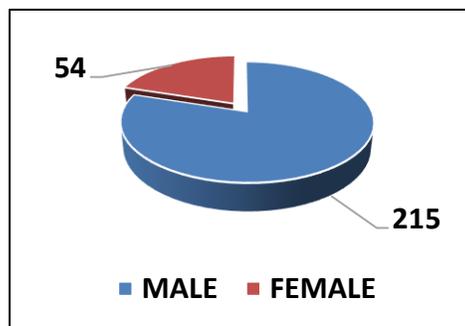


Figure 4.1: Frequency Distribution of Gender Respondents

### State of Tertiary Education Institutions in Gombe State

In this paper, five Likert questionnaires with five options were discussed. Item by Item analysis was also presented using Mean and Standard Deviation for each question item. Respondents were also asked to identify policy and reforms put in place to strengthen teacher education with the view to enhance the performance of tertiary institutions in Gombe state. Their responses were analysed and highlighted in Table 1. As seen in the analysis, all the questions with the exception of one were accepted. Those questions accepted are The

current policy reforms have significantly improved teacher education programmes in tertiary institutions, the implementation of policy reforms in teacher education is conducted efficiently in our state, the quality of institutional performance has noticeably increased due to the policy reforms of school improvement in Gombe state, policy reforms have made teacher education programmes more aligned with the needs of modern classrooms in addressing inclusiveness.

There is continuous monitoring and evaluation of the effectiveness of policy reforms in teacher education, stakeholders, including teachers and administrators, were adequately consulted during the formulation of these policies, stakeholders, including teachers and administrators, were adequately consulted during the formulation of these policies, the reforms have facilitated better professional development opportunities for teachers, academic performance in tertiary institutions has improved since the introduction of state development policy reform and the policy reforms has address the problem of low school enrolment in Gombe state. The other question that was rejected by the respondent is "Policymakers have provided sufficient resources to support the school improvement programme that pertains to security and other concerns".

It can be concluded that majority of the respondents accepted that, the policy reforms put in place has strengthened teacher education for enhanced performance of tertiary institutions in Gombe state. This finding was further buttressed by the Deputy Vice-Chancellor, Academic, Gombe State University, Prof. Sani Ahmed Yauta during interview that:

*"The State Government continues to make efforts toward giving priority to education in the State. The Executive Governor during his first tenure, he made mention one of his agenda and priority area is to provide quality education for all in the state. The government has therefore put in place policies and programmes to drive this aspiration and facilitate the realisation of the key agendas of this administration. One of those policies is the allowance system for all teachers in the state which gives teachers leverage of 25 per*



cent increase in salary over the regular staff of the mainstream civil service. This is a policy that has significantly strengthened teacher education and tertiary education performance in the State”.

The above assertion was further supported by the Dean, Faculty of Social Sciences, Federal University of Kashere, Dr. Mohammed Mustapha Namadi that: There have

been policies and programmes put in place by Gombe state government towards strengthening teacher education in the State. Some of these policies include the teacher salary increase programme and the girl-child education initiative put in place by UNESCO towards strengthening tertiary education in the State. This shows that a lot is being done in the context of policies and programmes in Gombe state.

Table 1. Policy Reforms Put in Place to Strengthen Teacher Education for Enhanced Performance of Tertiary Institutions in the State

S/No.	ITEM	Mean	SD	Remark
1	The current policy reforms have significantly improved teacher education programmes in tertiary institutions.	3.5613	0.7861	Accept
2	The implementation of policy reforms in teacher education is conducted efficiently in our State.	3.3086	0.8738	Accept
3	Policymakers have provided sufficient resources to support the school improvement programme that pertains to security and other concerns.	2.9554	0.9630	Reject
4	The quality of institutional performance has noticeably increased due to the policy reforms of school improvement in Gombe State.	3.1970	0.8972	Accept
5	Policy reforms have made teacher education programmes more aligned with the needs of modern classrooms in addressing inclusiveness.	3.3717	0.9422	Accept
6	There is continuous monitoring and evaluation of the effectiveness of policy reforms in teacher education.	3.3011	0.9339	Accept
7	Stakeholders, including teachers and administrators, were adequately consulted during the formulation of these policies.	3.0595	1.0148	Accept
8	The reforms have facilitated better professional development opportunities for teachers.	3.3643	0.9091	Accept
9	Academic performance in tertiary institutions has improved since the introduction of State Development policy reform.	3.1822	0.8962	Accept
10	The policy reforms has address the problem of low school enrolment in Gombe State	3.1301	0.9952	Accept

Table 2 shows the analysis of the various responses of respondents on the impact of teacher education on the performance of tertiary institutions in Gombe State in line with the research question. From the analysis in Table 2, it shows that respondents accepted all the questions. The questions are Teacher education programs in Gombe State are effectively preparing educators for tertiary-level teaching, Graduates of teacher education programs bring

innovative teaching methods to their institutions, Ongoing professional development for teachers is adequately supported and encouraged, Teacher training has a noticeable impact on student engagement and performance in tertiary institutions, Collaboration between teacher education programs and tertiary institutions is strong and beneficial.

Teacher education equips educators with the skills to integrate technology effectively in

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their teaching, Teacher education equips educators with the skills to integrate technology effectively in their teaching, The quality of teaching has improved in tertiary institutions due to enhanced teacher education programs, There is a positive correlation between teacher education quality and academic success in tertiary institutions, Teacher education programs include adequate content on modern educational psychology and student behaviour management, Teachers trained in Gombe State's education programs demonstrate higher job satisfaction and commitment to their roles

By these analyses, it can be concluded that teacher education has a significant impact on the performance of tertiary education in Gombe State. These findings were further buttressed by the Deputy Vice-Chancellor, Academic, Gombe Stater University, Prof. Sani Ahmed Yauta during a KII that: Gombe State Government is one of the State that has so many institutions that are offering teacher educations. Out of these institutions, Gombe State University is one of them

and it started offering teacher education since 2009 and has successfully graduated so many quality and competent teachers into the stream of both Federal and State civil service, including Gombe State Government. The University has the faculty of education which is the foundation Faculty of the University. It is therefore safe to say that this has significantly strengthened the impact of teacher education on the performance of tertiary institutions in the State. The above assertion was further supported by Dean Faculty of Social Sciences, Federal University of Kashere, Dr. Mohammed Mustapha Namadi who said that:

There has been improvement in terms of enrolment especially with the policies and programmes such as the Fresher-Programmes, enlightenment campaigns among others. This has significantly impacted on teacher education as well as the quality of teachers in the State. This is in addition to the new institutions being established in the State to further augment the existing ones all in a drive towards strengthening teacher education in the State.

Table 2: Impact of Teacher Education on the Performance of Tertiary Institutions in Gombe State

S/No.	ITEM	Mean	SD	Remark
1	Teacher education programs in Gombe State are effectively preparing educators for tertiary-level teaching.	3.8067	0.8224	Accept
2	Graduates of teacher education programs bring innovative teaching methods to their institutions.	3.4796	0.8817	Accept
3	Ongoing professional development for teachers is adequately supported and encouraged.	3.5242	0.9776	Accept
4	Teacher training has a noticeable impact on student engagement and performance in tertiary institutions.	3.8662	0.7789	Accept
5	Collaboration between teacher education programs and tertiary institutions is strong and beneficial.	3.7249	0.9320	Accept
6	Teacher education equips educators with the skills to integrate technology effectively in their teaching.	3.7918	0.8543	Accept
7	The quality of teaching has improved in tertiary institutions due to enhanced teacher education programs.	3.6766	0.8154	Accept
8	There is a positive correlation between teacher education quality and academic success in tertiary institutions.	3.8885	0.8374	Accept
9	Teacher education programs include adequate content on modern educational psychology and student behaviour management.	3.7435	0.8119	Accept
10	Teachers trained in Gombe State's education programs demonstrate higher job satisfaction and commitment to their roles.	3.4275	0.9081	Accept

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## CONCLUSION AND RECOMMENDATIONS

Teacher education is a key to a sustainable, peaceful society and economy. This paper determine the impact of teacher education on the performance of tertiary institutions in Gombe. State. Cross-sectional research design using field surveys and interviews were used to collect quantitative & qualitative data. In sourcing quantitative data, Likert type questionnaire was administered to the 269 stratified selected respondents. While in obtaining the qualitative data KII was administered to 18 purposively selected key informants. Descriptive & inferential statistics were used for data analysis.

The paper revealed the following findings:

1. The tertiary institutions were guided strictly by key regulatory bodies such as NUC, NCCE and NBTE thereby stimulating and improve teacher education for enhancement of the performance of tertiary institutions in the state.
2. Teacher Education has made a significant impact on the performance of tertiary institutions in Gombe state State.
3. The current policy reforms being undertaken by the Gombe state government were found to have significantly improved teacher education programmes in the tertiary institutions.
4. Policymakers do not provide sufficient resources to support the school improvement programme that pertains to security and other concerns.

Based on the foregoing, the paper recommends the following measures:

1. Gombe State Government should initiate and implement the State Development Plan (2021-2030),
2. The National Commission for Colleges of Education (NCCE) should strengthen partnerships with relevant local and international donors in education for the

developmental programmes in tertiary education in the study area.

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