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## TRACKING PROFESSIONAL CONDUCT OF GRADUATES OF FEDERAL COLLEGE OF EDUCATION, YOLA, NIGERIA BETWEEN 2000 AND 2010

<sup>1</sup>Babatunde Adewumi Adedokun, <sup>2</sup>Jiddere Musa Kaibo, <sup>3</sup>Mahmoud Liman Bello, <sup>4</sup>Anthony Johnson Ukwumonu, <sup>5</sup>Husayn Mahmud Muhammad, <sup>\*6</sup>Amao Isiaka, <sup>7</sup>Sharafadeen Iyanda AbdulGaniyu.

<sup>1,2,3,4,5,6,7</sup>Federal College of Education, Yola, Nigeria

Email: <sup>1</sup>[tundeadedokun@gmail.com](mailto:tundeadedokun@gmail.com) <sup>2</sup>[jidderemusa@gmail.com](mailto:jidderemusa@gmail.com);

<sup>3</sup>[mlbello@fceyola.edu.ng](mailto:mlbello@fceyola.edu.ng); <sup>4</sup>[juanthony@fceyola.edu.ng](mailto:juanthony@fceyola.edu.ng); <sup>5</sup>[salwaeggs@yahoo.com](mailto:salwaeggs@yahoo.com)

<sup>6</sup>[amfasbabatunde@gmail.com](mailto:amfasbabatunde@gmail.com); <sup>7</sup>[asarafadeen@fceyola.edu.ng](mailto:asarafadeen@fceyola.edu.ng)

<sup>\*6</sup>Corresponding Author's Email: [amfasbabatunde@gmail.com](mailto:amfasbabatunde@gmail.com)

 <https://orcid.org/0000-0001-8421-8995>

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### ABSTRACT

**INTRODUCTION:** The fundamental obligations of Colleges of Education is to breed fleet of teachers that are employed in primary and Junior Secondary Education levels to impart knowledge, moral and societal values for better change and stability, hence the need for institutions to have regular feedbacks from the adjoining societies so as to breed developmental policies and planning to ascertain development.

**PURPOSE:** The study's purpose was to survey the students' experiences shortly after completing their NCE and to examine the impact of their academic training, social engagement and inter-personal relationship while they were at the College on their present professional conduct.

**METHOD:** A multi-faceted methodological approach was engaged in this study. This made room for a wide range of data collection. Robust discourse questionnaires and interviews were employed.

**RESULTS:** The results showed 35% of the graduates have gone for further studies, 58.2% still with NCE and 6.1% are currently pursuing additional qualification. Most of the alumni are fully engaged in teaching either at Primary or Secondary school levels for permanent and pensionable appointments and only a few are engaged by Parent Teacher Association (PTA). It also revealed that collection of statement of results after graduation was very difficult and that graduates' relationship with staff and others was very pleasant. The training received from the college was also found to be impressive by most graduates.

**CONCLUSION:** The study recommended that there should be room for quality in the teaching/learning environment and that lecturers should make maximum impact on the would-be teachers as they go through learning in the College.

**Keywords:** Alumni, Feedback, Professional engagement, Tracking



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## **PUBLIC INTEREST STATEMENT**

The findings of this research is going to be of great benefit to the Directorate of Academic Programmes (DAP) and the Academic Office of the Federal College of Education, Yola, who are responsible for planning all academic matters in the college and production of students' Statement of Results, Policymakers (the planning units of the Ministries of Education and the Nigerian Commission for Colleges of Education (NCCE)). The National Assembly will also benefit from the findings as it will enhance their job of lawmaking for the education sector, particularly teacher education.

## **INTRODUCTION**

Federal College of Education (FCE), Yola was established in 1974 as "Federal advanced Teaching College" is situated in the North-Eastern part of Nigeria as an institute primarily saddled with the responsibility of training teachers for Basic Education. In consonance with her fundamental obligations, FCE Yola has bred fleets of teachers that are employed in schools within and outside Adamawa State which is her immediate community.

Worth noting is the ideal that education and the society are supposed to be interrelated and intertwined such that divorce will be impracticable. Essentially, if an educational system or institution is to be effective, it is not just to spot its imprint in the society but both must brew inter dependency and visual conjugal for delivery of quantitative development either ways. In congruence with this, a pool of seasoned educationist in India in one of their memoranda observed that their educational system has been dissolved from social content. They stressed that education is meant for developing an individual in a society and consequently developing the society. Their conclusion is that in a democracy, education without community participation is barren. All these correspond with Albert Einstein's testimony that education is what remains after one has forgotten what one learned in school (Brainyquote.com, 2017).

## **Tracking Professional Conduct**

The graduates of the college are teachers for the Basic Education level in Nigeria. Teachers are responsible for diagnosing, advising, prescribing, implementing and evaluating educational programmes and instructions and should

not delegate these functions to any other persons except in limited cases and with their direct supervision (TRCN, 2013). The research intends to determine how graduates of the College between 2000 and 2010 are fairing in the classrooms.

## **Graduate of Federal College of Education, Yola**

These are products of the Nigeria Certificate in Education (NCE) that graduated between year 2000 and 2010. Some of these graduates attended full time programmes while a few were part time students during their training in the college, these category of graduates are currently teaching in the Southern Senatorial District of Adamawa state comprising seven local government areas. "Education is the most powerful weapon which you can use to change the world" (www.brainyquote.com). In the words of Malcom X (www.brainyquote.com) "Education is the passport to the future, for tomorrow belongs to those who prepared for it today. To Martin Luther King Jr. (www.brainyquote.com) "The function of education is to teach one to think intensively and to think critically". Thus, the advocacy of Albert Einstein that intellectual growth should commence at birth and cease only at death (www.brainyquote.com). Similarly, Stauton (2012) sees knowledge preservation as a crucial purpose in education. All the fore-going underscore the vitality of education to individual and consequently to society development. Overt critical thinking skills are therefore highly needed even at the early stage of education (Ongesa, 2020). In this vein, Nickerson, Perking, and Smith, (2014) opined that thinking in a way helps individuals to make sense of the world. According to Akman and Alagoz (2017)

education is expected to raise people who are researchers, developers, investigating what they find and using their knowledge in their behaviours. In their narratives they canvassed that in environmental education, young people should be given opportunity to work in an organization. Apparently this lends credence to the need for proper integration between education and the society. Their study also underscores the fact that the teaching profession has a great responsibility of educating the future generation. They also emphasized how teachers have power to shape lives and be role models to their students.

Taylor (2017) opines that education is but one cornerstone of creating a vital, sustainable community; meanwhile Eleanor cautions that the school alone cannot teach citizenship. It is expedient then to state that beyond the formal school academies, the communities that are recipients of schools graduates need to make input into the school system, especially in terms of feedback. Basically, Wiggins (2012) sees feedback as information about how we are doing in our efforts to reach a goal, while Bransford, Brown and Cocking in McTighe & Brown (2020), Stenger (2014) conclude that "by providing more feedback, we can produce greater learning". Moreover, as feedback creates a link between characteristics of task and their process with results Butler and Winne in (Dixie, 2011), it helps to foster the skills of 'learning how to learn' (Wiggins, 2012). In spite of these sundry significance of feedback to education development, there exists no documentation of the component in FCE Yola. This research therefore sets forth to address this crevice for keep and to boost a robust teacher training demeanour in the College.

Fidan and Cotton in Sahin, (2019) all consent that the family which is the first social institution is the starting point for education. This underscored the opinion that basic values, societal norms and general worldview are all bred in the family unit before the child is exposed to the outer world. Sahim (2019) further emphasizes that to ensure the continuity

of social norms as well as social peace, value education has to be addressed in a formal school setting. Essentially, all of these culminate in the fact that education and the society are quite symbiotic, in fact, when there is no proper integration between the two, a great gulf is developed and national development becomes unattainable. It is therefore essential that educational institutions should regularly have feedbacks from the adjoining society so as to breed developmental policies and so ascertain development.

Cengelci and Hanci, (2013); Kola (2020), Ogelman & Sarikaya (2015) are all of the opinion that the foundation of personalities is laid in the early school years. This therefore implies that teachers at this level should have their capacities built in terms of the expectation of the societies. As resource persons with contact with children in their years in formal school setting, a vast understanding of their society is quite cardinal to be able to invest same value in the children. Smith (2015) described education as a way of impacting or possessing general knowledge, developing the powers of constructive reasoning and value judgement, and to prepare oneself or others intellectually, psychologically and socially for a mature and responsible life style. Impliedly this connotes a holistic view of education where the cognitive knowledge acquired in the classroom is translated into matured and responsible lifestyle.

In other words, education goes beyond theoretical knowledge of the classroom environment and therefore must not be a separate entity from the society. Rather, education and the society must be seen as a continuum properly webbed into one another to breed responsible citizens. With education, people are trained to endure, mature and acquire wide experience to fend for themselves as well as to serve the communities effectively. Education also serves as an instrument of stability and change; as good traditions are documented taught and imbibed they are also passed from one generation to

another. In this bid, morals and societal values are inculcated into citizens with the close integration of education and the society at large, it becomes apparent that regular feedback are needed to keep abreast of changing times. This is to say the education industry should regularly inquire from the community about its imprints and general effect on the populace. Responses elicited from such inquiry will greatly help the education industry to make regular and up-to-date policies that will enhance development. To this end, training teachers in FCE Yola requires consistent feedback from the society as to how such are faring professionally. Apparently, the non-existence of feedback documentation leaves a vacuum to be filled. Responses from the community in term of adequate will go a long way in helping the College to fashion policies that will significantly enhance the quality of her teacher training.

#### **STATEMENT OF THE PROBLEM**

Federal College of Education, Yola, being a teacher training institute feeds schools with teachers in Adamawa and neighboring States. This is done when the teacher in training goes for teaching practice and when they complete their studies as fully bred teachers. Though there has been pockets of verbal and written commendation as well as complaints from schools, there has been no definite efforts to track the performance of these ex-students after leaving the walls of the College. Invariably, there is no record of any research-based feedback as to the professional conduct of FCE graduates. Consequently, this dearth of literary documentation of feedback creates a vacuity as to ascertaining how far FCE has gone in fulfilling her primary obligation. More particularly what is her effect in the field of education in the immediate community? This absence of feedback also implies that there is no definite input from the locales regarding educational policy making in FCE Yola. Statutorily, the feel of the neighborhood is cardinal to making effective educational policies in an institution

situated and meant to serve the locality. It is this variance that this research bids to address.

#### **PURPOSE OF THE STUDY**

Essentially, the study focused on the conduct of graduate of Federal College of Education, Yola (FCE Yola) year 2000 and 2010 who are engaged in the teaching sector. Specifically, it sets out to:

1. Investigate if these graduates of the College have additional qualification after their NCE programme.
2. Examine the assessment of the graduates about their training while they were in the College
3. Survey their experiences shortly after completing their NCE.
4. Examine the impact of their academic training, social engagement and inter-personal relationship while they were at the College on their present professional conduct.

#### **RESEARCH QUESTIONS**

1. What are the additional qualification acquired by graduate of College?
2. What is the assessment of these graduate, about their professional at the College?
3. What were their experiences shortly after completing their NCE studies?
4. How has their experiences training, social engagement and interpersonal relationship in the College affected their present professional conduct?

#### **METHODOLOGY**

##### **Research Design**

A multi-faceted methodological approach was engaged in this study. This made room for a wide range of data collection. For a robust discourse questionnaires and interviews were employed. Two stream of questionnaires were developed which were administered to graduates of the College and their respective immediate supervisors.

In addition to the questionnaire, open-ended interviews were conducted with each alumnus. This to a very large extent made them freely share their experiences while at school and to what extent it has influenced their conduct. Schools where graduates of the College are employed were randomly selected within each of the local government. Each of these schools were visited by designated members of the research team. Records of interviews conducted and the responses to questionnaires were all scrutinized to divulge findings and information in the line with the objectives of the study. Consequently, conclusions and recommendations are drawn from the varying responses.

**Population and Sample**

Population of the study comprises of all graduates of the College living and teaching in the seven local government areas of the Southern Senatorial District of Adamawa state. The sample population is made of 27 Female and 71 Male graduate teachers.

**Instrument for Data collection**

Two stream of questionnaires were developed which were administered to graduates of the College and their respective immediate supervisors. In addition to the questionnaire, open-

ended interviews were conducted with each alumnus. This, to a very large extent made them freely share their experiences while at school and to what extent it has influenced their conduct in the workplace.

The instrument for data collection, that is, the two streams of Questionnaires and open ended interview were developed by the research team, this was forwarded to an expert in the area of educational research and was validated. Subsequently, it was administered to 100 respondents and 98 was realized which was analyzed using descriptive statistics.

**Procedure for Data Collection**

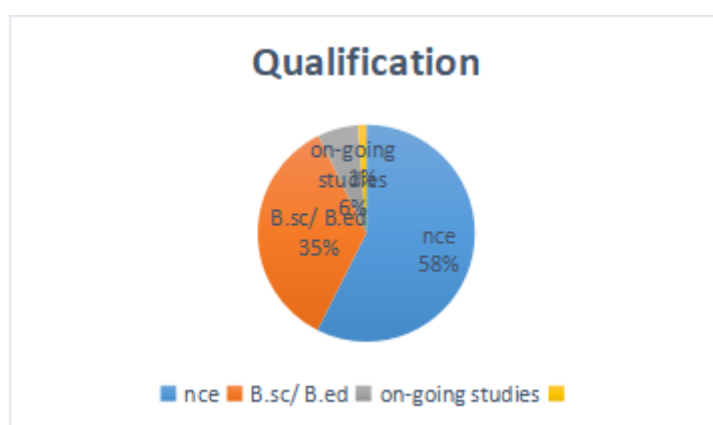
Two major methods were deployed for data collection. They include; (i) two stream questionnaires and (ii) open-ended interview with the alumni.

**Method of Data Analysis**

Two streams of Questionnaires were administered to 100 respondents and 98 was recovered which was analyzed using Descriptive statistics.

**RESULTS**

**Research Question 1:** What are the additional qualification acquired by graduates of the College?

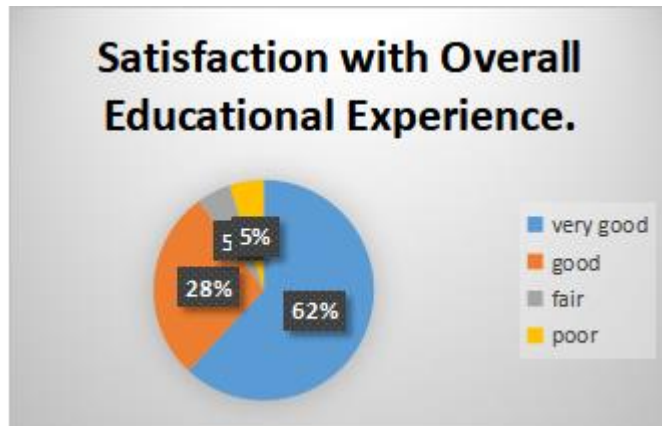


**Figure 1: Qualification**

In terms of qualification, 35 of the respondents have gone further to acquire first degree in their teaching areas while 6 are still in the process. Meanwhile, 57

which represent 58.2 percent still remain at NCE level.

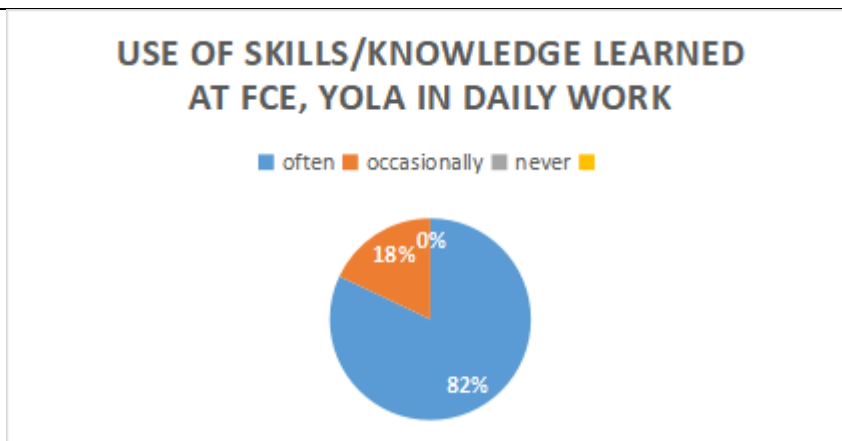
**Research Question 2:** What is the assessment of these graduates about their professional conduct in the College?



**Figure 2. Satisfaction with overall education experience.**

The alumni are impressed with the academic training in the College but

express dismay over how they were handled more especially in results collections.



**Figure 2b. Use of skill/knowledge learned at FCE Yola in daily work.**

Consequently, the figure evinces how useful the skill and knowledge acquired in Federal College Education has been employed in their day to day professional engagement. Furthermore, their exposure to the NCE program at Federal College of Education Yola has significantly contributed to their thorough preparation for the teaching profession. Considering their responses, the following are key areas of such import.

1. Mastery in Lesson Planning preparation and delivery
2. Leadership Skills
3. Tolerance in the classroom

4. Proper coordination of Academic activity with other programs
5. Functional pedagogical skills
6. Possession of good teaching qualities
7. Punctuality to work and other school functions
8. Promotion of teaching and learning activities

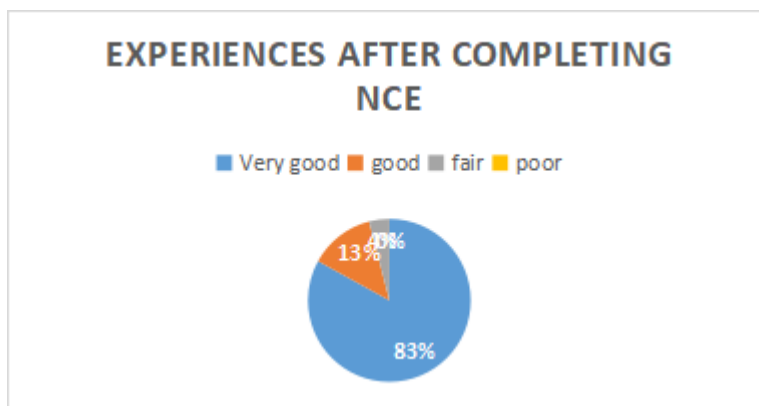
Succinctly the above is indicative of the thorough academic and professional grooming that the respondents received while studying at Federal College of Education, Yola.

An alumnus in Shelleng Local Government testified that the skills he acquired while studying at Federal

College of Education Yola really assisted him in his place of work. He particularly mentioned that while attending an interview he had an edge over several other attendees. To him the academic rigours at Federal College of Education Yola was a major contributing factor. A good number of the respondents also attested that their exposure during the micro-teaching activity in the College

helped a great deal in preparing them for the teaching profession. The close interaction with their teachers paved way for in-depth learning and acquisition of requisite skills in the teaching field.

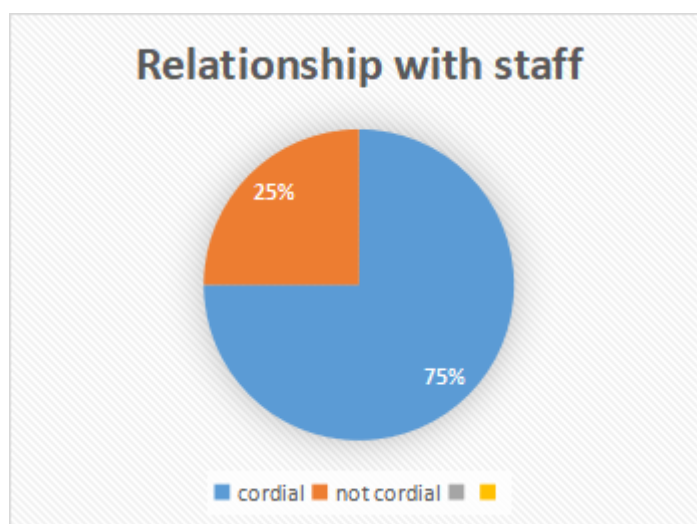
**Research Question 3:** What were their experiences shortly after completing NCE studies?



**Fig 3. Experiences after completing NCE and willingness to recommend the College**

Majority of the alumni indicated they will recommend others to the College but suggest that management must improve procedures for collection of results after graduation. In figure 3,

82.7% of the respondents express willingness to recommend Federal College of Education, Yola as place of education training for up-coming generation.



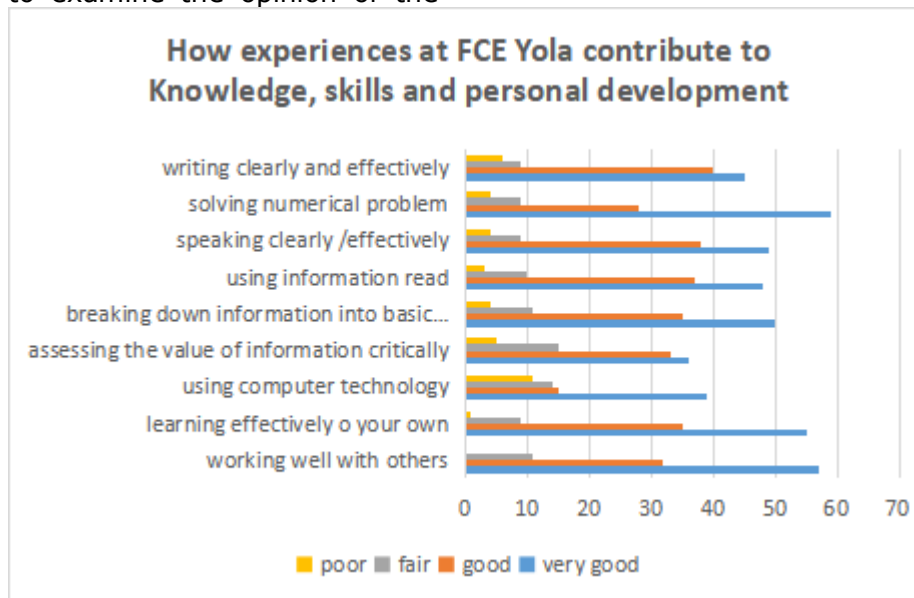
**Figure 4. Relationship with staff**

Most of the respondents were positive in their relationship with staff of the College. They were particular about a lecturer in Education who is like a mother

and a mentor at the same time. They agreed that if other lecturers will be like her, then the teaching/learning

experience of the College will be like a child growing with the parents at home. By way of retrospection this study ventures to examine the opinion of the

graduates about their training while at the Federal College of Education, Yola.



To a very large extent the respondents receive training that have positively impacted their present professional engagement and competencies in the following areas:

1. Clarity of writing
2. Ability to solve numerical problems
3. Effectiveness and clarity of verbal communication
4. Employing information to perform new skills
5. Breaking information to perform new skills
6. Critical assessment of value of information
7. Use of computer technology
8. Independent learning
9. Team work

All the above mentioned are positively employed at various degrees by the respondent in their present professional conducts. From the testimony of the respondents their academic exposure at Federal College of Education Yola has been a major contribution to their professional competences. Though some of them have additional qualification, they attest to the fact that a sound professional foundation was laid while they were at the College.

Linda was a former student of Business Education department in the College. She testified of her experience during a field trip to Jos, Plateau state. That happened to be her very first time of being to Jos metropolis. Her major take home was seeing women engineers when they went to NASCO company another business organization. This experience changed her perspective about life and made her to be fully determined to also be a success in whatever she endeavours to do.

In a similar vein, Godwin from Bata tribe will not forget their acculturation trip to the eastern part of the country. His is an exposure to a completely alien life style. However, he became more open minded and presently has a lot of Igbos as friends. Meanwhile, figure 7 shows 75 respondents state their relationship with staff of the College was quite cordial during the time of their training while 23 state otherwise.

In a further discourse the graduates indicated that due to the cordiality of their relationship with staff of the College they had ease in coming back to request for recommendation letters when the need arose.



Furthermore, they asserted that the relationships they had with their teachers have greatly affected them positively. They particularly stated the passion with which the lecturers worked and their readiness to positively impart their students. Resultantly virtues like punctuality, academic discipline, teaching skills, honesty, resilience, creativity, innovations and several others were imbibed in the course of the varying relationships with staff of the College.

Most alumnus vividly recollect a particular female lecturer in education who took most of the students as her children, they recalled occasions when she invites them to her office to interview and often give them counsel about life generally. They also emphasized that she never tolerated any wrong behaviour either within or outside the classroom environment. A female alumnus recollected an experience when she wore a pair of bathroom slippers to the lecture room, she expands that she walked casually to the classroom while the sound from her slippers was quite distractive to her colleagues. The lecturer in question called her and spoke to her at length on how to present herself with decor especially as a young lady. This singular experience to her made a turning point in her life and served as a major take home of her training in Federal College of Education, Yola.

Another Alumnus, Auwal, from Mayo-Belwa local government area of the state, said he got admission to FCE Yola to read Primary Education Studies, he described how poor he was and was completely unable to meet up with the financial responsibilities during his course of study. However, he was engaged in menial jobs and was working in peoples farm especially staff of the College. To a great extent this help him to alleviate some financial difficulties and eventually graduated from the College. He asserted that the situation was quite painful and challenging at that time but the hard work that he learnt has seriously paid off. As he is now married with children and a very responsible head of the family.

Ramatu, a female alumnus narrated how she got admission into Pre-

NCE at the Home Economics department of the College. In the course of her study, she got in touch with a man who happened to be in his third year in Biology department. Somehow, they became friends and eventually got married and presently blessed with children. To her while the NCE Certificate is quite appreciated she also emphasized that FCE Yola happened to be the foundation of her home.

Apparently, this cordial relationship with lecturers and other staff built in these graduates fairness, commitment, self-confidence as well as socialization and readiness to accept other people they way they are. Most of the respondents state the various associations to which they belong, while studying at Federal College of Education, Yola, Fellowship of Christian Students, Muslim Student Society, Nigeria Fellowship of Evangelical Students as well as other department and social societies. In their response, these associations bred in them the fear of God, peaceful co-existence, tolerance, teamwork, good self-esteem as well as positive human relational disposition. Largely, all these have been brought to bear in their current engagement as school teachers. In addition, some of them confessed that the relationship birthed as Federal College of Education, Yola has become life-long as they stayed in touch with one another even after graduating from the College.

In a further discourse an alumnus who graduated from the School of Vocational Education recalled how a lecturer took good care of her when she had some health challenges. She narrated how she came to the College on a certain day without taking breakfast, meanwhile, at that time she had very severe menstrual pain coupled with chronic ulcer. It was while the lesson was going on that she suddenly collapsed in the classroom. The lecturer quickly took care of her, gave her some first aid treatment and rushed her to the Clinic in his personal car. After the initial treatment she was later taken to a private hospital by her parents. It was in the hospital she was told that the

immediate attention she was given by the lecturer was her major deliverance. In her words she remains ever grateful to her caring lecturer.

Meanwhile, they also identified some stress related issues like lack of financial support especially for needy students, the challenge of students' field trip, micro-teaching, crowded lecture halls especially during education days as well as accommodation problems. However, their conclusion is that regardless of the stress of this activity they were like tools that prepare them as responsible teachers and citizens of the country. While examining the overriding experience of the respondents while in Federal College of Education, Yola some of them remembered with nostalgia a student riot that took place in 2005. Though there is a general consensus that the College has always been peaceful, however, the unrest of that year was a major breach of peace. To some of these former students the memories of running helter skelter for shelter during the riot remain indelible in their minds.

Some of them also recalled the negative attitude of some lecturers towards students. Though such lecturers were few but the pocket of negative experience to these students is unforgettable while some are quite unfriendly and unwelcoming others engage in a kind of verbal assault on the students. By way of retrospection these graduates remembered that a wide gap was created between them and such lecturers. One of the former students recounted a very negative experience while she was writing her project. She related how she often went to the office of the lecturer to submit her files for supervision. Though the lecturer was always not available to guide her on project writing, he normally condemned whatever she has written, she reported that she wrote each of her chapters up to five times. She recalled a time when she was completely frustrated and even thought of abandoning the study completely, however with the counselling and encouragement of her well-meaning friends she was eventually able to pull through. To her, the experience was not

just bitter but a very negative imprint that has refused to leave her memory.

Consequently, not much was learnt in terms of 'inter-personal relationship except that they were compelled to attend lectures and do everything possible to pass to courses handled by such lecturers. In a similar vein some of the respondent recollected occasions of compulsory carry-over as result of "absence" being erroneously recorded on them either in examination or continuous assessment. They reiterated efforts made to correct this anomaly but everything proved abortive as they were left with no option but to carryover such course.

Long queues during registration was also one of the lasting experiences of some alumni of the College. According to them it was not only tiresome, but sometimes deprive them of lecture attendance. An alumnus claimed that long queues during registration once made him to miss some lectures. Particularly, he missed a test in the course of a queuing for registration which resulted him in failing the course at the end of the semester. This experience was not only peculiar to him, there are quite a number of other students who found themselves in the same category.

Similarly, another sad experience occurred after they have completed their final examination and came back to the College to receive their statement of result. Reportedly, the experience was quite frustrating especially when some of them travelled from outside Yola, primarily for the collection of their result. Not only were the queues long, in some instance they have to follow up their files from one office to other for days before eventually collection of their results. Surprisingly it was at this point that some students were informed that they have carry-overs. Consequently, this prolonged the sojourn of some students in the College. These graduates strongly desire that these anomalies be neatly addressed to improve the good name of Federal College of Education, Yola. An alumnus narrated his experience how "FA" – Fail/Absent was written for one of his departmental courses. He explained that he took the issue to his department

and expectantly the issue is supposed to have been rectified. To his dismay, it was when he came to collect his statement of result that he was told that he failed this particular course. Painfully he had to return to the College to register for the course, pay the designated school fees and eventually wrote the semester exams. He lamented this as an unforgettable experience despite all the excitement of his stay in the course of his study in F.C.E Yola.

Another former student remembered how he came to Yola from Guyuk for the collection of his statement of result, with the hope that the result will be collected within a couple of hours so he can return to Guyuk. Unfortunately, he was told that some of his registration forms were missing and he had to go to the department to sort it out. This took him two whole weeks to be able to rectify the problem. Negative conduct of some lecturers towards project supervision was another point of undesirable references, they noted delay in returning their project files after submission. They also mused over the non-readiness of some lecturers to give adequate guidance during project writing. This gap to a large extent made some of them not to properly grasp how to go about writing academic project. On the other hand, some of the respondents expressed much pleasure with the way they were guided while they were writing their final year academic project. The support, friendliness and proper academic direction they received in this process have always been a source of sweet memory to them. Unanimously the respondents referred to congestion of halls during education lecture as quite unwelcoming and very stressful. On the other hand, they see this as avenue for wider interactions, and opportunity to be accommodating.

This session deals with the experience of the respondents immediately after graduation. Essentially it inquires how many of them were engaged in the teaching profession immediately after graduation. Sixty-eight respondents out of ninety-eight which represents 69.9 percent were engaged

either in teaching schools or involved in home lessons. Other involvement spread across farming, petty trading, other private sector employment while about 5.1 percent proceed for further studies. Further discussions however revealed that out of the 68 respondents that are in the teaching profession, 11 and 4 respondents waited for 2 and 5 years respectively before being engaged formerly as a teacher. In addition, about 5 of them waited for over five years before they eventually got employed. Meanwhile, those who had delay in getting employed expressed that they had serious financial difficulty in the course of waiting. It was also discovered that a good number of the graduates were back to their various localities to get engaged in teaching in secondary or primary schools. It is noteworthy that some of the respondents were not teaching the course they actually studied. This is due to inadequacy of teachers and the need for them to fit into any area of need. This phenomenon is particularly recurring in rural areas.

### **CONCLUSION**

Evidently from the foregoing, Federal College of Education Yola has bred some good crop of teachers over the years. However, there has been no concerted effort to trace these graduates by way of tracking and investigating their current engagement and professional commitment. Resultantly, with the absence of such important feedback, the College wasn't in touch with her output and as such could not harness their input in policy making. Chiefly this research has opened up a rivulet to investigate the conduct of her graduate while they are on the field so as to serve as a feedback for improvement and quality service delivery in the College. Momentarily, this study has made some findings. Nevertheless, there is need to expand such study to other senatorial zones in Adamawa state as well as neighbouring states. It is also imperative to broaden the scope of investigation to include graduates who are in other fields of endeavour other than teaching. The result of such inquiry will give a broad

stream of information to inform deliberate policies for further development in the College.

### RECOMMENDATIONS

Considering the observations of the graduates and in order to improve quality service delivery while raising apt teachers, the following recommendations are here made:

1. The College should regularly organize proper orientation and induction for lecturers as they get employed in the College. This essentially is to build their capacity for the teaching profession and help them to relate appropriately with their students. Invariably this will make room for quality in the teaching/learning environment. It will also help the lecturers to make maximum impact on the would-be teachers as they go through learning in the College.
2. The College needs to examine the procedure of collection of statement of result to avoid unpleasant delay and stress for the graduates of the College.
3. The College needs to workout proper modality for monitoring project supervision to avoid unnecessary delay of final year students.
4. The College should liaise with the existing alumni association of Federal College of Education, Yola so as to ensure continual tracking of her graduates. The Management of the College should hold occasional town hall meeting with the association so as to cross breed ideas as well as garner information that will help in policy formulation to improve the quality of service delivery in the College.

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### Author's Bionote

**Dr. Babatunde Adedokun** has a B.Ed, Fine & Applied Arts; M.A. Visual Arts; PhD, Visual Arts from University of Benin, University of Ibadan, and University of Lagos respectively. He has been lecturing at the Fine & Applied Arts Department, Federal College of Education, Yola for over three decades. Currently a Chief Lecturer, he has served the College in various capacities as Head of Department, Quality Assurance officer, Editor, *Dougirei Journal of Education*, Director, Academic Programmes to mention a few. Over the years, he is involved in various researches, Curriculum planning and reviews. Dr. Adedokun is actively engaged in breeding artists with sound educational foundations, versed in studio practice, literary documentation and entrepreneurship driven. He expands his research into the rich repertoire of artistic and cultural heritage of traditional arts of Nigeria. He is presently the Research officer for the Center of Excellence recently established in the College.

**Mrs. Jiddere Musa Kaibo (MNIM, FICEN, MISMN)** is a Chief Lecture and presently the Dean School for Adult, Non-Formal and Special Education at the Federal College of Education, Yola, Adamawa State, Nigeria. She has held other responsibilities in her College including been the Director Academic Programmes, Head of Department, Educational Foundations, Teaching practice Coordinator, Coordinator General Studies Department. She also headed a number of institutional committees at various times. She was a member of Council, Adamawa State University and Chairman of, Governing Council, of College of Education Hong, Adamawa

State. She serves as a Resource Person for UNICEF on several Projects and is the Adamawa State Chair for High-Level Women Advocates (HiLWA); a UNICEF strategy for getting more girls to school through influencing the appointment of more women into decision making positions in education. Mrs. Jiddere has been the North Eastern Zonal Coordinator (2000-2014) and National Vice President (2014-2016) and is presently the National Chair of the Forum for African Women Educationalists (FAWE) Nigeria. She was the team lead of ten research projects with DFID, TDP, EDOREN, Uni. of Sussex, UNFPA, ADSUBEB and NCCE, and has extensive experience working directly with communities in Nigeria and with different Non-Governmental Organizations.

**Mahmoud Liman Bello** has B.Sc. Biology from Federal University of Technology, Yola. MSc in Ecology from University of Nigeria, Nsuka. He is from the Department of Biology FCE Yola. He has served in different capacities as Head of Department.

**Anthony J. Ukwumonu** has NCE in Mathematics/Physics from Federal College of Education, Zaria; B.Sc and M.Sc Computer Science from Usmanu Danfodiyo University, Sokoto. He has been lecturing at the Department of Computer Science, Federal College of Education, Yola for over 15 years. Currently a Principal Lecturer, he has served the College in various capacities as Head of Department on several occasions, Coordinator Management Information System (MIS) to mention a few. Over the years, Anthony is actively engaged in grooming Computer Programmers and Computer Studies teachers for the basic and secondary education sectors. He is presently the Head of Department and, Communication and Technical officer for the TetFund Center of Excellence recently established in the College.

**Husayn Mahmud Muhammad** has a B.Tech, Ed. Economics, MSc. Economics, from Federal University of Technology,

Yola and the University of Hull, United Kingdom respectfully. He lectured at Business Education Department for eight years and transferred to the Department of Economics in 2017, all in Federal College of Education, Yola. Currently a Senior Lecturer, he served in many capacities in the College as a pioneer head of the Department of Economics and has been an Assistant coordinator, the Accreditation and Quality Assurance Unit of the Directorate of Academic Programs, among others. Being an academic staff, he is engaged in various researches in the fields of Economics, Entrepreneurship, Education, and other related areas. He is into grooming products with quality and sound economics and entrepreneurial skills and experience, thereby, leading to a functional teaching/learning experience.

**Amao Isiaka Babatunde** has a B.A in Islamic Studies; M.A. Islamic Studies and PhD, in- View from Usman Danfodio University Sokoto, Al Hikmah University Ilorin respectively. He is a lecturer at Islamic Studies Department, Federal College of Education, Yola. He has served the College in various capacities as School Examination Officer, Ag Head of Department and members of various committees in the College.

**Abdulganiyu Sharafadeen Iyanda** holds HND, BSc and MSc in Business Administration and Management Studies and a Postgraduate Diploma in Education. Before joining the services of Federal College of Education, Yola in 2009, he was a headmaster in primary school and had taught Business Studies, Commerce, Economics, Entrepreneurship and Social Science subjects in secondary schools and polytechnic. He has attended and facilitated several workshops and seminars on entrepreneurship and education and published several articles in national and international journals. Apart from being a teacher of entrepreneurship for over a decade, he mentors entrepreneurs and consults for businesses and organizations. He is the author of *Cooperative Essentials* (2007)

and co-author of Entrepreneurship Essentials for Schools and Colleges (2021) published in Nigeria.

**Disclaimer Statement:** This research is the original work of the researchers.

**Dr. Babatunde Adewumi Adedokun** conceived the idea of the research together with Mrs. Jiddere Kaibo; worked on the initial proposal which eventually was approved for sponsorship. Thereafter, as the Principal investigator, he coordinated the activities of the research team.

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**Mahmoud Liman Bello** served as research assistant who collated data from Numan and Lamurde LGAs

**Anthony, Johnson Ukwumonu** was responsible for the collation of data for this research study from Jada and Ganye local government areas of Adamawa state. He was also actively involved in the compilation of the final results

**Husayn Mahmud Muhammad** participated as a co-researcher and worked on the collection, analysis, and interpretation of data from a sample cluster representing a part of Adamawa South, specifically Toungo. He was also involved in other joint activities of the research work.

**Amao Isiaka Babatunde** served as Research Assistant who collated data from Guyuk and Shelleng Local Government. He participated in the collation, interpretation as well as data Analysis.

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