

## ACCOUNTABILITY IN THE ADMINISTRATION OF TEACHER EDUCATION IN NIGERIA: THE WAY FORWARD

<sup>1</sup>ALADENUSI, Oluwakemi, <sup>2</sup>AYANNUGA, Modupe. O

*School of Education, Department. of Psychology,  
Federal College of Education (Tech), Akoka Lagos–State, Nigeria  
Email: <sup>1</sup>[kemab2004@yahoo.com](mailto:kemab2004@yahoo.com); <sup>2</sup>[ayannuga\\_yinka@yahoo.com](mailto:ayannuga_yinka@yahoo.com).*

### ABSTRACT

Nigeria education system is rated to be experiencing an ever falling standard because of countless problems plaguing it. One of these problems which are not commonly discussed is accountability. Simply put, accountability is the process of comparing the input and output of educational system. Therefore the purpose of this study is to examine the opinion of school administrators about the level of accountability in terms of the presumed falling standard of education in Nigeria. Survey research design was adopted. Three research questions guided the study. The population comprised of 311 administrators in 13 teachers' training institutions in south-west Nigeria. Meanwhile, purposive sampling method was used to select the participants of this study. The instrument was self-developed with 32 items structured in likert form. Reliability was estimated to be as high as 0.82 using test re-test method. Data analysis involved mean and standard deviation as descriptive statistics, one-way analysis of variance, and t-test analysis as inferential statistics. The results showed that the accountability in the administration of teacher education in Nigeria was not really satisfactory, there was a significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education ( $F_{(1, 310)} = 12.976$ ;  $P < 0.05$ ), while no significant difference was observed in the administrators' perception of accountability in teachers' education based on gender ( $MD = 0.773$ ;  $t = 1.289$ ;  $P < .05$ ). Based on the findings, it was recommended that accountability, monitoring and evaluation should be the major watch word in Nigeria educational system especially at the beginning, during and after every government financed program

**Keywords:** Accountability, teacher education, administrators, teacher training colleges, Nigeria.

### INTRODUCTION

Accountability is a way to ascertain that performance is related to the organisational set goals and objectives. School accountability is the process of evaluating school performance and achievement on the basis of student performance measures. It is goal oriented activity viewed from the input perspectives. The measurement and reporting of a school's progress allows policy makers to assess how successful a school has been in meeting stated achievement goals. This is because schools have been entrusted with the education of future generations, it is a great responsibility, a failing school system is a total disservice to the nation. School accountability systems are intended to provide incentives for schools to generate higher performance in academic subjects, and indeed, schools appear to pay attention to the subject matter on which the tests are based.

According to Cosmas, Edmore, Severino, Newman and Amasa (2012) accountability is synonym for responsibility because it emphasize the willingness to accept responsibility for one's decisions and actions, and to justify themselves to others. Bovens (2005) defined accountability as a social relation in which actor feels an obligation to explain and to justify his or her conduct to some significant other.

Accountability ensures that the public voice is heard, which should underpin the legitimacy of their elected representatives by enabling individual institutions to be answerable to their particular public (Aucoin, and Heintzman, 2000). Accountability to Hutt (2000) is aiming at the setting goals for action and ensuring that they are achieved, Accountability is an ethical concept – it concerns proper behaviour, and it deals with the responsibilities of individuals and organisations for their actions towards other people and agencies. The concept is used in practical settings, notably in describing arrangements for governance and management in public services and private organisations. Accountability tends to ascertain that performance is related to the organizational goals. It is therefore a goal orientated activity viewed from the input perspectives. It measures how well resources are integrated to produce high output. This brings out the leadership dimension of accountability.

There is need for accountability, there is a great expectation about school in so far as the impartation of knowledge and moulding of the future of the children is concerned. Government as employer also expects accountability through the relevant ministry or department of Education since government makes available resources and pays teachers. Barrett (2005) says that in their accountability to the government, teachers are also accountable to school administrators, the principal and the School Management Teams who are on the spot in schools for professional management on behalf of the government (Barrett 2005).

School accountability systems have the potential benefits of aligning effort with stakeholders' goals and providing information for improvement; however, they are limited by the fact that they can only measure a small number of the dimensions that stakeholder's value. Rothstein, Jacobson, and Wilder (2008) demonstrate that educational stakeholders value a wide range of outcomes including not just academic performance and educational attainment but also areas such as citizenship, work ethic, and critical thinking.

Accountability in education is a broad concept that could be addressed in many ways, such as using political processes to assure democratic accountability, introducing market-based reforms to increase accountability to parents and children, or developing peer-based accountability systems to increase the professional accountability of teachers. To some researchers like Nakpodia and Okiemute (2011) schools in Nigeria are not making any noticeable impact in achieving the set goals and objectives as well as on the nation's social-economics development despite that the escalating cost-expenditure in education. There is low relative performance of students on academic assessment in the past few years.

Accountability in the administration of teacher education is a measure of the extent to which available resources in a productive system are used for greater efficiency and productivity of teacher education. The integration of accountability in the administration will help to control indiscipline in teacher education thereby increasing efficiency and effectiveness in the system. The school administrator is the head of the school with clearly defined functions. The prudential and judicious management of the available resources rest on his

leadership acumen. His relationship with accountability is clearer when the administrator is viewed from both leadership and management position (Nakpodia&Okiemute, 2011).

They are of the opinion that accountability implies that the school administrator must be perceived as a principal actor in management processes. He measures the performance of the organization by establishing targets with which to measure both performance of the organization and that every person in the organization. He analyzes, appraises, and interprets performance and communicates the outcomes to the sub-ordinates, colleagues and superior.

Accountability in various forms should be the hallmark of any profession, if schools operate in the same manner day-in-day-out without accountability, measures and procedures, quality service delivery and good performance is not guarantee in education system.

### **Statement of Problem**

Over the years, the issue of accountability in our schools have not been taken so seriously. In the schools, administrators have in a way neglect this essential segment of their administrative functions. There are so many stakeholders and many problems that makes accountability in teacher education a bit difficult. Some origin contributes to non-accountability i.e., parents, government e.t.c because they are stakeholders. The effect could be the negative output we are experiencing now as a result of dwindling in the quality of our educational system and wastages in the system. Administrators are confronted with several challenges as regards matters of accountability during their managerial function. They ought to ensure the need for accountability in the input and output of every facets of both the academic and the administrative sections of their schools. Accountability in our schools needs to be taken seriously because of the demand for constructive and positive changes in our educational system in order to improve the quality of our educational system.

### **Research Questions**

1. Is the level of accountability in the administration of teacher education in Nigeria satisfactory?
2. Is there any significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education?
3. Are there any significant differences in the administrators' perception of accountability as a veritable tool for good governance in teachers' education based on gender?

## **METHODOLOGY**

### **Research Design**

The study adopted a descriptive survey research design of ex-post-facto type. This is so because this method enabled the researchers to carefully analyze the sampled population with a view to assessing accountability in the administration of teacher education in Nigeria.

### **Participants**

A sample of 311 participants comprising of school administrators of colleges of education in South-West Nigeria (Course Coordinators, Heads of Departments, Deans, Provosts) were selected through purposive

sampling technique from the thirteen institutions involved in teacher education in South-West, Nigeria (see table 1). The age range of the participants was between 39 and 63, while the mean age was 47 years with a standard deviation of 10.8. Further descriptive analyses revealed female participants to be 109 (35.0%) while 202 (65.0%) were male.

**Table 1:** Federal Colleges of Education

<u>S/n</u>	<u>Teachers' Training Institutions</u>	<u>LOCATION</u>	<u>STATE</u>
1	Federal College of Education	Abeokuta	Ogun
2	Federal College of Education (Technical)	Akoka	Lagos
3	Federal College of Education	Ondo	Ondo
4	Federal College of Education (Special)	Oyo	Oyo
5	Tai Solarin College of Education	Ijebu-Ode	Ogun
6	Ekiti State College of Education	IkereEkiti	Ekiti
7	Osun State College of Education Ila-Orangun	Ila-Orangun	Osun
8	Osun State College of Education Ilesa	Ilesa	Osun
9	Lagos State College of Education (Primary)	Noforija	Lagos
10	AdeniranOgunsanya College of Education Oto-Ijanikin	Lagos	Lagos
11	Oyo State College of Education	Oyo	Oyo
12	St. Augustine's College of Education, (Project Time)	Yaba	Lagos
13	Sulaiman College of Arabic & Islamic Studies	Ososa	Ogun
14	Tai Solarin University of Education	Ijagun	Ogun

### **Research Instrument**

The instrument for this study is a 32 item partly structured and partly unstructured questionnaire. The instrument is tagged questionnaire for administrators on educational accountability (QAEA). It was a self constructed questionnaire by the researcher and it was made up of two sections; A and B. Section A sought for information about the respondents and section B is made up of 20 structured items and 4 unstructured items which are meant to collect data and answer research questions itemized. The structured items consists of an opinion statements on a 4 Likert rated options. The options were also assigned numerical weight of 4,3,2,1 respectively for the purpose of data collection and analysis. The rated option is as follows; Strongly Agree, Agree, Disagree, Strongly Disagree. The respondents were instructed to pick only one option that is applicable to them.

### **Validation of Instrument**

The instrument was validated by giving it to experts in Test and Measurement to examine and assert its suitability and appropriateness regarding the item content and purpose of study. A reliability test using the test re-test method was also carried out to determine the reliability of the instrument. The results produced a reliability coefficient of 0.82.

### Procedure

The researchers with the help of five other assistants administered the questionnaire on the participants. The data collection lasted three (3) weeks and two (2) days. The completed inventories were thoroughly checked to ensure that they were properly filled. All the inventories were returned. Thus, 100% success of inventory administration was recorded. Analysis was carried out using the independent t-test statistics. Results were tested for at the 0.05 level of significance.

### Data Analysis

Data were analyzed using mean and standard deviation for research question 1, one-way analysis of variance for question 2 and independent t - test for research question 3. All research questions were answered at 0.05 level of confidence using a two-tailed test

## RESULTS

**Table 2:** Level of accountability in the administration of teacher education

Variable	N	Minimum	Maximum	Mean	Std. Dev
Accountability	311	32.00	128.00	51.962	12.503

Table 2 reveals that the accountability in the administration of teacher education in Nigeria mean score is 51.962 (40.6%), which is not really satisfactory. This is because it is less than 50%, though higher than the minimum score of 32 which is 25%. It could then be deduced generally that accountability in the administration of teacher education in Nigeria is not encouraging and satisfactory, which may be as a result of cultural and institutional factors inherent in the educational sector of the country.

**Table 3:** Summary of One-way Analysis of variance on differences in the administrators' perception of accountability as a veritable tool for good governance in teachers' education

Source of variation	SS	Df	MS	F	Sig.
Between group	298.456	1	298.456		
Within group	7107.309	309	23.001	12.976	.007
Total	7405.765	310			

The table indicates that the analysis of variance data produced an F-ratio value significant at 0.05 level ( $F_{(1, 310)} = 12.976$ ;  $P < 0.05$ ). Therefore, it could be deduced that there is a significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education. The implication of this finding is that administrators perceived accountability as a veritable tool for good governance in teachers' education differently.

**Table 4:** Independent t-test analysis of differences in the perception of male and female Nigerians on Leadership Education

	N	X	Sd	Mean Diff.	Df	t-cal	P
Female	109	51.206	13.017	0.773	309	1.289	<.05
Male	202	50.979	13.961				

Results in Table 4 indicated no significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education based on gender (MD = 0.773;  $t = 1.289$ ;  $P < .05$ ). Therefore, the null hypothesis that stated that there is no significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education based on gender was sustained by the outcome of this study.

### DISCUSSION OF FINDINGS

These findings have revealed that in spite of the advancement in teacher education, a wide gap still exist in the level of accountability in the administration of teacher education in Nigeria, which may be as a result of cultural and institutional factors inherent in the educational sector of the country. This findings support the meta-analysis report of Ayodele (2016) that search lights on corruption and non-accountability has particularly been beamed on the behaviour of public officials (civil servants, military and police personnel, elected officials etc.) and former public officials, contractors, business associates of public officials and families of public officials and not on educational industry.

The result of the statistical analysis of the second research question indicates a significant difference in the administrators' perception of accountability as a veritable tool for good governance in teachers' education. This is in line with the findings of Lock, Pilkington, Newton, and Robson, (2010) who contested that there will be school leaders who feel constrained by the regulatory framework and there will be leaders who are determined to test its limits in pursuit of what is likely to be better for their schools, staff and students. Also, Atelier Learning Solutions (ALS), (2007) conducted a meta-analysis of the research surrounding the challenges associated with the change in the orientation of the leadership role towards management and accountability, rather than leading teaching and learning.

Another significant finding of this study is that no significant difference observed in the administrators' perception of accountability as a veritable tool for good governance in teachers' education based on gender. This finding corroborates Nakpodia and Okiemute (2011) schools in Nigeria are not making any noticeable impact in achieving the set goals and objectives as well as on the nation's social-economics development despite the escalating cost-expenditure in education. Also, accountability is enriched with internalization of good potentials along with honesty, truthfulness, loyalty, transparency and integrity (Aladenusi & Ayodele, 2011). These values define the main characteristics of authentic leadership. Thus, gender to a large extent has nothing to do with the administrators' perception of accountability.

## CONCLUSION AND RECOMMENDATIONS

With the findings of this study it could be concluded that accountability in the administration of teacher education in Nigeria is not encouraging and satisfactory which may be as a result of cultural and institutional factors inherent in the educational sector of the country.

Based on the findings, it was recommended that accountability, monitoring and evaluation should be the major watch word in Nigeria educational system especially at the beginning, during and after every government financed program.

## REFERENCES

- Aladenusi, O. & Ayodele, K.O. (2011). Public perception of leadership education as a veritable tool for good governance and democratic development in Nigeria. *Research in Curriculum Studies*, 6(1), 159-166.
- Atelier Learning Solutions (ALS) Pty Ltd. (2007). Evaluation of the leading Australia's schools program. Third supporting paper: Literature review. Atelier Learning Solutions Pty Ltd.
- Aucoin, P. & Heintzman, R. (2000). The dialects of accountability for performance in public management reform. *International Review of Administrative Sciences*, 66, 45-55
- Ayodele, K. O. (2016). Corruption: A Psychosocial Beast in Nigerian Educational System. A lecture delivered at Babcock University on Wednesday March 23, 2016.
- Bovens, M. (2005). "Public accountability", in: Ferlie, E., Lynn, L. E. and C. Pollitt, *The Oxford Handbook of Public Management*, Oxford: Oxford University Press.
- Barrett, A. (2005). Teacher Accountability in context: Tanzanian primary teachers' perceptions of local community and education administration, *Compare* 35(1), 43 -61.
- Bovens, M. (2005). Public accountability, in Ferlie, E., Lynn, L. E. and C. Pollitt, *The Oxford Handbook of Public Management*, Oxford: Oxford University Press;
- Cosmas, M., Edmore, M., Severino M., Newman W. & Amasa N. (2012). Teacher Accountability in South African Public Schools: A Call for Professionalism from Teachers. *Kamla-Raj 2012 Anthropologist*, 14(6), 545-553 (2012)
- Hultt, W. G. (2000). *Classroom Instruction*. Valdostra: Department of Psychology Counselling and Guidance.
- Lock, G., Pilkington, K.W., Newton, K., & Robson, G. (2010). *Accountable leadership study guide*. Edith Cowan University. Perth. W.A.
- Nakpodia E. D., & Okiemute A. R. (2011). Teacher's accountability in Nigerian education system: Perceptions of teachers and administrators in Delta State. *International NGO Journal* 6(7), 152-158.
- Rothstein, R., Jacobson, R., & Wilder, T. (2008). *Grading Education: Getting Accountability Right*. Teachers College Press.