

# Welcome!

45<sup>th</sup> Inaugural Lecture



TEACHING, TEACHERS, TEACHING  
PROFESSION AND EDUCATIONAL  
ACCOUNTABILITY IN NIGERIA

AN INAUGURAL LECTURE

BY:

PROFESSOR ABUBAKAR ABDULLAHI BAGUDO  
(FPEAN) B.A Ed, M.Ed (UNISOKOTO) Ph.D  
(Unibadan)

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# Topics to Be Covered

- Three main phases of Teaching
- Teaching as cultivation of 3Hs
- AI, Robotics and Teachers
- Teaching as a Profession
- Trends & Efforts on Teacher Professional Development
- Role Relationship Between Tr and Lr
- Kinds of Love Relationship Between Teacher and Learner
- Teaching, Teachers and Educational Accountability
- To Whom Should Teachers Be Accountable?
- For What Are Teachers Accountable?

- Teachers' Authority
- Proposals For Implementation Of Teacher Accountability
- Professional Model of Teacher Accountability
- Application of Professional Model Of Educational Accountability
- Manifestations of Teacher Educational Accountability In Nigeria
- Regulatory bodies
- How Effective and Efficient Educational delivery measured?
- UDUS 38<sup>th</sup> , 39<sup>th</sup> ,40<sup>th</sup> , and 41<sup>st</sup> convocation ceremony on 20<sup>th</sup> April 2024
- Challenges of Teacher Educational Accountability In Nigeria
- The Way Forward

# Three main phases of Teaching

## 1. Pre-Teaching

**Pre-Teaching** during which the teacher plans what to teach and prepare, i.e. collects materials to be used for teaching.

## 2. Class Interaction

**Class Interaction** during which there should be purposeful interaction between the materials and the subject – matter, the learner and the teacher.

## 3. Post-Teaching

**Post-Teaching** during which the teacher reflects on the task

# Teaching as cultivation of 3Hs

## i. The HEAD

The HEAD, or the faculties for thinking and reasoning in the highest forms

## ii. The Heart

The HEART, or the faculties for the development of feelings, emotions, values, attitudes and psycho-social adjustment to life situations, and

## iii. The Hand

The HAND, or the faculties for the neuro-physical co-ordination, physical agility and physical culture.

# AI, Robotics and Teachers.

- Hypothesis that teachers will be replaced by 2027
- 2010 and beyond are referred to millennials
- Those, students born before computer (BBC)
- There are 2.2 billion children born after 2010 across the globe
- The years 2019 and 2020 saw the entire world faced with covid 19
- Widespread application of technology



# Teaching as a Profession

- The role of TRCN
- Teacher Professional Organisation
- Teacher Authority & structural Analysis

## Profession

1. How to attract good individuals to enter and remain in teaching
2. How to rise the entry requirements
3. How to improve the body of knowledge or training

# Trends & Efforts On Teacher Professional Development

- FMOE
- UBEC
- NTI – 1974 with its satellite campuses
- TRCN - 1993



# Role Relationship Between Tr and Lr

- Teacher and Learner are as role occupants
- Impersonal element in the relation
- Initiating learner in to forms of knowledge and understanding
- At cognitive level in teaching, the relationship is impersonal
- At affective of teaching, impersonal relationship is not projected very prominently
- Act in such a way that you always treat humanity, whether in your own person or in the person of any other never simply as a means but always at the same time as an end

- A teacher is an authority and humane
- Caring about the student's viewpoint on the world
- Treating student as a self-determining and role following
- Showing positive concern for or interest in student
- Help learner to develop awareness for social values and principles
- Evidences abound of teachers violation of the respect of persons of students

# Kinds of Love Relationship Between Teacher and

## i. Eros

**Eros:** Connected with sexual desire and self assertion.

## ii. Philia

**Philia:** The love we give only to the comparative few persons who attract us.

## iii. Agape

**Agape:** Self directed to any human being, disinterested love.

❖ Respect for person is to have an attitude of agape

# Teaching, Teachers And Educational Accountability

1. What are teachers Accountable for?
  2. To whom are teachers Accountable?
  3. How does teacher accountability manifest in theory and practice in Nigeria?
  4. How do proposals for Teacher Accountability find practical implementation in Nigeria?
- A process which involves the duty both of individual and organisation to render periodical accounts for the tasks performed,
  - It is essentially a form of public auditing designed to make schools or educational institutions answerable to the public or its representatives

# To Whom Should Teachers Be Accountable?

- Educational negligence as an emerging dimension to movement for Accountability for educational outcomes
- Professional colleagues, Colleges, Universities, providing authorities and employers
- A system of Educational Accountability must respect this plurality of interest
- Education is a matter of public concern
- This concern is manifested within different perspectives or pressure groups

# For What are Teachers Accountable?

- Evidences abound that schools, colleges, universities are failing to educate the young
- States are pressing for ways to curb perceived educational irresponsibility
- Accusing fingers are pointing to teachers and teaching profession
- The temptation is to locate the sources of our educational ills in other places
- Accountability in education has come to stay
- There is need to identify areas where teachers can be held accountable

# Teachers' Authority

1. Authority to disseminate curricular content
2. Authority to operate a system of reward and punishment
3. To set and apply evaluative standards
  - Takes the form of selecting materials and in general organizing a programme of study
  - The right to make quantitative judgements about appropriate ground to be covered and the best rate or pace of progress
  - The right to determine rewards punishments, ranging in severity from warning to expulsion and right to confer rewards from superior grades to the bestowal of institutional honours.
  - The right to establish and apply a system of standards, involving the act of evaluation



# Proposals for Implementation Of Teacher Accountability

- Utilitarian Model of Accountability
- Teacher is accountable to the public as tax paying providers through appropriate bodies
- Children and parents are customers
- Utilitarian model assumes that measuring a child's performance is a fair and valid way of evaluating teaching
- Resorts to notion of quantifiability of utility compared with resources
- Publicity is given to test scores
- There is link between results and provision of resources
- This model of Accountability suggests penalties and rewards.

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# Professional Model Of Teacher Accountability

- Accountability would be for adherence to the principles of practice
- Accountability would be rendered to a diverse constituencies
- Teacher would be regarded as an autonomous professional not as a social technician
- Evaluation as providing information for constituents allied to a system
- It is concerned with truth, rationality, objectivity and open mindedness

# Application of Professional Model of Educational Accountability

- Teaching profession should constitute a form of autonomous body with public cooperation (craftsman guild)
- That body should establish modes of evaluation of the work of the profession
- Should begin to work out statement of principle of academic freedom
- The profession should device code of practice in areas like classroom conduct relationship with students
- Principle and code of practice should be publicized, made accessible
- The profession should seek to examine the administration of schooling

# Manifestations Of Teacher Educational Accountability In Nigeria

- In practical inquiry Teacher is accountable to the public as tax paying providers through appropriate bodies acting on its behalf

## Regulatory Bodies

- Basic Education Level – UBEC, SUBEB, LEAS
- Tertiary Level – NUC, NCCE, NBTE
- Professional Body – TRCN, NTI, NCNE
- Regulatory Bodies are to ensure educational accountability through effective delivery of education services

# How Effective and Efficient Educational delivery measured?

1. Adherence to good managerial policy
2. Facility with which public validity can be given to schooling practices
3. Consequent effective use of resources
  - Educational Accountability revolving around government and its agencies
  - Nigerian Education System is Examination Centred
    1. B.E.C.E
    2. NECO, WAEC, NABTEB
    3. JAMB

# UDUS 38th , 39th ,40th , and 41st convocation ceremony on 20th April 2024

- First Degrees – 18,217
- Diplomas - 427

## Classification of Degrees

- First class Degrees - 167
- Second class Upper Division - 3,496
- Second class Lower Division - 9,573
- Third class - 3,777
- Pass degree - 15
- Unclassified Degrees - 1,199



# Challenges Of Teacher Educational Accountability In Nigeria

- Teaching flooded with a caricature of different people
- Low Level Entry Qualification in to teaching profession
- TRCN as regulatory body has not fully addressed the issue of preventing incompetent persons from entering the profession
- Preponderance of incompetent persons in teaching
- A variety of Teacher Unions – NUT, ASUSS, COEASU, ASUP, ASUU

# The Way Forward

1. Raising the entry qualification into Teaching profession to B.A. Ed, B.Sc. Ed, B.Ed degree
2. The duration of the training of pre service teachers should run for five years, including one internship under the auspices of the NTI
3. Domiciling of the entire Pre-service Teacher programmes in the Faculties of Education in Nigerian Universities
4. There is need for refashioning of higher degrees in education as M.A. Ed, M.Sc. Ed and Ph.D
5. TRCN should supervise, monitor and Accredite Teacher Education Programmes in Universities, COEs and Polytechnics in accordance with the law that established the body
6. TRCN should actively participate in the annual Induction of the graduating Pre-Service Teachers in the universities, Colleges of Education and Polytechnics.
7. Faculties of Education should have full complements of the laboratories in the arts, Social sciences, Natural and Applied Sciences for domestication of programmes

A black graduation cap with a gold tassel is shown resting on a black graduation gown. The cap is positioned in the upper left, and the tassel hangs down towards the bottom right. The gown has a ribbed texture. The background is dark, and the overall lighting is dramatic, highlighting the textures of the cap and gown.

THANK YOU ALL  
FOR LISTENING