

**TEACHING SOCIOLOGY OF EDUCATION IN SOUTH-EASTERN NIGERIA  
UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT:  
CHALLENGES AND PROSPECTS**

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**Abstract**

This study investigated issues associated with pedagogies in Sociology of Education in southeastern Nigerian universities and how these have impacted Sustainable Development. The study also identifies the challenges and prospects posed by these kinds of pedagogies. Three research questions guided the study. The population of the study comprised 24 lecturers from both federal and state universities in the South East Zone. There was no sampling carried out because the number of the lecturers were manageable. The instrument used for data collection was a structured questionnaire. The data collected were analysed using mean and standard deviation for research questions 1 & 3 then percentage was used for research question 2. Results revealed that physical facilities inhibit effective teaching of Sociology of Education. Also that use teaching methods is very important in the teaching of sociology of education. It was recommended amongst others that: There is an urgent need for government to fund education in all levels especially university education; The University Management should provide facilities like Laptops, projectors, public address system in all the classes used for lectures, this to a great extent will ease the stress of teaching; The University Management should make provisions for lecturers offices. This to a large extent will increase high productivity by them; The University Management should make the school environment internet friendly. This will always attract and keep students and lecturers in the school for research purposes.

Keyword: Teaching, Sociology of Education, Sustainable Development

**Introduction**

Education is the major tool for the transformation of the individual and the society at large. It is the most important instrument of change which specified the role of institutions of Higher Learning in re-orienting the curricular for sustainable development, which also aims at preparing a holistic and value oriented individual for useful living within the society. In recent years, many countries' higher education is now expected to play a significant role in helping society towards a more sustainable future through providing large numbers of graduates with the knowledge, skills and values that will enable the society as a whole to progress towards more sustainable ways of living (Scott, 2007). The idea of sustainable development is concerned to help create healthy societies that can sustain the present generation as well as those that follow through the judicious use of economics, environmental and cultural resources. It emphasizes the ideas of directing,

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maintaining and defining a sustainable framework for a desired development that will involve the least risk and loss of humanity.

Sustainable development is a process which involves human's intelligence, decision making, efficiency, planning and management skills, power of imagination, entrepreneurship, development and production with environmental safety. According to Holmberg (2005), Sustainable development means meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Sustainable development is defined as the development which meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, 2010). It is also referred to as the state of maintaining and ensuring constant development of the people or the socio-economic, political and cultural survival of a nation from the generation to the other. Everything about sustainable development is geared towards the future generation.

Consequently, there are three dimensions of sustainable development: the protection of the natural environment, the maintenance of economic vitality, and observance of specific social considerations. Sustainable development is generally thought to have three components which are environment, society and economy. a healthy nation relies on healthy environment to provide food, water resources and air for its citizens (Holo, 2009). The term sustainable development became noticeable after the RIO Earth Summit in 1992 which prioritized global environmental discussions and also advocated the role of education in preventing ecological degradation (UN, 1987). Current sustainability has become generally a formal requirement for most of the development planning documents around the world, however, it cannot be accrued through changes in one sector alone and its practical implementation is a difficult one because of the need to acquire new knowledge and to transform attitudes and behavior with regard to sustainability. The higher education is seen as a focal point to support global sustainability and to create sustainable solutions for the future. Universities are seen as key stakeholders in achieving a sustainable future and education follows the prevalent key values of society (Klavins, 2010).

Education for sustainable development is an idea of education which aims to empower the individuals to assume liability to build a sustainable future. The thought of sustainable development touches aspects of the institutional and social framework. It is becoming increasingly important at all levels of the educational system including higher education. Sustainability in higher education remains an emerging specialization within sustainability science that can be interpreted in a number of ways, whether the focus is on reducing a university's ecological footprint and improving its sustainability performance or reflecting on the mission of higher education for sustainable development (Berlinger, 2008). United Nations (UN) is now encouraging all countries to address Education for Sustainable Development by making (2005 - 2014) the decade for Education for Sustainable Development (Cotton, 2007). Education for Sustainable Development support people to develop the knowledge, values and skills to participate positively in decisions about the way they do things individually and collectively, as well as locally and globally in order to improve the quality of life, without damaging the planet for the future. The importance of sustainable development is appreciated through education. It is crucial that young people are educated for sustainable development because they are our future. Effective education will ensure that young people have a fuller understanding of the world around them. It will provide young people with the opportunity to begin to value the world's cultural diversity and provide an appreciation of issues facing our world and of the impact that they have on those issues. Education

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empowers people for their role in society and therefore, it is crucial to promote the sustainable development of the global community.

Higher Institution Education for sustainable development would contribute to the stated goals of improving the lives of target communities and peoples (Okorie, 2003). It can function to exercise ethics and scientific and intellectual concerns in their various activities, adding to ensure equality regardless of race, gender, language, religion or economic or social distinctions, or physical disabilities. Also, it educates, train and undertake research to contribute to the sustainable development and improvement of society as a whole and ensure the development of highly qualified graduates and responsible citizens (Jie, 2012). It should provide learners with skills, perspectives, values, and knowledge to live sustainable in their communities. It produces leaders of the country who manage governmental bureaucracies, political parties, economic agencies, and private sector industries who all constitute the stakeholders of sustainable development. It builds more sustainable societies and creates new paradigms as they have the mission to promote development through both research and teaching as well as through disseminating new knowledge for their students to build their capacities (Lozano, 2009). Higher Institution Education engage in sustainable development as they form a link between knowledge generation and transfer of knowledge to society through the preparation of teachers as well as they actively contribute to the societal development through outreach and service to society. It has moral responsibility to increase the awareness, knowledge skills and values needed to create a sustainable future. Higher Institutions comprises, colleges of education, polytechnics, institute of management and technology and universities. For the purpose of this study, the concentration is on university education. University is defined as an institution engaging in education, research, policy making and exchange of information on population and the environment as well as in development toward a sustainable future.

Universities award first, second and third degrees to their graduates. The role of the universities in sustainability education cannot be overemphasized which include its contribution to the various components of the sustainability based on research and development of technology towards sustainability, training technicians in monitoring targets and detection of sustainability concerns, adding to giving graduate the skills, knowledge and attitudes to make a sustainability contribution (Pearson 2005). The University fasten basic issues as increasing the relevance of teaching and research for the societal processes discouraging unsustainable patterns of life; improving the quality of teaching and research: bridging the gap between science and education: strengthening interactions with actors outside the university, in particular with local communities and businesses: as well as introducing decentralized and flexible management concepts in the university. University education draws on various disciplines such as environmental education, policy analysis, economic, sociology, management, psychology, philosophy, ecology, criminology and sociology of education.

Sociology of Education is the study of the relationship between education and society as a whole. More importantly, it is the scientific analysis of the social processes and patterns involved in the educational system. It is the objective study of the relationship between education and society or between education and the different social institutions which together make up the society, such as the family, the economic and political systems, the religious ways of life, social classes and social stratification, youth and culture etc. Sociology of education studies the relationship between these social institutions and the various aspects of educational system, namely, the school curricula, educational aims and methods, educational relations and roles,

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educational groups and institutions, educational administration and the occupation of teaching. It is very important to look at the uses of sociology of education.

Individuals are different in many ways. Some of these differences emanate from innate characteristics and acquired traits. Sociology of education enables the teacher to understand these differences. Students are prepared for living in a world that is complex and changing with various social forces. Sociology of education helps the teacher to understand the societal influences on education and learning. It helps the teacher to understand the educational processes and practices inherent in a given social system. It enables him to see how the culture of the people affects the educational system, the organization of the schools, the schools curricula and the variation. It enables the teacher to see how the schools affect the culture and social organization of the people. Sociology of education will help the teacher to plan his curricula in a way that enhances stability but without prejudice to change. It enables him to organize his teaching and learning methods so that on the other hand, the schools can maintain the status quo. It helps to bring about the desirable social changes as well as help the child to absorb and adapt to these changes.

Through it, the teacher learns to select and organize his subject matter in a way that will emphasize and facilitate understanding and insight which will lead to creative tendencies. Teaching at the tertiary level has diverse goals such as acquisition of knowledge, scholarship and the development of enquiring minds. It refers to the various activities undertaken by a more knowledgeable person in order to make others learn. According to (Offorma, 2006) teaching involves the setting up of activities to enable somebody learn something which can improve the person's knowledge, skills, attitudes and values. The aim of teaching is to facilitate learning and this is why teachers are known as facilitators of learning. For teaching to take place, there must be a learner. In view of this, Mkpa (2009) stresses that a teacher has to use his wealth of experience, training skills, competence, attitudes, interest, knowledge of content with the help of instructional materials, methods/techniques to impart to a less experienced persons in order to produce a permanent change in the behavior of the learner. For teaching to provide a desired effect, the learner must be active and responsive to the learning process. Teaching does not end at sending the goods only, it ensures that the goods are received through feedback from learners. For effective learning to take place, the teacher must give learners opportunity to learn materials and this means that learners are involved in class activities and learning is facilitated, (Obi, 2006).

Therefore, teaching Sociology of Education in Nigerian universities for sustainable development face many challenges. The environment affects the way a teacher teaches and the way a student learns. The physical facilities of the school have a variety of effects on lecturers, students and teaching learning process. They include administration office, lecturers' offices, classrooms, laboratories, libraries, hostels, lecturers' quarters, ICT factor, poor funding and the lecturers' factor. The recruitment of lecturers in recent years has become an issue of 'political patronage'. According to (Etuk, 2016), he asserts that insistence on and demand for quota in employment by members of the House of Senate and Legislative both at national and state levels, political office holders, seniors public servants have given rise to all member of people having recruited into the university system as lecturers however, Nigeria acknowledges the fact that no education system can rise above the quality of its teachers (FRN, 2004). Available lecturers in the system can be categorized into three broad groups: the qualified and competent, the qualified but ineffective and the unqualified (Ivowi, 2008). The first group are dedicated and committed to their teaching career. They are worried about how their students learn. These groups of lecturers are credible in the system but are very few in the universities. The second and third groups are in the

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majority. They are there to make money. They don't attend lectures at the end of the semester; during examination they would set hard questions that would enable students to sort them. They participate in examination malpractices. Students are said to purchase grades and grades are awarded to the highest bidder. Sexual harassment of female students has become the order of the day. Academic standards, research and publications have been replaced with handouts, some of which are worthless plagiarized documents. Also lack of knowledge of subject matter, the method to be used, teaching skills and exposition of subject matter employed by the lecturer determines the quality and quantity of learning that takes place in the learner (Obi 2006). Lack of knowledge of the subject matter and use of unprofessional teaching techniques seems to create a problem in teaching Sociology of Education which in effect results to poor learning and poor performance of the students. Teaching method is one crucial component of curriculum implementation (Onuoha, 2016).

According to (Ogbonna, 2004), one of the leading causes of poor performance has to do with instructional methods used by the lecturers. This method of teaching is based on teacher-centred rather than learner-centred. FRN (2013, p.2), stated that "educational activities shall be learner-centred for maximum self-development and self-fulfillment. The learner-centred method involves the learners' active participation in the teaching and learning instruction. This problem is partly anchored on government's lack of will power to implement her policy which states that all lecturers in tertiary institution shall be required to undergo training in the methods and techniques of teaching" (FRN, 2004, p.37). It has to be emphasized that no matter how knowledgeable a lecturer is in his specific discipline, lack of training in the methodology of modern classroom delivery is necessary to achieve maximum learning by students. Infrastructural provision is lacking and at times non-existent. When a lecturer is teaching a large size of students, the lecturer finds it difficult to employ the right teaching method. The sitting arrangements are inadequate. Students stand up receiving lectures or sit on the laps of another student. Some of the students do not hear the lecturer because the class is noisy. Use of public address system is not guaranteed because of power outage (Eke 2002). This inhibits students drinking from the fountain of knowledge. Hostel places meant for two students are now being occupied by as many as ten students. Laboratories are no longer functional and students graduate in scientific subjects without relevant practical experience. Libraries no longer stock up to date journals and relevant reference materials (Heitor, 2005). Also, lack of Information and Communication Technique (ICT) compliance by lecturers and students, some lecturers have not been able to utilize these modern facilities and are still ICT non-complaint in the mist of millennium globalization (Nwokocha, 2014). There is no university in Nigeria without internet connectivity, the fact remains that the connectivity is limited to some people; it is extended to others during accreditation periods. However, power outage has made the use of this facility inadequate in schools. Education at all levels requires adequate financial provision but is under-funded with the result that facilities are grossly inadequate. Projects are abandoned and salaries are often not paid. The few institutions that are equipped with infrastructure owe their fortune to the persistent ASUU strikes and insistence on funding for the provision of infrastructure in order to ease their teaching assignment.

### **Research Questions**

1. What are the physical facilities that inhibit effective teaching of Sociology of Education for sustainable development?

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2. What are the methods adequate for effective teaching of sociology of education for sustainable development?
3. What measure will be adopted in the teaching of sociology of education to ensure sustainable development?

**Method**

The study adopted survey design. The population of the study consisted of 74 lecturers in the ten universities (5 Federal, 5 States) in the South East Geo-Political Zone. *Source:* Conference register of Association of Sociologist of Education of Nigeria ASEN 2018. No sampling was carried out because the population was manageable. The instrument used in collecting data for the study was a researcher constructed structured questionnaire titled “Teaching Sociology of Education in Nigeria Higher Institutions” (TSENHI). The questionnaire has three parts, A and B. Part A sought information on the personal data of the respondents, part B sought information required to answer the research questions. It had three sections, 1, 2, and 3, these were concerned with information regarding Physical Facilities, methods used by lecturers in teaching and the measures to be taken to ensure adequate teaching of Sociology of Education for Sustainable Development. Section 1 contained 12 items; section 2 contained 8 items while section 3 contained 10 items. A total of thirty items on the whole. The four point response mode of Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (D – 2 points) and Strongly Disagree (SD – 1 point). The questionnaire was validated by two experts, one in Sociology of Education at University of Nigeria Nsukka and the other in measurement and Evaluation at Nnamdi Azikiwe University, Awka. They were requested to assess the items with regards to clarity and relevance and their inputs were finally reflected in the final production of the questionnaire. To establish the reliability of the questionnaire; the questionnaire was trial tested using 50 lecturers in Ghana University. Cronbach Alpha was used for analysis and a reliability coefficient of 0.78 was obtained. The administration of the questionnaire was done with the help of ten research assistants, two of whom were assigned to different universities. Because of Direct Delivery Method of administration, all copies of the questionnaire distributed were retrieved. Analysis of data was done using arithmetic mean and standard deviation for research questions 1 and 3. Standard deviation will be used to show how responses deviate from the mean. Then percentage was used for research question 2. Based on the four point scale used in the study, the cut-off point for regarding mean scores as positive or negative was put at 2.50 with the decision rule that items with mean scores of 2.50 and above would be regarded as having attracted positive responses, while items with means scores below 2.50 would be regarded as negative responses.

**Results**

**Research Question One:**

What are the physical facilities that inhibit effective teaching of sociology of education, for sustainable development?

S/N	ITEMS	$\bar{X}$	SD	REMARKS
1.	Some classrooms do not accommodate students as a result, some students stand along the corridor while receiving lectures	2.55	1.14	Agree

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2.	Public address system is not often provided to be used in the classroom for teaching	2.54	1.14	Agree
3.	Projectors and Laptops are not provided in the classroom for effective teaching and learning	2.63	1.15	Agree
4.	There is power outage in the school which makes use of internet inaccessible and mars use of projectors to teaching.	2.52	1.13	Agree
5.	Some libraries do not have enough seats to accommodate the students that are using the library.	2.39	1.12	Disagree
6.	Some school libraries are not equipped with up to date books.	2.66	1.15	Agree
7.	Some lecturers do not have personal offices	2.70	1.05	Agree
8.	Some lecturers are paired up to three or four in an office depriving them of privacy.	3.09	1.10	Agree
9.	Some universities do not have enough hostel accommodation for students	2.63	1.15	Agree
10.	Some universities that have hostel accommodation do not have enough bed spaces for their students, as a result, students squat at times four to five in a room and these affect reading at night.	2.98	1.07	Agree
11.	Some universities did not build residential quarters for lecturers as a result, it affects their attendance to school and lectures.	2.98	1.07	Agree
12.	Some of the university buildings are old and need to be renovated.	2.34	1.12	Disagree
	<b>Cluster Total</b>	<b>32.01</b>	<b>13.39</b>	
	<b>Cluster Mean</b>	<b>2.66</b>	<b>1.12</b>	

**Keys: X = Mean, SD = Standard Deviation**

The results in table 1 showed that the respondents reacted positively to ten items with mean scores above 2.50 and reacted negatively to items 5 and 12 which state as follows: Some libraries do not have enough seats to accommodate the students that are using the Library and some of the university buildings are old and need to be renovated: However, the cluster mean of 2.66 showed that physical facilities inhibit effective teaching of sociology of education for sustainable development.

**Research Question Two:**What are the teaching methods that enhance effective teaching of sociology of education for sustainable development?

Tick the teaching methods used in teaching

S/N	ITEMS	F	%
13.	Lecture Method	11	85%
14.	Demonstration Method	11	85%
15.	Project Method	10	77%
16.	Problem Solving Method	8	62%
17.	Inquiry Method	7	54%
18.	Discovering Method	7	54%
19.	Field trip Method	5	35%
20.	Discussion Method	8	77%

**Keys: % = Percentage**

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The results in table II showed that the respondents reacted positively to six items with 54% and above and reacted negatively to only one item which was stated as, 'Field trip Method'. The percentage of 54 and above indicate that teaching method was not a constraint to the teaching of Sociology of Education for Sustainable Development

**Research Question Three:**

What are the measures to be taken to ensure effective teaching of sociology of education for sustainable development?

S/N	ITEMS	$\bar{X}$	SD	REMARKS
21.	The University Management/government should sponsor trips to professional development programmes such as conferences, workshops in order to upgrade their knowledge	3.60	1.00	Agree
22.	The University Management should provide teaching materials and build infrastructural facilities in order to encourage students to learn.	3.20	0.85	Agree
23.	More qualified sociology of education lecturers should be recruited to reduce excess work load of few employed lecturers in order to enhance effective teaching of the course	3.30	0.86	Agree
24.	All sociology of education lecturers should undergo continuing professional development in ICT use.	3.00	0.80	Agree
25.	The government should make adequate provisions for funding the universities.	3.10	0.81	Agree
26.	The University Management should ensure that only qualified lecturers are recruited and deployed to teach in their own areas of specialization	2.50	0.56	Agree
27.	The University Management should develop and improve on the maintenance culture by making sure that all the equipment and materials provided in the school are well maintained from time to time	3.00	0.72	Agree



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28.	The University Management should encourage alumni of the schools to donate books and other reading materials to the school.	3.60	1.00	Agree
29.	The University Management should ensure that the school environment is conducive for both lecturers and students academic activities.	3.10	0.81	Agree
30.	The students should de-emphasize their social life activities which is a pointer to failure and be more focused in the studies	3.20	0.85	Agree
<b>Cluster Total</b>		<b>31.6</b>	<b>7.45</b>	
<b>Cluster Mean</b>		<b>3.16</b>	<b>0.75</b>	

**Keys: X = Mean, SD = Standard Deviation**

Results in table III showed that all the listed measures attracted positive responses with mean scores well above 3.16. This indicates that in opinion of the respondents, all the identified measures are good ways of tackling effective teaching of sociology of education for sustainable development.

### Discussion

The results as presented in table I showed that apart from the disagreement indicated in items 5 and 12 which has the following statements, ‘some Libraries do not have enough seats to accommodate the students that are using the library and some university buildings are old and need to be renovated’: all the respondents agreed to all the other items, indicating that physical facilities inhibit effective teaching of sociology of education for sustainable development. Some of the findings of the study on physical facilities that inhibit effective teaching of sociology of education includes: some classrooms do not accommodate students as a result, some students stand along the corridor while receiving lectures, public address system is not often provided to be used in the classroom for teaching, projectors and laptops are not provided in the classroom for effective teaching and learning. This is in line with Eke (2002) who posits that the physical learning environment in which adequate instructional space and facilities are available may be crucial for learning at higher levels. The learning environment is extremely important for learning but at the moment, the learning environment in our educational institutions is far from adequate. There is power outage in the school which makes use of internet inaccessible and mars use of projectors to teaching; some school libraries are not equipped with up-to-date books, some libraries do not have enough seats to accommodate students. This is in line with (Heitor 2005) who observed that schools with adequate facilities stand a better chance of providing education effectively. He also added that schools with ill equipped libraries have their students perform poorly than schools with well-equipped Library.

The results as presented in table II showed that apart from the disagreement indicated in item 6 which has the following statement, ‘Field trip Method’, all the respondents rated the other items high, indicating that teaching methods is a prerequisite for effective teaching of sociology of education. Some of the findings of the study on the teaching methods required for teaching sociology of education include, lecture method, demonstration method, project method, problem solving method inquiry method. This is in line with (Mkpa 2009) who posited that a teacher has to use his wealth of experience, training skills, competence, attitudes, interest, knowledge of content with the help of instructional materials, methods/techniques to impart to a less experienced persons in order to produce a permanent change in the behavior of the learner for teaching to provide a desired effect, the learner must be active and responsive to the learning process. Also in

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line with Obi (2016) who asserts that even highly competent teachers find it difficult to teach effectively without adopting the adequate teaching methods and instructional materials.

The results as presented in table III showed that all the respondents agreed to all the items as measures to be taken to ensure effective teaching of sociology of education for sustainable development. However, some of the findings of the study on the measures to be taken to ensure effective teaching of sociology of education includes, 'the University Management should sponsor trips to professional programmes such as conferences, workshops in order to upgrade their knowledge, the University Management should provide teaching materials and build infrastructural facilities in order to encourage students to learn. This is in line with Obi (2006) who posits that, education at all levels requires adequate financial provision but is under-funded with the result that facilities are grossly inadequate. This is one of the major reasons ASUU strike is persistence in Nigeria. Also more qualified sociology of education lecturers should be recruited to reduce excess workload of the few employed in order to enhance effective teaching of the course, all sociology of education lecturers should undergo continuing professional development in ICT use'. This is in line with Ivowi (2008) who posits that, 'available lecturers in the system can be classified into three, the qualified and competent, the qualified but ineffective and the unqualified. Nwokocha (2014) posits that, it is surprising to note that many teachers are still ICT non-compliant in the midst of millennium globalization.

### **The Way Forward**

Lecturers must possess the ICT skills to make them globally competitive and to facilitate networking with other lecturers in the other universities in order to access information and be abreast of new information and technology practices. Also, all lecturers must undergo Continuing Professional Development in ICT uses. According to National Policy on Education (FRN, 2004), "no education system may rise above the quality of its teachers", therefore the Federal Government of Nigeria should take teacher education more seriously in line with what is written in the National Policy on Education. The teachers' salary scale should be brought to fruition and teaching profession, which is the mother of all other professions, should be accorded its due respect, in order to attract best brains to the classroom.

Possessing professional skills or competence are good communication skill, creativity, recognition of individual differences, good leadership, and classroom management. A lecturer should be resourceful, innovative, industrious and be versed in pedagogy for effective teaching. It is very important for all lecturers to undergo continuing professional development in methods of teaching. Lecturers should be democratic in dealings with students, flexible, commitment to duty, honest, sincere, fair and open minded. He should be punctual to classes, diligent, have self confidence and be disciplined. Such a person should also have a pleasant personality, always ready to observe professional ethics, maintain active member of professional bodies, be kind and sympathetic to students, be patient with slow learners.

### **Conclusion**

Sociology of education examines the place and function of the educational institution in the society and the relationships between the institution and society. It also, analyses the sociological processes which take place in the educational institution seen as a micro-society and relates these activities to the external environment or wider society. Therefore, teaching of

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sociology of education requires a good pedagogical knowledge of the concept of teaching and that of the subject matter. In order to achieve these, teaching of sociology of education requires good methods of teaching and projecting the contents stage by stage on the screen to aid understanding of the contents by the students. Physical facilities are prerequisites for effective teaching and learning. A good maintenance culture must be adopted in order to keep them actively working.

**Recommendations**

- (1) There is an urgent need for government to fund education in all levels especially university education.
- (2) The University Management should provide facilities like Laptops, projectors, public address system in all the classes used for lectures; this to a great extent will ease the stress of teaching.
- (3) The University Management should make the school environment internet accessible friendly. This will always attract and keep students and lecturers in the school for research purposes.
- (4) The University Management should make provisions for lecturers' offices. This to a large extent will increase high productivity by them.
- (5) All sociology of education lecturers should undergo continuing professional development in methods of teaching and ICT use.
- (6) Qualified and competent lecturers in sociology of education should only be recruited to teach the course. This will help the students in the learning of the subject matter.

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