

UNIVERSITY OF IBADAN

TEACHING: “IN THE CLASSROOM, AS A REGULATOR”

**An inaugural lecture delivered
at the University of Ibadan**

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By

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ABSTRACT

This inaugural lecture focuses on my contributions to teaching and learning through researches carried out and my role as a regulator of the teaching profession in Nigeria. Our philosophy was that if we want to improve schools, the most cost-effective approach is getting teachers professional development and training right. Consequently we have experimented with a number of learner-centred strategies to promoting effective teaching and learning of population education, environmental and civic education. We looked at methods such as self-learning programmes, cooperative learning, action learning, value education strategies and participatory strategies in teaching social concepts in education. The studies reported in the lecture were carried out in both Nigeria and Botswana as a single researcher and or in collaborations with colleagues. We also reported studies on the perceptions of both teachers and students in some secondary schools in Nigeria on the perceived problems and issues they encounter in teaching and learning in their large, overcrowded and under-resourced classroom.

A major radical contribution I have made to the teaching profession in Nigeria is the introduction of professional qualifying examination before registration. By the time I got to TRCN I discovered that you will just bring your certificate and you are registered as a professional teacher. I consider this a serious anomaly. We then decided to introduce the professional qualifying examination. The import of the Professional Qualifying Examination is that no person will be registered to practice as a teacher unless they pass the prescribed professional qualifying examination.

The development of any country will therefore be determined by the level and growth of its human capital whose investment in education forms a major component. Furthermore, rapidly changing technologies and increasing globalization suggest that better education; training and human resource development becomes essential for sustainable livelihood and competitiveness for both urban and rural economies. It is, therefore, incumbent upon governments through their respective Ministries to ensure that quality education is provided to our youth. For quality education to be achieved there must be adequate quality teachers who have gone through quality training, hence the need to re-brand and re-profile the teacher. For this to be realized there is the need to regulate the teaching profession with a view to ensuring the provision of quality teachers for quality teaching and learning.

The image of the teacher is dependent on society's image of teaching. The prevailing teacher profile is that of someone with a low level of education, low socio-economic background and who is un-skilled. The answer lies first of all in having political-goodwill, establishment of the necessary legal framework and a commitment to its implementation so as to make teacher re-profiling and re-branding an integral part of all education development initiatives. Admission into colleges of education and Faculties of Education in Nigeria should be stricter. The current practice is dangerous for the future of our education. Those who want to teach our children should be the best in our society and not the dregs. The UTME cut-off marks into colleges of Education and Faculties of Education, if possible, should rank among the highest.

