

**THE TEACHING PROFESSION:**  
*AN INTERESTING JOURNEY*

**BY**

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### **ACKNOWLEDGEMENTS**

I am highly indebted to my husband, my dear mother. I am truly grateful to my children Ifeyinwa, Tony jnr, Chinyere and Kiry, Uju, Nwando who had to endure the painful interruptions of our family life.

To all these beautiful people and others, too numerous, for the limited space, I express my heartfelt appreciation.

## **DEDICATION**

To my mother, Matriach Bridget Oduagu Winifred Ogbonna – a virtuous woman with saintly dispositions. My firm foundation on spiritual and moral formation is credited to her unceasing intercessory prayers. May she receive the highest reward from God; And to my immediate family for their patience, support and encouragement.

## **PREFACE**

Teaching commands respect all over the civilized and developing world. This is because teaching is a noble profession, which deals with intellectual matters and necessitates a service mastery technique to maintain its contextual relevance. Teaching is universal in nature, maintaining some measure of traits across cultural boundaries. The teaching profession in its formal environment embodies same principles ingrained in the universally accepted ethics and norms of a profession.

Teachers engage in unique assignments that address the most vital interests of every nation. Teachers carry out a complex set of activities highly valued by the society and put them in an exalted status which by inference, their reward is not dependent on economic or commensurate with remuneration. According to Alberta Teachers Association (2008), “Teaching is a specialized application of knowledge, skills and attributes designed to provide unique services to meet educational needs of individuals and society. “ They emphasize that the choice of learning activities whereby the goals of education are realised in the school is the responsibility of the teaching profession.

Fafunwa (1972) affirms that there is no professional group that influences the lives of the Nigerian youth than the teaching profession. And any impact made on youths is an impact on the future of the nation. Contributing to the indispensable role of teachers in national development, Oyekan (2000) declared that industrial harmony, peace and progress will be elusive in the

schools and the nation unless the teachers are fully integrated into the social, economic and political framework of the society with proportionate benefits for their multilateral contributions to nation building.

The teaching profession is generic to all other professions. Teaching emanate from learning through teachers ab initio. The success in all sectors of developed countries will always trace their roots to the quality of their teaching profession. The long chain of all other professions like science, medicine, law and engineering even religion, originate from the teaching profession. It is widely accepted that to teach is to instruct, to impart knowledge and to guide pupils to learn properly. But that is only a part of the education process. The latter is an all inclusive and exclusive attitude to development which includes travelling, entertainment, campaigns, workshops, conferences, projects, programmes etc.

In Nigeria, teaching has been seen as a mere activity, occupation and vocation for the academic losers. Akinduyo (2014) continues to posit that some people even refer to teachers as substitutes on the bench of life who are left with no option than to proceed and get employed into the teaching profession. It is becoming increasingly worrisome in Nigeria that teaching profession has moved from the foreground to the background. And the aftermath are continuous insecurity, underdevelopment, unemployment, retrogression, corruption, indoctrination, low technological advancement, economic inefficiency, diffidence and criminality, cultism, mediocrity, students' and workers' unrest etc. The list is unending and builds up geometrically. The question then has to be asked; who are eligible to be accorded the title 'teacher' with the new wave of globalised digitalization of knowledge, teaching and learning. Teachers in Nigeria of necessity need to go a

step forward beyond the present development of the country to match the aggressive competitive pace of globalism.

Nigeria entertains three types of education: traditional, Islamic and contemporary western contents. Long before western education was introduced; the religious belief and culture of society were transmitted by the parents, elders, Arabic teachers and the community at large. This was done through instruction, initiation and example which procedure has continued in the present 'western' type of teaching and learning. But the classroom in the western contemporary type is often a limiting demarcation between the school and community.

In most Nigerian homes therefore, everybody is in some sense a teacher and there is amongst most of the people a consuming desire for education in one form or another. It is therefore necessary to distinguish what is meant precisely of the word 'teacher' in the context of contemporary education. This is in the context that teaching profession has been internationalized cutting across borders and includes all those who transmit knowledge in any formalized system. Therefore, teaching as an internationalized profession has provoked challenges in Nigeria which need objective analysis, interpretation and implementation within the universally accepted norms, values and processes of guiding growing generations.

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## CHAPTER ONE

### DEFINITION OF PROFESSION

There is need to look at a number of definitions given by different writers on profession. Hoyle (as cited in Huag, 1969) defines it as “an occupation whose members have and control some knowledge related to their work, not easily accessible to the public” (p.196). Additionally, she shows that professionals lay claim to a service rather than adopt a profit making outlook, and on the grounds of knowledge and service have been accorded work autonomy, with the power to set their own rules as to what constitutes satisfactory work. In defining profession, it is necessary to consider such attributes as values, intelligence, social contextual needs, attitude, environment and beliefs.

Ritti [1973], on the other hand, sees it as a vocation, a calling in which one finds joy and satisfaction. It does seem as if these definitions could allow for almost all occupations to be taken as professions. For even the bricklayer has some artistic knowledge peculiar to him, and may equally find fulfilment in his work. Yet some occupations have been placed on a lower stratum when seen in the light of a continuum of professions. According to Hoyle (1969), “the term profession is not a precise descriptive concept.” He refers to Hughes description of the word “profession” in its functional terms “as a symbol for a desired conception of one’s work, and thence of one’s self. However, since the most prestigious occupations are termed professions, the term is symbolic of the status to which less prestigious occupations called, or calling themselves ‘professions’ can be ranged upon a continuum from those which are universally recognized as such, to those, such as hair dressing, which are recognized by a few” (p.81). The basis for a

universal recognition are built on a set of criteria developed by Lieberman, [1956] and have been continuously modified by other writers since most of what are normally considered to be professions continue to be most carefully defined in terms of set functions and specialized training. This is seen in Ritti's [1973] conclusion, which he draws from behavioural science studies, that some traditional professions have split into a variety of more specialized occupations in a process which he terms professionalising the society, giving as an example pastoral functions where counsellors, teachers, and social workers have taken the place of priests in their humanitarian work. Even the word scientists have been split into various categorical aspect e.g. physicists, biochemists, etc. Ritti, however, continues and emphasizes that professionalism desires a distinction between the professional and society with its concomitant authority.

Hoyle (1969) further expatiates and shows a different dimension, when he contends that the concept of a profession is perhaps less logical than ideological and when the term, considered in the latter sense, "often gives greater emphasis to rights rather than responsibilities."

In his description, he uses professionalism and professionalism in making some distinction in the "service" and "self interest" exhibited by professionals. Professionalism refers to those strategies and rhetorics employed by members of an occupation in seeking salary and conditions and to improve status, salary and conditions, and professionalism refers to knowledge, skills and procedures employed by teachers in the process of teaching. He reiterates that in common usage both terms carry the same meaning. He goes on to give a set of criteria to assess and treats the definition of profession with caution, "nevertheless the term profession clearly stands for something. That something is a complex set of characteristics. The acknowledged professions

exhibit all or most of these features: they stand at the centre, and all round them on all sides are grouped vocations exhibiting some, but not all of these features.”

These features are generally:

1. A specialized body of knowledge;
2. A lengthy period of training;
3. Generates in-service growth;
4. Social service;
5. Autonomy;
6. A code of ethics.

### **CRITERIA OF ESTABLISHING A PROFESSION AS APPLIED TO TEACHING**

It is worth examining each of the main criteria for establishing a professional status more closely with reference to teaching in our context.

#### ***Founded on a Specialized Body of Knowledge***

The idea of professions has always appeared to start with the notion that professions have a considerable amount of special knowledge that is valued by society and the members of such profession. The teaching profession does have some body of specialized knowledge applicable to it. Psychology, sociology, curriculum studies are just as important to teaching as anatomy, physiology and biology are to the medical profession. Moreover, a teacher has to have some knowledge of methods e.g. team teaching, individualized approach, group project/teaching to apply his skills effectively as a professional. This body of knowledge is different from the general knowledge gained by lay people in colleges and universities, which a teacher has in

addition, to be able to perform his work effectively; just as the medical profession has anatomy etc. as fundamental rudiments to be applied to skills of medicine and surgery. Skills generally are of a secondary nature, which must be based on some body of knowledge. Theory is as necessary as skill for a profession. Teachers therefore are qualified when its members are thoroughly trained. Most of these education disciplines e.g. sociology, psychology, philosophy [or principles], are basic to the training of teachers anywhere in the world. In Nigeria we have to gear towards and carry out these studies in the context of our community, the social norms and values of the various ethnic groups and cultures as well as correlating these studies to the subject of the curriculum, as they are taught in schools. The Nigerian Educational Research Development Council (NERDC) in conjunction with various educational bodies has continued to review education content in line with modern trends. *NERDC's mission is to create an enabling environment in which educational research and development activities will thrive and in the process not only encourage collaboration with international development partners but also foster public-private partnerships in our bid to render educational research and development efforts sustainable and needs driven. Okezie (2017) points out that the technological and knowledge explosion of the 21<sup>st</sup> century demands that teachers move from traditional to innovative learner-centred methods of teaching for an effective contextualized output.* There is currently a review of the curriculum to suit the circumstances of our situation and needs. Our teachers need to be trained to be conversant with these in order to apply them in their role performance. Teachers need to participate in these surveys, helping to re-organise and orientate these studies, since it is the domain of their work.

### ***Lengthy Period of Academic and Practical Training***

To attain a professional standard, one has to undergo a long and rigorous theoretical and practical training. Some teachers, at least, fulfil this criterion when it is considered that teaching at its higher levels measures up to this requirement with the introduction of graduate level courses. The variety of courses for teacher training does not measure up in all cases e.g. the then certificate courses which were then between one to five years duration depending on the initial entry qualification. For all teachers to attain a professional standard there is a need to raise the entry qualification to a post secondary level. However, the education ministry as employer of teachers varies its requirement regarding the entry qualification and length of training in accordance with changes in demand for teachers, which the other professions do not entertain. *In Nigeria before now, in order to meet the increase in pupil enrollment due to the introduction of the Universal Primary Education (UPE) recruitment, entry qualification for teaching and lengths of courses were varied; although at higher levels of teacher education it is standardized i.e. three years for the Nigeria Certificate of Education (NCE) and three or four years for B.Ed, B.Sc degree.*

*Prior to the above variations the Standard Six, PTS, Grade III, Grade II Certificate, GCE A-Level or a School Certificate is normally required, for teaching entry qualification. The Standard Six, PTS, Grade III, Grade II teachers' certificates as qualification for teaching have been scrapped and in its stead, the minimum qualification is the National Certificate in Education (NCE). As has been shown, the kind of selection criteria for students in training varies in standard even at the same level of training. The entry qualification and length of courses for teacher's training has greatly improved over the years in the light of Nigeria's policy on education. The national policy emphasized goals in relevance to the needs of the individual and those of the society which are in consonance with the realities of our environment and the*

*modern world (NPE, 2014). The National Policy on Education prescribes that the National Certificate on Education (NCE) shall be the minimum qualification for all teachers in Nigerian schools. Hence, NCE entry requirements are as follows: 5 (five) credit passes in any of the following:*

- Grade II Teachers Certificate.*
- Pivotal.*
- West African School Certificate (WASC).*
- National Examination Council (NECO – SSCE).*
- General Certificate of Examination (GCE).*
- National Business and Technical Examination Board (NABTEB).*
- Higher Islamic Studies Certificate (HISC).*

*However, in spite of the efforts of several State Governments in Nigeria aimed at producing enough qualified teachers to meet the target requirement of the policy, Nigeria is yet to adequately address the problem of the shortage of qualified teachers. According to (NTI) 2018 report, the NCE distant learning has been most cost effective and its time tested strategies has a high rate of success for overcoming this problem nationwide. This does not preclude efforts being made by Colleges of Education and Institutes of Education in our Universities to produce NCE teachers. Moreover, the NCCE in its pre-NCE minimum standard has revised and updated the existing NCE minimum standard document. The additions are to address the existing teachers' needs at the basic educational level. They are focused on the purpose of Education for All (EFA) demands and the Millennium Development Goals (MDGs). In addition to the existing two subjects combination in NCE programme which is suited for the preparation of the B.Sc (Ed)*



*& B.A (Ed) degree programmes, the new minimum standards document is now targeted at producing specialist teachers for the following innovative needs:*

- 1. Pre-primary Education or early childhood & care Education.*
- 2. Primary Education.*
- 3. Junior Secondary Education.*
- 4. Adult and non-formal Education.*
- 5. Special Needs Education.*

*The new programmes are level specific and the effort, a timely response to challenges in a bid to raise the quality of pre-service teachers. The new minimum documents come with curriculum implementation guidelines to assist teacher educators and institutions in its implementation. Onah, Ude and Obe (2017) emphasize that the development in technology has made it imperative for educational organisations and the industries to constantly upgrade their strategies and policies in teaching and learning as a way to remain effective and relevant in internationalized knowledge and economy necessary for our national development. It is true that a teacher cannot be adequately trained in one or two years, but can be given some of the fundamental knowledge on which his work is based and prepared for further professional knowledge which he can only acquire in the years of experience in school. There is still some uncertainty about the amount of work to be done on other areas of study for teacher's preparation especially during teaching practice but there is a clear trend towards demanding higher standards of entry to the profession. The 'New Career' concept launched by Pearl and Riessman (1995) fits into the concept of the current status of teaching profession, where professional task is inculcated into those aspects which requires long training and expert knowledge. Beyond the usual requirement*

*of on-the-job training by the applicant this can be observed in some aspects of the new government policy on education in Nigeria.*

### ***Generate In-Service Growth***

As a study with a scientific base, education is strongly affected by the knowledge explosion brought about by modern discoveries. All professions with a scientific base have tried to move beyond the general education received in colleges by almost everyone in the community. As a key to the status of a professional in the occupational structure, and the professional's position in the hierarchy of social prestige and power, in-service training is required. It is and has been the secret door to the monopoly of knowledge possessed by the occupation collectively and shared by its work role incumbents; therefore, it is necessary for the teacher to be continually recharged and retrained as researchers to come up with new findings and reviews which necessitate change. As researchers find new notions and results, the knowledge content continues to be more advanced for the common man. In psychology it has been analysed and attested to that a child knows or has accumulated at the age of four fifty percent of his knowledge in life. The ordinary man still refers to children of such age as innocently ignorant. The problem is how many in the teaching profession know about such development in order to use them effectively in projecting the distinction between the professionals and the public except if they go on to higher studies seeking ways continually to improve on knowledge and skills. Moreover an individual is not likely in one level of education, be conversant with all the new findings and techniques, hence the need for continuous quest for professionalism. The Nigeria teacher recruited to teach in our modern schools greatly needs in-service courses. Opportunities are given for in-service training on a part-time and full-time basis, covering courses on educational technology to make teachers

aware of and familiar with modern trends in the area of child study and human development, management, use of television and radio in teaching and learning and preparation of apparatus from local materials. In a period when what is known is changing every day, the in-service education of teachers should be of high priority. The NTI vision statement readily lays emphasis on this priority through enhancing professional skills of serving teachers. This is contained in its mission statement which stipulates to upgrade/update teachers knowledge, skills in curriculum implementation. And in the process instil in them the virtues of dedication, loyalty, commitment, discipline and resourcefulness. These are to be realized through the pursuit of the following goals for producing qualitative teachers.

### ***Social Service***

Teachers are now expected to be agents of change in the society. What is said of education holds true for the teachers. Education has a double function – it passes on social heritage and it ensures an addition to the heritage, an improvement and adaption of skills, a furthering of knowledge, a revision of attitudes. Nwobodo (2012) sees education as a normative concept which cuts across all ideas and cultures. For him, education can be understood as those experiences of the individual in formal and informal contexts through which knowledge are acquired, the intellect enlightened, and the will strengthened. It is a process which its two main aspects, teaching and learning are interwoven. In praxis, education can be viewed as information in context, to be informed in context using available contextualised language to pass information and engage in activity to pass on information about a fact in the context of learners and society. Similarly, Kunuba (2017) reiterates that education is an integral part of every society because it is through it that citizens acquire skills and knowledge to improve themselves and their society. He points out

that there has been positive changes and in the country's educational system. Such challenges are in the areas of politics, economy, administration, social and cultural quota system, religious and ethnic tensions. He shows that cultural differences, different languages and historical consciousness also affect education in Nigeria. They also affect the people's way of thinking and broaden the disparity in educational attainment in various parts of the country. Undoubtedly, education is the basic requirement for building great nations. It is an investment that takes its time to pay great dividends. According to economists, education generates the highest returns when compared to any other avenues where resources can be committed. In developing countries where a greater percentage of the population lives at subsistence level, education is a major tool for enriching human capital. Education enlightens young minds to accept new ideas and show creativity. Kunuba (2017) further describes teaching as the organised work that adults undertake in the school system in a conscious effort to aid the learners in their care to acquire knowledge, skills, habits, values in an atmosphere of mutual freedom, trust and respect. He continued to point out the essence of teaching as the integral formation of the learner. He shows that for a teacher to achieve this goal a great deal of love for the profession is required; mental, social and moral qualities are needed as well as good personal characteristics and mastery of the subject.

In Nigeria, education has had a great impact in revolutionising ideas and patterns in the society. The teaching profession is used as a distiller, transformer and distributor of civilization; no other profession is equal to it in the service of mankind. It is said to be a comprehensive social service system that amplifies all other aspects of the society. In Nigeria as elsewhere, education is seen to be the cohesive factor of all our development, even if it is despised, or neglected, it is however indispensable. In fact, other professions are dependent on teachers for their continued existence

because they prepare people for occupational roles in the society. Without education the world would be static, it would also be a chaotic place to live in; Education moulds and nurtures to a desirable form, incapacitating the destructive tendencies of unlearned man.

Education forms the base of the society; it reaches and has direct and indirect effect on all the people. That is why the Nigerian government chose it as a means of overall development of our human capital. Countries the world over, place great emphasis on education. Johnson (1972) writes that “professionals (i.e. teachers) are both the executants and spirit behind any modernization that countries undergo.” Teaching therefore is a noble and dynamic profession. It is noble because it is a basic social service to all types of learning situations; and dynamic because it operates and keeps pace within a constant changing society to meet its needs. Doctors and lawyers fulfil this service to a lesser degree than the teachers, yet they also perform an essential social service. It is argued that without good health in the society, the teacher cannot carry out his work effectively nor could other duties be done for the development of the society but it is the teacher who has to educate the populace on the rudiments of healthy living as well as training the doctor. Universal arguments on whether teaching is a profession emanate solely from the fact that shortage of teachers and economic pressures induce the employers to fill up the field with low grade people who sometimes are only required to know how to read and write.

### ***Autonomy***

This means for the members of a profession, having the established right to set up their own standards of conduct as individuals and as a group. The teacher in his classroom is deemed to be partially autonomous in handling the prescribed curriculum. In some instances he is required to teach in a prescribed way and moreover he should be open to inspection. As a paid public

servant, he is controlled in his activities by the employing agent and other factors having a direct effect on his work e.g. examining bodies, society etc. In one of the Nigeria states, a government circular stipulated that teachers should deem themselves as being on duty for twenty-four hours of the day. The teacher is expected to be an ombudsman, a catalyst, caregiver, a development agent etc. To show the height of teachers' control, in some area the personal clothing i.e. appearance in school should be under check. The nature of his work situation should put a check on his choice movements, as he has to make allowances for his fellow teachers and therefore works according to an agreed schedule. In internal school administration, teachers are consulted by school administrators to give suggestions on certain aspects of school life, and duties are delegated but it should be in accordance with the administrators' direction. In Britain, there are current moves towards participatory roles in the school administration both in the organic and mechanistic life of the school organisation. Teachers form working parties on various aspect of school life e.g. curriculum development, pastoral functions etc. the responsibility is thus shared, but final decisions rest with the head teachers, as the teachers have to report or give account to him for his approval, before the ideas are implemented. In Nigeria, in the outer periphery of educational administration, teachers are represented on individual basis as appointed members or as a body in the committees, boards and functions of education e.g. on the Teachers Service Commission Board, State School Board, Joint Consultative Committee (JCC), and National Education Research Council (dealing with curriculum innovation). In Lagos State Teachers Service Commission, the chairman in the late seventies was an educationist – Professor Babs Fafunwa and the other four members were principals of schools. In Anambra State, and other States, the same pattern operates. This representation is not attainable always due to political

interests. So the onus lies on the internal administration of the school, as earlier seen; teachers only give suggestions and some duties are delegated to them; but all accountability rest with the head teacher for he undertakes the evaluation, report and decision in consonance with other higher education stakeholders.

In Nigeria, teachers as well as some doctors and lawyers are employees of the government; but the teacher does not receive the same treatment and respect accorded the doctor and lawyer (especially at the lower levels): the latter are regarded as experts who give advice or treatment to their client without the layman acting any part. Teachers are often directed or guided by the public, as every parent claims to know something of what the teacher knows, because the public does not recognise the teacher as having special knowledge to the same extent as the doctor or lawyer. There have been recent developments throughout the world in the way of queries by the public on certain decisions taken by members of the acclaimed pure professions. For example, in all developed countries, there is ongoing argument carried on the mass media on the authority to switch off a life support machine for an inactivated patient whom the doctors claim are clinically dead. The doctors decide on the best action to take in such cases which are provided for within their own professional code of conduct. They can likewise be struck off the professional register if they infringe on this. Registration of teachers is inconsistent, because education embraces such a wide sphere of both a vertical and lateral nature; furthermore, education policies vary e.g. in Nigeria, registration is done on regional basis, and with the creation of states on a state basis. The government, however, has established a teacher's council for the whole country, which will be solely responsible for teachers' certificate and registration. In general, it can be said that so long as the great majority of the teachers are poorly qualified, they have to accept instructions in most

aspects of their work. But as their qualifications rise, it is reasonable for them to claim greater professional responsibility and autonomy. This also affects their condition of service. With the wide spread practice of state take-over of schools in certain countries, teachers have obtained security against unfair dismissal, mainly through the activities of teachers' organisations, for example the WCOTP recommendations on the status of teachers with particular reference to security of tenure, which states: "Stability of employment and security of tenure in the profession are essential... and should be safeguarded even when changes in the organisation of or within a school system are made." In Nigeria, entry into and expulsion from service is still largely under the control of government which acts through its agencies, the Local Education Authority, School Boards and Teachers' Service Commission. Though the administration of personnel and curriculum is largely under government control, the syllabus or 'core' matter of education i.e. the implementation is largely under members of the profession. The syllabus is locally controlled but follows the national policy as interpreted by inspectors and advisers, giving a picture of the general curriculum trend generated within determined educational level. Decisions on content i.e. scheme of work, are largely with the authorities in individual schools still following the general policy trend. Textbooks are generally agreed on, through consultation, and each school can have its own additional textbooks provided the contents agree with the curriculum. The Universities are completely autonomous except for accreditation of courses and grants/finance for administration of campuses. Education finance is a big challenge in Nigeria when compared with other sectors of the economy. Educational resources are variable and are affected by such challenges as population, type/level of education outfit, the curriculum, government philosophy/mandates, the state of the country's economy and allocation strategies, quality and



number of tutorial/non-tutorial staff etc. In summary, education resources challenges include financial, material, physical, human and symbolic areas. Allocation of funds to all these areas determine to a large extent the efficiency of education in the development of the country in terms of current realities. The budgetary allocation for education (2010 – 2017) in comparison with two key sectors – health and power, works & housing is shown in table I.

**Table I**

*Budget, Allocation comparison among Education, Health & Power in Nigeria 2010 – 2017*

<b>Year</b>	<b>Education</b>	<b>Health</b>	<b>Power, Works &amp; Housing</b>	<b>Total Budgetary Alloc. for Nigeria</b>	<b>% of Education to Total Budget</b>
2010	234.8 bn	161.84 bn	156.8 bn	4.6 trn	7.37%
2011	306.3 bn	203.3 bn	99.07 bn	4.2 trn	9.32%
2012	400.15 bn	282.77 bn	161.42 bn	4.7 trn	9.86%
2013	426.53 bn	279 bn	148.56 bn	4.987 trn	10.21%
2014	493 bn	262 bn	62.45 bn	4.6 trn	10.63%
2015	392.2 bn	259 bn	467.64 bn		
2016	369.6 bn	257.7 bn	433.4 bn	6.07 trn	369.6 %
2017	455.41 bn	308.46 bn	566.54 bn	7.258 trn	455.41 %
2018	606 bn				7.04%

It has to be emphasized that the quality of life of any nation as shown in table I cannot be expected to move more than the quality of the education of her citizenry and the institutional investment in the educational system. Teachers’ autonomy is a variable factor especially with the

emergence of increasing private schools under different proprietors. But a semblance to autonomy might be achieved to some degree by the establishment of National Teachers Registration Council of Nigeria (TRCN) who have been mandated with quality and ethical issues of teachers.

### *Code of Ethics*

One of the marks of a profession is that it lays down for its members a code of ethics. Teachers have a code of ethics like doctors and lawyers; but ethics is largely dependent on personal principles and integrity – in contrast with the doctors taking the Hippocratic Oath. Teachers are controlled principally by education edicts, formulated by the government, sometimes in consultation with the teachers' association. The Nigeria Union of Teachers has laid-down principles and code of conduct guiding its members, in their dealings with themselves and the pupils. In the legal or medical profession, misconduct on any of the ethical standard could merit the withdrawal of licence to practice as well as expulsion from the association. In teaching, a member can be expelled from the association but not from the service, as no oath was taken and moreover, he is an employee of a higher body, the government. Arbitrary dismissal could be achieved when Nigerian Union of Teachers (NUT) and the Teachers Registration Council of Nigeria (TRCN) tenets are legalised completely. Teachers' professional freedom cannot be the same as the lawyers yet they have some freedom in certain aspects for example, participation in forming curriculum, selecting textbooks and freedom from arbitrary dismissal. In general, sociologists and other related groups have argued and placed teaching on a lower stratum when compared with other profession e.g. law and medicine, and as a semi-profession when considered on the criteria of a pure profession (Hickson and Thomas, 1969) because

Its training is shorter, especially at lower levels.

It has less specialized body of knowledge.

Its status is less clearly recognised.

It has less strongly established professional association and privileged communication and

It has less autonomy from external supervision or societal control.

Teachers are seen as those whose work is controlled by those in authority and so develop traits more compatible with administration because of the nature of their work. Women by their very nature are amenable to work in bureaucratic hierarchical models, hence their being in the majority in the teaching profession. Etzioni (1961) contends that in spite of teachers (and other semi-professional) aspirations for the pure professional status, it should be realized that there are powerful societal, bureaucratic and other limitations on the extent to which this could be achieved as it is easier and more natural to manage education on an organisational basis with a hierarchical order. These limitations can be termed as follows:

The social class background of entrance to the profession.

Balance between the sexes in teaching.

Commitment to the profession.

Salary and career structure.

Nature of the final academic or professional award.

The struggle in Nigeria to pass to higher status helps among other things to split the members into sub-groups e.g. Grade II Certificate teachers; NCE and graduate teachers split into various associations etc. which weaken their potentials as a unified pressure group, ruining their chances of professionalism and settling of their organisational structure thereby affecting their

professionalism. Lieberman (1956) advises that the teaching profession should stop trying to be like the other professions, but should find other ways of widening and strengthening its professionalism and thereby get the prestige it deserves. This Hoyle extended in his description by using the 'restricted' and 'extended' formula of professionalism with an urge for teachers to change from one to the other. For example from their training curriculum content to move from monodisciplinary to interdisciplinary (See the full table on pg. 125). Thus, it is seen critically that teachers do not yet measure up to all essential features of a profession. Though it is seen as a vocation and has well-defined functions, it falters in some countries in meeting the required standards. Thus, Terence (1973) shows that teachers' professionalism is a universal problem; no country having yet totally emancipated its teachers as professionals in the ideal form, as the essential problems which confront teachers and other teacher educators are similar the world over. These problems take unprecedented dimensions when viewed under the dynamic changes brought about by the variegated technically enhanced education processes and procedures and the large intrusion of private proprietorship of learning institutions. Though minor differences occur due to factors peculiar to a country, fundamentally the struggle is the same. In Nigeria, teaching serves as an essential social service, but it is not seen as an alternative occupation to be so ambitious to join as yet (except to those who act on altruistic motive) due to the low status it has acquired overtime following as a result of various factors which will be discussed in later paragraphs. Unless some changes occur in some aspects of the profession, and some rank-closing is done, the profession will continue to be afflicted by its low status. Due to the nature of their work, members have to build up their professionalism by being well-grounded in intellectual knowledge and skill-training. Teachers often receive financial remuneration not commensurate to

their work in comparison with that of other professions, because their enormous number will put a heavy strain on the government budget, which is already overburdened with its education's financing as against other areas of national service and development. For the current fiscal year (2018) in Nigeria, the amount for recurrent expenditure on education was N606bn or approximately 7.04% of federal government's budget. As rendering an altruistic service, satisfaction is not derived from material gain, but from the joy of seeing the products of your effort fit well into the society as fruitful and progressive citizens in life. Other professions e.g. law, medicine, etc. fulfil most of these conditions for a pure professional standard, but new values are springing up, forcing these professions into a gradual splitting into specialized areas of activities. Furthermore, with their increasing movement towards a bureaucratic nature, they are taking up, like the teaching profession, 'trade union militancy'. As the one-time President of the NUT pointed out, after their registration as a trade union, they were only claiming their right as citizens of the country. His speech shows that teachers always had a cause to act, thus he continued, "We refused to be submerged because we believed that we had a right to be and to function educationally on our country's behalf and in fulfilment of our mission to God and the human race. Nevertheless we do not in the least break away from the relations which ought to exist between us and our Managers and Proprietors of School. We only moved away from the embarrassing position which a member of the Board of Education has tried to create for us from the position of a dumb driven animal to the rightful estate of a free and equal partner in the elementary rights of citizenship. Beyond this, we are not prepared to go. Our loyalties and duties remain the same." In the widest sense, teaching is a profession because teachers accept their own professional ethics and have an in-built perception of themselves as service to the community. It

is not a trade in the real sense of trade unionism; nor is it fully a profession like law and medicine, because teachers are not self-governing (*Castle, 1970*). However, teachers use the union activities as the only means of raising their social and economic status. As seen, many writers in specialized study areas have extensively discussed and considered the word “profession” and its attendant aspects ranging from defining, to characterising and categorizing professions and factors incumbent on them of obvious significance to all are the basic criteria of knowledge, service and more recently autonomy and control. From the studies it can also be deduced that a profession could be termed as a type of work chosen as a career, requiring a considerable amount of specified knowledge, involving intellectual and practical training for its efficient execution and management. It is likely that the most important feature in determining a profession is the existence of certain beliefs and values to which irrespective of their numerous but desirable differences, in other places, are subscribed to by all members of the profession.

Having established criteria for judging a profession, let us examine further the historical aspect or the beginning of the profession in Nigeria and hence, the teaching profession.

It will be focal at this point to summarise teacher attributes in the classroom. According to Onovo J. S. (2010), a teacher requires some personal qualities and professional skills such as honour, good memory, will power, (confidence), kindness. Inherently, he continues, abilities to create learning environment, provide varied learning experiences, relate knowledge to life (reality) in order to make every manner of persons to learn (transform). According to him, a teacher progressively helps persons to learn, showing them how to do things themselves and changing their thoughts and behaviour patterns. He opines that a teacher ought to ensure while teaching, these principles:

- a. Respect each person and treat them as individuals whose personal development and fulfilment is an end in itself.
- b. Provide the activities and experiences necessary for them to understand what is being taught.
- c. Concentrate on the meanings and the values of what is being taught, as to its state and purpose.
- d. Encourage and help learners to explore, think and learn in their own way (capacity).
- e. Likewise they should be helped and encouraged to share their experiences, their thinking and their learning.

## CHAPTER TWO

### THE STATUS OF TEACHERS IN NIGERIA

#### **Influential Factors**

#### *A Brief Description of the Early Development of Teaching in Nigeria*

The early starters of western education in Nigeria in the late 19<sup>th</sup> century were missionaries who wanted education as a means of evangelization. In the southern provinces of Nigeria, missionary bodies recruited teachers who would be of use to them in this respect and gave them such training as they could. Most of them, however, had only a few years of primary education (Ikejiani, 1964). Again within the missionary bodies themselves, strong rivalry existed among the Catholics, C.M.S., Methodists and others, so that the teachers saw themselves not as teachers "SIMPLICITER" but denominational teachers, hence a united act in the name of the profession could hardly be entertained (Ekechi, 1971). In the Northern provinces there were koranic schools and teachers who taught rudiments of Islam and Arabic. The educational policy carried out in the Northern provinces did not allow for a quicker penetration of 'western-type education'. These caused disparity in teachers and education priorities. The variegated quality and pursuits did not help the image of the profession (NUT, 1974). Until much later, there was no question of a special school for training teachers. However, there were in Western Nigeria some schools where teachers of catechism were being trained in 'Training Institutions' founded by different missionary groups (Fafunwa, 1975). As is obvious, the mode of training differed. These had the same basic aim of training pupils who would serve a dichotomous purpose of catechist/teacher. Earlier than that, the training of these people followed the apprenticeship pattern. With regard to remuneration, payment of these teachers was simply determined by the missionary bodies that



employed them, and even within a missionary body itself, payment differed. Equal pay for equal jobs done was hardly known, even when teachers possessed the same qualification. Misbehaviour, such as late attendance at services, language difficulty, e.g. inability to comprehend English as spoken by the white missionary, would attract immediate dismissal, or reduction in salary. Therefore job security hardly existed. One can rightly conclude that teachers at this early stage were not professionals. They performed and lived in fear of the future.

However, it must not be thought that the observation made so far was meant to undermine the effectiveness of schools in those early days. Those schools, as a matter of fact, produced the early leaders in the country. Osadebe, a foremost leader in the first republic remarked that Nigerian nationalists writing their history will forever link their progress with the early mission schools (Coleman, 1958). In spite of the often narrow approach of the missionaries and the colonial government in education, they set the model which Nigeria followed for a long time. Lugard expresses the function of education which was extremely limited and utilitarian in scope, in the following words: "The chief function of government primary and secondary schools among the primitive communities is to train the more promising boys from the village schools, as teachers for those schools, as clerks for the local native courts and as interpreters." Following the findings, and recommendations of the Phelps-Stokes (1925) commission, government increased its interest in education by stepping up financial support and facilities for education. Government built more schools as well as increasing the number of assisted schools; but the recommendations were not fully implemented, due partly to the nature of the government than the suspicion of the society that most of the recommendations were not in their best interest e.g. Lugard's education policy in the Northern provinces as desired by the Emirs, and the depression of the 1930s. In addition, a

register for teachers was introduced as part of the recommendations but failed in its purpose because schools were owned by various missionary groups and most importantly, standards in different parts of the country were widely different. This is highlighted by Kunuba (2017) where he shows that cultural differences, different languages and historical consciousness also affect education in Nigeria. These affect the people's way of thinking and broaden the disparity in educational attainment in various parts of the country. The following statistics provide ample evidence of the strides Nigeria has taken in the field of education. These figures have increased tremendously recently and further growth is anticipated. According to the Federal Government (1990) statistics on education, there are basically 300,000 teacher trainers and 600 teacher training institutes, (with 55,000 student teachers) 2,000 secondary schools with 300,000,000 pupils and 13 universities with 40,000 undergraduates in government-owned facilities. From the empirical evidences provided, it is clear that education has taken root in Nigeria, but even the progress has not yet stabilized the standard of teachers being admitted into the profession which amongst other factors has an important effect on the status of the profession. The following factors would throw some light on this instability which affects the status of the profession:

- i. The society.
- ii. Professional training.
- iii. The attitude of the teachers.
- iv. Organisation.
- v. Scientific explosion.

## **SOCIETY: ITS VIEWS ON PROFESSIONAL STATUS AND HOW IT HAS INFLUENCED THE TEACHING PROFESSION**

It must be emphasized that Western education in Nigeria started with colonization and the missionary enterprise. The essential requirements of a successful profession depend largely on the training and its role expectations by the public. Nigerian society has not sustained the status she accorded the teacher when he was the only educated man in the community. When schools started turning out school leavers who were subsequently absorbed in the government and public sector offices, receiving much higher salary than the teacher, the status of the latter suffered because Nigerian society mistakenly equated status with wealth. This mentality was even evident in the teachers themselves when in the 1934 NUT annual memorandum, it stated "...curious fact...that the clerks in the education department who keep the records of work of the teachers receive liberal salaries with pensions, while the teachers...receive appallingly low salaries, not to talk of the complete absence of pension for them. Nobody pleads for a levelling down."

Nigerian society holds a different view of teaching profession and its values because professions in Nigeria and most developing countries have developed fundamentally in a different historical way from those in the more advanced countries (Terence 1973). They have emerged and are embedded in a different social structure and power relations. Formerly in Nigeria, before the advent of the Europeans, the natural rulers and men of valour in war, medicine (different from the modern technological approach, though they required some knowledge of herbs and plants); religion, trade, or who performed some exceptional feat in the community e.g. killing a lion 'Ogbuagu' merited the respect of the masses and were regarded on a higher status. It is noteworthy that respect is given on an individual merit, rather than on a collective term. Much

later, with the influence of education, other sets of men and values emerged and these stemmed mostly from those with intellectual strength - the professionals, lawyers, doctors, priests, engineers, teachers, who more or less dominated the political scene. They greatly influence the public and pursue specialist roles unlike the teacher who performs a multiplicity of roles. Most people in Nigeria use professions as instruments for getting into the elitist group in the society. Professions as well as offering material gain afford social prestige and the means of mutual help through associations. They have been known to moderate the excesses of economic imperialism by providing opportunity for occupations to have a collective identity while at the same time, tempering the subjugation effects of bureaucratic organization, by upholding the values associated with individual accountability. With expertise as an authoritative weapon, they have put a human touch to the formal hierarchies of the big public and private corporations. But in Nigeria, most of these work under a bureaucratic control and as Terence (1973) explained, bureaucratic control and method is inhibitive to professionalism. These Nigerian professionals obtained professional training in occupational terms by acquiring 'western' education. The society have not got the right attitude and respect towards work, except where it warrants the possession of a car, a big house, money and other things that go with it. This was a legacy left by the colonial administration, which continued even after independence. Another essential contribution to this state of affairs is the government's recognition and preferential attitude towards certain professional groups who are usually appointed chairmen and members of boards, missions or projects, which make others, want to emulate them and look down on those groups whose members are rarely chosen. In the society which formerly accorded the teacher high respect and privilege as an educator, counsellor, a leader and indeed many virtues to be emulated; others,

now because of higher education, have now disdained him from enjoying and having access to positions of power and privilege in the wider community. These were some of the persons who passed through his hands in the school. This does not encourage the teacher and his image has suffered accordingly. When he failed to meet the rising demands and expectations of the society he was deemed a failure and so suffered a decline of image especially in a society where respect is accorded in commensurate to economic achievement. He sees himself degenerate from the high image built for him, and with it a psychological conflict ensued. As the teacher is regulated and controlled in his role by the demands of his clients and employers, dependent on the circumstances of time, environment and opportunity, he invariably reacts in a positive or negative manner to the status he has been equated with by the society; either by putting more effort in his work or exhibiting a nonchalant attitude which affects the profession's status. The understanding of these role expectations help to determine the quality of interpersonal relationship, which strengthens the status of the teaching profession. Moreover, parents are currently subjected to emotional and psychological trauma about their children's and wards' education because economic factors continue to dwindle their hope in the face of huge disparity in school provision and educational facilities. This subjection further puts pressure on teachers. While schools are being established in droves by private proprietors than the government, the cost of education continues to escalate to unaffordable levels. The gap between the rich and the poor continues to widen so are opportunities for education and its products for employability. The school business is feasibly the fastest growing entrepreneurship in the country. The limit for school fees ranges in primary schools from 250,000 per term in the top notch private schools to

almost nothing in the government owned schools. One wonders if the qualities of education given in those schools are a replica of the fees paid in them.

In the following sub-head, it will be seen whether the teacher is fully prepared for his work.

### **TEACHERS' CHANGING ROLE, ATTITUDES, COMMITMENT AND MOTIVATION**

The Nigerian teacher is a member of the society that accords him a low status. Having been psychologically submerged, he has lost confidence in himself and his work, and he has subsequently lost pride for his work. Circumstantial factors have further aggravated the situation by thwarting his efforts at work, rendering him incapable and at the same time drawing a sad picture of him as exhibiting a nonchalant behaviour, which affects his status and subsequently the profession's status. As the essential requirements of a successful profession depend largely on its training and its role expectations by the public, let us examine briefly the word 'role' and how the teacher as a professional perceives and fulfils them. In describing role concept, Hoyle (1969) refers to Havigburst and Neugartan (1962) who define it as "a coherent pattern of behaviour common to all persons who fill the same position or place in society and a pattern of behaviour expected by other members of society." Accordingly the teacher's role is fundamentally based on instruction, evaluation and socialization. The first two touch more on his role expectations in the school, which directly and indirectly affects his socializing role in the community. The present role of the teacher has radically changed and will continue to change, since most of what are normally considered to be professions continue to be most carefully defined in terms of set functions and specialized training. There are some increasing examples of this in teaching e.g. teaching educationally handicapped children; early childhood education and care, vocational

education, student counselling etc. Formerly in Nigeria, the fundamental concept of teaching was based more on good character than intellectual ability; then to be a transmitter of knowledge and an agent of change and expositor of enquiries, and presently to what is more than all the above put together, since the government wishes to use the education profession as an agent of unity and overall development of the nation. The average Nigerian teacher, however, feels a sense of loss, as he has to deal with a multiplicity of problems in his work situation, contingent factors and changes brought about by technological advancement and modernization, in a controlled but fragmented education system. The teacher himself is in a dilemma, being pulled by two extremes, trying to strike a balance between the traditional and western culture, in a society which grows more complex with new social roles emerging and old ones decaying almost daily e.g. in a classroom of divergent backgrounds, one from an elite and educated home, the other from a background where superstition and witchcraft are still predominant (Fafunwa, 1976). In Nigeria, there is a tripartite challenge for teachers who have to contend with traditional Islamic and advanced technically globalised knowledge. In these regards, teachers are seen as agents of change for in basic education they transform pupils from home environment to the school and societal environment. According to Luka & Gylee (2015) basic education as the name implies forms the base for lifelong learning. They point out that education in any society usually reflects its whole essence and meaning as it encapsulates its philosophy and way of life. It is the most appropriate and fastest means for the planned transformation and change of any society. Teachers are the implementers of this change as Ron Oliver (2017) contends that the 21<sup>st</sup> Century is geared towards competency and performance based curricula. He identifies this curricular with the following requirements:

- Access to a variety of information sources.
- Access to a variety of information types and forms.
- Student-centred learning settings based on information access and inquiry.
- Learning environments that are problem-centred and inquiry based activities.
- Authentic settings and examples and
- Teachers as coaches and mentors rather than content experts.

He further points out that pedagogy has translated from transmissive to constructivist theory of teaching/learning. *Furthermore, Young (2017) in agreement to the above points out that the challenge for teachers in the new millennium will be to help students with modern technologies since the new millennium represents a major paradigm shift in terms of emphasis from teacher-centred to learner-centred instruction. He opines that it is incumbent on the teacher to adjust to the demands of his ever changing roles and help learners develop the much needed critical skills with which to function and flourish in the present knowledge based economy. He goes on to posit that teachers have to embrace constructivist methods to reflect present realities. Onyegegbu (2017) in a lead paper presentation at an international workshop on 'Current Trends in Basic Education Teaching Strategies' emphasized that students need holistic and innovative teaching-learning in such areas as in thinking (critical & creative); talking (communication), project-based learning/doability (application to situations) to be effectively relevant in a competitive environment. Unfortunately, teachers work under the most difficult conditions e.g. poor classroom structures, inadequate facilities and sometimes, though the practice is lessened by now, of continuing his work without salary for months (Smyke, 1974). In spite of that, teachers should be people who possess the qualities of stable humdrum, dutifulness, of sticking to a task*



through thick and thin, out of conviction as to its imperative necessity. Some teachers are not being helped by the character trait they developed due to the nature of their work. Such negative character has effectively resulted to insubordination, resulting to loss of teachers' prestige which has exposed the teachers to certain social neglect and seclusion. These account for the low morale, timidity, diffidence and an awkward conservative dogmatism often prevalent in teachers. These frustrations always result to lack of unity among teachers fuelled by the fragmented education system and the hierarchical bureaucratic set-up.

Scheffler (1989) exposes the effect of the hierarchical setting on the teacher in the transmission model in education coupled with the drive for increased efficiency which tends to foster the views of the teacher as a minor technician within an industrial process. The overall educational goals are set in advance in terms of national needs, the curricular materials pre-packaged by the discipline experts, the methods developed by education engineers and the teacher's job is just to supervise the last operational stage, the methodical transmission of ordered facts into the pupil's mind. Teachers' competence ought to be judged in terms of academic mastery and pedagogical dexterity. Teacher's education becomes identified with training in the subject, coupled with training in the approved methods of teaching. This obtains in Nigeria but the uniform system which the government and nature of the profession require hinders the professionalization of teachers. This frustration and feeling of helplessness in a rapidly changing society has forced some of the teachers to leave the profession. These feelings started developing when a shift began to occur in the outlook of many Nigerian teachers; a realization that they perhaps did constitute a separate and distinct profession which was no longer organically attached to the missionary system. This gradual shift is characterized in a letter written by the NUT President in

1941. It reads in part (Smyke, 1974): “In the early days of the church in Western Nigeria, a teacher stood third in rank to a clergyman. As soon as he left, what was then known as ‘The Teacher Training Institution’, he was appointed a teacher, but to him teaching was not a vocation, it was a stepping stone to the Ministry. Next he became a Catechist, then a Deacon and finally a priest. Later when the Colonial Government assumed greater control of education, teaching became a vocation and men were told to regard it as such and teachers became a distinct order in the Church. But as years went by, it was becoming increasingly clear that they were not to be in any way protected as a separate order but rather to be treated as an appendage of the Church, not so very essential to her healthy existence... that the times demanded that something definite should be done to reassure these teachers of their safety within the Church so that they might settle down and do their work as a permanent and competent part of the entire machinery and not as men sitting on the edge and looking for any opportunities to jump off in search of other jobs.”

The drift which started from the 1930s depression years has put the profession into a dilemma. The Nigerian Union of Teachers (NUT) in its history book lamented the drift of trained teachers into other jobs. Most of the politicians, ministers, civil servants etc. were once teachers. Their exit from the profession is lamentable, but it gives the profession some pride to have produced such eminent people. It is also disturbing that teaching is just a means to an end. Such mentality hinders its growth. The NUT notes that the 1930s depression had its effect when the first items to be reduced were teachers' salaries. As these were reduced and increments withheld, teachers started to drift from the profession. The full effects of the depression were felt in October 1930 when grants were restricted to £85,000 (formerly the grant was £100,000) and for the following three years, with a further reduction to £78,000. Instances of teachers leaving the profession for

jobs in the Government, public corporations and companies are pointed out in the 1936 annual review of the NUT, at the legislative council where several questions were asked inter alia;

- (a) Whether it is true that within the last two months or so 15 certificated teachers have been admitted as clerks in some of the government department?
- (b) (b) Whether such a migration of certificated teachers to the government service is not due to dissatisfaction prevailing in their (profession) as teachers and that such a practice is not likely to promote the cause of education.
- (c) The legislators asked whether Government does not consider it advisable to investigate the matter.

Investigation shows that this trend has continued decades later, brought about by situations affecting the profession directly and indirectly. One of such government inquiry was the Banjo Commission, which reported as follows “that the teaching profession has been termed a sick profession.” The minimum qualification has to be very low. The salary scales are not comparable with those of other types of employment in the civil service. There are very few promotion possibilities and these can only be obtained by passing examinations. The teachers' professional efficiency hardly affects his career. Many teachers instead of teaching efficiently are busy working hard to uplift themselves engaging in other business to make ends meet or running private coaching practice to increase their income. Many of those who succeed in uplifting themselves into Grade I find it more worthwhile to get out of the teaching profession altogether and join the Civil Service where they will be paid a higher salary.

Apart from the depression, other causes followed before and after Independence. The position of teachers did not gain any remarkable improvement due to the introduction and subsequent failure

of U.P.E. initially in both the Eastern and Western regions in the 1950s. (The west survived much longer). It could even be claimed that their lot was worsened, following the mass retrenchment of teachers caused by inadequate finance. The teachers recruited for this purpose were made redundant. Once more, it was the teaching profession and not the government or corporation that got the beating. The job opportunities created in the government offices after independence due to vacancies left by expatriate personnel and introduction of new jobs, further took its toll on teachers, leaving the profession weaker. There is no quantifiable evidence to suggest the numerical strength of teachers that left the profession during that period but we can only infer and calculate the validity of this claim from a survey carried out in Lagos State in the late 60s to early 70s, which showed the rate to be as high as 10% annually. Adesina, (1969) shows that apparently in Lagos State, 75% of teachers engaged in some extra-curricular activities to make money. In most cases the teachers' salaries fell short of the money made from private engagements. This obviously lessens the teachers' effectiveness. Other causes of teacher attrition and drift were generally on the grounds of marriage, general dissatisfaction with the profession due to poor living conditions, poor school facilities contributing largely to failure in the job, disagreement with administrative policies and personal inability to meet higher professional standards, insubordination, misconduct and a reduction of staff personnel.

In the survey, efforts to keep teachers in service were given by some Principals as follows:

Introduction of allowances and loans for cars and provision of rent-free quarters as forms of consolation and encouragement; this will make them feel they are wanted and that they are training the minds of the nation.

The Taiwo Report (1968) on the primary school system in Western Nigeria reached the core of the matter when it attributed low morale to the fall in the relative status of teachers in society during recent years and to the lack of opportunities for upward mobility as compared to their former classmates in the civil service and commercial world. Taiwo confirmed that the teacher is condemned to a painfully slow progression up the salary scale by annual increments. He said that what is even more important is that his rate of progress will not significantly be affected by the degree of his efficiency or inefficiency save in the case of extremes. Not only is there little incentive for a teacher to rise above the norm or even attain it, hence the usual temptation to neglect his normal teaching responsibilities in order to engage in other remunerative activities. There is clear need to engage in other remunerative activities. There is clear need for ways to be found to enable the teacher of exceptional ability and performance to obtain recognition in practical terms through accelerated promotion.

In a survey of secondary school teachers in Lagos, only 21 out of 105 teachers gave a categorical affirmation when asked whether they expected to remain in teaching during the succeeding five years. It is apparent that this instability and inconsideration of teachers has impacted on the inefficiency of the system and in turn the profession. The expansion and improvements have put more strain on the teaching profession. The present lot of the profession is ably depicted by the observation made by the survey team of WCOTP African members in 1961, which reads in part, "The status of teaching profession in Africa is low. Recruitment has been haphazard while training had been inadequate. They often have to work in conditions which would daunt the bravest of spirits. Their cumulative effect is to depress the public image of the teacher and to assign to the profession a lower status than it once enjoyed. This decline in prestige is not

absolute but relative” Taiwo (1968). Moreover, the Federal Government introduction of the Universal Primary Education (UPE, 1976) and later the 6-3-3-4 system of 6 years primary, 3 years of junior and 3 years of senior secondary school in the first decade of the 21<sup>st</sup> century has helped in staging a comeback to the profession to a greater extent. Universal Primary Education (UPE) was introduced in the country in 1976 and basic education system (2009) were further improvements in the expansion of the education system of the country. These were in response to the Universal declaration of Human Rights for children by UNESCO (1966) added to the recommendations of the various education Commissions for education in Africa and Nigeria. Nigeria in a bid to meet global trends commenced the National Curriculum Conference (1969) which is generic to National Policy on Education (1974) with latest edition 2014 and to further establishment of bodies and programmes such as National Teachers’ Institute (NTI 1978); Nigerian Educational Research and Development Council (NERDC 1988); National Commission for Colleges of Education (NCCE, 1993); Basic Education Programme (2009) etc. in its belief that life in the globalized world requires everyone to have some level of education as fundamental requirement and concern to compete intelligently on both local and international levels. However, all these policies can be realised if utmost importance is accorded to quality teachers’ education. Their mandates are derived from the enigmatic philosophy of the National Policy on Education (NAPE, 2014) which states “...no education is above the quality of its teachers.” Further boost to the re-engineering of the teaching profession is the annual national award of ‘Best Teacher’. This has reawakened both the efficiency and effectiveness of teachers to strive for best.

## **WHY PEOPLE ENTER THE PROFESSION (MOTIVATION)**

The WCOTP survey according to Taiwo (1968) shows the following as motives for entering the profession: For a long time and in the first place, the teaching profession has been for many Africans a means to an end, rather than an end in itself. It provided an opening to higher education. The African teacher joined the profession not out of an exalted sense of vocation, but rather out of necessity. At a time when the general level of education was very low, teaching provided him with a means of rising above his equals and gaining access to the world of the ruling power. Now that secondary education is more widespread, teaching is no longer the only route to higher education; it is not even a direct route. Those who are unable to gain admission to secondary schools resort to take the long march which will ultimately lead them to the 'promised land', turn to teaching as a less desirable alternative. Some of them use it as a springboard; others stay on without aspiring for higher education thereby constituting a class of unqualified teachers. It has been earlier stated according to Copper (1992) that people's choice of the teaching profession are influenced by different country context, different economic circumstances and varying expectations of the rewards and challenges of the role. But common to all is the need for appreciation, autonomy and affiliation. This includes the latitude and discretion to exercise professional judgment together with recognition and endorsement for such initiatives as a sense of belonging to a culture of likeminded people whose interest and motivation are shared. The place of these within a hierarchy of needs vary country by country depending on essential infrastructure of safety, security, working conditions, resource and adequate remuneration. He continues to emphasize that teachers' expectations of being the professional shapers of the next generations have to contend with being cast as a 'trade' associated with minimal training

requirement, ease of entry, low pay and benefits and located at the bottom of the civil service ladder. Likewise in an earlier statement and for emphasis, Punch and Tuetteman (1996) further highlights that teachers unlike most professionals are burdened with excessive expectations from society at large, the governments and parents yet struggling with low professional esteem. Stressing the ‘irony’ is that teachers’ education are expected to be geared towards developing in young people the attributes, skills and capacities that will enable them prosper and succeed in the knowledge of society and at the same time are expected to counteract and mitigate to an extent the problems emerging from an increasing globalized economy (Taylor & Runte, 1995). Viewed in such a light, it can be easily deduced that those who make up the teaching force in Nigeria are of different philosophical backgrounds; those who enter teaching out of personal convictions as well as those who are circumstantial victims, such as:

1. those who are convinced that teaching is their calling, and that they can best serve their country in that capacity;
2. those who take up teaching and find satisfaction in it, compared to other occupations;
3. those who are dunce, but because they have the minimum qualification required, join the teaching profession on necessity rather than by choice;
4. those who have had secondary education, but have been disqualified for further higher studies because of poor academic record or financial challenges;
5. those who have not been to secondary schools because of their inability to gain admission or lack of opportunity to taker entrance examination or failure in them. (WCOTP Field Report, 1961).



A survey three decades ago found out that out of two hundred and ten students in the crash programme training for the UPE, only twenty percent agreed to remain in teaching service; while seventy-two percent were eager to leave and only being held back to serve their five years bond, even some were willing to buy themselves out of the bond exercise, while eight percent remained undecided. In a questionnaire carried out in Lagos State a decade ago statistically observed that those who agreed to teach more:

- a. by accident = 76;
- b. love of profession = 61;
- c. no other alternative = 14;
- d. as a stop-gap to other endeavours = 39.

The answer in (b) is quite significant and encouraging for the profession. It is hoped that this number will increase in future, and will subsequently raise the standard of teaching thereby raising the status of the profession.

In conclusion, for prestige, it is better to have the quantity in the first group which has true aspirations for the profession, rather than keeping back the others, but for the urgency of the current demand there is nothing to be done but to make do with this situation until such a time that the profession will hopefully be made up with people of the former group survey. The UPE and basic education programme required many new teachers quickly and encouraged many of these divergent types to get into teaching due to lack of teachers to sustain the educational expansion in numerical strength and diversity of programmes.

According to Okeke (2004), his analysis of the educational development in Nigeria points to the fact that there had been dearth of teachers with requisite aptitude, sufficient education and

specialized skills for the effective performance of crucial role of teaching in the classroom. Fortunately in recent times, teaching has gone beyond the medium of what an ordinary person along the street can enter into because the teaching career now deals on professionalism and specialization. This is generic on the guideline of National Policy on Education (2014) which outlined that the minimum teaching qualification into the teaching profession shall be the Nigeria Certificate in Education (NCE), a proof that teaching is being professionalized in Nigeria. Other provisions in the policy statements on teacher education further stipulate the build up on the professionalism of teachers in Nigeria.

## CHAPTER THREE

### PROFESSIONAL EDUCATION AND TRAINING

#### **Entry Requirements, Course Structure and Content for Pre-Service Training**

The structural aspect of the recruitment and training of teachers in Nigeria would show us to some extent the stand of teaching as a profession. It is also hoped that the brief description of the different categories of teachers and the different modes of training will help clarify the issues involved with training of teachers. Initially in Nigeria, as has been mentioned earlier, teachers were recruited from among the best pupils in the primary schools. These were groomed into the profession through the apprenticeship pattern, receiving enough training from the experienced among them (headmasters, and/or sometimes the missionaries themselves); and later some went on to what Fafunwa (1976) describes as 'Training Institutes' where they were given rudimentary training with a greater emphasis on catechism and civics. This, however, adequately equipped them for the standard and degree of roles expected of them. Thus, it is seen that the institutionalization of a set of role expectations and of corresponding sanctions is clearly a matter of degree. This degree is a function of two sets of variables on the one hand, those affecting the actual sharing of the value-orientation patterns, and the other, those determining the motivational orientation or commitment to the fulfilment of the relevant expectations. As schools expanded, and the values of education were increasingly craved for, demand for teachers and role expectations increased. There ensued an increase in types of education offered as well as the types of teachers, and the values attached to them. Recruitment and training for these teachers accordingly varied. Socio-political changes, prominent in the introduction of the UPE scheme (1976) and basic education programme (2009) further lent a varied look to the recruitment and

mode of teachers training. It is equally important to note here that schools became state controlled. Teachers in Nigeria today work in various categories of institutions which affect their recruitment and professional training, which in turn affects their status. Fafunwa points out that there is an unnecessary cleavage between elementary and secondary education, between secondary grammar and secondary technical school, and even between teacher education at non-university level and the one at university level. The status of an individual teacher may depend on his pre-training qualification, the grade level, type and location of school attended and personal characteristics. The kind of training one obtains will determine his/her quality of professionalism or conversely, the kind of school one wishes to teach in will determine where to enrol either college of education or university. Over the years teachers in Nigeria receive professional training in various institutions like the following:

1. Grade II Teachers' Colleges.
2. Advanced Teachers' Colleges.
3. Colleges of Education.
4. Institutes of Education.
5. National Teachers' Institute.
6. Teachers' centres.

These required varied entry qualifications. During UPE era, entry requirements for the Grade II Teachers' Colleges in accordance with the crash programme for training teachers are to meet the need and demand brought about by the programme. The variegated entry requirements would in future, it was hoped, be changed when the first products of the UPE would have completed their initial 3-years of secondary education as it was proposed. For entry into ATCs or Colleges of

Education, a Grade II Certificate plus two GCE A-level papers, or WASC, is required. Admitted candidates do a three-year course and receive the Nigerian Certificate of Education (NCE). For the University Institute of Education, the Grade II Teachers' Certificate plus 2 A-level papers with several years of experience or Grade II teachers' Certificate/WASC or a WASC/NCE is required and these do either a four-year course, or a two-year course for NCE holders to obtain the B.A, B.Sc degree. In Nigeria, as the training and qualifications of teachers of these institutions (where they train and their places of work) differ, so it dictates the salary scales, conditions of service and autonomy. The official minimum qualification then was the Grade II Teachers' Certificate for teaching at the primary level of education, the Nigerian Certificate of Education (NCE) and the B.A, B.Sc degrees for teaching at the post primary institutions. There are other grades e.g. auxiliary teachers those who have no professional training, but have some amount of academic qualification e.g. School Certificate or FSLC employed in the teaching service to cope with the accelerated enrolment population. Moreover with the increased number of private proprietorship of schools, the situation persisted with employment of all cadre of teachers. It is observed that teaching in Nigeria cannot be given a full professional status if the variegated type of training and evaluation persist. This does not help the image of the profession as some are deemed to have a better qualification than others. The first inhibitive factor to full professional status as stated above is the variegated entry requirements mode of training and training institutes. This has a psychological effect on teachers themselves and tends to present to the public an awkward image of deficiencies and incompleteness of the profession, portraying some levels as being of less importance and casting a derogatory stigma on them.

Here it is important to discuss, even though briefly, the type of training given to the teacher and its duration. Reference will also be made to the influence of the training on the teacher themselves. The average training college courses have always been, and still are to some extent, thought of as being inadequate and badly structured because

1. The level of academic quality is barely above the level at which the student is proposing to teach.
2. It hardly reflects, and largely limits the needs and aspirations of the teacher as a professional expert.
3. Where there is specialization, it is often not on the professional needs of the teacher.
4. It hardly affords the student the opportunity of seeing or having some knowledge outside and beyond his own discipline and professionalism. This is especially true at the lower levels of training e.g. primary teachers training.
5. The teacher trainers themselves are rarely graduates of education (though now most are undergoing upgrading courses) and having gone through the same process of education as the trainees, keeping the tradition going. The separateness of the education system affects both the entry requirements and mode of training. There is an unnecessary cleavage between elementary and secondary education, between secondary grammar and secondary technical, and even between teacher education at non-university level and that of university level (Fafunwa, 1976, p. 93).

The course structure and content has radically changed at the close of the 20<sup>th</sup> century and the beginning of 21<sup>st</sup> century ushered in great revolutionary strides in teacher's education in Nigeria. The establishment of National Teachers Institute (NTI, 1978); National Commission

for Colleges of Education (NCCE, 1993); Teachers Registration Council (TRCN, 2004); National Education Research Development Commission (NERDC) upheld the utmost importance accorded to quality teacher education. Their mandates are derived from the enigmatic philosophy of National Policy on Education (NAPE, 2014) which continues to emphasize that ‘no education is above the quality of its teachers.’ Accordingly, teachers now receive professional training at the following institutions:

1. Colleges of Education.
2. Faculties of Education in University.
3. Institutes of Education.
4. National Teachers Institute.
5. Schools of Education in Polytechnics.
6. National Institute for Nigerian Languages (NINLAN).
7. National Mathematics Centre. (NMC).

In these institutions, the policy document lay emphasis on teacher education in order to:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- b. Encourage further the spirit of enquiry and creativity in teachers;
- c. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations;
- e. Enhance teachers’ commitment to the teaching profession.

The document continues to point out that teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Expanded education programmes are to cater for the requirements of technical, vocational, business and special education.

According to NTI, entry requirements for NCE course are five credits in any of the following:

1. Grade II Teacher's Certificate.
2. Pivotal Teacher's Certificate.
3. West African school Certificate (WASC).
4. National Examination Council (NECO – SSCE).
5. General Certificate Examination (GCE).
6. National Business and Technical Examination Board Certificate (NABTEB).
7. Higher Islamic Studies Certificate (HISC).

However, existing teachers with five years teaching experience are eligible for the course. NTI also offers Advanced Diploma in Education (ADE) to upgrade NCE holders into some specialized field in education. These fields include School Supervision and Inspection, Early Childhood Education, Guidance and Counselling etc. According to NTI handbook, ADE is meant for those that hold the Ordinary National Diploma (OND) though equivalent to NCE but in non-education fields. The ADE course entry requirements are an NCE Certificate or/and existing teachers with ND Certificate from a recognized Polytechnic or College of Agriculture. Closely following on the courses offered by NTI long distance learning programme is the Bachelor's Degree with their affiliation to National Open University of Nigeria. The Bachelor's Degree is organized according to NTI regulatory structure into two semesters per year for a minimum of



three/four years and maximum of six/seven calendar years depending on the entry qualification of the candidates. Admission requirement includes:

- NCE with merit pass or C grade plus UTME for a three-year course duration.
- NCE with pass grade lower than C grade with a minimum of 5 years teaching experience in addition to UTME. This group will spend a minimum of four years National Diploma (ND) with upper credit from a recognized institution and in relevant areas. They will spend three years.

Degree courses offered are:

1. B.A (ED) (Primary).
2. B.A (ED) (Social Studies).
3. B.A (ED) (English).
4. B.Sc (ED) (Maths).
5. B.Sc (ED) (Integrated Science).
6. B.Sc (ED) (Physical & Health).

The National Commission for Colleges of Education (NCCE), a body charged with training of teachers has revised and updated the Nigerian Certificate in Education (NCE) minimum standards document (2012). The additions are to address the existing teachers' needs at the basic education level. They are focused to attain the purpose of Education For All (EFA) and the Millennium Development Goals (MDGs). It stipulates that in addition to the existing two subjects' combination in NCE programme which is suited for the preparation of the B.Sc (Ed), B.A (Ed). degree programmes, the new minimum standards document now targets at producing specialist teachers for:

1. Pre-primary Education or Early Childhood Care Education.
2. Primary Education.
3. Junior Secondary Education.
4. Adult & Non-formal Education.
5. Special Needs Education.

The new programmes are level specific. This effort is a timely response to challenges pre-empted in the bid to raise the quality of pre-service teachers. The new minimum documents come with Curriculum Implementation Guidelines to assist teacher educators and institutions in its implementation.

### **APPROPRIATE BALANCE BETWEEN ACADEMIC AND EDUCATION STUDIES**

It is important that the measure to prepare a student into a teacher's role should be practical, which ought to be based on a sound knowledge. A teacher therefore needs the practice opportunity and also the knowledge of what to teach, during his preparation.

The problem here is on the appropriate balance to be maintained, not only in the amount of time to be given to his academic, personal and professional training, to enable him to gain some experience in practical work or to pass his examinations, but the right proportion of the students' efforts to be allocated to the different areas of his education.

First, consideration is given to the short period required for training our teachers. This rightly is caused by the usual urgency associated with it, thereby lowering the course duration which in turn has limited the depth at which subjects are studied. We realize how important it is that the type of teacher we need now in Nigeria has a sound knowledge of the subjects which he teaches, and one which will guide him on the fundamentals of creative teaching.

The need for and importance of efficiency in our educational systems and institutions as a developing country cannot be over-stressed. A disturbing aspect of our training is that the number of subjects taken are too many to be effectively covered in time given for training which exposes the absurdity in the attempt to be versatile, covering too many areas haphazardly instead of a few well. It is a fact that the time allotted to teaching practice is not sufficient for the needs of a group aspiring for professional status, as students are not well-grounded in the professional aspects of their training. How then can the limited period given for training be apportioned so that no one aspect of their training usurps or dominates the other? Furthermore, the course duration limits the possibility of producing efficient and skilful teachers in such an uneven fast-changing society as ours. As Fafunwa points out, “the teacher of the African child of tomorrow will be faced with unprecedented challenges. He will be leading a class of children whose parental and environmental backgrounds will range from the fifteenth century to the twenty-first. Some of the children will have astronomical knowledge of the moon, rockets, lunar modules and similar space experiences, while others in the same class will still be saddled with the superstitious beliefs of their parents and the invincibility of the witch doctor.”

Can the limited time for training allow the teacher to be effective in striking a balance between both cultures? A well-planned balance in his training can, but it can be disrupted for a variety of reasons found both in the colleges and outside of them, such as changes in policies, politics and administrative exigencies. In Nigeria, paper qualification is over-estimated in the first instance and skills assume the position of second best. This has affected training in colleges in that both students and tutors place more emphasis on academic quality, than the professional aspects of teaching. Hence a student could do an extensive and intensive study, in education studies theory

and be able to pass his examinations without knowing how to apply this knowledge in practical terms. This does not merit the teachers full professional status as they are lacking in their skill and expertise. The issue is further aggravated by the fact that students are supposed to pass a number of prescribed subjects and not necessarily the practical aspects to get along, especially when it is seen that some of the students use the training colleges as a stepping stone, and as a means of ensuring scholarships for higher education. In such instant, much emphasis is placed on the academic aspects of his training, and the professional aspect suffers. Training colleges in Nigeria, for this very reason are looked down upon as inferior and as last alternatives hence students give more attention to the academic aspects of their training to get a better job prospect elsewhere. However, there have recently been increasing prospects in the teaching profession (National Policy, 2014) with all the new specialization courses springing up e.g. special education, early childhood care, nanny, counselling etc., but the unfortunate aspect of it is that there is limited opportunity for teachers to be trained in such areas, and since the teacher's efficiency will be curtailed by such a limited nature, his professional expertise suffers with a consequential effect on his status.

### **RELATIONSHIP OF ACADEMIC SUBJECT TO PEDAGOGY/METHODS IN PROFESSIONAL STUDIES**

It has always been stressed that the quality of education cannot succeed unless content is studied along with the methods to be used, and the students are made to understand the value of such measures to be convinced and anxious to apply them (Fafunwa, 1976). Students usually pay more attention to the foundational studies i.e. psychology or principles etc. than the method studies because psychology, sociology and philosophy have a higher status as subjects than their

practical application in learning situations; thus drawing an unnecessary artificial line between the two stages of training which combined give the student the true professional training which influences his status. Again, there is a major problem in the correlation between the teaching of an academic subject and the methodology of teaching that subject. The latter is seen to be inferior where there is no specialist tutor to guide the student on it, students ought to know how to apply the methods and skills to their academic subjects; but usually there is little time to give for such coordination. It is often expected that students will understand and apply the educational content of their course when they have no earlier knowledge or proper grounding of the fundamentals of psychology, especially during the first year when they battle with the intricacies of college life (Thompson, 1969). As such the educational and professional aspects are treated wholly as separate entities. It was interesting and encouraging to observe at a Training College at Cheltenham, England (1979) that these two were well correlated. The nature of the subjects in the curriculum and the methodology of teaching them at schools or within multi-disciplinary contexts are well examined from a curriculum theory perspective, as well as in practical demonstration in particular subjects. For example, in a lecture on evaluation and assessment, the students held a further discussion of its relevance to their main special field (MSF) in their various groups after which there was a session of general discussion with each group outlining how it affects them and how it can be carried out in their main subject area. Team teaching is the secret behind the success of such pattern. Again, students are given demonstrations by the tutor on how to teach a topic in geography or science which they have already covered in the academic sphere. In the Nigerian situation, the problem lies with the college tutors who sometimes do not have a professional training, unlike their British counterparts who are normally required to have

some teaching experience in the related field or area of the education system in addition to having a professional certificate and if possible a degree to teach in the professional studies section. There is often a distinction between the tutor teaching purely academic subjects and the one fully engaged in the professional subjects. The tutor, who teaches for example science, may not use the method of approach being expounded on by the methods tutor. This often leaves the students bewildered and confused, with the option of either underrating one or other of the tutors; or more essentially one or other of the subjects. As we know, students learn by observation and imitation, and these separate approaches used by their tutors, would imprint themselves and be carried forward into their teaching career.

The picture drawn above is not applicable to all colleges as some have improved on their tutors' qualifications and training as well as providing facilities. Fortunately the Pre-NCE Minimum Standards (NCCE, 2012) has come to stem the situation. The students also face problems during teaching practice because of staff deficiencies. The number carrying out teaching practice is too large for one tutor (probably the only methods tutor in the college) in control, therefore subject tutors are drafted in to supervise the students on teaching practice. These tutors may not be familiar with the methods tutor's approach already inculcated in the students. In such a case he only assesses the student on the accuracy of the lesson content. This obviously defeats the purpose of teaching practice, as much emphasis is again laid on the academic development of the student, relegating to the background the importance of professional expertise. They therefore produce virtually academic students with certificates of teaching.

## **METHOD OF TRAINING**

A major defect in the training programme of our colleagues is that students are usually fed with facts and theory; there are no stimulating factors in the method used for their training. The teaching is more often based on lectures, giving notes to be copied and assignments to be done such that students view such as seminars and having no direct value to their course of study which could have given them a chance to engage on intelligent discussion and exchange of views. If the lecture method is defective, it will hinder the students from successfully carrying out conversations or discussions with people; they therefore tend to keeping to themselves which gives them a poor image as they are seen as being unable to carry out an intelligent discussion on a given topic. With students being spoon fed with facts, there are no efforts exhibited in trying to read widely, take up research topics to be published in the mass media or academic journals, engage in seminars and projects whereby this is not done the profession stands to public ridicule and this lowers their status. The relationship between a tutor and a student is too formal, probably borne out of the traditional attitude of respect for authority of a senior or because the numbers of teacher educators are grossly inadequate, the tutor/student ratio is about 1:50 or more resulting from the effects of universal education programme. This makes communication lines difficult to operate on a personal basis for tutorials thus endangering personal relationship as interaction is limited and under stress. The aspect of student tutorials are most times virtually non-existent except perhaps in the growing mentorship scheme. In the latter, several students are assigned to a tutor for guidance, appraisal and encouragement. Most students are thus produced en masse, diluting the quality of teachers produced as no adequate preparation is given, and so the profession suffers.

Furthermore, students rarely engage in discussion or try to put forward their own arguments during lectures either for fear of opposing the tutor or because they get no encouragement to do so. If a student appears fearless he stands the risk of being branded as an upstart which would make life unpleasant for him. In consequence students succumb to being dumb spectators at lectures without much independent thinking. They absorb everything the teacher says hook, line and sinker at least for purposes of passing their examination. Students lack the fundamentals of enquiry, the capacity, capability or facility of enquiry, for self confidence through in-depth knowledge. Today's trend of education needs an active, imaginative and critical analysts, without that professional training the student receives fails in building up such qualities in him, which affects his professional status. In the light of the foregoing and viewed in the way that teacher education should prepare one for the socializing, instructive and evaluative roles, so as to conceive and execute his work efficiently in the society. The preparation given in our training colleges does not measure up to professional criteria. The training does not offer much opportunity nor does it equip him as an individual to influence other lives through personal relationship and as an exponent of different subjects. The training colleges should strive to train the total man to enable him to be a guide to both the young and old; and equip him to be at home with his people's culture, enabling themselves to be portrayed as a sympathetic interpreter and mediator of new ideas and skills. Education is a social service, the teacher should therefore be trained to serve and work for the child and the community, the nation and the entire world.

### **IN-SERVICE EDUCATION AND RESEARCH**

Serving teachers are often accused of being complacent about their professional growth after college training. This is probably as a result of the training they got in their initial courses which



gave them no urge for further studies. The technologically biased world has totally revolutionized education and has introduced innovative strategies in education. National Policy Statements NPE (2008) on curriculum innovation, outlines that teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession; in-service training shall be developed as an integral part of *continuing teacher education*. This is because the policy observes that “no education can rise above the quality of its teachers” therefore, teacher education shall continue to be given major emphasis in all *educational planning and development*. Other provisions in the policy statements are encouraging and lay emphasis on the professionalism of the teaching profession. Laudable as these provisions may seem, experience shows that there have been aberrations to this rule.

In-service courses are given severally or jointly by various educational bodies e.g. Ministry of education, NUT, NTI, Universities, NCCE, NERDC, British Council etc. They take the form of refresher courses or updating courses, seminars and workshops, retraining courses etc. Although such courses has been observed to be plagued with inconsistencies and duplication, it has the effect of a scatter gun, touching many important areas with little impact. With the changes in curriculum, short courses lasting several days are given, touching on the aspect of change e.g. modern maths, early childhood and care education, new pedagogies e.g. the Austrian Play Model, Montessori and the use of ICT. The National Teachers Institute (NTI) has a mandate to focus on teacher education which shall continue to take cognizance of changes in methodology and in the curriculum. Teachers are to be regularly exposed to innovations in their profession. In-service training should be developed as an integral part of continuing teacher education to take

care of certain inadequacies. Other variables such as promotion opportunities using in-service criteria shall be created to allow for professional growth at each level. These courses have no follow-up exercises or similar courses to make sure that the aspect being covered has been effectively implemented. Teachers are often made to attend courses of little value to them e.g. the arts/crafts in-service courses are attended by those who have no interest in art work. This is surely a waste of time and energy and personnel as courses are often made ineffective by lack of staff. Furthermore, these courses are rarely done in the rural areas where there is more need for it as those teachers are rarely visited by inspectors and soon they get out of touch with modern trends. This is usually caused by lack of facilities e.g. affordable means of transportation, lack of basic amenities to attract or keep the calibre of people who can handle the courses in the rural areas, and fundamentally limited trained personnel. It has also been observed that lack of capacity of our institutions of higher learning has highly affected the teachers' training. The numbers admitted are almost insignificant to the overall numbers of the teachers that need the in-service training. Some are also withheld by finance because those who manage to get an offer at a place pay high fees. This financial aspect, plus limited spaces, keeps a lot of teachers back who should have liked to further their courses. There is evidently some improvement on in-service training with programmes mounted by NTI for weekend, summer (long holidays) and on-line courses.

## **RESEARCH**

Research is a necessary factor as it influences the trend of in-service. Education needs a constant overhauling and only through research that it can be possible. Most of the research so far carried out has been haphazard, and has been hampered by economic constraints either done by the

university or on an individual basis. Unfortunately the universities are more concerned with developing and improving theories in other disciplines than in education, and how education's philosophy, its social or historical aspects affect the Nigerian child or adult. We tend to rely and borrow from research work done and carried out in advanced countries, where circumstances differ from those obtainable in Nigeria. Until we strive to build up and consolidate our education system, not through research by trial and error, only then can we muster the public interest. Most of the research so far done weighs more on the theoretical side. Though this is necessary for strengthening fundamental aims; what Nigeria needs more now is the type of research that would evolve the right type, quality and scope of education necessary for our rapidly expanding social and economic situation. For example, we need to know how/when at each level of education should a child grasp certain concepts related to the political situation of the country; the type of school timetable and calendar that suits the child's temperament, parent's occupation, ways and attitudes of the people and the climate, and should the long vacation be given at all? Should it be given during the planting season or during the summer? How much shall the curriculum be integrated? These would have gone a long way to improve the profession's status, but is it forthcoming? The scope of integrative research is where it is only minimal compared with the enormous population of teachers. It is on record that NERDC continually provide the nation a think tank with building blocks for strategic educational planning and development, educational quality assurance, policy formulation and implementation. Fortunately, it creates the enabling environment according to its mission statement in which educational research and development activities thrive. In the process, it does not only encourage collaboration with international development partners but also foster public-private partnerships in their bid to render educational

research and development efforts that is sustainable and needs driven. NERDC partners with the following bodies:

- Federal Government of Nigeria – ETF – Braille Press.
- FRSC (Road Safety Education Curriculum Project for Basic Education).
- NDLEA – Drug Abuse Education (DAE) Curriculum Project.
- ICPC – National Values Curriculum Project.
- SEC – Capital Market Studies Curriculum Project for Senior Secondary School.
- NEMA – Development of Disaster Risk – Reduction Curriculum (DRRC).
- NASS – Translation of Legislative Terms into Nigerian Languages.
- NPC – Translation of Pension Documents into Readership, English, Hausa, Igbo and Yoruba.

NERDC's scope of achievement which has been of tremendous help to teacher's professionalism covers curriculum development and implementation for basic and secondary education; book development, quality assurance and readership; language development and extension services; educational research for public policy, library and information management; other's includes special needs education programme; other mandated programmes/projects. It created a Teacher's Aid which is a digital library of curriculum based teaching resources. It also provides web-based access to a database of teaching resources where the user (teacher) can search for, locate, download and comment on resources to aid their learning process or teaching. Research so far done has not been co-ordinated, nor comprehensively carried out i.e. teachers are not involved or where they are, it is to a minimum. There was once a university research student who gave out a

questionnaire to teachers, some of whom did not even know how to answer the questions, while others did not even bother to do so, and the student had to go back frustrated. That keeps one wondering what she wrote as the result of her research. Such is the fate of most researchers.

Some that have been assiduously carried out have been abandoned and not made use of, possibly because of nonchalance or rivalry and inconsequential competitions. All these collectively hinder the progress of the profession resulting in a consequential lowering down of respect.

## **CHAPTER FOUR**

### **ORGANISATION: GOVERNMENT POLICIES AND IMPLEMENTATION**

"Organisations", Lippitt explains, "means any type of the larger social system which comprises the community..." Education in Nigeria has not helped the image of the teacher and therefore has lessened their professional status. The education system itself suffers from compartmentalisation and divisions, in addition to coping with recent socio/political development and changes from modern influences. In addition, emphasis on particular aspects of education and organization differs from state to state. Although education is an exclusive concurrent list of the federal government is now in ultimate control of education at the primary stage, yet these primary schools, secondary schools and technical schools are the direct responsibility of state school boards and Local Education Authorities (LEA), which decide variously on implementation of government policy. The universities have internal autonomy, with a lesser control from external bodies, but ideas are discussed and exchanged under a general body, the National Universities Commission (NUC), which controls all universities. However, all government owned educational institutes come under the financial control of the federal government. With this variegated system and control of education, the teachers' professional activities as a group are seriously undermined. This heightens disunity, which is adverse to teacher professionalization. The civil service which controls education administration is often manned by amateur politicians i.e. officers in the ministry who have no professional training for the work they do compared with the teachers who rose through the ranks because of their long service. Most of these people did not attend or receive any course in education administration and management, and cannot handle educational issues. Those that are in charge of administration of the education organization

possess neither experience nor ability to cope with the fragmented system. This aggravates the confusion posed by administrative technical decisions. This obviously frustrates teachers making them unsettled and thereby reducing their concentration on the job, leading to teachers' apathy. It is necessary for the growth of a strong, articulate profession that its members are able to influence legislation about them and be involved in its administration. The system is deficient in the resources and capabilities to administer the present trend in education for an efficient development. They are often very slow, thereby frustrating teachers with their bureaucratic rigidity, treating professional matters as administrative duty. Those who are not teachers dictate what teachers should do, decide on issues peculiar to the teachers' professional skills e.g. syllabus, and decide by themselves what concerns the teachers, for example, concerning their conditions of service. This belittles the teaching profession and hurts their pride. This situation is open to public view and affects teachers' dedication to duty.

Historically, there was denominationalism which was the pattern of education organization during the colonial days and which continued to the early 1970s when States took over schools. One of the major weaknesses was that it fostered sectionalism and in its place created disunity amongst teachers, between religious denominations and the government established schools of various sorts. This evidently led to the use of schools to attract followers as depicted by the following quotation: "Since it appeared that the Roman Catholic schools of Onitsha were the schools where basic English was taught, many more students attended these schools." The Protestants recognized the popularity of English instead of the Vernacular, "I believe it is a fact", conceded the C.M.S. local secretary, "that the Romanists have a really good school (from some points of view), the chief attraction being that nothing is done in the vernacular and English is

taught by an Irish man.” Faced with this Catholic challenge, C.M.S. missionaries found themselves in real dilemma. Should their society's school policy be modified to overcome the challenge or are we to remain docile and allow the Catholic dominate the school system? From the above picture painted above, we can see the early controversy of our school system in many places in Nigeria. There existed conflicts between denominational schools and teachers in every town. In some cases it reduced the effectiveness of the schools as a citadel of learning. In such places, recruitment of pupils was small, whereas a unified control would have produced a good school system. In the same situation, it may happen that a Protestant school may run up to standard six while the Catholic counterpart stood only at three, pupils from the latter may then have to travel several miles to a neighbouring town where there are higher classes to complete their education. In the long run, the dual system produced children and teachers who have different views about life in general (Anigbo, 1978, page 64).

The missionary schools were directly managed by denominational heads who normally resided far away from the towns where schools were sited. They recruited teachers themselves, they also appointed headmasters who would be loyal to them and their denominations. The headmaster could report to the manager the performance of the teachers. The school managers have an incentive for loyal staff and reprimand for insubordination. This may have been quite good unless it meant that any teacher with alternate views was treated as insubordinate. Once more, act of discrimination within the organization has hampered the development of teaching as a profession. However, since the takeover of faith based schools by the government, the usual denominational rivalry has been eliminated; therefore, unifying teachers in some aspects, but the high-handedness which has been carried over from the missionaries is still operating. The



hierarchical bureaucracy resulting from the centralized system, the diversified governing states accountability, together with its civil service roles, helps in diluting and undermining decisions taken at the top, before they get to the bottom. This causes confusion; as aims and priorities are given different interpretations, the profession's status is lowered as teachers are not uniformed in their work because they are variously given different orders and patterns to work on. The NUT, the body that ought to champion teachers' cause is belabouring under crisis of autonomy.

Challenges of teaching in Nigeria can be articulated from the following statements summarized by a top official of the Nigeria Union of Teachers:

- a. Remuneration of teachers viz non-payment and irregular salaries.
- b. Non implementation of promotion and even absence of promotions when due.
- c. The absence of a uniform scheme of service for the entire teachers of the federation.
- d. Non recruitment of teachers to replace teachers who left the service as a result of years of service, age, resignation, change of job etc. on annual basis.
- e. Low and even absence of a mandatory continuous professional development program for teachers leading to skill, content and pedagogical depreciation.
- f. High teacher-pupil (student) ratio due to annual retirement of teacher without replacement.
- g. Poor budget allocation to the primary and secondary schools sub-sector.
- h. Political interference into teacher recruitment and distribution process.
- i. Poor school facilities viz classrooms, science and intro-tech vocation education laboratories.
- j. Non availability of exhaustible school and educational material, viz chalk, markers, writing material, laboratory chemicals, lesson notes etc.

- k. Indiscriminate recruitment of teachers by local government councils to teach in our L.G.A. primary schools and even in junior secondary schools under the disarticulation of secondary schools policy.
- l. The use of teaching appointments to compensate party faithfuls and loyalists who do not even possess the minimum teaching qualifications.
- m. Flooding of the school with more non tutorial staff than the teaching staff.
- n. Indiscriminate and unplanned establishment of schools in the communities.
- o. Many members of the union still deny the NUT the much desired morale support by not attending union meetings and by not participating in programmes of the union.
- p. The legal status of the teaching profession has been long overdue and until teaching is fully professionalized, it will continue to admit and retain non-professionals, most of whom are birds of passage.
- q. The value attached to material wealth by the Nigerian society such that students regard schooling unimportant, since they can become materially wealthy with little or no formal education and attract public recognition. This makes the teacher's work much more difficult and less rewarding.
- r. Inability of the union to effectively disseminate information to its members for the purpose of enlightening and educating them on the activities of the union as well as the rights and responsibilities of members to the union makes most of them hold a very sceptical and misguided view of the union.
- s. Nonchalant attitude of some agencies responsible for overseeing education at both local and state levels especially towards settlement of teachers' entitlements such as prompt

payment of salaries and other fringe benefits dampens the teachers' enthusiasm for their work.

- t. Failure on the part of the members to be organized into rewarding welfare scheme e.g. Cooperative.
- u. The uncooperative attitude of some education authorities in remitting union dues promptly to the officials of the union thereby causing economic problems for the union.
- v. Problem of splinter groups as a result of democratic governance in Nigeria which tends to unduly exploit the constitutional provision of freedom of association to the benefit of splinter group unions.

## **SCHOOLS MANAGEMENT**

Schools' administrative officials are sluggish in carrying out policy projects and are good at muddling issues e.g. distribution of textbooks and materials for teaching; the supervisors sent out to help the teachers are themselves not particularly helpful as teachers resent their often unbecoming attitudes, although that situation varies in some places. The official web they and the ministry officials weave around themselves further throws the teachers into confusion, and generates loss of interest and performance. The unfortunate thing is that with the State Schools takeover, from the late 70s the teachers inherited the civil service mentality in their work performance, for example, the nonchalant attitude often seen in the handling of files in government offices. The teaching profession suffered, because teachers abused their new found freedom of being government employees. Usually in Nigeria, working as a government employee conveyed a special status, possibly a reminder of the legacy left behind by colonization. As they are part of the public service and people-oriented institutes, they require open lines of

communication among themselves, and the government, and people with appropriate public relations ability as leaders. This is necessary because once teachers are rightly motivated and they feel accepted; it will boost their morale in service resulting in higher productivity which will help to further heighten the teachers' status.

Supervision of schools should be done more often and as a matter of facts very thorough. This will further give the teachers good example to emulate. The unprofessional attitudes of inspectors often leaves teachers in a state of bewilderment and confusion, as some of the inspecting staff do not themselves know what are required, because of inexperience, and application of outdated techniques due to inadequate preparatory courses for these inspectors who have been promoted because of their long service. Does this help the teacher or the profession? The answer is no for the teacher would not be directed accurately and properly. Furthermore, the supervisor is a member of the profession and to say or assume he is not adequately trained is to denigrate the professional status of the education service. The supervisors sometimes receive some initial orientation course lasting for a brief few weeks and without regular periodic follow-up. As was mentioned earlier, these supervisors in order to reassure themselves and be accepted for their higher status, resort to coercion, and the toga of superiority over the teachers, such unfriendly manners resent the teachers and leads to no cooperation or coordination between them. To escape their condemnation teachers tend to be inhibited and keep problems to themselves until they get to disproportionate levels, thus lessening their efficiency, leading to a subsequent lowering of the profession's status.

The supervisors definitely have some good points to their credit, for they at least ensure that good standards are kept in schools as far as their knowledge allows. Their small numbers compared to

the numerous schools must be taken into consideration to help us realize they are doing their best despite the obvious handicap of numbers and inadequate facilities in the schools. They try to give as much encouragement as they can and suggest innovations that could be achieved in the circumstances of the area as well, to the benefit of being beneficial for overall educational development. Viewed in such light, they deserve our compliments. There is some hope for the future, with all the professional upgrading avenues being created by the government e.g. in-service training, the supervisors' professional ability will be increased and the teachers' as a complement to it, and leads to a considerable increase in the teachers' status.

### **TRANSFER OF TEACHERS**

The indiscriminate transfer of teachers is a disturbing factor just as the promotion exercise. Teachers refuse to go and dodge this exercise and would go to any length to forestall it. Transfers, however, are not healthy for the professional status because teachers do not carry out their duties efficiently if they are always being moved. It takes a long time for one to learn about the attitudes and culture of a society and the environment of a particular area to be effective and attuning his teaching to suit them. This does not help either the teacher or the profession as the teacher's work is not consolidated due to the constant uprooting of teachers from one place to another. Although the teachers' personal interests are protected as they can move freely to any section of the country without loss of status; it is therefore only his production that is affected which has a negative effect on his status as a teacher.

### **Structure and Conditions of Service**

While most teachers put in their best to classroom teaching, there are increasingly greater alternatives for the teacher who wishes to specialize on other areas. Some educators work better

in positions of administration and supervision, while others can perform better in counselling, guidance and special education. Research, publication and curriculum development are additional fields. All of these areas of education have as their purpose the support of the teacher in the classroom. Usually it is important to have an adequate classroom teaching experience in addition to the grade level of qualification and training to be eligible for one of these alternate areas in education. Teachers in Nigeria receive the same civil service salary scale as other employees of the government in a similar grade level; unfortunately, other arms of the civil service looks down on professional teaching, exhibiting discriminating and disrespectful attitude against the profession. They act like civil servants whose members do not want teachers in the same position as themselves and this gives a disrespectful mark to the profession. Formerly, they were paid much lower, when they were under the missionaries' control, then they were made to be content with the belief that their pay and reward was in heaven. Now the amount the teacher can expect to receive depends on three factors:

1. The kind of preparation and certificate or degree acquired.
2. The kind of institution in which one teaches;
3. The length of service.

In general, University graduates with a B.A. or higher can expect to be placed on 08 scale, with a salary of about N1,200,000 a year. National Certificate of Education holders start at the 07 scale with about N960,000 a year and Grade II Certificate holders usually start at level 05 with about N600,000 per annum. With additional years of experience the teacher can expect to double the original salary. To receive promotions and higher pay on the University levels, academic research and publication are ordinarily required. The rate of progression on salary structure was

formerly painfully slow but with progressive upgrading figures, the problem of teacher's status has become partially solved. A teacher who wants to climb the scale faster has to go for further training to advance his opportunities. This apart from enhancing the quality of the profession also has its demerits against the system as teachers leave their work to further their education, creating vacancies which are readily filled with less qualified teachers. This does not present a good image of the profession. Why should a job promotion procedure take the most capable teachers out of the classroom into administrative positions for which they are not trained for. When a well trained, and experienced teacher is taken out of the classroom, to a boardroom, it makes the person's efficiency redundant and the profession suffers.

Such administrative positions are for example, supervisors, principals, headmaster or Provost; although, it implies a distinct status, not everyone can or should aspire to reach this kind of leadership since it requires several qualities of leadership e.g. confidence, intellectual alertness to perceive and diagnose issues and creativity amongst others. Apart from that, the leadership positions or headships cannot go round to everyone. Opportunities should be provided for teachers to be able to express their professional leadership while remaining in the classroom and most importantly, get some recognition for that e.g. as was mentioned earlier in counselling, sectional heads for special subjects i.e. helping and guiding other teachers over problems arising in teaching such groups of children etc, if not, the teachers' morale would remain low as all would direct their energies towards the attaining leadership positions and diverting their interest from classroom performance. This has a retrospective effect on the quality and standard of the teaching profession. Criteria for teacher's promotions is still not objectively specified even though the policy states that 'Promotion opportunities will be created at every education level to

allow for professional growth and action on the harmonization of teachers' conditions of service will be speeded up' (page27). Teachers' promotion is still subject to passion and subjective reasons. First, promotion is largely based on paper qualifications instead of as a reward for hard work and honesty. The teacher patiently waits for his promotion after long years of service. The present criteria encourage teachers to upgrade their professional quality through in-service courses and examinations, yet not all teachers are able to do so through one reason or another. But the status of the profession is not likely to be heightened while progress in the profession is entirely dependent on the passing of an interminable number of examinations. There is, for instance the pathetic spectacle of the trained and certificated teacher within a year or two of retiring age still struggling to pass one or two papers in the General Certificate of Education Examination. This, it seems to me is the 'reductio ad absurdum' of the job which puts a premium on the possession of paper qualifications (Nduka, pages 150-151). Again, it is noted that teachers are categorized in different sub-groups such as primary school teachers, secondary school teachers, private school teachers, college of education lecturers, polytechnic lecturers and university lecturers. Even within these different sub-groups, some lecturers are categorized for example into instructors and technologists. The problem emanating from differential categorization makes teachers to see themselves differently and this becomes difficult to speak with one voice. These are discriminatory acts and the principle of divide and rule is put into operation and manifested in the rank and file of the teaching profession. This promotes fictitious teachers (i.e. those who have managed to get some paper qualifications and those on grounds of personal connections) obtain promotions and assume leadership positions thus thwarting honest and well-qualified teachers subjected to such discriminatory acts and refuse to cooperate thus



resulting in teacher apathy, poor school management and low morale; ultimately lowering the status of the profession. Due to the vertical system of administration, full use is not made of the teachers' personal professional contributions e.g. a Grade III headmaster may remain teaching in the classroom as there is congestion in the leadership positions. These teachers are however used as individuals on representative committees for educational improvement e.g. curriculum development, running educational projects e.g. collecting data on the industrial life and activities of the community. Teachers' professional contributions are also used in a collective manner through the NUT and/or other teacher associations. The same picture is seen in the internal organization of the school. As has earlier been mentioned, there is a measure of discussion and participation, through delegating responsibilities, in both the internal and external organization of schools and the education system, but the official decisions and accountability rest with the head or government official, with the exception of routine matters.

Administratively, in the profession, it is disheartening to observe an ineffective machinery to enforce its code of conduct. For example, the Teachers Registration Council of Nigeria (TRCN, 2004) outlined the ethical code of conduct to guide all teachers in the profession. It has continued to streamline the professional status through the recognition of teaching as a legally recognised profession in Nigeria. In this regard, the council is to control and regulate the practice in the profession, and lays emphasis that newly qualified teachers shall serve a period of internship one (1) year for degree holders and two (2) years for NCE holders or their equivalents. Those already engaged in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession. Teaching profession should be so planned that teachers can transfer from state to state without loss of status. These provisions should be made,

such that teachers are expected to be committed, honest, morally and ethically sound, politically engaged, pragmatic to development etc. But Ozano (2013) observes that the ethical standard of teachers are low, as there are series of sexual misconduct, high rate of examinations malpractice, embezzlement of school funds, falsification of school records, misappropriation of instructional resources provided for schools. Likewise Abdulkareem (2007) laments that it is unfortunate that teachers' salaries are too poor and even such stipulated amounts already budgeted are sometimes not paid. There are cases of misappropriation, embezzlement and most recently, padding of budget mostly by politicians. These situations affect the teachers' moral productivity and effectiveness to produce good citizenry and citizens. The list is defamatory and concerted efforts and effective measures should be employed to enforce the ethical code of conduct in a bid to professionalize teaching.

In conclusion, Coombs (1973) attributes such educational management inertia very largely to archaic methods of management, outmoded administration arrangements, anachronistic ways of recruiting, training and utilizing professional personnel that will not add pragmatic values to the profession out of expediency rather than any consistent and coherent interpretation of education purposes and priorities. These are not far removed from the administrative structure of Nigeria's education organization.

### **TEACHERS' ORGANISATIONS AND THEIR PROFESSIONAL ROLE – NUT**

Medical doctors, lawyers and other professionals have their associations that represent their interest. Even the lowest paid strata of the workers - labourers have unions to represent their cause. The main organization for teachers is the Nigeria Union of Teachers (NUT) which is affiliated to other principal organ for teachers - the World Confederation of the Teaching

Profession (WCOTP) in emancipating the lot of teachers and their profession. The Nigeria Union of Teachers (NUT) is a professional as well as a Trade Union Organisation founded in 1931. NUT has a primary responsibility of the promotion of the welfare and working condition of her members who are the teachers of the nation's primary and secondary schools.

### **Aims of NUT**

- a. To foster unity and progress among all teachers in Nigeria.
- b. To foster the spirit of active cooperation and comradeship between teachers and other workers.
- c. To raise the status of the teaching profession through improved quality of education and conditions of service.
- d. To promote and advance the cause of education and the teaching profession throughout the federation and also endeavour to secure the removal of difficulties, abuses, anomalies and obsolete regulations detrimental to progress.
- e. To enhance the social and economic wellbeing of members and establish welfare funds for the benefit of members of the union.
- f. To provide a forum for the cooperation of teachers and the promotion of their welfare, the interest of education and teaching profession.
- g. To promote the corporate image of the union both nationally and internationally by ensuring the continued existence of a strong, virile and well-articulated organisation.
- h. To give leadership and stimulate interest in matters which foster national, international unity and understanding.

In summary, the Union of Teachers Organisation has for several years purposed to

- a. Improve conditions of service for teachers in order to stabilize the teaching profession.
- b. Promote educational progress in the country.
- c. Maintain a high standard of conduct and efficiency among the teachers.
- d. Defend teachers from unfair treatment.

## **MEMBERSHIP OF NIGERIA UNION OF TEACHERS**

The NUT is the largest professional organization in the country, as well as having the largest membership of teachers' associations in the country. Membership is open to teachers in the employment of the Federal, State, Local Government and any other approved educational institution shall be a member of the Union. Every teacher who earns a salary and pays his monthly dues to the coffers of the Union shall have the right of admission to the Branch of the Union within the Local Government Area he/she works. Any member who is on in-service training or study leave shall remain an active member of the branch in which he was enrolled prior to the commencement of the in-service training or study leave with pay provided he pays his/her dues.

The membership benefit to the individual teacher is of a social, moral and educational or professional dimension e.g. the formation of co-operative bodies, for co-operative ventures and bulk purchases to improve their economic lot; improvement in salary scales and working conditions; the compensatory or death scheme for the benefit of dead members' relatives; the facilitation of the Parent-Teacher Association (PTA) for promoting easier and better communication and understanding with the community at large and with the parents in particular as clients of the teachers. Dr. Mike Eneh the present national secretary of the union in response to an inquiry (March, 2018) said that members enjoy benefits accruing to the establishment of

Teachers Registration Council of Nigeria (TRCN), Teachers Peculiar Allowances (TPA), intervention of the Union when teachers are owed salaries and entitlements. He emphasizes that teachers speak with one voice through the Union. He continues to affirm that teachers now benefit from:

- Regular trade union education workshops and training programs for NUT members both in Nigeria and at international levels.
- Establishment of economic and welfare services for teachers for example Teachers' Cooperative.
- Improved relations with government and education authorities on education development.
- Improvement in the standard of education and professional competence of members.
- Publication of the NUT newsletter which disseminate information on union and educational activities.
- Establishment and maintenance of National State Secretariats to serve members.
- Legal recognition for professional status of teachers through Decree 31 of 1993, Nigeria constitution and the subsequent establishment of Teachers Registration Council (TRC), economic initiative and entrepreneur development of teachers through establishment of teachers cooperative and social security schemes.
- Successful legal actions in the Civil and Industrial Court in defence of our members and the Union.

He laments that low level of incentive to the Nigerian teachers is one of the greatest challenges of the practising teachers and this goes a long way to de-motivate the teachers. Many educationists

have continued to point out low wages, bad motivation and poor welfare of teachers. There are cases of misappropriation and embezzlement mostly by politicians (Abdulkareem, 2007). Moreover, many schools are established and approved without adequate facilities; school environment is not conducive; many classrooms are dilapidated; inadequate furniture, light, instructional materials, computer (Oke, 2016). Such situations (Oke, 2016) stand cannot guarantee quality education nor quality product thereby dampening the teacher's morale. Joshua Isa (2015) critical analysis of the issue of salaries and other remuneration of teachers shows that at the primary school level, they are beggarly and least considered for promotions that they rightly deserve. He laments that in most states of Nigeria, teachers on grade level 13 do only receive salaries expected of teachers on grade level 08 or 09. In addition, these salaries are delayed for months only to be retrieved in the face of strike actions. He further shows that the claim by the TRC (2002) on the approval of the National Council of Education for Teachers Salary Structure (TSS) has been futile. He revealed that the efforts made by the NUT and Academic Staff Union of Secondary Schools (ASUSS) "ended in futility as there were no significant improvement in the remunerations of both primary and secondary school teachers at the states and local government levels regarding the TSS issue" (p.180). He comments that across the States of Nigeria, teachers retire and new ones are not recruited adequately and enough to replace them. Naturally, this assertion continues to be rebuffed by government recruiting authorities. Eneh (2018) continues to point out that school enrolment is on the increase and reiterates that attrition rate is therefore growing every year due to non recruitment of intending and prospective teachers. For the profession, NUT it represents the teachers' interest at the Joint Consultative Council (JCC) and National Council on Education (NCE) helping in formulating

educational policies at the National and State levels by making concrete and valuable contributions which have influenced the decisions of a number of government policies, universities and boards of education. It has contributed specifically to the preparatory work and played an advisory role for the effective implementation of the Universal Primary Education (UPE) scheme and presently the basic education programme – 6-3-3 system. It has also played substantive roles at the National Education Research Council (NERDC) for initiating curriculum innovations and developments for the various levels of the education system; at the recently introduced National Teachers Institute (NTI) it is helping to organize in-service courses for practicing teachers.

An earlier attempt to run in-service courses for the upgrading of uncertified teachers is recalled. "The NUT with the generous help of Dr. Babs Fafunwa at the University of Nigeria had for several years conducted vacation courses to upgrade uncertified teachers..." (NUT: Official History, page 225) Since this report was made, the NUT has improved tremendously in providing courses; this time, jointly or with the help of others, not only for uncertified teachers but for all other grades. However, a problem with running such courses is that the activities of the groups engaged in doing so are not coordinated, likewise the seminars and workshops are carried out on different grade levels and subjects associations; this is probably due to the variegated education system, lack of finance and personnel to run them and most importantly the diversity in priorities and expectations of various states as education is controlled by the Federal government at the national level, the States' ministries use as guidelines the national policy on education which is interpreted according to needs.

## CHAPTER FIVE

### THE NEED FOR AND WAYS OF IMPROVING TEACHING IN NIGERIA

In the last Chapter, the early and present problems which teaching as a profession faces in Nigeria were discussed. Prominent among the challenges are:- circumstantial and circumventual i.e. directly or indirectly affecting the core attitudinal or professionalism tandem determining the status of teachers and with its re-engineering can reawaken the professionalism that teaching was once regarded with dignity. This dignity is a truism that stands the test of time as teachers are irreplaceable with every turn of scientific innovation. It was noted that recruitment into the teaching field varied in its requirements. Due to the attitude of society, the teaching profession became an attraction for the less fortunate but sometimes intelligent and qualified members of that society made their exit into more lucrative jobs such as in government, business or politics. Because of the above the teaching profession therefore are filled with many amateurs, temporary teachers and some disgruntled members of society who were simply teaching for the money because they could not find anything else. It has been observed that different societal contexts, different personal reasons, different economic circumstances and varying expectations of the rewards and challenges of the role of teachers influence people's choice of the teaching profession. According to Bang et al. (2010), common to all is the need for appreciation, autonomy and affiliation. They also recognize the ability for discretion to exercise professional judgements together with recognition and endorsement for such initiative and a sense of belonging to a culture of like-minded people, who have shared interest and motivation. They place these within a hierarchy of needs varying from country to country depending on an essential infrastructure of safety, security, working conditions, resources and adequate



remuneration. In these, teachers cite recognition and respect for the challenges they face daily as due remuneration or fulfilment of the professional services rendered to the society. Teachers are more often associated with minimal training requirement, ease of entry, low pay and benefits, and most often located at the bottom of the civil service ladder in what has cynically been referred to as 'women work' Copper (1992). Teachers are caught between high expectation and low professional esteem, Punch & Tuetterman (1996), with the burden of excessive expectation from society at large and be content as professional shapers of next generation.

Tarloy & Runte (1995) explain that the irony is that we in education expect today in our young people the attributes, skills and capacities that will enable them to prosper and succeed in the knowledge society and at the same time, we are expected to counteract and mitigate to an extent, the problems emerging from an increasingly globalised economy. To underscore all these, over 90 percent of teachers in various countries agitate that they want reward for improving the quality and professionalism of their skill. As executants of a social service, our teachers need to be professionalised. Kahn and Wiener (1960) pointed out the fact that the future teacher will need to be highly professionalised in order to cope with the changes occurring in the education system and the society. Nigeria is characterized by a rapid and constant change in a bid to meet the standards set by the more advanced nations. The changes are evident in various fields and take place simultaneously which puts a great strain and constraint on the teacher. Changes in other spheres generate changes within the educational institution. With the high responsibility placed on the education industry by the Nigerian government in realizing its goals of overall development and the unity of the country, it is appropriate that a progressive education system should change its goals, curriculum content and methods of teaching in order to accommodate

change occurring within and around its environment and to fulfil the trust placed in it. This could only be achieved through the adaptive and resourceful teacher who is sensitive and amenable to change by trying new methods, devising new strategies and experimenting on novel ideas but he cannot do this without the interest and motivation borne out of good professional aspects and prospects. This chapter will deal with the need for and the ways to professionalize the teaching service in Nigeria in the following aspects - recruitment, training, utilization and professional organization. With the NTI at Kaduna, these courses would be coordinated as different groups would cooperate in drawing up the scheme of such courses under the guidance of NERDC and NCCE as valuable sources of help and support. As the NUT is represented at all these bodies, coordination of its activities would be made easier. Teachers Registration Council of Nigeria (TRCN) which the NUT has successfully instituted (1993) also conducts induction courses for teachers. The teachers' organization is also represented on school boards, Local Government Education Authority (LEA) and other bodies with education interest e.g. UNESCO, Ford Foundation, British Council educational programmes. NUT also initiated the Parent-Teacher Association (PTA) for the social and professional growth of schools, teachers and the education system. For the teachers' professionalism, the NUT has made it possible, through its activities to bring the government to accord teachers a legal status, normalize salary scales and conditions of service, security of employment and retirement benefits; getting teachers' opinions to be heard and considered when policies concerning their profession is being formulated. One of their most outstanding achievements was their struggle to get the government to set up a National Joint Negotiating Council to negotiate uniform salary scales and conditions of service for teachers throughout the federation. It is recalled that the NUT recommendations during their first session

in 1965 with this council were not implemented until much later, partly because of the political crisis in the country at the time. Under the military government, education and teachers in particular experienced happy events, possibly borne out of the good relationship between the government and their organizing union - the NUT and partly because of government's candid and honest approach to education problems because it sees the well-being of the teachers as a necessary factor for its well being as education touches Nigerians more directly and comprehensively than any other social service. They listened more to the teachers through their union and have considerably improved their lot. In celebrating its fortieth birthday, the NUT glanced back with these words: "Behind were the almost apologetic efforts to be professional while at the same time improving the economic lot of teachers. Dedicated, hard-working and capable leaders now expect the government and its citizens to listen when the union speaks on teachers' matters; and more so today than ever before, they do listen (NUT: Official History, page 228). He went on to say, "problem which has plagued the NUT leadership is the difficulty in getting all teachers, regardless of their training, grade, denomination or place of employment to join ranks under the NUT banner (NUT, page 76). It has been mainly a union for the uncertified and non-graduate teacher and has failed to enlist the membership of the graduate teacher, expatriates, and for a time government teachers and mission employees for the obvious reason of higher qualification, better conditions of service and missionary authorities. Once a Methodist mission teachers' group pressed for a separate association to be affiliated to NUT, on the grounds that their mission was apprehensive to the possible change that may result from their becoming members of the union; they were only authorized to join it as an autonomous group affiliated to the National Union (NUT page 82)." Obviously the NUT was then regarded as a

political group, a trade union which might limit the authority of the missionaries and cause some disruptions in their organized schools. Teachers in private schools are seen to toe this line of thinking and practice even up till as present.

Historically the denominational schools formed an obstacle, as denominational teachers formed their own union, but the union tactfully controlled these activities, until it "was finally relieved of the problem by the state take-over of schools. The education system has been contributory to the teachers having separate unions. There are many teachers associations e.g. Grade II teachers association, headmasters/principals association (ANCOPPS), graduates association, Science Teachers Association of Nigeria (STAN), Mathematical Association of Nigeria (MAN), Social Studies Association of Nigeria (SOSAN), African Curriculum Organisation etc. These professional associations regulate and control the social links of the teachers. They cause sectarianism, resulting in contempt for colleagues in teaching. On the other hand, it aids the government officials as they use these divisions to shield themselves by playing one group against the other on a controversial issue, possibly on salary scale or conditions of service where teachers stage a strike. The headmasters are threatened to rally round the ministry officials and are used to influence the teachers to get back to their classes. In higher institutions, these differences are in a higher dimension as tutors among themselves are more formal in their relationship than with their students, due to subject specialization and departmentalization. Administratively in NUT, there are state wings or branches. They operate their organizations with the national body acting as an adviser and guide having devolved most education responsibility to the state wings. Formerly, the political and religious divisions created such enmity that teachers from different geographical areas saw themselves as separate entities. The

career and service conditions varied greatly in these regions, placing some at an advantage over others. These collectively have placed teaching on a low status as there is no unity of personnel or of purpose. Another problem which the NUT faced earlier was their rather poor organizational ability and coordination due to poor communication links and lack of trained personnel to man their offices. The Union's magazine known as the "School Master", a monthly paper to keep teachers abreast of education news and activities of the Union, has either been out of print or is not properly circulated. Teachers do not often attend meetings, possibly due to the ways things are run, although they claim to champion the cause of the teacher. Their activities are not publicized and most teachers do not know much about them except in some extreme cases for paying their monthly dues. There is not much help given for personal problems except in a group cause due to poor communication links between the NUT officials and the people they are deemed to cater for. The NUT officials are not firm with the teachers as the latter are treated as mature and responsible persons, capable of knowing and doing the right things on their own. Furthermore, some of the organization's officials take up offices on a part-time basis, while still engaged in teaching or other administrative jobs in the school e.g. principal or headmaster. This is in some way necessary as full-time officer would not be in contact directly with the teachers to know their problems, than if they are left to carry on with only administrative and organizing matters. In some states and at national level, there are full-time secretaries and clerks and the chairmen are elected from those in active service. In Nigeria, due to the shortage of teachers in some states, cannot afford the luxury of full-time office executive members? In addition, the administration is handicapped by finance, there are no methods of raising funds except the monthly contribution e.g. fund-raising schemes like concerts etc. and where these exist, teachers

do not give their massive support to attend or donate generously. Even the PTAs initiated by the NUT for better social and professional integration are not well attended by teachers. Moreso, due to the multiple associations springing up within the teachers' organization, their common struggle for professionalism appears weak and makes a laughing stock of them. There is no unity as initiatives are suppressed either by the divisiveness of the system or political and geographical differences. Seen from, the point of view of what the NUT has gone through, the organization has really made some remarkable achievements, though their administration, because of the various factors mentioned above is still largely weak. Their involvement and participation in the various spheres of education administration and management have advanced considerably and commendable for educational growth in international rating.

Summarily, the NUT hopes to modernize its internal administrative structure, by improving on and training of their headquarters and state staff and make them more mobile thus increasing field contact with members and the government. Concrete steps are also being taken to close the existing communication gap 'as good communication links are the life wire of any organization'.

## **CONCLUSION**

It is unfair to compare our teaching force to those of the rather more advanced countries like Britain and America as it is like to compare our political system with that of other advanced democracies. But it is necessary in that it shows us where we are found wanting, urging us on to find ways which are constructive and responsive to the circumstances of our country in bridging the gap. In Britain, the training colleges or institutes have gone through a series of evolutionary processes made possible by the many reports e.g. The Robbins, James and McNair reports. Teaching has gained an advanced status for all levels while in Nigeria, graduate studies in

Education have only just been introduced a few years ago (though normally graduate status does not necessarily raise the quality, it is more of raising the standard of teachers' professional status than raising quality in schools). This raises the question of what constitutes a bad or good teacher which is as difficult as ascertaining the functions of teachers in education. "A useful way of conceptualizing the role of the teacher is to regard him as a leader. His main task is to lead his pupils towards those learning and behavioural goals which have been prescribed for them or one which he himself has decided" (Hoyle, 1969). This is but one way of describing the teachers' roles, for other roles of the teacher are a set of complex concepts e.g. his role in the society, in the school, amongst his colleagues and in the classroom with his pupils. Inter alia, a teacher is according to Nwalado (as cited in Uzoechina, 2015) a guide, a communicator, a modernizer, bridge between generations, a model (mentor), a researcher (one who does not know fully), a counsellor, a creator (simulator of creativity), an authority (one who knows), an inspirer of vision, a doer of routine, a storyteller, an actor, a scene designer, a builder of community, a learner, an emancipator, an evaluator, a conservator (redeemer & saviour), a culminator, a person (humane), a disciplinarian, a mediator, a parent substitute, a judge, a confidant, a scholar, a curriculum implementer etc. In summary, a teacher is a sort of an inventor as he reinvents the learner according to set goals, doing an ombudsman job. Fulfilment of these accords him an enviable status but in Nigeria as was earlier stated, the status of an individual teacher only depend on the preparation for teaching, the grade level, type and location of the school and the personal characteristics of the teacher. The advanced countries are ahead of our Nigerian situation having developed a higher standard in the profession by improving on certain basic criteria on professional evaluation. But it is deduced in Onyeachu (as cited in Ogakwu & Owo,

2015) that in spite of the rapid advancement in technology, the use of the computer in education and the various applications of the Information Communication Technology (ICT) in education, the teacher in any part of the world and at any level of educational system is still very relevant. In Nigeria the extent of bureaucratic hegemony over professional knowledge is clearly illustrated by official reactions to innovations in the theoretical aspect and professional practice. Professional and theoretical knowledge is developed in accordance with the special needs of the Federal Government. The new national policy on education states that education will be used as a means of unity and development 'par excellence'. Therefore, teachers should be sponsored for the varied opportunities in higher education and training to meet the needs of development and the production of better and effective citizens. However, the dignity and prestige of the teaching profession is determined partly by the economy and the value which the government places on education and likewise, by the quality of training and character of the teacher.

### **TEACHER RECRUITMENT**

The present section will suggest ways whereby all the unqualified elements in teaching may be phased out or reduced so that the profession consist of dedicated, qualified teachers. The criteria of a good teacher, Kocher (as cited in Maduegbinam, 2015) X-rays professional efficiency expected of a teacher as:

- Must be dedicated to his job.
- To be worthy of his calling and must continue to be a student all the days of his life.
- Must be a good experimenter because it is only through experiment that development can be attained.
- Must be equipped with the weapons of originality & creativity.



- Must possess a fair knowledge of current affairs.
- Should be current about new methods that will enhance effective teaching and learning.
- Should have a sense of calling to the profession (aptitude).
- Should not only have a legal authority to teach, he must also have a moral authority to do so.
- Must boast of his own code of work and ethics and behaviour as a nation builder. In other words, a good architect builds so that his work will have a right of conservation.

Abdullahi (2015) suggests some qualities that make a good teacher as follows:

- Passion for teaching. Many teachers are still struggling to take pride and be committed to their work in society.
- Love of children. Many teachers love the job and the subjects they teach, but have little tolerance for children. When that happens, they often use fear and intimidation to manage their students instead of showing them care and affection. This usually has the undesired effect of not motivating the students.
- Mastery of their subject. Good teachers not only love the subjects they teach but they also love to share that joy with their students. They are always willing to answer questions and make the class interesting for the students. They are experts in the subjects they teach and also continuously update their knowledge and skills in their chosen field. They present material to students in an orderly and enthusiastic manner and make their students eager to study further on their own.

- Good teachers understand the role of education in a child’s life. The best teachers know that they are teachers not only for the sake of classroom, but future builders.
- A willingness to change. We often talk about how learning and the school brings about changes in students; but the school can also be as transformative for the teacher. Good teachers should be willing to change as a result of interaction with the students.
- Having room for improvement. A good teacher is always ready to face new challenges that can improve his work.
- Teachers should be willing to work collaboratively. Teachers are part and parcel of the school community and should therefore be willing to work with others jointly to make the community a better place.
- A good teacher is always organized and prepared. They go to the class ready to teach with a well planned lesson and present their lesson in a clear and concise manner. A good teacher is very engaging and captures the attention of his students in all discussions.
- Good teachers develop relationship with their students and show them they care for them as individuals. They are warm and caring and are available to both students and their parents even after school. They maintain open communication with the parents and keep them abreast of issues concerning their children.
- Good teachers are creative. They engage students and make them look at issues in different ways. They ask questions frequently to ensure students are carried along. They also use different teaching methods and keep students motivated.

- A good teacher is resourceful i.e. he finds a way to make things happen. This is especially useful as regards getting supplies and materials for their lesson when funding is not readily available from the school management.
- Trustworthiness is another essential quality of a good teacher. This is the ability to get the people around him especially the students and their parents to believe in him and what he is doing. Any element of distrust or suspicion will impact negatively in the classroom.
- A good teacher is patient especially around small children and those with special needs. A teacher must never give up on a child. They should try repeatedly using various methods and strategies with the belief and conviction that eventually something will work.
- A good teacher is empathic. A good teacher must put himself in the shoes of their students and see issues from their perspective.

The first problem therefore, is how to recruit people with the right abilities and attitude to teaching; people who could impart both the academic and civil knowledge for the country's development and progress; people who would love and take pride in teaching, not for any selfish purpose but for rendering an altruistic service; people who would be loyal and devoted to duty. To achieve this, the entire society has to be taken into consideration. By this, I mean that society must try to create sufficient jobs for people, as well as orientate its values and attitudes to work in particular and employment in general. Creating sufficient jobs is a very big challenge in the country today, as our industries lack the capacity to absorb the school leavers and the government departments can only take a handful each year. Farming is burdensome to these quasi-educated people because in Nigeria, it has been made synonymous with illiteracy and low standards of

living. In this respect, an alternative is to turn to teaching which creates the vicious circle we have already discussed.

A measure to creating right attitudes to work lies in narrowing the wide gap between the maximum and minimum salary scales, recognition and more credit given for practical achievements. Another way is to encourage small scale business, with the aim of lessening people's desire for government employment. This might curtail numbers aspiring to government work and ensure that only those truly interested in teaching would come forward. The present demand for teachers due to increase in enrolment ratios would make it difficult to increase entry requirements for teaching. Therefore, for a future purpose of ensuring that the right people are recruited to teaching, it will be necessary to test the maturity of people to be recruited, by giving them a chance of experimenting in other walks of life before applying for teaching. In the present circumstances, with the present scarcity of job opportunity in Nigeria, this is difficult to achieve. Therefore, we should rely on a gradual process whereby all unqualified teachers would be eventually replaced with the right people. It looks like accepting the present policy with all its shortcomings but with the goal of recruiting dedicated mature teachers firmly written into our educational policy. As a short term interim measure, there is no immediate easy way of selecting the right people for teaching except by giving some modification to the present selection of 'auxiliary' teachers who will have to work for some years under experienced hands, who would have to recommend them for professional training if they proved appropriate. It would entail recruiting young school leavers who would act as assistants to the professional teacher, to observe and help the teacher to keep records, mark assignments, carry out projects with pupils and prepare teaching aids. Through doing these, they might become interested and convince

themselves that teaching is the right work for them. This is a form of recruiting people who might not know of the advantages of teaching until they have come in contact with it. It is rather time consuming but ensures stability of choice. Although, we are now in dire need of teachers, this arrangement would serve a double purpose of:

1. Ensuring adequate and immediate supply of teachers in schools, and
2. helping in selecting the right people for the profession, as well as inducing and encouraging professional attitudes on other members of staff of a given school who would be involved in grooming the auxiliaries into the profession.

Our problem however, does not end with choosing the right people but keeping them in the profession. Attempts should be made to generate and promote professionalism among the serving teachers who through their activities would themselves attract people of the right attitude and quality to the profession. The fifth principle of the NUT reiterates this point where it says that teachers should "...speak constructively of the teaching profession, and make the teaching profession as attractive in ideals and practices that sincere and able young people will want to enter it."

### **THE NEED FOR IMPROVING PROFESSIONAL TRAINING**

The question of untrained and unqualified teachers has been a continuous problem in Nigeria since the need for teachers increases simultaneously with increase in enrolment. This has not been helped either by the exclusiveness existing between institutions engaged in the training of teachers or the length of training, course structure and content, which amongst other things have created a disturbing factor in the different teacher qualifications. Code of Ethics of the Teaching Profession in Nigeria, Lagos: Nigeria Union of Teachers, unedited (19th March, 1976).

It has been mentioned that having lower education contributed to teachers low status as other people had gradually over the years acquired higher education than teachers whose former prestige as the best educated people in the community lessened. The Nigerian teacher, not through his own fault sometimes succeeds, but often fails, not because he enjoys the odium of failure, but because he can only teach what he knows how and with the materials available to him (Fafunwa, 1962).

This section will expose the need and deal with ways of improving the structure and content of courses, length of courses, type of training institutions and the qualifications of teachers. Abdullahi (2015) cites Wikipedia and views teacher education as all the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they need to perform their tasks competently in the classroom, school and wider community. It goes on to say that teacher education is divided into three stages and they are as follows:

- Initial training. This comprises of pre-service training before going into the classroom as a full-fledged teacher.
- Induction training. This refers to the process of providing training and support during the first few years of teaching.
- Teacher development or continuing professional training. This refers to the stage of in-service training for practising teachers.

According to Fafunwa (1967), if the African Teacher is to cope adequately with the monumental task that lies ahead of him, he has to be well trained for his job. He must be willing to enter into the spirit of the new African age, willing to share new information and skills with his fellow teachers and his pupils, seek more knowledge on his own initiative and above all, be flexible and

willing to experiment and unafraid of failure. This is the kind of new teacher that Africa needs. To achieve this goal, the new teacher must be carefully selected and trained, effectively inducted, professionally encouraged through regular in-service training and adequately remunerated by the state for his services to the nation. The services of the teacher are indispensable to any nation for they are more than any other profession influence on the lives of nation's younger generation and therefore the nation's future. This monumental task expressed by Fafunwa comprises of social, political, and technological changes. In Nigeria, the government education policy 1977 indicates that the teacher is expected to be familiar with new development in science, to keep up to date with new methods of teaching using modern technical aids for teaching, making provision for the gifted, the mentally retarded and emotionally disturbed pupils in their class. He is also expected to perform the civic duties of liberating the child, to teach and practice democracy and national consciousness, to cultivate in pupils virtues essential for a good citizen and above all be a good guide and leader to the community.

The Nigerian teacher is indeed expected to be what Cyprian Ekwensi expressed in the title of his novel, *A Man of the People* and in Jean Floud's expression of the teacher/social worker. It is further expressed in Fafunwa's words (1967), the competent teacher is a good citizen, a community leader, an innovator and an enlightened parent. His influence extends beyond the confines of the classroom. In rural areas he is looked upon as one of the mainstays of the community or village. If he happens to be a university graduate and the only graduate at that, his influence is even greater as everyone expects him to be a reservoir of all knowledge and skill. The Nigerian society is going through the birth pangs of a competitive world whose younger generation has been caught in the web of contending with odds to come out healthy and strong.

Only a trained teacher can be helpful like an experienced birth attendant. The above specifies the need for a comprehensive training of teacher to be competent enough to carry out these duties effectively. How can our training colleges produce such competent teachers to meet the above factors? First and foremost, recruitment or entrance into the teaching profession should be the prerogative of the National Teachers Registration Council of Nigeria (TRCN) without any political interference. "While it is hoped," contends Fafunwa, "that someday all African (i.e.Nigerian) teachers will be university trained..."Nigeria has to find ways to make do with present circumstances. Nevertheless a gradual change in course structure and content, length of training period, and certification is recommended which will affect the standard of training institutes. There ought also to be a strong stand towards in-service training for the majority of teachers already in the teaching field and coordinated research. It is realized that both initial and in-service training courses are important to upgrading the status of the profession. A few years of initial training is not enough to equip teachers for their life-time work but should be seen as a foundation or starting point for continuous study which the nature of the profession requires. It is pertinent to note here that in Nigeria, for teachers' status to be raised; all recruited teachers should receive professional and academic training of some kind through initial training followed by further training and/or gradual upgrading through in-service courses. Under the present circumstances in Nigeria, there would be difficulty in adequately providing for and pursuing both policies of initial and in-service training concurrently, because of the human and economic resources involved but the helpful support and involvement of our universities and professional bodies will go a long way towards achieving them.



## **The Non-Graduate and Graduate Structure**

In order to attain a full professional status, it is necessary to narrow down the present variety and number of training college structures to non-graduate and graduate course structures. In Nigeria, there are Colleges of Education/Institutes, several Advanced Teachers' Colleges offering NCE courses; and several Universities or departments of education offering diploma and degree courses. The Colleges of Education/Institutes, ATC and colleges of education would form the non-graduate structure, with the same certification, based on uniform assessment and evaluation but allowing for different course options e.g. primary education, secondary education, special or vocational education. Entry requirements may vary to allow for or accommodate the various course options but the basic entry qualifications ought not to be less than a WASC or its equivalent. The new course outline and entry requirements aims at achieving this according to NTI programme for Nigeria Certificate in Education (NCE) and Advanced Diploma in Education (ADE); entry requirements are 5 credit passes in any of the following:-

- Grade II Teachers Certificate.
- Pivotal Teachers Certificate.
- West African School Certificate (WASC).
- National Examination Council (NECO – SSCE).
- General Certificate Examination (GCE).
- National Business & Technical Examinations Board Certificate (NABTEB).
- Higher Islamic Studies Certificate (HISC).
- National Language School.

Furthermore, admission into Post Graduate Diploma in Education (PGDE) are expected to possess a minimum of a first degree (B.A./B.Sc), HND or its equivalent in Languages, Social Sciences/Basic Sciences or other related disciplines with a minimum of second class lower division or lower credit. In addition, a candidate must satisfy the UTME requirements. The university department of education would continue to improve on higher education with emphasis on specialization and in-service courses for those aspiring from the non-graduate level for higher qualifications.

### **The Teachers Academy**

If the quality of teachers is to be improved and quickly too, it is essential that there is a communicating link between the various agencies involved in teacher education i.e. the training colleges, universities and ministries of education. To raise the type of teachers we need, it is necessary that the present idea of academy of education in Nigeria would be expanded to absorb the graduands of teacher training colleges and the university departments of education. Ideally, Colleges of Education and University/Faculties of Education will be affiliated with the Academy which would be responsible for coordinating and developing teacher education programmes. At present, the NTI at Kaduna is only giving in-service courses and education technology. The components and activities of the academy could be extended to form a large umbrella under which colleges individually or in groups could come together for further planning as a body. These would consist of members of universities, teachers' professional bodies, the education ministry, and the Teachers' Registration Council. This body would wholly responsible for a further six months post graduation course on pedagogy, for accreditation, certification, disciplining and regulating the teaching profession. This idea of an academy would minimize

costs and encourage integration of teachers from different levels. It would unify teachers as there would be one type of teacher training academy coordinating the activities of colleagues. It would cater for all teachers being trained irrespective of the level at which they intend to practise. It would ensure a sense of belonging so vitally needed for the progress of the profession apart from giving students and teachers a broader outlook as there is opportunity for interaction of people from various levels of education. The present duplication of manpower and resources could be avoided and used to produce a better effect for the profession as a whole. This proposed academy would be structured so as to minimize costs, produce greater numbers for various course options, co-ordinate training to achieve better results, allow and accommodate in-service course for teachers. This would ensure a continual improvement and further professionalization of teachers within the country. The proposed academy would serve on the principles of the Nigerian Law School which trains for one year graduates of Law from all the Universities that offer Law Programme. For the present, due to the demand and urgency for trained and qualified teachers, necessitated by increasing numbers and diversified education system, this idea of academy would serve a great purpose. The number of teacher educators for the non-graduate levels of teacher training was about 4,340 faced with the task of producing about 235,000 primary school teachers alone by 1980. Under the present circumstances, someone might fearfully say that it seems it would be difficult to start reorganization yet, as it would add to the already confused state of affairs. It is likely that we carry on with the present arrangement in initial training with some variations in course structure, length and content, without losing sight of the essential part played by in-service courses, with the aim of changing the structure and mode of training to sustain professional education and quality, but it would seem that delay is dangerous.

## **Functions of the Academy**

Briefly, the functions of an academy should be as follows:

- a. The maintenance of sufficient and effective communicating link between the colleges, the university, the education ministry, the Teachers' Registration Council and the NUT.
- b. The academy should spearhead the development and restructuring of the curriculum.
- c. It serves as a resource centre, and acts as adviser to the government and the education ministry on the area of teacher education.
- d. It should serve as a finishing touch to education of teachers to the training got in Colleges of Education and Universities.
- e. It provides pre-service, in-service and extra-mural courses for the continued development and progress of the teachers' abilities.
- f. It helps in providing and coordinating research facilities and activities in colleges.
- g. To ensure a regular exchange of ideas amongst teachers in their professional associations by holding conferences, organizing seminars and study programmes.
- h. The academy should encourage and develop dissemination of professional information by organizing the publication of professional journals on research and developments in education at the local and international levels.
- i. It should be responsible for accreditation, evaluation and certification of teachers for pre-service and in-service courses. The academy should encourage exchange of teacher programmes to give teachers a broader outlook (Fafunwa, 1967).
- j. It should act as a national forum to integrate the teaching profession to avoid differential treatment and segregation among teachers.

## **Curriculum Content**

The course content would be flexible to allow for changes but with a greater emphasis on professional studies as a base for professionalism and a basis for distinction between the profession and others. The course structure should stress the professional aspect since the most vital part of the curriculum in teacher education and the professionalism of teachers is the field-based experience usually referred to as teaching practice. This equally has to be built on good educational foundation; hence, the curriculum as it is shown in the education policy should continue to be based on

1. General studies.
2. Main special field.
3. Professionalism biased studies including teaching practice.

For the teacher to keep abreast of the developmental activities in the world and in his area of specialization there is need for the teacher to be ICT compliant. Teacher education curriculum needs to incorporate ICT in all levels of training. Furthermore, Durosaro (2006) argues that as a result of the growing graduate unemployment in Nigeria, there is need to include some entrepreneurial skill. Teachers must be trained not only in the act of self development through continuous learning but also to adequately prepare for self employment. Suberu et al. (as cited in Nwankwo, 2017) deems it that diversification present the most competitive and strategic option for Nigeria in the light of developmental challenges. Diversification and entrepreneurial economy can be achieved through functional and productive education system and defy the socially accepted superiority of white collar professionals over technical related ones. There is also the need to review and provide more time for students in the practical aspect of teaching before

certificates are awarded to them as certified teachers. In the first place, there is need to review upward the twelve weeks to six months of internship for pre-service training in Colleges and Universities and in the proposed Teachers' Academy to provide sound teacher education in future curriculum. All these parts should integrate to produce a professional teacher but longer time needs to be given to methods or the professional aspect as 'practice makes perfect'.

General education or studies would accordingly consist of the social sciences, natural science and humanities to enable teachers to develop a good public relations strategy or consciousness. These would give the teachers a wider scope and grounds to cope with society and to improve on the character of the teacher who hitherto did not know much about the things happening around him which would help him in fulfilling his role in society. The Nigerian teacher is among other things faced with the problem of reconciling traditional culture with the modern, of facing and satisfying children from different backgrounds; from high intellectuality to that of gross ignorance (Fafunwa, 1967). Besides, globalization is another big challenge in the teaching profession. According to Ossai and Nwalado (2015) for our future teachers to have currency and operate effectively and efficiently, they must imbibe the new technologies and methodologies of more advanced countries of the world. As the teacher is the chief tool to be used in striking a balance between both cultures and development strides, he needs to be educated in the above named areas. The social science study area will enable him first to understand the fundamental structure of the social and economic forces within the society, and secondly, the knowledge will boom and his techniques and understanding, be familiar with the course of social changes and development and the instrumental factors that will improve their role as teachers. Such an understanding would enable him to reconcile and blend these factors in his teaching. The natural

science studies would enable the teacher to learn about the nature of things around him and develop a scientific habit of thought through inquiry, communication and creativity. This would buttress his confidence in coping with the likely difficulties existing in the community, especially where ignorance, diseases and other misfortunes of life are prevalent, and are often accounted for by superstitious assumptions instead of their natural causes and trending dispositions of science. As was mentioned earlier, there is a rapid technological change, science has become a major factor and a competent teacher ought to know some basic facts about science. This study area would enable the teacher to know when emphasis on values has shifted and equally how to teach such values. It would help him to know the reason and be convinced on the fundamental facts and values of such shifts e.g. the values and fundamentals of good health, as opposed to illness deemed to have been caused by witchcraft or oath-taking.

The words of Nduka (1937) are illustrative as "It is in the matter of hygiene and sanitation that some of the most important differences between the indigenous culture and western culture become apparent. The higher standard of living associated with the society today is partly the result of increased awareness in science and technology. Only competent teachers could lead the people through this ignorance, understanding of the community problems and full involvement with the people. This will contribute to the acceptance of the teachers as being leaders of the community. Likewise these studies would help the teacher to appreciate and be able to make use of both local and technologically based teaching aids for his work. In the humanities study area, the teachers would through studies of local, national and contemporary world literature, be able to broaden their outlook. The teacher would know the values, characteristics and ideology and identify himself with the people's culture and in so doing modify them. The people have for a

long time seen the Western culture as being entirely superior to theirs; it is only through the teacher that this false view could be rectified. An encouraging factor is that most training colleges have recognised this and are providing for the local cultural studies in the curriculum. Armed with this and works of African Modern Writers e.g. Chinua Achebe, Wole Soyinka, Chimamanda Adichie and music by Fela Kuti, Ebenezer Obe, Mike Ejeagha, Celestine Ukwu etc. teachers would efficiently blend their philosophies in promoting the culture of the people which would merit some high recognition by the public. The above fields of studies would help in establishing a communicating channel with the community vital for promoting and sustaining the relationship that ought to exist between the teacher and his students. It will heighten and make teachers aware of their moral responsibility to the society in which they live. With the general studies education, student teachers will be exposed to broader aspects of life and the community which will help them to develop, construct and analyse topics, issues logically. Through such studies students will be encouraged to take initiative and be creative, as they would be adventurous in making observations and finding out things without waiting to be fed with the facts. They will develop critical minds as they have seen the things themselves and come in contact with the facts/factors. Their new spirit of enquiry will match that of the children they are teaching and make learning and teaching more meaningful and rewarding. Confidence will therefore be a natural consequence ushering integrity and dignity to the teaching profession. These studies ought to be done by both primary and secondary school teachers at both non-graduate and graduate levels of teaching. It may be argued that the primary school teacher has enough subjects already in his hands but this general education should be included as a necessary component of his professional training especially in the present period with the ever changing



circumstances of various natures. This adventurous and critical growth would help the teacher launch out into the deep beyond his own horizon and thereby increase his confidence and skill which would give a positive life to the profession's status. The main special field would centre on the subject that the student teacher wishes to teach. The non-graduate and graduate teacher needs to have a fundamental knowledge of the subject he would teach. For example, the primary school teacher has included in their curriculum Mathematics for logical thinking and numeracy, English for communication since most textbooks are written in English; In addition, there is a study of one of the three national languages - Hausa, Igbo, Yoruba to help the teacher in communicating at the level of the child; Social Studies for promoting the unity and integration of peoples in the community; Science for technological development; Cultural and Creative Arts for preserving and developing the tradition; Health and Physical education for healthy growth and living; Religious and Moral Education for building a sound nation, Reinhold Niebuhr writes that "The inevitable hypocrisy, which is associated with all the collective activities of the human race, springs chiefly from this source, that individuals have a moral code which makes the action of collective man an outrage to their conscience." (Nduka, 1937).

These subjects seem to present a heavier workload for the primary teacher than the two specialized subjects taken by the secondary teacher because the primary teacher has to teach these subjects with relation to each other as they affect the child in the most formative period. The new NCCE document (2012) has introduced one addition to the existing two subjects combination in National Certificate in Education (NCE) programme. This is suited for the preparation of the B.Sc (Ed) and B.A (Ed) degree programmes. The new minimum standards document is now targeted at producing specialist teachers in various levels.

Subjects have to be taught in relation to each other and the teacher should know how to correlate them e.g. health, social studies and science, ably expressed in the following words, "But hygiene and sanitation is much less a matter of good social and individual habits. Habits, of course may have their scientific bases while scientific technology may play its part here and there e.g. in the matter of drainage and in the provision of pipe-borne water." (Nduka, 1937) Professional studies include foundation studies, pedagogy and teaching practice. Educational technology will also be integrated in their professional studies such as e-learning modes. The studies of child psychology and human growth; sociology, society and school; philosophy and history of education; curriculum studies and evaluation; management and administration of teaching e.g. team teaching, use of visual aids, preparation of materials for teaching etc. will form the true professional teacher. This is the core of the teaching profession and must be stressed strongly in teacher preparation. Practical experience must also be emphasized and take various forms e.g. co-ordination with experienced teachers through day visits, day or periodic attachments, social visits, co-option of other professionals in supervising or giving talks or volunteer work, assisted teaching in schools etc. cannot be overemphasized. Professional studies should be based on research and experimentation and not solely on facts and theories taken from books written by experts e.g. Piaget and Dewey, although they would be used as guiding principles. This could be achieved by organizing teachers through the NERDC, NTI or university to carry out empirical survey and research on the child, school and society; to collect data for use in evaluating and constructing curricula; construction of relevant teaching aids and production of textbooks and materials in various subjects to suit needs and environment (both immediate and far-reaching) of the Nigerian child. These projects on the environment and nature of the child in various learning

situations will determine to a great extent the style of textbooks to be written and used in schools and a constant index on the growth and development of the teacher and the profession. Fortunately the education policy encourages this as "Government will introduce treasures of educational materials and teaching aids..." The teachers' increased efforts in this aspect with the combined scheme of the universities and NTI through in-service courses on professional education would greatly enhance the status of the teaching profession. Thus, one of the reasons for introducing degree courses in education shows the involvement of the university in promoting the teaching profession status quoting the document in part, 'The Faculty of Education at the University of Nigeria is established to serve Nigeria through instructional programmes designed to produce leaders and educators for the educational system, through engaging in research to provide the factual basis for continued improvement in education in Nigeria and through assisting schools, communities and educational agencies in the resolution of their problems (Fafunwa,1967).

### **Length of Pre-Service Courses**

In view of the urgent demand for teachers, creating pressure for courses to be shorter and the simultaneous need for their quality to be enhanced which requires longer training, it is suggested that the training of the professional teacher ought to be more reflected and based on the work area, giving adequate time for the teacher to be attuned to his work. Due to the dire demand for teachers, students have been known in some states to withdraw from their college course for some years' service in the field before continuing their studies. Based on such fact, the students selected for training e.g. the present selection criteria for NCE course could follow a four-year general studies and foundation studies for practical professional studies. This arrangement would

cater for and limit incapacities and confusion emanating from shortage of teachers in schools and professional tutors in colleges. In addition, maximum use would be made of training colleges and schools as during their stay in schools they could learn more professional skills from the experienced teachers than from the graduate tutors who have not got as much practical experience (though it is mandatory now for all college graduate tutors to acquire some professional experience or at least professional training; Equally, teachers in schools could make up for the lack of in-service courses by engaging in educational research, using the students who bring in newer professional knowledge and methods as sound cross fertilization.. Likewise, it would give the training colleges a greater capacity to cope with the enormous numbers requiring college training, as well as giving the opportunity to improve on ideas and methods, through their research as both the schools and training colleges are in constant touch. Students could while in school, keep in touch with their training institutes through correspondence, as well as visits of their tutors. In very remote areas where correspondence would prove difficult with the ICT, e-mobile etc. to keep in touch with the studies. As a form of inducement and to enable them to concentrate on their work, they could be paid allowances while in college and salaries while in schools. Although, this arrangement would take a longer period to accomplish yet it affords them the opportunity of making up their minds about their career as teachers. The above arrangement if properly executed would allow for partial in-service training for serving teachers as well as providing a good avenue for professional interaction and co-ordination, thus improving on teacher status. The training colleges or the NTI would also cover a wider and more comprehensive area of influence as hitherto only schools in their immediate range benefit from them.

## **In-service Training**

In-service training will be developed as an integral part of continuing teacher education. Two, three, four or more years of higher education are but an introduction to a life of continuous learning to match the ever-increasing role expectations imposed by modern conditions and changing values of society. The National Policy on Education continues to emphasize that "No matter how high the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education will continue to fill these gaps e.g. for library service education, ICT evaluation techniques; guidance and counselling..." After a college or university course, the student is left on his own to make the best use of his time in professional improvement. How can he do this to continue to improve in his/her professional responsibility? To this end the policy statement assures us, 'Government has established a National Teacher Institute in Kaduna, which is already functioning. The institute organizes programmes for in-service training of practicing teachers according to its mandate as 'Opportunities will be provided so that every teacher at regular intervals will undergo in-service training.' Individual teachers, can if they have the opportunity, read extensively, attend seminars, enrol in continuing education classes, travel and take part in post-graduate study programmes. The different organisations in the profession provides in-service training which may consist of regular teachers' meetings, seminars, workshops, training sessions and other programmes dedicated to increasing professionally among teachers. The second approach to up-grading teachers is the provision of means of continued study in which non-graduates desirous for teacher training are encouraged to study in a college of education or university and university graduates are assisted financially and morally in post-graduate study and research. A good incentive is to lower appreciatively tuition

fees than those of other university courses. Moreover teachers who have made effort to update their professionalism should be upgraded in their salary scale as a motivating factor to further enhance their professional attitude. In-service courses are of various lengths and types. These are:

1. Refresher courses of a few hours or days for refreshing the teachers' professional knowledge learned in College
2. Updating courses which may last from a few days or weeks. This is used for acquainting and bringing up to date the teachers' professional ability e.g. in curriculum change.
3. Upgrading courses. These may last several months or years; they are used as an uplift or promotion in the teachers' places of work and for professional growth.
4. Retraining courses. The length of these varies. It is used to retrain teachers on the use of newer methods and techniques necessitated by technological advancement, research finding and results. These could be provided for jointly or singly by the organizing university, training colleges, teachers' associations and ministries of education, also educational foreign bodies e.g. The British Council, UNESCO, Ford Foundation etc.

The NTI at Kaduna provides in-service courses where training of various types or levels and lengths can be carried out, its mission statement includes

- To upgrade/update teachers' knowledge and skills in curriculum implementation while instilling in them the virtues of dedication, loyalty, commitment, discipline and resourcefulness. These are to be realised through the pursuit of the following goals:-
  - a. Producing teachers trained and oriented to meet the challenges of twenty-first century Nigerian society.

- b. Nurturing a commitment to lifelong learning that is creative, innovative, responsive to changes in the world of knowledge and the changing needs.
- c. Designing and enriching subject content to ensure that the teacher trainees attain a high level mastery of the subject matter.
- d. Building the capacity of teacher trainees in the use of effective communication skills and relevant technologies for the delivery of quality education.
- e. Developing capacity for effective selection and deployment of relevant technology including Information Communication Technology for effective Distance Learning Delivery (DLD).
- f. Establishing effective research capability in order to ensure that all the Institute's programmes are based scientifically on established grounds in terms of who needs training and the content of training required.
- g. Reviewing and revitalising in-service training and retraining programmes for all categories of teachers, school administrators and supervisors.
- h. Regularly reviewing and restructuring curricula in line with changing realities.
- i. Strengthening the Institute's monitoring, evaluation and feedback mechanism to ensure effective and efficient service delivery.

The problem is how this could serve the enormous population of aspiring teachers in the view of poor and inadequate infrastructure. The NTI operates as a distance teaching system with a study centre in each state. It works in cooperation with the universities and the NERDC (Nigerian Education Research & Development Council). The initial enrollment in 1977 was 15,000 and is expected to build up to a total of about 75,000 to 100,000 over a five-year period. As these study

centres are likely to be situated in urban areas, their effect on remote parts is limited. Therefore alternative arrangements should be made to cater for those groups of teachers in rural areas who need more in-service training. Training colleges should act as centres for teachers from surrounding areas where lectures, talks, seminars, exhibitions and demonstrations can take place or they can be given in selected school compounds. They could also serve as cultural and socializing centres where members of the community, teachers and students could learn from each other by mutual interaction. This will prove difficult as the training colleges are limited with their supply of teacher educators. In the rural areas where there is no College or study centre nearby, mobile in-service courses could be provided, co-opting university research students or experienced teachers to help run such courses. These mobile in-service courses could complement the services already being rendered by the mobile library. These should be continuous and systematic to attain considerable achievement as the present type carried out is not enough since these take place only when there is a curriculum change. A possible way of ensuring improvement and coordination on teachers' professional growth is to recruit an autonomous group to help uplift the flagging spirit of the profession. These should work side by side with the supervisors, the difference arising in that they do not give reports to the government or affiliating university although employed by them and that they act as consultants, coordinators, linking schools and teachers to new ideas and resource centres or other organs of benefit to the teacher e.g. publishers, industries, the mass media, university, research bodies etc. Acting as catalysts and change agents, they could locate, recommend and provide books from competent writers, and modern trends in visual aids and teaching methods. These would be most useful in handling the in-service programmes, being link agents with ideas for both schools and



community and acting as problem analysts. They should be able to help and intervene in problems and programmes in schools and teachers' associations. They ought to be attached to an institute and unlike the supervisors, have a group of both schools and colleges under their influence for efficient coordination. They should be highly skilled in interpersonal relationships, to be used for adequate channels of communication for the integration of teachers. These consultant groups could take an international significance as they could be assessed from different countries and subject specialists. The long holiday period is most veritable for such contacts. These consultants fit in well with the machinery created by the government to uplift teacher status which directly affects the profession's status. Supervisors are then seen as being limited to the administrative sphere and this new group would be most useful and handy for the activities of the NTI and others set up for a qualitative change e.g. NERDC, TRCN, NCCE etc.

In conclusion, it is necessary for promoting the status of the teaching profession in the long run to merge all modes of training under the non-graduate and graduate levels. The former will ultimately be raised to a graduate status while still meeting the present urgent need. Teacher training activities should be coordinated either through a university or an academy comprised of different agencies interested or involved in teacher education e.g. for course content, assessment, evaluation, certification and possibly recruitment and discipline of teachers. The non-graduate students should receive the same certification although they would be trained in different course options. The course content should be structured to reflect the needs of the teacher in view of the daily changes of a social and technological nature. It should be necessary to improve on the rigid curriculum the teacher received in his earlier education and to prepare him for the new techniques in teaching e.g. constructivist method, discovery learning, team teaching, e-learning

etc. The NTI present achievements of keying into the Federal Ministry of Education (FME) Draft 2016 – 2019 Ministerial Strategic Plan; the introduction of PGDE programme; the NERDC Teachers' Aid Programme and Partnership Curriculum Project; NCCE's revised and updated NCE Minimum Standard Document (2012) have come a long way and done an appreciable effort at enhancing teachers professionalism. Their programmes are considerable in such areas as in strengthening basic and secondary school education, teacher education, its capacity building and professional development, quality and access in higher education, e-learning etc. But there is always a need and opportunities created for teachers to be constantly exposed to newer partnerships, technologies, and international bodies. In training the teacher, we should keep in mind G. D. H. Cole's words (1950) expressed as follows: "It seems to me highly undesirable on social grounds to isolate those who are to become teachers during their training in a specialized institution consisting wholly of teachers in training, instructed by persons wholly engaged in training teachers and cooped up residentially in a sort of teachers' monkey house, apart from other human beings who propose to follow other occupations." Equally, Tibble's words (1950) is illustrative of the type and calibre of teachers needed for the profession in the following words, "Our profession properly understood is no shelter for the refugee, no bolt hole for the studious mice nor is it a youth club for the hearty extrovert; nor a hunting ground for the petty tyrant or the frustrated. But even if it attracts and holds entrants with the right qualities, I think that, in fact of these modern problems, few can be expected to cope without more extensive preparation and training and without some continued aid and support after leaving college."

## **IMPROVEMENT STRATEGY: THE CORE PROFESSIONALTY ROLE**

### **New Technologies in Teaching, Teachers, Resources and Pedagogies**

The National Policy on Education (NPE, 2004) statement reaffirms that Teacher education will continue to take cognizance of changes in methodology and in the curriculum. Teachers will be regularly exposed to innovations in their profession. In consonance, Okezie (2017) points out that the technological and knowledge explosion of the 21<sup>st</sup> century demands that teachers move from traditional to innovative learner-centred methods for an effective contextualized output. Akubue (as cited in Young, 2017) shows that the challenge for teachers in the new millennium will be to help students with modern technologies since the new millennium represents a major paradigm shift in terms of emphasis from teacher-centred to learner-centred instruction. He opines that teachers have to embrace constructivist methods to reflect present realities. For emphasis, Udosen and Ekpo-Eloma (as cited in Young, 2017) posits that it is incumbent on the teacher to adjust to the demands of his ever changing role by helping the learners develop the much needed critical skills with which to function and flourish in the present knowledge based economy. Creativity is the hub of education. Intelligent thinking and response portends the new world order in education. This new revolving trend has to be keyed into by the modern teacher.

Technology has revolutionized education in both aspects of teaching and learning. Just as technology is supporting what is learned so too is it supporting changes to the way students are learning. Moves from content-centred curricula to competency-based curricula are associated with moves away from teacher-centred forms of delivery to student-centred forms. Through technology facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. The use of ICTs in educational settings acts as catalyst

for change, ICT is a veritable tool that encourage and support independent learning. According to Cunningham (1996), the emergence of ICT as learning technology has resulted to a growing awareness and recognition of alternative theories for learning. These theories are based on constructive principles which posit that learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts. In constructive theories, social interactions reminiscent of teaching process are seen to play a critical role in the processes of learning and cognition. The strengths of constructivism lie in its emphasis on learning viewed as a construction of meaning rather than as a memorization of facts; Learning approaches using contemporary ICTs to provide many opportunities for constructive learning through their provision and support for resource-based, student-centred settings and by enabling learning to be related to context and to practice (Berge, 1998; Barron, 1998). ICTs have made learning flexible as it enables students have a choice of ‘when’ and ‘where’ to learn.

With further ‘chips’ development, information technology may soon be phasing out the traditional classroom teaching or reduction to the barest minimum because knowledge will be self-sourced as learner-centred innovative methods hinge on questioning, inquiry, problem solving and dramatization. Nwaubanu (as cited in Young, 2017) lists other innovative teaching methods posited by Meziobi, Reggie and Fubara to include computer assisted instruction, programmed instruction, mastery learning, advance organiser, team teaching, concept mapping, future wheel instructional model and enter-educate instructional model. In furtherance to the importance of techno-innovative strategies in education, Onah Ude and Obe (2017) emphasize that the development in technology has made it imperative for educational organisations and the industries to constantly upgrade their strategies and policies in teaching and learning as a way to

remain effective. Technology amplifies the human capacity which is the key to sustainable economy. The study of the skills, techniques and their application is therefore necessary in e-learning since it is a self-study learning method. They continue to show that the skills are found in activities carried out on-line, offline or both. Online learning, they explain exist when internet is used while offline exists when one's computer is not connected to the internet. The latter becomes useful in areas lacking adequate internet connection in allowing flow of recorded study schedules in schools/or outside school environments. The use of m-learning or mobile learning. Daintith (as cited in Onah, Ude & Obe, 2017) points out involving the use of mobile technology (mobile devices or phones) either alone or in the ICT study group to enable learning anytime and anywhere online and/or offline. He indicates that mobile learning can be activated to access educational resources, connect with others, create content both inside and outside classroom and make effort to support broad educational goals such as effective administration of the school system and improve communication between schools and families. Mobile learning is viewed as learning across multiple contexts, through social and content interactions using personal electronic devices. This latter strategy (content interaction) is fast gaining foothold in some pragmatic private schools where teachers teach themselves using ICT in the comfort of their homes on different new methods to enhance their expertise. This needs to be encouraged in public schools for teamwork on different themes of latest pedagogical findings to boost their professionalism. The NTI distance learning module can be re-arranged to include school's team-learning activity.

### **Improvement Strategy: Possible Classroom Roles**

In an earlier chapter, it was realized that among the restricting factors which hinder the professionalism of teachers in Nigeria can be traced to the nonchalant characteristics as individuals and as a group. Edwards (2002) refers to the term 'intrinsic satisfiers' as used by both the Institute for Public Research report to denote those things which are essential to teachers sense of professional fulfilment. He argues that professional wastage will only be reduced by enhancing the positive features of the job i.e. the core work of classroom contact with pupils, enhancing responsibility to determine the cause of events in the classroom, with scope and freedom to apply initiative and creative skills to both content and pedagogy. It can be linked to any agenda for the future of the teaching profession according to Bang et al. (2010) for proper coordination and effective practice of teaching profession. These are identified in the table at page 124 below. Although, the NUT has achieved much for the teachers, there is still the question of how much it has done for the interest of the teaching profession and for the individual teacher. The professionalism of teachers is as important as their professionalism in raising teacher status. The former hinges on career structures, conditions of service and teacher organizations, and the latter to work knowledge and tools. It is realized that in Nigeria, poor conditions of service heightens the low public image of the teaching profession and scares away able and talented people needed for the profession. Although salary scales and career structure have been avenues created for professional growth; yet the crux of the matter, the autonomy and control criteria needed for a full professional status is still a restrictive factor or dilemma in the teaching profession due to the nature of their work.

In this section, suggestions will be proffered on how to minimize such restrictive factors ushering in confidence, trust and initiative as against the timidity, diffidence noticed in teachers and pave a way for teachers to participate and take active part in organizing and administering the activities of the profession. This would hopefully lead teachers on the way to full professional status.

Teaching challenges involves academic, and technical issues involving new technologies, teachers resources and pedagogies. Technical and Pedagogical Dimension, George Alabaster (2016) points out that teaching can certainly be a challenging one as you continually look for different ways to deal with issues that may arise every day. He continues, not only do you have to keep your learners motivated, but you also have to find a way to carry all students who learn at different pace. Tracking their progress is one thing, but how do you ensure their confidence doesn't dip? Apart from capturing your students' interest and attention, other interests and values arise from parents, society, economy, technology and pace of development. In Nigeria various issues are generated in varying degrees emanating from such areas as culture, rate of development, technology, population growth, power, politics and policies (contextual and contravening values and demands from local societal and global issues). Accordingly he realizes that when students work on a group project, they form a pool of fresh ideas and see the project or problem from all sides, 'the question carousel' is needed, because it starts with students working in a group to generate something unique, a draft of an idea, a solution to a problem, the blueprint of a presentation of some kind, and students rotate with their group to study other groups' project. At each stop they leave question for the original group, these questions help to clarify the project, clear up misunderstandings, point out the problems and fine tune the final outcome. It prompts deeper thinking. (Practical Solution to Real Teaching Challenges April 28, 2016).

Similarly, Aleksandra Wilkin-day (2016), a psychologist and psychotherapist working with teenagers, parents and teachers offer some tips to finding solutions to real teaching challenges as summarized below.

1. Cooperative learning: There is more to individual classroom work and group work if done, it is taken competitively other than as co-operation. We often say that experience is the best way of learning and not just listening and writing. Students have to try to be actively engaged through interaction with others. Students' confidence is an added value to themselves which can be boosted through working together, in interactive sessions. Aleksandra lays emphasis in that; "Interactive, collaborative activities become more powerful when they're used frequently as the experience are repeated and skills are consolidated. What we observe today is that a lot of young people in these social media age are active in social media but they often don't have the skills needed to communicate face to face and work together as a team. Project work can provide an opportunity to practice these skills."

2. Student-centred teaching: how can teaching be student centred? The word empathy is quite significant here when the teacher puts himself in the students' shoes having all classroom idiosyncrasies in perspectives. Aleksandra advices on taking time to really know your students through knowing what they like. What are they interested in? What do they already know? Who knows all the answers and finishes task fast, and who needs more time and encouragement?

Moreover in student engagement, when students are fully engaged, they learn effectively.

Aleksandra points out those unengaged or unmotivated students don't make progress and



can be difficult in the classroom making it harder for teachers to teach and other students to learn. Aleksandra says; “your engagement in teaching is not just for your students, you in turn, learning is the key to success. Have fun looking for new ideas, don’t be afraid to be creative and discuss ideas and difficulties with your colleagues”

3. Mixed abilities: People have been gifted with different talents or abilities as personality, maturity level or motivation, learning styles and language aptitudes. Participatory and constructive learning can be boosted when students are given a voice according to Jennifer Gonzalez (2016) to talk about topics or events that matter to them. They can equally share their own writing pieces or class projects. These can be through a podcast and broadcast through radio, website or newsletter. According to Jennifer Gonzalez (2016) article on ‘Hacking Education: Ten Quick Fixes for Every School’ she proffers the following agenda on challenging issues in schools. On the issue of not having enough technical support or staff manpower and mindful that establishing a true technical staff takes time, she suggests the use of pupils/students that are technically alert as step gap to assist teaching. She points out that traditional grade books provide a very limited picture of a student’s progress, and students do not possess the means of tracking their growth, and suggests that teachers should have students record the results of assignments including the feedback got and a goal for future growth based on the feedback. It is emphasized that teachers should work together with students to evolve better system overtime.
4. Again, there is need for students to grow their vocabulary in all subjects since the teacher’s own vocabulary instruction could be dry and don’t lead to long-term retention by them. In

such case instead of doing traditional and sentence writing work, students can construct meaning of vocabulary words in a variety of ways e.g. Padlet board – an online cork board, or a sheet of paper or part of a bulletin board where students can contribute definitions, sentences, images, links to videos or articles that use the word in context for proper understanding of that word. An inspiration board is necessary where students can prompt ideas by placing images, quotes, rough ideas, opening lines of a story to be worked on, pictures or anything that inspires them.

5. Participatory learning can be boosted when students are given a voice to talk about topics or events that matter to them or they can even share their own writing pieces or class projects. Link these to podcast and broadcast through school radio, website or newsletter.

She points out that students need to develop proper habits but they are often hampered by lack of appropriate books for students, she therefore suggests that teachers should call for book donation from parents, public libraries, publishing houses, etc.

Again, it is difficult to learn all students' names but necessary for relationship building, then bonding can be done by giving students related names based on their size, town, etc.

In cases where students are not able to do independent work on their homework but need parents help, she proffers use of the 'Boomerang Pack' concept to get student work on their own through guiding questions/suggestions. Students should be lead to help themselves.

The Montessori Method and the Austrian Pedagogy model are rich in participatory learning/teaching technique where the learner while developing at personal speed engages with others in a group constructivist style. The conventional methods of teaching such as

lecture, discussion, demonstration, discovery, project, field trips need innovations such as the trending individualised, computer assisted, programmed instructional techniques in consequence with open education.

## **ATTITUDINAL ASPECT OF TEACHERS PROFESSIONAL ROLE**

### **(Psychological Dimensions)**

Kunuba (2017) reiterates that education is an integral part of every society because it is through it that citizens acquire skills and knowledge to improve themselves and their society. He points out that there have been positive changes to serious challenges previously witnessed in the country's education system. Such challenges are in the areas of politics, economy, administration, social and cultural issues, quota system, religious and ethnic tensions. It shows that cultural differences, different languages and historical background, infrastructure, climatic conditions etc. also affect education in Nigeria. This affects the people's way of thinking and broadens the disparity in educational attainment in various parts of the country. Whereas education should be information given in context, that is to be informed in context, using contextualized language to pass information, engage in activities so as to pass on information about any issue in the context of learners and society, because generally in teaching, materials and information are contextualized to aid meaningful and durable learning.

Nwobodo (2012) concludes that education is a normative concept which cut across all ideas and cultures. For him, education can be understood as those experiences of the individual in formal and informal context through which knowledge is acquired, the intellect enlightened or the will strengthened. It is a process which its two main aspects, teaching and learning are interwoven. Kunuba (2017) further describes teaching as the organized work that adults undertake in the

school system in their conscious effort to aid the learner in their care to acquire knowledge, skill, habit and values in an atmosphere of mutual freedom, trust and respect. He continues to point out that the essence of teaching is the integral formation of a learner. He shows that for a teacher to achieve this goal, a great deal of love for the profession is required; mental, social and moral qualities are needed as well as good personal characteristics and mastery of subjects. There should be proper coordination between schools, colleges and universities by carrying out demonstrations and experiments to ensure teacher's interaction and professional growth. This type of interactions would hasten the efforts being made for the integration of teachers; efforts that should be extended to include invitations at different levels of a social, educational or sporting activities. In some instances, competition could be arranged on a professional topic using the school or college as base e.g. in ways of coordinating and teaching a particular topic in all subjects taught in the primary or secondary (junior/senior) school; or an exhibition of teaching aids for different subjects.

First, consideration is given to the attitude of teachers towards teaching. It is necessary that they develop interest and love for their work. Again, some teachers erroneously discriminate against each other because of different levels at which they teach, and tend to rate and equate each other with the age or intelligence of the pupils they teach. Fortunately, the government in its policy statement states "The practice of according varying status to people with identical qualifications teaching at varying levels of the education system will be discouraged and the teaching function will be accorded the same dignity no matter the level at which it is carried out" (Nigerian Education Policy), This Policy Statement indicates that the government wishes to abolish this attitude of teachers which has been disseminated to the public and which gives a bad impression

of the profession. Government policies would mean nothing unless the teachers themselves recognize this and do something about it themselves. Teachers should acknowledge the worth and importance of each other. An earlier suggestion has been made for training teachers together with those preparing for other professions. This would encourage the interdependence of professionals on each other and would help them to realize each others' worth and accord them respect accordingly.

At the University of Nigeria, Nsukka, the Dean, Faculty of Education showed the necessity of this interdependence during a speech on launching the education degree course in the following words: "The faculty does not pretend to carry out the job of educating the future teachers and leaders of Nigerian education sector alone. It relies upon competence and knowledge in related departments in the faculties of social studies, arts, science and in the appropriate academic teaching fields for a successful completion of its programme for the training of competent professionals." It is worth risking repeating that success in education or the profession depends on the teachers' interaction. Under the control of the individual teachers, who only impart what has been given to them in the instructions stipulated, it follows that their expertise is limited and depends on the quality of the tools of their work. Knowing the fact that the curriculum outlined in 'Teacher Aid' is influenced in one way or another by legislation, finance, tradition, organized pressure groups, religious persuasion, university requirements and external examinations. The teacher needs both professional training and the support of his colleagues in various spheres in order to be intellectually and practically sound to boost the confidence which he needs to maintain his efficiency. Broadly speaking, the diversity of characteristics often seen within the teaching population can be narrowed down as trust, job tension, satisfaction, authoritarianism,

role conflict, and administrative influences. Eric Hoyle's dimensional change should be brought to bear on the educational practice in the country as follows:

<b>Dimension</b>	<b>From</b>	<b>To</b>
Curriculum Content	Mono-disciplinary	Inter-disciplinary
Pedagogy	Didactic Teaching	Discovery Learning
Organization of Teaching/Learning	Rigid Timeline	Flexible Timetable
Pupil Grouping	Homogenous	Heterogenous
Pupil choice	Limited	Extensive
Assessment	Single Mode	Multiple Modes
Basis of Pupil Control	Positional	Personal
Teacher Roles	Independent	Inter-dependent
Architecture	Closed	Open Plan
School Community Links	Weak	Strong

The quality of education depends entirely on the quality of teachers. They should be trained to work as professionals. The content of Eric Hoyle's table above are being hugely taken into consideration by the various bodies mandated in Nigeria to produce quality and credible teachers. A professional teacher should be flexible in playing his role within the broad policy of the school, stressing the importance of curriculum knowledge, loyalty to the wider field of education rather than the narrow confines of a school and participating in representative administration. They should try and work as a team, drawing inspiration from one another. Teachers should see education as a continuous process and try to coordinate their work for the best interest of the

child thereby increasing their professional prestige. The display of unity and respect amongst themselves is as important as teacher autonomy for professional growth. According to Jeffery (1964) "it must be the right kind of unity, not a unity of flat uniformity but a unity that welcomes and embraces diversity of gifts and functions. How can teachers achieve this? Through co-ordination among the teachers themselves in their schools, and the teachers' organization and associations. As was mentioned earlier, teachers should develop and show some interest in their work by putting in more effort to make their classroom teaching more interesting and comprehensive through using teaching aids, making improvisations, using new methods and engaging pupils effectively. The touchstone should be flexibility, in class size, schedules and deployment of students. They should be seen as having sound knowledge in their subjects and the ways of teaching them, which will eventually translate into more respect and higher status and which in turn affects the status of the whole profession, as well as improving their professionalism. They should be socially adventurous. Individually and collectively, teachers should develop good communications with society by visits, joining social clubs and societies apart from teachers' organizations. They ought to attend regularly at these functions, contributing sensibly to discussions, taking an active part in community projects and social responsibilities. The Parent-Teacher Association is one case in point where teachers should effectively involve themselves. Nduka (1937) shows that teachers must be alive to their social roles in the following words: "We are assuming that a generation of teachers subscribing to the spirit and the letter of the new philosophy of education we are advocating would be easily available. This will not be the case until the teachers become aware of their moral responsibility to the society in which they live." It is equally important that teachers know what is going on around them to enable them to

perform their social roles in the community. The training institutes could help by training teachers and getting involved in conducting academic research on issues that will help to build up professional theories and methods. They could encourage and serve as coordinating centres for subject experts. The effect of teacher involvement in organizing and managing the education system cannot be overemphasized, as it is a necessary boost to the status of the teaching profession. What is necessary is the opportunity for teachers to be able to express their professional leadership while still in the classroom. It is therefore proposed that more weight should be given to the principle of delegation, which involves the devolution of authority in specific areas and in precise terms e.g. in curriculum innovation, validating textbooks, students' assessment procedure etc. This practice would be useful in harnessing the full professional potential of teachers and making maximum use of the knowledge and experience which the system enjoys, especially when qualified teachers are promoted to supervisory roles. They could be used in supportive roles as deputies or heads of departments, projects, supervisors etc.

With such newly created avenues for professional growth in the system and by skilful delegation, the organization is strengthened, and the morale of the people will be high when teachers are entrusted with responsibility in the real work situation. Therefore, they know where and how it works. When teachers handle the affairs of teachers by themselves, it will help to open up the channel from the usual bureaucratic clogs providing teachers the opportunity to move and work in a freer atmosphere with a greater autonomy which will draw out the best from them leading to job satisfaction as they realize their worth has been accepted by both the government and society. Some schools of thought however think that bureaucratic orientation and the professional attitudes of teachers would be in conflict if the autonomy given to the latter is increased. In actual



fact, it would speed up the professionalism and professionalism of teachers as they would be cautious in their endeavours in trying to give proof of the merit accorded them. Obviously, if the professionalism of teachers are to be enhanced, then teachers must be permitted more participatory roles and decision-making within the education system where necessary. This should include permission to recruit, discipline their members, organize professional courses, certification and equally important, permission to watch and learn from colleagues teaching. In so doing, the education task would be better blended, more tolerable, enjoyable and easier to manage and administer.

## CHAPTER SIX

### FINAL APPRAISAL

If we are to conclude and judge teaching in Nigeria on the basis of the usual criteria for professional status, the position is plain; the teachers' status and reward is low compared with the other professions today. This is due to historical and contemporary social issues compounded by overwhelming technological enhancement which in turn affect their professional quality and teachers' attitudes. A number of important factors have been pointed out in the book but in as much as all these are necessary, they cannot be worked on simultaneously.

It is realized that there are strong influential factors that limit the progress of teachers to a full professional status. It is also realized that the present problems and endeavours in the Nigerian education system affect basically the development of the teaching profession and that the status of the profession which is dependent on the quality of its members. As has been pointed out, teachers need the opportunity, skills and motivation to attain a full professional status. The financial strain and lack of political will to execute educational policy are two factors affecting the already confused situation.

Due to the ideology of a profession in the Nigerian community the government should aim to give recognition to teachers having those qualities looked out for by the people. More opportunities should be created for teachers to serve on boards and other areas in the community and in doing so widen their scope and area of influence. The government should try to create more avenues for professional growth and the teachers' expertise in accordance with the fifth principle of the UNESCO/ILO, and NPE (2012) recommendations on its conviction that "the status of the teachers should be commensurate with the needs of education as assessed in the

light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives."

The innovative system of participatory leadership being advocated in the system through the pressures of the NUT, NTI, NCCE, NERDC, no doubt is in keeping with the values of a democratic society amid the professionalism of teachers. It complements the modern pedagogical trend. With participation and consultation, the efficient execution of the national policies for education shall be better assured because the teachers and government officials are involved in solving the administrative and pedagogical problems inherent in the system. Though the teachers would not be fully in control administratively, they could at least be identified with education policies. This is effectively expressed in the 9th UNESCO/ILO principle which reads in part "Teachers organizations should be recognized as a force which can contribute greatly to educational advancement and which therefore should be associated with the determination of policy."

Apart from treating teachers as civil servants as regards salary and conditions of service, the government should recognize the value of teachers and give them their due respect. Until this is done, teachers will continue to be looked down upon. They need recognition as a body which could be trusted with taking decisions concerning the professional aspect of their work as well as other areas of the community's life. The professional skills of teachers should be given more attention than has been the case lately. It stresses that skills as well as academic knowledge should count as an important factor in determining the teacher's ability. Training colleges/institutions, and in-service courses should be encouraged to provide for skills

development of teachers. The present training procedure and content especially for primary teachers have improved giving credit to the professional status of teachers and the quality of teachers produced in Nigeria. This has been upgraded and needs to be implemented as seen in the NCE Minimum Document (2012). The NUT and other educational bodies should give more attention to and coordination in this sphere as it is an important aspect of the profession.

The 6th UNESCO/ILO principle accordingly continues that, “Teaching should be regarded as a profession. It is a form of public service which requires expert knowledge and specialized skills acquired and maintained through rigorous and continuing study. It calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge”, since a profession is seen as a body which collectively has and maintains to a desirable degree, certain ideals and values. To maintain their claim to their status, teachers need a common and better avenue for discussion and facilitating an exchange of ideas regularly, possibly through the activities of the mass media, professional journals and conferences. To this end, the Nigerian government has set up certain professional machinery e.g. NTI, NERDC, Teachers’ Registration Council etc. to help in raising teachers’ status, because it is only when teachers are well-grounded and motivated that education policies can be efficiently executed and aims realized. Motivation is necessary hence “working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks.”

Education as an industry requires and thrives on good and open channels of communication and so do teachers. The cooperation that would arise from this would achieve firstly a common purpose of educating the child and secondly the unity of teachers. This is essential for the status of the profession as the old saying emphasizes that 'united we stand, divided we fall.' Teachers

should be encouraged in their search for unity and full development of the profession with the following words of King George VI of England during one of his Christmas messages: “Hold fast by the spirit that refuses to admit defeat; by the faith that never falters, by the hope that cannot be quenched. Let us have no fear of the future, but think of it as opportunity and adventure.”

Equally, writers like Lieberman, Etizioni, Babs Fafunwa, etc. have pointed out that teachers should be concerned with and make good use of a model of organization and management which they can maintain rather than taking on and making bad use of a model they cannot cope with and adequately operate in. Teachers in general should try to do more of listening and analysis of the problems than making frantic efforts to be heard. If their professional status were to be raised, they should concern themselves in raising the standard and cooperation of their intellectual and professional capacities. The teachers should, however, understand that raising their status depends partly on other factors out of their reach but which can be greatly influenced by their own actions; their love for their work, the ability to perceive, analyse, coordinate and find solutions to problems. A teacher is known to be synonymous with improvisation. Teachers cannot hope to take control of their condition of service or the facilities with which they are provided with but if they are seen to put forth maximum effort to achieve improvement in the education given to the nation's children, society will accord them respect which will lead to the realization of full professional status.

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