



## TEACHERS' RE-ORIENTATION: KEY TO REPOSITIONING NIGERIA'S EDUCATION SYSTEM FOR SUSTAINABLE DEVELOPMENT



**Giami, Christian BariborNdayor (Ph.D)**

Christian.giami@uat.edu.ng

Department of Educational Management,  
Faculty of Arts and Education,  
University of Africa, Toru-Orua, Bayelsa State.

&

**Okuro, Goddey**

goddey.okuro@uat.edu.ng;

Department of Educational Management,  
Faculty of Arts and Education,  
University of Africa, Toru-Orua, Bayelsa State.

### Abstract

*Re-orientation is the deliberate process of changing individual's or group's mindset, attitudes, values, knowledge, and behaviors to align with new realities, expectations, or developmental goals. Therefore, this paper examined the critical role of teachers' re-orientation in repositioning Nigeria's education system to achieve sustainable development. It highlights how continuous professional development and re-training programs are essential in equipping teachers with relevant knowledge, pedagogical skills, and values needed for inclusive, equitable, and future-focused education. The transformative learning theory guided this paper. It reviewed empirical literature and analyzes global best practices to establish the relevance of teacher re-orientation in improving instructional quality, aligning with curriculum reforms, and promoting sustainable development. Findings reveals that many Nigerian teachers lack sufficient awareness of sustainability concepts and digital competencies, indicating a pressing need for structured national re-orientation frameworks that would enhanced optimal teachers' re-orientation. It therefore, concluded that the sustainable development of any nation in the 21<sup>st</sup> century lies in the hands of its teachers. Therefore, the paper suggested and recommended policy-driven strategies among others for the implementation of effective teacher re-orientation programs that are not just necessary but critical to achieving the nation's sustainable development.*

**Keywords:** Teachers' Re-orientation, Sustainable Development, Education Reform, Professional Development, Nigeria

### Introduction

Education is the cornerstone of national development and individual empowerment, especially in a rapidly evolving and globalized world. The National Policy on Education (FRN, 2008) states that education is a "tool par excellence" for advancing any country. In Nigeria, however, the education sector faces numerous challenges that hinder its effectiveness and accessibility, ranging from inadequate funding, decaying infrastructure, and poor policy implementation to teacher ineffectiveness. Among these issues, the role of the teacher quality as the bedrock of any educational system cannot be overemphasized. Teachers shape the intellectual and moral foundation of future generations; thus, their mindset, values, knowledge, and pedagogical competencies significantly influence the quality of education. Nnachi (2008) noted that the teachers serve as the central figure in educational activities, and their role and involvement are indispensable in driving the progress of education. However, the recurring decline in Nigeria's educational standards has prompted a critical discourse on the urgent need for teachers' re-orientation as a means of revitalizing and repositioning the nation's education system.



Teachers' re-orientation refers to the process of retraining, re-educating, and realigning teachers with contemporary educational theories, national developmental goals, and global best practices.

These issues extend beyond routine professional development to include ideological reformation, attitude change, ethical grounding, and socio-political awareness (Desimone, 2009). According to Omoera (2013), the quality of education in any country cannot surpass the quality of its teachers. Therefore, re-orienting teachers to be more proactive, adaptable, and ethically grounded is crucial for driving the transformation of Nigeria's education system to meet sustainable development. The quality of teachers employed by any educational institution influences the achievement of sustainable development. Besides the re-orientation that teachers undergo, Dolores and Ernest (2018) argued that preservice teachers' re-orientation significantly influenced their performance in advancing the country's sustainable development goals. Teachers' re-orientations, according to Oluremi (2013), serve as "conceptual corresponds" guiding teachers' instructional decisions concerning curriculum structure, classroom activities, student assignments, instructional materials, assessment of student learning, and sustainable development objectives. Ememe et al. (2013) further stated that, teachers' efforts to adopt new teaching methods are made possible by their existing knowledge.

The Nigerian educational system suffers from cut off between its theoretical curriculum and the practical realities of the society it is meant to serve. A significant contributor to this disconnection is the outdated pedagogical orientation of many teachers who were trained long ago under obsolete models (Ogunyinka, et. al., 2015). This has posed the educational system into poor instructional delivery, low student motivation, and high dropout rates. Moreover, the moral and professional conduct of teachers in many public schools has deteriorated, with rising cases of absenteeism, aiding examination malpractice, and lack of commitment to their job (Ukeje, 2002). These issues point to the urgent necessity for the re-orientation that would address both the skills and the values teachers need in the attainment sustainable development of the nation. It is crucial to recommend that strong re-orientation programs at all levels be prioritize in order to revitalize and reposition the Nigerian educational system in the 21<sup>st</sup> century (Ewata&Okuro, 2024).

The importance of teachers' re-orientation for sustainable development cannot be overemphasized. Repositioning the Nigerian education system for sustainable development, require a shift from the traditional role of teachers as mere transmitters of knowledge to becoming facilitators of critical thinking, innovation, and civic responsibility. This shift can be achieved through a robust re-orientation programs that would expose teachers to the use of 21<sup>st</sup> century teaching technologies, inclusive teaching, learner-centered approaches, and reflective teaching practices (Adegbesan, 2010). Furthermore, programs of this nature must instill in teachers a sense of national consciousness and commitment to educational equity and excellence.

In sum, Nigeria's quest for educational transformation and global competitiveness cannot be actualize without first reforming the people who implement its educational policies at the grassroots (the teachers). Re-orientating the teachers is not just a professional imperative but a crucial national emergency. Without it, efforts to reform curricula, expand infrastructure, or digitize classrooms will yield little or no results. As Nwosu and Anuna (2020) rightly put it, "A re-oriented teacher is the cornerstone of a progressive and functional education system." Therefore, this study examines teachers' re-orientation as the key to repositioning Nigeria's education system, focusing on its necessity, challenges, and policy implications for sustainable development. Maclean (2018) ascertain that there is strong positive and significant relationships between job performance and teachers' collaboration, learning, growth, and needs in public senior secondary schools.

Despite the various ample educational reforms and investments in Nigeria, the quality of education across the nation remains significantly below global standards. Factors contributing to this decline is the poor orientation, outdated curriculum, quest for more knowledge through constant self-development, and diminishing commitment of teachers, who play the essential role in the educational system. It is been observed that teachers lack adequate training in modern pedagogical methods, inclusive practices, and the use of educational technology, making it difficult for them to meet the demands of 21st-century learning (Ogunyinka et al., 2015). Moreover, issues such as low teacher

morale, unethical practices, and insufficient professional development opportunities have further hampered the education sector. Therefore, there is need for teachers' re-orientation to reposition Nigeria's education system for sustainable development.

### **Theoretical Framework**

The Transformative learning theory was the theoretical framework that guided the study.

#### **Transformative Learning Theory by Jack Mezirow (1991) in Kitchenham, A. (2008).**

Transformative learning, sometimes referred to as transformational learning, emphasizes the idea that individuals can shift their perspectives in response to new information. Jack Mezirow propounded the transformative learning theory. His work began with research on adult women returning to formal education. Through his studies, Mezirow observed that adults do not simply apply previous knowledge to new experiences; rather, they often need to adopt new perspectives to make sense of changing situations.

Mezirow proposed that meaningful learning in adulthood is connected to one's past experiences and that significant educational growth occurs through processes like critical reflection and reassessment. Unlike children, adults tend to experience deeper cognitive shifts when exposed to such reflective learning. According to Mezirow, adult learning involves re-evaluating long-held beliefs formed during childhood and allowing thoughtful reflection and instruction to reshape these beliefs into more current and accurate understandings.

Over time, Mezirow's theory evolved into a broader concept suggesting that as individuals gain new knowledge, their worldview expands and transforms. This continual process of learning and reflection enables individuals to better comprehend new ideas and adapt to change.

Transformative learning provide a comprehensive framework for understanding and implementing teachers' re-orientation in Nigeria. Transformative Learning facilitates a shift in mindset toward innovative and sustainability-focused teaching. This theory is directly relevant to repositioning Nigeria's education system for sustainable development by addressing current challenges, enhancing teacher effectiveness, and aligning education with national and global development goals. This theory of teacher re-orientation can empower teachers' to drive educational reform and contribute to Nigeria's sustainable future if applied.

### **Review Of Empirical Study**

**Table One: Empirical Studies on Teachers' Re-orientation and Sustainable Development Nigeria**

| <b>Author(s) &amp; Year</b> | <b>Study Focus/Title</b>                                | <b>Key Findings</b>                                                | <b>Relevance to Sustainable Development</b>                                           |
|-----------------------------|---------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Ofojebe&Ezugoh (2010)       | Capacity Building for Teacher Effectiveness             | Regular re-orientation improves teacher competence and innovation. | Enhances teacher adaptability to curriculum reforms related to sustainability.        |
| Ololube (2015)              | Teacher Education, School Effectiveness and Improvement | Positive link between CPD and student academic performance.        | Re-orientation equips teachers for emerging global education demands.                 |
| Okebukola (2016)            | Globalization and Teacher Preparedness                  | Nigerian teachers are underprepared for global education trends.   | Calls for teacher re-orientation to meet global citizenship and sustainability goals. |
| Eze&Oguche (2020)           | Teachers' Awareness of SDGs                             | Over 70% of teachers lacked SDG awareness.                         | Emphasizes the need for national re-orientation on SDG integration in teaching.       |

|                        |                                                |                                                                        |                                                                       |
|------------------------|------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Oyetunde et al. (2019) | Digital Competence and ICT Integration         | Trained teachers used technology more effectively in classrooms.       | Supports ICT re-orientation for inclusive and future-ready education. |
| Emeh&Eze (2021)        | Teacher Re-orientation and Curriculum Delivery | Found mismatch between teacher skills and competency-based curriculum. | Re-orientation needed to align with 21st-century curriculum goals.    |

The table above shows that the reviewed empirical studies collectively emphasize the critical role of teacher re-orientation in transforming Nigeria's education system to meet the demands of sustainable development. Across the studies, a consistent pattern emerges that teachers' effectiveness, preparedness, and ability to align with educational reforms improve significantly through re-orientation programs.

### **Conceptual Review**

Major concepts in the study are reviewed hereunder:

#### **Concepts of Re-orientation in Education**

Re-orientation is the deliberate process of changing individual's or group's mindset, attitudes, values, knowledge, and behaviors to align with new realities, expectations, or developmental goals. It involves guiding people away from outdated beliefs and practices toward a more progressive, relevant, and effective ways of thinking and acting.

Nwachukwu (1998) defines re-orientation as an organizational endeavor implore to assist a worker in acquiring the innovative knowledge necessary for adequate performance of the duties for which he is employed or assigned. Re-orientation produces the individual with new knowledge or abilities required to carry out a certain task or set of tasks. Individual or group who participate in various re-orientation exercises actively perform better at work due to the mindset, attitudes, values, knowledge, and behaviors they acquired. Re-orientation helps in the development of methods, abilities, information, and experiences that allow a person to contribute meaningfully to the team's collective efforts in a fruitful process.

Re-orientation entails upgrading or renewing the competences, work habits, attitude, knowledge, and abilities in other to carry out significant tasks with excellence (Imhabekhai, 2000). Imhabekhai emphasized that continue retraining is a function of the amount of changes that have occurred in production procedures that the identified training demands.

Going forward, teachers' re-orientation is the systematic process of reshaping, updating, and renewing the professional knowledge, attitudes, and practices of teachers to align with contemporary educational goals, societal needs, and global development agendas. This concept is a catalyst in transforming the education sector and contributing meaningfully to sustainable national development. Teachers' re-orientation in Nigeria is a deliberate and systematic process aimed at transforming educators' skills, knowledge, attitudes, and practices to align with contemporary educational demands geared toward achieving the broader goals of sustainable development. This concept is critical in addressing the evolving challenges within Nigeria's education system, such as outdated curricula, limited technological integration, and inadequate teacher preparedness, while fostering a system that supports economic growth, social equity, and environmental sustainability. Sustainable development, as articulated in the United Nations' Brundtland Report, involves meeting the needs of the present without compromising the ability of future generations to meet theirs (United Nations, 1987). In Nigeria, re-orientating teachers is a cornerstone for achieving this balance through education, which is recognized as a catalyst for development (UNESCO, 2017).

### **Challenges affecting Teachers' Re-orientation**

In spite of the various recommendations and reforms that targets repositioning teacher performance in the country, the challenges facing teacher re-orientation in Nigeria are still many. Some of these challenges emerged with the changing socio-economic and political condition of the time, others evolved due to government neglect of the education sector especially as it concerns aligning with emerging realities, such as, the growing population, increase in education demand and needs with matching supply of education services among others. Some of these challenges are explained hereunder:

- **Weak Policy Implementation:** Ineffective implementation of educational policies remains a major obstacle to the delivery of quality teacher education in Nigeria. This shortfall has contributed to the persistent low performance of teacher education graduates from higher institutions. This call for the urgent need for teachers' re-orientation. As Ayeeni (2012) noted, that educational policies are often developed by experts with clear visions for the future, but, challenges arises during the implementation phase, where the shift from theory to practice becomes problematic. Several issues hinder effective policy implementations, including inadequate government funding and the poor management of allocated resources by those responsible for this implementation such as vice chancellors, rectors, provosts, deans, and heads of departments. Where funds intended to enhance the quality of education are mismanaged or diverted, the result is a compromised educational experience for learners, rendering their qualifications less valuable.
- **Unfavorable Working Conditions and the Issue of Brain Drain:** In Nigeria, the teaching profession offers limited incentives, making it difficult to attract and retain highly qualified individuals for sustainable development (Adu, Oshati, & Eze, 2012). The lack of appeal has led to declining enrollment in teacher re-orientation programs and reduced interest in the profession. Those who remain in teaching often experience low social recognition and related psychological challenges. As a result, many educators either transition to better-paying jobs in other sectors or migrate abroad in pursuit of improved working conditions and career prospects.
- **Limited ICT Knowledge and Application:** One of the persistent challenges facing teacher re-orientation in Nigeria is the limited understanding and application of Information and Communication Technology (ICT) in the teaching profession (Abdul, 2011). In the 21st century, the ability to utilize computer technology and the internet has become essential for teachers to remain relevant and effective in an increasingly digital world. Despite this, many Nigerian schools continue to rely on outdated, traditional methods of instruction with minimal integration of ICT. Bharath et al. (2011) emphasized that to take advantage of the constant flow of information and to strengthen collaboration within professional communities; teachers must undergo continuous ICT training. Moreover, the government must provide adequate infrastructure and tools to ensure consistent access for both teachers and learners, especially as the world become increasingly interconnected. Ijaiya (2010) further asserted that for teachers to perform optimally, they must adopt modern technological tools and teaching approaches that reflect current global standards.
- **Resistance to Change:** Many teachers have become more reluctant to embrace change, especially when it involves adopting new teaching methodologies or integrating technology. This resistance is often rooted in fear of the unknown or a perceived threat to job security (Ajayi & Ekundayo, 2010). Without proper motivation and support, teachers may remain indifferent or opposed to re-orientation efforts for sustainable development.
- **Lack of Continuous Professional Development:** Another major challenges limiting teachers' re-orientation is the absence of structured and continuous professional development. In most cases, teachers are trained once during pre-service education and receive little or no support afterward. This

results in outdated knowledge and practices that no longer conform to modern educational demands (UNESCO, 2015).

➤ **Overcrowded Curriculum and Workload:** Teachers are often burdened with heavy teaching loads and administrative duties, leaving them with little time or energy for re-orientation programs. According to Ogunyinka et al. (2015), the workload associated with managing large classrooms and performing non-teaching tasks detracts teachers from opportunities for self-development.

### **Needs for Teachers' Re-orientation for Sustainable Development**

The urgency in the demands for global education, necessitate the growing need for teachers' re-orientation for acquisition of contemporary skills, knowledge, and values necessary to deliver quality education that is all inclusive and relevant for the achievement of sustainable development. The following needs have been identified for teachers' re-orientation for sustainable development:

1. **Wealth Promoting Needs:** The concept of the teachers' re-orientation has transformed our understanding of what constitutes national wealth and power for sustainable development. More than natural resources, it is now human capacity - knowledge and skills that defines a country's competitiveness and progress in the global arena (Obanya, 2013; Okotie, 2019). Patience and Marilyn (2017) opined that there is a need to re-orientate teachers' for the creation of wealth due to the high rate of unemployment, poverty, the need for job creation, and the absence of creative and inventive talents among qualified teachers is a barrier to achieving sustainable development. The following are some other ways through which teachers can indulge in the creation of wealth for sustainable development, which is supported by relevant ideas and literature:

➤ **Promoting Entrepreneurial Education:** Re-orientation position teachers to teach entrepreneurial skills such as creativity, critical thinking, problem solving, financial literacy, and business development. By embedding entrepreneurship education within the school curriculum, students are empowered to create jobs, rather than rely on limited formal employment opportunities (UNESCO, 2017).

➤ **Skills Development for Green Jobs:** Teachers trained for sustainable development purposes can impart green skills that prepare students for employment in emerging sectors like renewable energy, waste management, recycling, sustainable construction, and eco-tourism (ILO, 2019). These sectors are key to creating wealth without compromising environmental integrity.

➤ **Encouraging Local Resource Utilization:** Teachers guide students to identify and sustainably use local resources to develop products and services that add economic value with the knowledge they acquired from re-orientation. This promotes community-based wealth creation, especially in rural or underserved areas.

2. **Innovative Curriculum Need:** Re-orientation prepares the mind of the teacher towards the school curriculum to address innovations necessary for the success of education for sustainable development. Re-orientation is a means of changing the curriculum to address the issues of sustainability in the society. According to Nolet (2013), education for sustainable development can lead to solutions for educational problems rather than being seen as something new that needs to be incorporated into the curriculum. Therefore, the curriculum is essential to meet the demands of sustainable development in the following ways, according to Wals and Corcoran (2012):

- It will enrich the learning content by providing students with knowledge and skills relevant to sustainable development.
- It will enable learners to effectively engage with and address sustainability-related challenges.
- Teacher training will shift from a single-discipline model to a multidisciplinary framework, which is fundamental to Education for Sustainable Development (ESD).



- It will also equip students to respond to environmental challenges such as erosion, flooding, and land degradation.
- It enables schools to produce students who will think critically and creatively to address sustainability issues.

3. **Pedagogical Need:** It would be necessary to restructure pedagogies as curriculum changed. Teachers should align with pedagogical strategies that will encourage students to think critically, ask questions, evaluate and make wise decisions, and make significant decisions on social, economic, and environmental issues. Students will gain self-efficiency and a feeling of social fairness in their communities with the use of this educational approach (UNESCO 2012). Two instructional strategies that have been shown to address sustainability development concerns are issue analysis and multiple perspectives. In order to solve sustainability challenges, teacher educators should prioritize their pedagogies by switching from teacher-centered to student-centered learning, memorization to participatory learning, and collaboration learning. This will enhance issue analysis and the multiple perspective approach.

### **Teachers' Re-orientation Strategies for Sustainable Development**

Teachers' re-orientation is a necessary and ongoing process for ensuring quality education for sustainable development. Therefore, it is significant to employ strategies such as continuous professional development, ICT integration, peer mentoring, and strong policy support:

1. **Continuous Professional Development (CPD):** Ongoing training and workshops are essential for equipping teachers with new pedagogical skills, updated curriculum contents, and modern classroom management techniques. CPD initiatives help in refreshing teachers' knowledge and adapting to emerging trends such as digital literacy and inclusive education (Guskey, 2002). Such programs should be context-specific, practical, and supported by regular feedback mechanisms.

2. **Integration of Information and Communication Technology (ICT):** With the growing emphasis on digital learning, teachers must be re-oriented to use ICT tools in lesson delivery effectively. Training in the use of educational technologies, virtual platforms, and multimedia tools enhances quality teacher efficiency and learner engagement (Tondeur et al., 2017). Schools and education authorities should invest in both infrastructure and capacity building to support ICT integration.

3. **Mentorship and Peer Learning Programs:** Mentorship programs, where experienced educators guide less-experienced ones, are effective for practical knowledge transfer and support. Peer collaboration and learning communities encourage reflective teaching practices, collaborative problem solving, and innovation in instructional strategies (Avalos, 2011).

4. **Curriculum Re-orientation and Pedagogical Shifts:** Re-orientation must include updating teachers' understanding of curriculum reforms and pedagogical strategies. Active learning, critical thinking, inquiry-based learning, and learner-centered methods should replace outdated rote-learning approaches. Teachers must be trained to align instructional strategies with modern educational goals (Darling-Hammond et al., 2017).

5. **Policy Support and Institutional Frameworks:** Effective teacher re-orientation requires strong policy backing. Government agencies and educational institutions must develop clear guidelines and frameworks that support ongoing teacher development. This includes providing incentives, recognition, and career advancement opportunities linked to participation in re-orientation programs (OECD, 2019).

6. **Needs Assessment and Customization:** Before implementing re-orientation programs, it is crucial to assess the specific needs of teachers in different contexts - urban, rural, primary, or secondary

levels. Tailored training based on these assessments ensures relevance and maximizes impact (Villegas-Reimers, 2003).

**Table Two: Global Case Studies of Successful Teacher Re-orientation Programs**

| Year | Country     | Program/Initiative                                           | Key Features & Focus                                                                                               |
|------|-------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 2001 | Singapore   | Teacher Work Attachment (TWA) Program                        | Teachers rotate into industry roles to align education with real-world sustainability and economic needs.          |
| 2005 | Finland     | National Curriculum Reform                                   | Continuous professional development (CPD) focused on learner autonomy, sustainability, and inquiry-based learning. |
| 2008 | South Korea | SMART Education Strategy                                     | Integrated ICT training and environmental education for teachers to promote smart, green learning environments.    |
| 2010 | Canada      | Environmental Education Ontario Policy Framework             | Mandatory re-orientation on environmental literacy, sustainability practices, and cross-disciplinary teaching.     |
| 2013 | Germany     | Education for Sustainable Development (ESD) Teacher Training | Focused on the UNESCO ESD goals—embedding sustainability across subjects and pedagogy.                             |
| 2015 | Kenya       | Strengthening Teacher Education Project (STEP)               | Partnered with DFID and UNICEF to train teachers on child-centered, inclusive, and SDG-aligned teaching.           |
| 2016 | Japan       | Whole School ESD Implementation                              | Teachers receive school-wide training in climate education, community integration, and values-based learning.      |
| 2017 | Bangladesh  | Teaching Quality Improvement in Secondary Education          | DFID-funded; focused on gender equity, sustainability, and pedagogical innovation for secondary teachers.          |

Source: Darling-Hammond et al. (2017).

## Sustainable Development

Sustainable development has been widely discussed by scholars and policymakers. The Brundtland Commission provided the most prominent definition in the 1987 report *Our Common Future*, which described it as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development [WCED], 1987, as cited in Holbrook, 2009). This definition calls for a balanced approach to economic, environmental, and social development to ensure the longevity of the world resources.

Mckeown (2013) emphasizes that true sustainable development focuses on the integration of three essential elements, such as, people, planet, and prosperity highlighting the interconnected nature of human well-being, ecological stability, and economic advancement. Sachs (2015) also emphasizes that sustainable development requires integrated efforts to eliminate poverty, protect society, and ensure that all people enjoy peace and prosperity. In 2015, all member states of the United Nations (UN) adopted the 2030 Agenda for Sustainable Development, which established 17 global Sustainable Development Goals (SDGs). These goals aim to foster peace and prosperity for people and the world, addressing significant issues such as climate change, and promoting the protection of natural resources like oceans and forests. The SDGs emphasize the interconnectedness of environmental protection, social equity, and economic growth in achieving sustainable development.



The major aim of these goals lies in the principle of sustainability. However, despite their core objectives, achieving these targets by 2030 remains a significant challenge. Current assessments suggest that many of the goals may not be realized within the set timeframe. Factors such as increasing inequality, ongoing climate crises, and the rapid loss of biodiversity continue to hinder progress. Moreover, the COVID-19 pandemic, particularly between 2020 and 2023, exacerbated these obstacles, causing major setbacks in regions like Asia.

## Conclusion

Teachers' re-orientation is significant in transforming and repositioning of Nigeria's education system to actualize the goals of sustainable development in the 21<sup>st</sup> century. It is obvious that with the rapid technological advancement, global competitiveness, and evolving socio-economic challenges in the Nigerian educational sector, teachers must be continually equipped with the knowledge, contemporary skills, and values required to delivering quality and relevant education. Evidence from this paper has shown that without deliberate and structured re-orientation, teachers may struggle to adapt to curriculum reforms, integrate ICT effectively, or promote critical thinking and sustainable practices in classrooms for the sustainable development of Nigeria and the world at large.

## Suggestions:

1. Government should encourage collaboration with NGOs, development partners (e.g., UNESCO, UNICEF), and corporate social responsibility (CSR) initiatives to fund and implement teacher re-orientation programs.
2. Federal and State Ministries of Education should make re-training mandatory for all teachers.
3. Educational stakeholders should develop unified national framework across all levels of education to guide re-orientation processes with clear objectives, timelines, and expected outcomes.
4. Teachers should be ready to accept innovation in education through re-orientation.
5. Teachers should be encouraged to participate in re-orientation programs.
6. Government should establish robust systems to monitor teacher re-orientation programs, assess impact on classroom practice, and ensure accountability
7. The government should deploy e-learning platforms, mobile training apps, and open educational resources (OER) to make re-orientation accessible, especially for teachers in rural and underserved areas.
8. Government should align teacher re-orientation goals within key national documents such as the National Policy on Education, Ministerial Strategic Plans, and the Education Sector Plan (ESP).

## References

- Adegbesan, S. O. (2010). Establishing quality assurance in Nigerian education system: Implication for educational managers. *Educational Research and Reviews*, 5(7), 380–384.
- Ajayi, I. A., & Ekundayo, H. T. (2010). *Contemporary issues in educational management*. Bolabay Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Emeh, J. U., & Eze, G. U. (2021). Curriculum delivery and teacher re-orientation in Nigerian secondary education. *Nigerian Journal of Curriculum Studies*, 28(1), 50–60.
- Eze, F. U., & Oguiche, A. U. (2020). Teachers' preparedness for the implementation of Sustainable Development Goals in Nigerian schools. *International Journal of Educational Research*, 4(2), 88–95.
- Federal Republic of Nigeria. (2008). *National policy on education* (4th ed.). NERDC Press.
- Holbrook, J. (2009). Meeting challenges to sustainable development through science and technology education. *Science Education International*, 20(1–2), 44–59.



- Imhabekhai, C. I. (2000). Manpower training and retraining for effective healthcare delivery. *Benin Journal of Education Studies*, 12–13(1–2), 1–7.
- Imhabekhai, C. I., & Oyitso, M. O. (2000). *Theory and practice of industrial relations*. Monose Amalgamates.
- Kitchenham, A. (2008). The evolution of John Mezirow's transformative learning theory. *Journal of Transformative Education*, 6(2), 104–123. <https://doi.org/10.1177/1541344608322678>
- Maclean, I. F. (2018). In-service training and teachers' job performance in public senior secondary schools in Rivers State. *International Journal of Scientific Research in Education*, 11(3B), 493–520. <http://www.ij sre.com>
- McKeown, R. (2013). *Education for sustainable development toolkit* (3rd ed.). Center for Geography and Environmental Education.
- Nnachi, R. O. (2008). Need for quality assurance in teacher education in Nigeria. *Nigerian Journal of Curriculum Studies, Curriculum Organisation of Nigeria* (Special Ed.), 1, 94–104
- Nwachukwu, C. C. (1998). *Management: Theory and practice*. Africana-FEP Publishers.
- Nwosu, K., & Anuna, C. (2020). Teachers' attitude and the repositioning of the Nigerian education sector. *Journal of Contemporary Issues in Education*, 15(2), 45–57.
- Ofojebe, W. N., & Ezugoh, T. C. (2010). Teachers' participation in capacity building programs as predictors of their effectiveness in secondary schools. *Journal of Teacher Perspective*, 4(2), 123–131.
- Ogunyinka, E. K., Okeke, T. I., & Adedoyin, R. C. (2015). Teacher education and development in Nigeria: An analysis of reforms, challenges and prospects. *Education Journal*, 4(3), 111–122.
- Okebukola, P. (2016). Globalization and teacher preparation in Nigeria. *Nigerian Academy of Education Monograph Series*, 2(1), 67–78.
- Ololube, N. P. (2015). *Benchmarking the school effectiveness framework in Nigeria*. Springer.
- Omoera, O. S. (2013). Repositioning teacher education in Nigeria: Issues and challenges. *International Journal of Education and Research*, 1(12), 1–12.
- Oyetunde, T. O., Adeyemo, A., & Yusuf, M. O. (2019). Digital literacy and ICT integration among Nigerian teachers. *African Journal of Educational Technology*, 8(1), 45–59.
- Patience, O. E., & Marilyn, U. O. (2017). Re-orientation of teacher education towards wealth creation. *Journal of Education and Society (JES)*, 1(2), 1–18.
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
- Thompson, O. E., & Okuro, G. (2024). Teachers' retraining and job performance in public secondary schools in Bayelsa State, Nigeria. *UNIAFRICA Journal of Education*, 3(2), 1–13.
- Ukeje, B. O. (2002). Teacher education in Nigeria: Current status, 21st-century challenges and strategies for improvement. *Nigerian Journal of Professional Teachers*, 1(1), 1–10.
- UNESCO. (2015). *Teacher policy development guide*. United Nations Educational, Scientific and Cultural Organization.
- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. <https://sdgs.un.org/2030agenda>
- Wals, A. E. J., & Corcoran, P. B. (2012). *Learning for sustainability in times of accelerating change*. Wageningen Academic Publishers.
- World Commission on Environment and Development (WCED). (1987). *Our common future*. Oxford University Press.