

Therefore, education as a knowledge industry and a teacher as a conveyor of knowledge, skills etc, needs current and adequate information for effective teaching and learning. Thus, for the education sector to reach out to the world, there must be the acceptance and appreciation of the fact that information is a resource that requires proper management and that ICT is the solution. Hence Ajayi (2002) pointed out that the Federal Government of Nigeria in recognition of the importance of ICT has organized and held workshops on Information Technology Policy at Abuja in 2000 where all major stakeholders in ICT were to brainstorm on the ICT Policy, which eventually emerged in IT Policy of 2001. The issue now is no longer whether there is a national Information Technology (IT) Policy but whether the actors are taking advantage of the presence of ICT in Nigeria and other parts of Africa.

The education sector is therefore, enjoined to ensure ICT compliance in order to meet up with the new trends of events in the present scientific, technological and globalized world economy. Asiabaka (2010), emphasized that needs assessment should be carried out to facilitate the development and deployment of ICT in the educational system in general and teacher education in particular.

This explains why many countries around the globe are making great investments in information and communication technologies to improve and to update the education they provide for their younger generations. The shift to knowledge-based economies is being driven by globalization and the changing world economy. The developed countries need knowledge based economics not

Teacher and Information and Communication Technology (ICT) only to build more efficient domestic or internal economics but to take advantage of economic opportunities outside their borders. Therefore, education is one of the most important components in creating knowledge societies, economic growth and prosperity. It is one of the means by which individuals become skilled participants in society and the economy as well as the key driver in expanding information and communication technologies usage.

In as much as efforts have been/and are being made in Nigeria in the education sector in the area of ICT, it is still pertinent to note and observe some best practices in ICT and education in some African Countries, as x-rayed by Igbafe (2002).

In Kuwait, the Ministry of Education made use of TV programmes within the educational system in 1970 and adopted the following steps among others:

- Construction of a fully equipped TV studio with the necessary manpower and technical facilities.
- Purchasing electronic gear needed for video recording.
- Training subject matter teachers on the techniques of programme production at the centre for education development overseas (CEDO) in the United Kingdom.
- Establishing a graphic design division and the needed staff, equipment and materials.

These strategies or programmes carried out on a pilot experiment scale were very successful and yielded positive and encouraging results. Later the programme started on a larger scale basis.

A close circuit Technology is being used in Zimbabwe, after a successful pilot study of micro teaching. It is being used in academic and training fields such as Education, Religion, Medicine, Psychology, Guidance and Counseling and Psychiatry etc. In Niger, education TV programme has transformed the education of many school children in 22 schools near Niamey. In Cote Voire, education TV programme has made noticeable impacts in the successes recorded in written and spoken languages as well as mathematics.

If these countries can do these in their education, Nigeria, a giant of Africa can do better and set the pace for others but not without the involvement and cooperation of teachers in the ICT race.

ICT and Teacher Compliance

A teacher is the transmitter of knowledge or information, skills etc, so a teacher is the most important person in information system. He has to acquire enough and up to date information to be able to inculcate the right knowledge, ideas, skills etc to the learners. ICT is the crux of information, so ICT is not threatening the teacher but enabling the teacher guide and teach the students as well as helping the students know where and how to access information rather than depending solely on the teacher.

In view of the fact that there is a shift in the teaching profession from Teacher-Center, Lecture-based-instructors to student control, interactive learning environment which the teacher has to provide through ICT, there is the urgent need for teacher ICT compliance. ICT has changed the

Teacher and Information and Communication Technology (ICT) nature of work, and types of skills needed in most fields and professions, now there is the development and application of ICT to teaching and learning which take different forms ranging from the use of radio, TV, satellite communication, tele-conferencing, interactive video, computer assisted instruction and utilization of internet (Bello, 2008). It has been firmly established that;

human resources, not capital, not income nor material resources constitute the ultimate basis for the wealth of nations, and any country, which is unable to develop the skills and knowledge of its people to utilize them effectively in the national economy will be unable to develop any thing else (Igbofe 2002:114).

Teachers are the most important resources for national development because human skills which they inculcate are the main factors for development. If they are computer illiterate or ICT non-compliant, they cannot carry out their important function of human development. Put differently, ICT makes a teacher to be competent to deliver his/her lessons and give up-to date information under a space of time. For example a teacher can log on to get information on how a lesson or a method of teaching in other countries. A good teacher must perceive computer as common as the pen and paper for writing. Computers are preferred over pen, paper and typewriter because of their ability to duplicate and retain information and ease of editing.

Education is a continuous process and computers are part of education, it then behooves the teachers to have the

self-developing education. This will expose them to the use and knowledge of computers for writing and research purposes. When a teacher browses through the Internet, he will acquire new knowledge and pedagogy that would help to improve his teaching. It will also help him to compare and contrast events and developments in the field of education in other countries. It is in realization of this that the Federal Ministry of Education directed that every educational organization should have a Website Internet connected to enable people access information. The Teachers Registration Council of Nigeria (TRCN) has been working tirelessly in organizing conferences and workshops for serving teachers in the six geo-political zones of the country.

Areas of Application of ICT by Teachers

A Teacher utilizes ICT in the teaching and learning process in the following areas:

Record Keeping- It is easier to teach, examine, prepare reports, store and retrieve information using ICTs. In this generation of large class size and greater numbers of working learners than before, ICT is making it possible for teaching and learning to take place via electronic net-work which is virtual classroom (i.e. classroom without walls where students have access to teaching and instructional materials using electronically transmitted channels.

Access to Education Resources- Education resources are all human and material resources used in the educational system. ICT has made it possible for both teachers and learners at various levels of the educational system to interact at local and internal levels. Through e-library books,

Teacher and Information and Communication Technology (ICT) journals and other educational materials are stored in electronic form and made accessible to users.

ICT is freeing millions of bright minds to work together in ways never possible before. ICT has helped students to improve their knowledge of developments in modern technology, with it students are kept abreast with new tools and techniques which are being fashioned out daily. The world wide web (www) enables technologically biased teachers and students to be exposed to virtual world, transmit world-class scientific experimentations and expertise as well as information exploration. With these, teachers and students are encouraged to interact with their contemporaries from other parts of the world in order to exchange ideas/information on new insights into technology (Elliot, 2000). Drive and website are used for conference now rather than papers.

Instructional Delivery

E-Learning (Electronic Learning)- The Open University System mainly operates through E-Learning. A teacher using E-Learning will make use of power point presentation (PPP) to make the lecture clearer, concrete and understandable.

E-Conferencing/Learning- This enables teachers to deliver their lectures through the network and individual computers linked up to the Internet

Computer Assisted Instruction (CAI)- Concepts or subject matters are programmed into the computer for students to watch and learn without teacher's presence. This helps to keep students busy.

Open Study System- This system enables the learners at any location to receive lectures when they are not around the lecture room. The lecture is downloaded and printed out.

Computer Assisted Language learning- This is used to teach students foreign languages e.g. German, French etc. the teacher slots in the tape in the computer for students to watch and learn while the teacher does some other things.

Votrax Voice Synthesizer- It is used in teaching physically and visually impaired students in special education.

E-mail: post graduate students can communicate with their supervisors through E-mail.

Tele Conferencing- This entails discussion or brainstorming on a topic through ICT.

Visual Libraries- This is an electronic library from where teachers and students can access the information or contents of a library anywhere any time without being physically present, (Njoku, 2006).

CHAPTER

9

INNOVATIONS IN TEACHER EDUCATION

Scholars have in recent times drawn attention to the falling standard of education in the country. This problem if not checked will definitely undermine the development of the country. In an effort to address it, a number of innovative measures have been put in place. The word innovation is used interchangeably with change. This is not necessarily correct because every innovation involves change, but not every change involves innovation. For example, changes in weather conditions as a result of human activities cannot be regarded as innovation. What then is Innovation? Unruh and Alexander (1974:24) stated that " innovation is the introduction of a novel factor, perceived as new by a given school and community, supported by a driving force, and implemented as a practical advance that deviates from established or traditional forms. Robbins (2000) emphasized that innovation is a specialized kind of change, a new idea applied to initiating or improving a product process, or service. Innovation in teacher education is the introduction and implementation of conscious and consistent changes in the teacher education programmes. They are in the form of innovations in methodologies, innovations in curricula, innovations in management practices, and structural innovations.

Innovations in Teaching Methodologies

The challenges of the ever changing human environment occasioned by science and technology require creativity in the teaching methodologies teachers and intending teachers are exposed to. A teacher who is deficient in modern instructional techniques will definitely not produce desirable change in the behaviour of the learners. Education is at the cutting edge of national development, teachers are therefore expected to develop critical thinking skills that will enable them transform the classroom environment. These include among others, team teaching which involves combined efforts of teachers in instructional delivery. The practice of one teacher to a single classroom may be replaced with team effort in the process of teaching/learning. This will reduce the problem of teachers teaching topics they are not very conversant with. Furthermore, it will give the learners the opportunity of benefitting from the experiences of more than one teacher. Individualized instruction is also emphasized as a technique that encourages effective teaching/learning. This technique makes it possible for a bond to develop between the learner and the teacher in such a way that the teacher understands the learner and makes adequate provision that will ensure that the learner is well positioned to develop new skills, knowledge and attitudes.

The greatest challenge to the teacher education programmes is the rapid expansion of knowledge in virtually all areas. Expansion of the curriculum to accommodate acquisition of diversified volume of knowledge and skills is crucial for the repositioning of the teacher education

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programmes in the 21st century. Since new teaching tools are developed to facilitate instructional communication both serving and intending teachers must acquire special skills to enable them ensure that the students learn more in limited time. Introduction of new technologies has necessitated innovations in teaching/learning. These technologies include computer assisted instruction, electronic mail, videotape recorder, television, video recorder, radio, video cassette recorder/player, internet, the geographic information system, slide projector, fax, flannel boards. These technologies have the advantage of serving several individuals at high speed at the same time at minimal cost.

A major innovation in methodology is the use of the active learning method. According to Brown, Lewis and Harclerod (1959), active learning involves interaction between pupils and teachers, pupils and other pupils, school and home, school and community, pupils and instructional materials. They based this method on the principle that what people do affect their behaviour. Consequently, through practice, the learner acquires new knowledge, that results in desirable change of behavior. An important element of this concept is that active learning emphasizes acquisition of problem solving skills. The teacher education programmes must of necessity, produce teachers well equipped to guide the learner and make the learning environment a problem solving environment. If the learners are exposed to problem solving skills through practice, they will obviously use them outside the learning environment which is their homes and communities. The adoption of this approach to learning requires, listening, doing, looking and reading. The teacher

encourages the learner to construct, experiment, collect exhibit or display, visualize, create mentally, or invent, dramatize, act out, draw, paint, tell picture stories, interpret, criticize, judge, or evaluate, sing or listen in appreciation, (Brown et al, 1959). It is the collective responsibility of all stakeholders in the business of intellectual development to integrate this method of teaching/learning in the educational system.

Scholars have also advocated group learning method. It encourages team spirit among the learners. A leader naturally emerges from each team and each member acts in cooperation with other individuals. The teacher merely serves as a guide while team cohesiveness is based on active participation of all members. Team learning is very important for acquiring human relations skills needed for future living in a dynamic world controlled by knowledge. The members of the team are exposed to a variety of higher intellectual and social skills.

Innovations in Curricula

Tremendous changes have taken place in the curricula of the teacher education programmes. Finch and Crunkilton (1984:9) defined curriculum, "as the sum of the learning activities and experiences that a student has under the auspices or direction of the school". Knezevich (1975) listed these learning activities and experiences as classroom studies, guidance and counseling programmes, school and community service projects, school related work experience, school health services, school camps, and school library, as

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well as those activities called "extracurricular" or "co-curricular".

Before now, the curriculum prepared the teachers to obtain such certificates as probationary teachers certificate, Grade 111 Teachers Certificate and through further training they obtained additional certificates such as Grade 11 and Grade 1 Teachers Certificates. The educational expansion in the 1950s and 1960s that resulted in the B.Ed and NCE programmes involved expansion in the teacher education curricular.

A major innovation in the teacher education programmes is the introduction of guidance and counseling in both the degree and NCE programmes. Yolo (1993) emphasized that in developed nations, it is offered as a postgraduate course but because of the priority given to it in Nigeria, University of Ibadan, Faculty of Education introduced it as an undergraduate programme. Other universities including colleges of education followed suit. FGN (2004) stipulated that in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors shall be appointed in post-primary institutions. Since qualified personnel in this category are scarce, government shall continue to make provisions for the training of interested teachers in guidance and counseling. Guidance and counseling shall also feature in teacher education programmes. Proprietors of schools shall provide guidance-counselors in adequate number in each primary and post-primary school.

The activities of man over the years have caused tremendous ecological damage to the environment resulting in earth warming, ozone layer depletion, flooding, earthquakes, population explosion, pollution of air, water, and the soil, and depletion of natural resources, among others. These problems have raised the critical issue of the carrying capacity of the earth. Another problem that has been overlooked over the years is the damaging effect of drug abuse on the youths. This problem is widely recognized and as a result, legal machineries have been put in place to track down offenders but the most progressive approach which is education has not received adequate attention. The rate of substance abuse is alarming and the legal process has not deterred individuals involved in it. The rate of divorce, separation and early/teenage marriages is not in the best interest of the nation. Furthermore, the prevalence of sexually transmitted diseases especially, HIV/AIDS call for enduring preventive measures.

These complicated problems require that the teachers should be well informed through training in these emerging areas to be able to educate and assist the learners and indeed the members of the community. A comprehensive curriculum reform is urgently needed to accommodate these issues. The teacher will be useful in addressing these problems when properly trained to do so. Courses relating to these areas should be designed under the general/compulsory courses for all educators. Such courses as environmental education, drug abuse education and family/sex education should be incorporated into the teacher education programmes. The primary objective of

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these courses should be to empower the youths with up to date knowledge of the devastating consequences of these social problems and the advantages of taking precautionary and preventive measures

Innovations in Management Practices

As has already been stated, management is the process of planning, organizing, leading and controlling. The direct control of the teacher education programmes by the Ministry of Education has been transferred to the supervising agencies such as the National Universities Commission, the National Board for Technical Education and the National Council for Colleges of Education. Through the activities of the Staff Unions especially ASUU, the Universities to a reasonable degree are autonomous in the management of their internal affairs especially as it relates to appointment of the Vice-Chancellors. They have also succeeded in getting the government to implement the new salary structure for staff of the Universities. Some state governments expressed difficulties in implementing the new salary structure which was the outcome of ASUU agreement with the Federal Government in 2009. The resultant effect is the protracted ASUU strike in the affected state universities. In the same vein, the NUT has also succeeded in getting the government to implement the Teachers' Salary Structure (TSS). Several states have long implemented the new structure but as is always the case, some states have not, because of what they regarded as lack of funds. It is necessary to point out that those states that implemented the new salary structures for the different categories of teachers

did so not because they have enough funds, rather it is because of the importance the individuals occupying leadership positions placed on education.

Innovations in National Policy on Education.

A major innovation in the educational system which has direct relevance to teacher education is the National Policy on Education. According to Yoloye (1992), the policy is not the innovation but the process that gave birth to it. He emphasized that the 1969 National Curriculum Conference that brought together stakeholders across the nation from all walks of life including market women was the first of its kind. It was the manifestation of the importance attached to collective decision making and the realization that education is a collective responsibility. Yoloye reported that the initial proposal was submitted to JCC in 1965, in 1969 the Conference took place, in 1973 the National Seminar that produced the draft Policy took place and in 1977, the first National Policy on Education was promulgated. The sequence of events took place after every four years. Another very important innovation is the setting up of a National Implementation Committee initiated under Prof. Sanya Onabamiro in 1977.

Changes in the world have impacted on the country and have resulted in changes in the National Policy on Education. Consequently, the policy has been reviewed in 1981, 1998 and the latest review was in 2004 which introduced the following innovations that have direct bearing on the teacher education programmes:

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- The lifting of the suspension order on Open and Distance Learning programme by Government;
- Revitalization and expansion of the National Mathematical Centre (NMC);
- Establishment of Teachers Registration Council (TRC);
- Introduction of Information and Communication Technology (ICT) into the school system;
- Prescription of French Language in the primary and secondary school curriculum as a second official language;
- Prescription of minimum number of subjects to be taken by SSCE candidates;
- The integration of basic education in the programme of Quaranic schools, to ensure equal opportunity and effective implementation of UBE;
- Repositioning science, technical and vocational education in the scheme of national education for optimum performance; and
- General contextual change to reflect the state of professional practice in education, among others.

Innovations in Admission Protocol.

Nwana (2006) stated that from 1949 to 1977 between March and May each University in the country annually conducted entrance examinations. According to him, the examinations were in essay mode in school subjects relevant to the area of interest of candidates seeking admission. However, with the establishment of the Joint Admission and Matriculation Board (JAMB) in 1977, the said body took over

the responsibility of examining and admitting candidates into the Nigerian Universities. In 2005 the universities were directed to carry out further screening of the candidates who passed the University Matriculation Examination before recommending them to JAMB for admission. This procedure is applicable to other tertiary institutions in the country. In 2009, all candidates seeking admission into tertiary institutions sat for the unified tertiary institution matriculation examination conducted by JAMB. This is to eliminate the age long duplication of human and material resources in the conduct of separate examinations for the universities, colleges of education and polytechnics.

Innovations in Continuous Assessment.

In the past, intending teachers in the universities, colleges of education and polytechnics including other approved institutions were subjected to one examination at the end of the year. Furthermore, a final examination was also administered at the end of the teacher education programme. The yearly examinations were not used in the computation of the final examination. The final results of intending teachers were solely based on their performances at the final examinations. With the introduction of the continuous assessment as contained in the National Policy on Education this practice came to an end in 1977.

Olarinoye (2006:87) defined it as "the systematic collection of scores or grades over a period of time and their aggregation into a final score". The continuous assessment of intending teachers as the name implies ensures that the cumulative assessment of intending teachers is an integral

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part of the teacher education programmes. This mode of assessment should stimulate active participation of the intending teachers in the teaching/learning experiences since grades obtained at various stages of the assessment will contribute substantially in the final assessment of the students. This will reduce the laissez faire attitude of some students who wonder around and only settle down to their studies when the examination time-table is published. If a student fails a course, the student carries it over and passes it, failing which the student will not graduate. The continuous assessment may vary but it is generally based on 70% for examination score at the end of the semester and 30% for other related assessment measures the teacher considered necessary for effective and efficient content delivery.

Innovations in Course Credit System

The continuous assessment of students brings into focus the uniformity in the course credit system introduced in tertiary education system which has direct relevance to teacher education. According to Olarinoye (2006:79) prior to 1988/89 session not all Nigerian Universities used the course-credit system in teaching, studying and examination or assessment of students. According to him, it is a curriculum organization in which the syllabi of the subjects in a programme are divided into courses in prescribed sections of teaching, studying and examining. Students earn credits for courses completed satisfactorily.

This innovation introduced the system of academic session made up of two semesters, each for a duration of

18 weeks broken down into 15 weeks of uninterrupted lecture, one week of revision and two weeks of examination. The session starts in October and ends in June. The academic year on the other hand starts in October and ends in September. A very important feature of the course credit system is that a course is described in terms of number of units. The number of units is dependent on the weighting which is determined by the depth and breath of coverage. For example one credit unit translates to one hour of lecture or tutorial per week and this means 15 hours of lecture in a semester. According to him, the course credit system seeks to: provide for flexibility through a wide variety of combination of approved courses so as to accommodate varying students problems such as pre-entry backgrounds, occupational objectives as well as personal interest; provide for even students' progress compatible with individual abilities to carry varying work loads of courses; provide for consistency of work-load by enabling more specific differentiation of programme components such as pre-requisite, optional and compulsory which must be taken to achieve a prescribed mix of courses for award of degree; provide for inter-departmental and inter-disciplinary collaboration in curriculum planning, formulation and continual review, which minimizes duplication of courses; allow for introduction of new instructional programme without necessarily creating new departments; provide for self-contained syllabi of courses each of which can be taught, studied and examined or assessed in one semester; eliminate package repetition of instructional programmed components; allow for more

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detailed examination for each subject than otherwise possible; and facilitate inter-university transfers, thus enhancing students mobility.

Structural Innovation

A major structural innovation was brought about by the government policy that NCE will be the minimum qualification for teaching in Nigeria. 2006 was the year approved for all teachers who had qualification below the NCE to upgrade their training or be shown the way out of the profession. Teachers in tertiary institutions who do not possess teaching qualification were also directed to obtain same. All these were government efforts at professionalizing teaching. These efforts resulted in structural innovations that have imparted positively on the training of intending teachers and re-training of serving teachers. Tertiary institutions involved in the training of teachers rose to the challenge by introducing nine months postgraduate diploma in Education, Short Certificate courses, sandwich, long distance and weekend programmes to accommodate the demand for training and retraining of teachers.

Furthermore, the TRCN, the NTI introduced course that will enable teachers obtain NCE or degree in education.

Expanded Roles of the Teachers

The responsibilities of the teacher have increased with innovations in all areas of the educational system. These include among others. The teacher must know the objectives of the teaching/learning process, and develop strategies for actualizing them. This is very important because it helps the

teacher to remain focused in contributing to the development of the educational system. The teacher must be professionally equipped to impart knowledge in specific areas of competence. Professionalism requires that the teacher must be an active participant in life-long learning to be up to date in recent developments in the profession.

The teacher is a counselor who helps learners solve their personal and academic problems. The learners naturally have great deal of confidence in their teachers. Consequently, they depend on their teachers for clarification of plans as they relate to learning activities and personal goals. The teacher must possess the technical competence, to access guidance and counseling services, library and audio-visual services.

The teachers are the architects of curriculum development. They plan and implement instructional programmes through the collaborative efforts of different groups. The teachers diagnose the teaching/learning environment and identify specific problem areas that require attention. Team approach to problem solving is advocated to ensure the contribution of all stakeholders including parents and members of the community. A very important teaching/learning process is the evaluation of all aspects of the learning activities. The teachers are expected to develop mechanisms for evaluation that will give objective outcomes of self evaluation on the part of the students. This will go a long way in developing a high degree of independence and achievement. Evaluation in this case should serve the purpose of diagnosis. It will help the teachers to identify problems in the instructional delivery at the most

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appropriate time and facilitate development of measures aimed at addressing them. It is in fact an intervention strategy if appropriately used.

The teacher is a facilitator of all curricula and extracurricular activities. The teacher is the catalyst in the teaching/learning process. The teachers are well positioned through training and experience to assist each other, the learners, the parents and other stakeholders in ensuring that resources needed for teaching/learning are provided in the appropriate quantity and at the appropriate time.

The teachers guide the learners in discovering their potentials and using same in problem solving. When the learners are properly guided, they make less mistakes, are less distracted and they achieve more. The guidance of the teacher is paramount in helping the learner make the right choices while under the guidance of the school. In guiding the students, the teacher must develop interest in their problems and aspirations, understand their backgrounds, abilities, fears and harness their individual potentials.

For the teacher to carry out the above responsibilities, the teaching/learning environment must be controlled by love, sharing, caring and most importantly the teacher must be sympathetic in dealing with the learners.

CHAPTER 10

CODE OF PROFESSIONAL ETHICS

In every human organization or association rules and regulations are made to control and checkmate the behaviours of the members in order to maintain order and sanity. This explains why each profession like Medicine, Engineering, Law, Teaching etc has rules and regulations codified to ensure that the members of the profession act in accordance with the prescribed way and manner of decorum peculiar to the profession.

Profession

Segun (1990) defined a profession to be a special field of knowledge or information which its practitioners must have had special training in the field, and has a body to protect the members' interests and with devised programmes that would enhance the professional service to the public. This implies that a profession is not a job for all comers but exclusively for a certain group of people who possess monopoly of the knowledge, skills, ethics, rights and privileges required of the job. Hence every profession designs its code of professional ethics which distinguishes it from the other. FRN (2005), emphasized that teaching is a profession because it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing

Code of Professional Ethics

study. It calls also for a sense of personal and corporate responsibility for the education and welfare of the learners in their charge.

Code

The code is a well articulated set of standards, rules and regulations, principles, conventions, laws, statutes, and obligations that serve as moral, ethical and social guide. According to Armstrong (2006), code is a summary of the ethical standards expected of employees, which includes conflict of interest, the giving and receiving of gift, confidentiality, environmental pollution, health and safety, equal opportunities, managing diversity, sexual harassment, moonlighting and political activity.

Ethics:

The word ethics is derived from a Greek word 'Ethos' which means custom. It deals with morality. Ethics is concerned with norms or standard (what ought to be) (Eke, 2001). It is a matter of what is good and what is bad. Igbozuruike (2006) opined that ethics focuses on the burden of moral values, duties, obligations and expectations which each person bears as he goes about his daily activities strictly minding ones business but simultaneously impacting on other people and their affairs.

Code of Professional Ethics

Taking cognizance of the definitions of the concepts of profession, code and Ethics, code of professional ethics refers to a body of moral principles or rules of conduct, or social mechanism designed and adopted by a profession

/occupation that governs the actions of members of that profession (Igwe 1990). The codified rules and regulations deal with issues of morality or what is right or wrong as a member of a profession.

The professional code of ethics is primarily intended to guide and regulate the conduct of members of the profession, and are formulated by members of the profession for the upliftment of their occupational interests and welfare.

It has to be noted that professional ethics is hoisted on or lifted from the national ethics. For example, the Nigerian National Ethics entrenched in the National Constitution, section 23 of 1999 has the nation's ethics to be discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism. This implies that every profession in the country must have ethics that are in consonance with the national ethics.

FRN (2005), stipulated that the objectives of the Teachers Code of Conduct, among others, are to:

- Re-awaken the sense of self-esteem, dignity, honour, selfless service and moral rectitude in the teacher.
- Protect the teachers' age-long position of nobility and leadership in the social, moral, and intellectual world.
- Build a strong moral foundation for the actualization of an educational system that can compete favourably in the global community.
- Boost public confidence in the ability of the teaching profession to regulate itself and to bequeath to the nation products that are capable of making maximum contribution towards the development of the nation in particular and the world in general

Code of Professional Ethics

- Provide objective yardstick for the assessment of the teachers' conduct and discharge of professional duties.
- Spell out the type of relationship that should exist between the teachers on one hand and severally their colleagues, students and other persons who would interact with them from time to time.
- To clarify teachers' rights, privileges, and obligations and their legal bases.

Aspect of Professional Ethics

There are two aspects of professional ethics namely, Philosophical and Sociological aspects.

Philosophical Aspect- This aspect is concerned with right or wrong in members performances of their professional duties. There is no contention to the fact that each profession serves the community and that the services are for the generality of the public, hence they are granted exclusive roles to perform. Therefore, the professions given such privileges to perform certain roles for the society must be very sensitive to the attempts of self-regulation in order not to loose public confidence, which might lead to revocation of privilege of self-regulation.

The Sociological Aspect- This aspect deals with issues of occupational self-control and self-regulation in the discharge of specialized functions to the society concerned. The degree of development and operation or enforcement of code of professional ethics is a measure of cohesiveness of a professional group and it is the index by which society assesses such a profession and the services rendered.

Legal Requirements

To be legally recognized as a teacher in Nigeria, FRN (2005) stipulated that an individual must register with TRCN. The TRCN Act Section 6 (1) further states that to be registered, an individual must:

Pass a qualifying examination accepted by the Council and complete the practical teaching prescribed by the Council under the Act or Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the Council and is by law entitled to practice the profession in the country in which the qualification was granted provided that the other country accords Nigerian professional teachers the same reciprocal treatment and that he satisfies the Council that he has had sufficient practical experience as a teacher.

- Be of good character
- Have attained the age of twenty-one years
- Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

FRN further emphasized that to be registered and to retain one's name on the Teachers Register, a teacher is required to comply with other TRCN provisions regarding:

- Internship after graduation from school
- Licensing
- Mandatory continuing professional education
- Annual subscription and
- Any other requirements that may be made from time to time.

Code of Ethics of the Teaching Profession

As stated earlier, every profession has code of professional ethics and the nature of the profession determines what the professional ethics should be. This means that code of ethics varies from profession to profession. Teaching as a profession has its own code of conduct/ethics, these focus on the standard norms expected of a teacher in the discharge of his duty. Ethics of teaching profession refer to the code of conduct, guide and decorum for teachers and the profession. Knowledge of the code of conduct is very important in the training of intending teachers because it equips them with the necessary rules and regulations guiding the profession. Furthermore, in view of the position of the teacher as a role model for the future leaders and bearing in mind that teaching is no longer a profession for just any body, the conduct of the practitioners should be regulated.

It has to be noted that the guiding rules and regulations are virtually the same in all the states in the country. A sample of 1985 Education Edict of Imo State is used for illustration. The 1985 Imo State Education Edict specified the following acts as professional misconduct for teachers.

- Immorality with a school pupil.
- Misappropriation of school funds – teachers salaries, tuition and boarding fees, and all monies that should accrue to the government treasury or the school.
- Dishonest conduct in relation to an examination.
- Suppression or falsification of school records.

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- Bribery, corruption or exploitation of school children's services for personal ends, or extortion in connection with school duties.
- Teaching the children of his school outside school hours for private gain.
- Teaching the children of his or any school outside school hours for private income without official approval by the board.
- Engaging in an illegal school either as a proprietor, a headmaster or a teacher.
- Engaging in any commercial activity or trade including hawking of any wares during school hours.
- Proven act of insubordination to immediate boss and consistent dereliction of duty. (Imo State Education Edict, 1985, 274).

Furthermore, according to Igwe (1990) Nigerian Union of Teachers (NUT) is of the belief that the quality of education reflects the ideals, motives, preparation and conduct of the members of the teaching profession. The Union therefore agreed and declared that anybody who chooses teaching as a career must assume the obligation to conduct himself in accordance with the ideals of the profession. Hence according to FRN (1990) the Code of Conduct and Guidelines for Teachers are as follows:

Principal/Headmaster

As administrative and academic head of the school, the Principal/Headmaster shall be a professionally trained teacher.

As Administrator

- The Principal/Headmaster shall maintain a pleasant personality, be approachable and be courteous, in particular to parents and guardians.
- The Principal/Headmaster shall be firm, fair and consistent.
- The Principal/Headmaster shall be of exemplary character in honesty, moral rectitude and integrity.
- The Principal/Headmaster shall do nothing to tarnish his public image or bring shame or dishonour on his person as Principal/Headmaster.
- The Principal/Headmaster shall involve his staff in the decision making process.
- The Principal/Headmaster shall have cordial relations with all members of his staff and maintain transparent impartiality with them. This can be done by:
 - allowing his relationship with members of his staff to enhance productivity and effectiveness in the school.
 - Mastering and practicing the art of delegating responsibility to his staff without abdicating the responsibility to supervise
 - Commending his staff for work well done and giving constructive criticism and advice when necessary.
- The Principal/Headmaster shall be open minded and shall keep his staff aware of all information that may be of official interest to them.

As Academic Head

The Principal/Headmaster shall give academic leadership to his staff since the school is an academic community. The Principal/Headmaster can do this by:

- having a teaching subject in any class
- keeping abreast of trend in educational thinking and practice and encouraging his staff to do same and encouraging co-curricula activities.
- The Principal/Headmaster shall ensure that teachers attend classes regularly. He shall also ensure that teachers' notes and records are checked.

The Principal/Headmaster and the Student

The Principal/Headmaster shall try to know his students as persons so as to identify, and where possible, solve their problems. Where board and lodging facilities or mid-day meals are provided, the Principal/Headmaster shall ensure that these are properly and efficiently run. He shall do this through a good committee supervising the kitchen and by partaking of school meals himself from time to time, unannounced.

The Principal/Headmaster shall take care of the health and welfare of his students. Preventive measures will include the responsibility for taking all appropriate steps to maintain good water supply and refuse and sewage disposal system. Curative measures shall include the provision of First Aid

Specific Regulations for the Principal/Headmaster

The following regulations are considered to be implicit in the guidelines above:

- The Principal/Headmaster shall comply with the financial instructions applicable in the state. During the school hours, a Principal/Headmaster shall not take any type of alcoholic drink. He shall not smoke in the classroom or in any students' assembly.
- The Principal/Headmaster shall neither use his position to further his political aspirations nor use it to promote the ideology of any political party.
- The Principal/Headmaster shall maintain the confidentiality of official secrets or confidential matters.
- The Principal/Headmaster shall respect the confidences of staff, parents and students who may bring personal matters to his notice in his official capacity.
- The Principal/Headmaster shall accept overall responsibility for all school activities and physical structures of the school even though he may delegate supervision to his staff.
- The Principal/Headmaster shall establish a well defined channel of communication between himself and his students. This may include some of the following:
 - Students' representative council.
 - Food committee.
 - Suggestion box.
 - Staff meeting.

- Prefects council.
- The Principal/Headmaster shall reserve the right to administer corporal punishment and must keep careful record of such punishments. He shall also maintain strict control over the prefects whose powers and limitations shall be clearly defined on appointment, and shall reduce "flogging" to a minimum. Any task assigned shall be for school purposes only and not for the personal benefit of the Principal/Headmaster and or his staff.
- The Principal/Headmaster shall give accurate and objective report of the school as and when required to the appropriate authorities, such as Board of Governors/Schools Boards.

The Teaching Staff.

All members of the teaching staff are expected to abide by the following general guidelines:

- Teachers shall set good examples for their students particularly in the way they dress, in their manners, in their speech and in the way they perform their duties.
- Teachers must be loyal to the school, the Principal/Headmaster and their colleagues. They shall respect one another especially in the presence of the students;
- Teachers shall live within their means and avoid financial embarrassment.

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- Teachers shall do nothing to bring shame or dishonour to their persons and the profession;

The following specific regulations must be observed:

- Teachers shall recognize and respect the authority of the Principal/Headmaster by accepting official responsibilities which the Principal/Headmaster delegates to them and discharge their responsibilities to the best of their ability. Such responsibilities shall be laid down in the staff schedule of duties.
- Confidential school matters shall be kept secret.
- Teachers shall be punctual to school and to classes. This shall be checked by the use of the time-book and the vigilance of the Principal/Headmaster, Vice Principal/Assistant Headmaster and Heads of Departments.
- No teacher shall under normal circumstances, be absent from school without the express permission of the Principal/Headmaster. All such absence shall be noted in the Log Book.
- Teachers shall keep up to date all relevant school records for which they are responsible. These include attendance register, scheme of work, diaries, lesson notes and mark books. These documents shall be available in the school for scrutiny at any time.
- Teachers shall participate actively in co-curricula activities.
- Activities unrelated to normal school duties shall not be under taken by teachers during school hours except with the express permission of the Principal/Headmaster.

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- Teachers shall not make defamatory statements or comments about their fellow teachers and the Principal/Headmaster before their students or to members of the general public.
- It is unethical for teachers to conduct classes for their students outside school hours for a fee.
- Teachers shall not belong to organizations which are likely to be detrimental to the progress of school and shall co-operate with the Principal/Headmaster in preventing the introduction of such organizations into the school.
- Teachers shall consider it their duty to attend all professional conferences that are relevant to their work when officially required to do so.
- All complaints, petitions and official letters to the Ministries, School Boards or their Education Authorities must pass through the Principal/Headmaster.
- Teachers shall not exploit their students.
- If corporal punishment must be administered, it must be done in accordance with prevailing rules and regulations.
- Teachers shall not misappropriate funds. They shall neither take pride nor engage in corruption in any shape or form
- Teachers shall not reveal examination questions whether internal or external, to any one. In marking the examination script, they shall be fair to all

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students. They shall in addition, not condone or connive at examination malpractices.

- A teacher shall not have carnal knowledge of any person he knows to be a pupil/student of a school or be involved in any indecent relationship with such a person.
- During school hours, teachers shall not take any form of alcoholic drinks. They shall not smoke in the classroom or in any students' assembly
- No teacher shall participate in, condone or encourage acts of indiscipline in any school.
- On no account shall teachers use their position to further their political aspirations or spread the ideology of any political party.

Discipline of Teachers

Infringement of any article of the Code of Conduct shall incur punishment by the Schools' Management Board in the case of Principal/ Headmaster, and by the Principal/Headmaster and Schools Management Board in the case of teachers. Such punishment shall range from caution to dismissal depending on the seriousness of the offence. It is assumed that in all cases fair hearing shall be given to the offender. Punishment meted out by the Principal/Headmaster shall take the form of:

- Oral caution.
- Written caution recorded in the log book;
- Surcharge (for absenteeism from school or such dereliction of duty).
- Adverse annual report.

- Suspension from class with an immediate report to the relevant authority requesting ratification of the suspension and placement on half pay, pending appropriate action by authority.

Punishment by the Schools' Management Board may take the form of:

- written caution.
- Suspension on half pay (e.g where court case is in progress)
- Withholding of increment
- Withdrawal of salary.
- Reduction in rank.
- Retirement
- Dismissal
- Removal of offender's name from the register of teachers.

The power to dismiss and exercise disciplinary control over registered teachers in school is vested in State Schools' Boards which may order any of the punishments prescribed in above.

Misconduct that May Attract Prohibition or Suspension of a Teacher from Teaching

The acts which may warrant the prohibition or suspension of a teacher from teaching are set out in the Teachers' (Professional Misconduct) Regulations as follows:

- Conviction for a felony or misdemeanour.

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- Conviction for an offence contrary to any provision of the Education Law or any regulation made thereunder.
- In relation to an application for registration as a teacher knowingly furnishing to the Registrar or teachers' information which is false in a material particular.
- In relation to an application for employment as a teacher.
- knowingly making statement which is false in a material particular, with intent to defraud, failing to disclose to the employer.
- Having unlawful carnal knowledge of a person he knows to be a pupil/student of a school.
- Indecent dealing with a person he knows to be a pupil/student of a school.
- Conduct prejudicial to the maintenance of good order and discipline in an institution.
- Conduct in respect of the staff or pupils of an institution which is disgraceful or dishonourable.

Absence without leave

Any teacher who absents himself from duty without leave renders himself liable to be dismissed from the service and the onus will rest on him to show that the circumstances do not justify the imposition of the full penalty. Frequent lateness to school will after three written warnings, render the teacher liable to a similar penalty, or the imposition of any lesser punishment, appropriate to the circumstances. In every case of absence without leave, the teacher will receive

no pay for the period of such absence. All actions taken in this case must be reported to the State Schools Board and to the State Ministry of Education. Cases of sudden illness where a medical evidence is produced will not, for lack of prior notice alone, constitute a breach of the rules.

Political Activities

Whether on leave of absence or on duty, no teacher shall allow his political connection to affect the performance of his duties or his relationship towards his colleagues or students.

A teacher shall not engage in other remunerative activities except those related to his profession and which must receive the approval of the appropriate authority.

Duties

Every teacher is required to discharge the usual duties of the post to which he is appointed and any other duties considered as appropriate having regard to the appointment held by him, and which he may be called upon to perform. Willfull disobedience of lawful instruction or refusal to serve in any locality within the State decided by the Board will be regarded as misconduct punishable by summary dismissal.

Punishment

The following are the punishment which may be ordered under, and in accordance with this part of these rules.

- (i) Dismissal
- (ii) Removal on grounds of inefficiency.
- (iii) Discharge on grounds of general unsuitability for further employment in the case of a person holding a non-established and non-pensionable office.
- (iv) Reduction in rank.
- (v) Withholding of increment.
- (vi) Deferment of increment
- (vii) Surcharge of increment.
- (viii) Reprimand.

Provided that nothing in this rule shall be construed as limiting or otherwise affecting any powers of the Board in relation to the withholding, reduction or suspension of benefits or any powers to call upon a teacher to retire or any power to terminate the appointment of the holder of temporary appointment or to order that a teacher acting in a higher post with a view or his eventual promotion thereto, if he proves suitable, shall revert to his substantive appointment, or any powers to defer or withhold increment.

CHAPTER 11

REVISED CODE OF CONDUCT FOR TEACHERS

According to FRN (2005) the revised Code of Conduct for Teachers stipulates as follows:

- (a) Professional Standards- Teachers should seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession.
- (b) Professional Commitment- Teachers should have an enduring absolute commitment to the profession, giving maximum attention and responsibility to the profession, aspiring to make a successful career within the system, and taking pride in the profession.
- (c) Efficiency- Teachers should render efficient and cost-effective professional service at all times.
- (d) Evaluation of learner's performance- Teachers should evaluate periodically the learners' performance and render all professional assistance likely to enable learners to identify and excel in their skills.
- (e) Precepts- Teachers should be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.
- (f) Arbitration- Teachers should submit themselves to the summons and arbitration of Teachers Investigation Panel and Teachers Disciplinary Committee as and when the need arises.

Rights and Privileges of Registered Teachers

Registered teachers shall enjoy the rights and privileges listed below:

- Legal status as teachers.
- Freedom to attach to their names, titles or prefixes as may be determined by TRCN for the identification of registered teachers in Nigeria.
- Freedom to impart their professional skills, knowledge and values within the education system, subject to regulation by TRCN.
- Participation in all TRCN activities that are open to members
- Letters of credence from TRCN when required by foreign Teachers Councils or other relevant bodies around the world.
- Professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers.

Professional Conduct

In order that teachers in Nigeria maintain professional standards of practice and conduct that are universally acceptable and also meet the demands of Teachers Registration Council of Nigeria regarding ethics and quality of professional practice, all teachers shall be guided and bound by the rules contained in the Teachers' Code of Conduct.

Acts of professional misconduct of Teachers under Education Law

In addition to the actions NUT itself has declared unprofessional, there are other acts which education laws of different States of the Federation have classified as acts of professional misconduct. These acts of professional misconduct have the force of Law behind them. Any teacher guilty of any of them could be prosecuted in a Law court or serious disciplinary action taken against him.

There is no doubt that if teachers adhere to the professional ethics and avoid acts of professional misconduct, it will make the profession more effective and inspire public confidence. However any teacher who feels that he cannot change should not wait to be flushed out because the current trend with the activities of TRC cannot compromise the interest, and image of teaching profession in Nigeria.

Teachers shall be guilty of professional misconduct if Teachers Disciplinary Committee (TDC) which is set-up by the Teachers Registration Council of Nigeria rules that they have contravened any or all of the rules in the Teachers Code of Conduct. This shall be subject to the following conditions:

- An allegation of misconduct must have been made against such teachers.
- An investigation into such an allegation involving the persons in question must be carried out by the Teachers Investigation Panel (TIP)
- A proper trial must be conducted by the Teachers Disciplinary Committee (TDC) in which they are

given all opportunities to defend their actions and conducts. Penalties shall be imposed in any of the ways prescribed by Teachers Registration Council of Nigeria Act 31 of 1993.

Other Relevant Laws

Apart from the TRCN Act, teachers in the pursuit of their professional calling are to familiarize themselves with and abide by the provisions of other relevant laws that relate to the performance of their duties. These laws include:

- United Nations Declaration on Human Right, 1947
- Corruption Practices and other Related Offences Act, 2000
- The Child Rights Law, 2003.

In the discharge of their duties, the FRN (2005), emphasized that teachers should maintain the following relationship with their colleagues:

Respect- Teachers should respect both their senior and junior colleagues in all dealings by rendering help and assisting them to attain highest professional goals.

Symbiotic relationship- The relationship among teachers should at all times be mutually beneficial and aimed at uplifting the profession to the highest level.

Responsibilities of senior colleagues- Senior teachers should show self respect, conduct themselves in exemplary manner and strive to bring up junior colleagues professionally.

Responsibilities of junior colleagues- Junior teachers should have respect for their seniors in both formal and informal contacts, and show willingness to learn from them.

Loyalty- Teachers should co-operate with one another to achieve professional goals.

Integrity- Teachers should be honest by demonstrating integrity in all contacts, should respect persons and property, be trustworthy and preserve confidence.

Discrimination- Teachers should relate equally with all colleagues irrespective of religion, culture, race, gender, political inclination, etc.

Defamation of colleagues- Teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance.

Touting- Teachers should not use dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues.

Canvassing- Teachers should not unduly advertise themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have.

Team work- Teachers should seek assistance from colleagues in tasks beyond their management or professional ability when necessary, and take delight in teamwork.

Plagiarism- Teachers should recognise the handwork and contributions of colleagues to knowledge by refraining from copyright violations.

Settlement of Disputes between colleagues- Teachers should cultivate the habit of resolving their differences internally. Where the differences could not be resolved, they should be referred to the Teachers Investigation Panel before seeking redress in court.

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The FRN (2005), further stipulated that as administrative and academic leaders, the roles of teachers should include:

Inspiration- Teachers should be able to inspire subordinates by exemplary character or behaviour and show unalloyed commitment to the demands of their offices.

Motivation- Teachers should give necessary incentives to subordinates to empower them to advance and excel in their professional careers.

Personality- Teachers should exhibit charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral-uprightness, etc in their services.

Objectivity- Teachers should not do anything that would bring down the dignity of the profession. They should exhibit fairness without fear or favour in the discharge of their professional duties.

Democratic behavior- Teachers should promote group decision-making process in their organisations or groups.

Academic development- For the academic heads, teachers should keep abreast of developments in theory and practice of education around the world and actively participate in research and development within the profession and motivate subordinates to do same.

Ensuring all round development of learners- Teachers should ensure all round development of learners, through a mix of curricular and co-curricular activities.

The relationship of the teachers and the learners should emphasize the following:

Learner's right and dignity- Teachers should have respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc.

Responsibility for educational programmes- Teachers are responsible for diagnosing, advising, prescribing, implementing and evaluating educational programmes and instructions and should not delegate these functions to any other persons except in limited cases and with their direct supervision.

Empathy- Teachers should show maximum consideration for the feelings and circumstances of the learners.

Confidentiality- Teachers should not reveal information about the learners given in confidence to them except by law or in the interest of the learner, parents/guardians or in the public interest.

Fair remuneration- Teachers may not accept pay for services already paid for by the employer. However teachers are free to seek payments that are commensurate to their services as obtained in the teaching profession in their environment.

Sexual misconduct and related abuse of office- Teachers should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences.

Examination malpractice - Teachers should keep all examination records and knowledge at their disposal with

absolute secrecy and should not in any manner whatsoever aid and abet examination malpractice by any learners. They are obliged to report all cases of examination malpractice, which come to their knowledge, to the appropriate authorities without delay.

Patronage of illegal learner groups - Teachers should not patronize in any way learners associations deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations and the like, and should co-operate with relevant authorities to prevent or eradicate them.

Role model - Teachers should serve as role model to learners showing high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles. Teachers should in particular dress to portray the dignity of the profession and have nothing to do with unnecessary exposure of parts of the body which may carry nudist connotations.

Corrupt practice - Teachers should not ask or receive gifts, or gratification for themselves or for others in any kind whatsoever for selfish motive. Corrupt practice here includes having canal knowledge of a learner, bribery, and indecent relationship with a learner, etc.

Corporal punishment - Teachers should not under any circumstance administer any corporal punishment except otherwise permitted by the school authority.

Discipline - Teachers should at all times ensure that learners behave in a civil and disciplined manner.

Ideological influence - Teachers should not use their positions to spread their political, religious, or other ideologies among learners.

Relationship with Parents/Guardians - In their relationship with parents/guardians, teachers should ensure the following:

Right to information - Teachers should provide parents/guardians with all relevant information about activities, progress and problems concerning their children/wards as and when required.

Regular communication - Teachers should communicate regularly with parents and guardians regarding the affairs of their children or wards. They should respect the confidence of both parents, children/wards who may bring personal matters to their notice.

Respect for parents/guardians - Teachers should show courtesy and respect to parents/guardians of learners under their care and offer maximum co-operation in dealing with issues concerning their children or wards.

Favouritism - Teachers should resist taking gifts, favours, and hospitality from parents and guardians, which are likely to influence them to show favours to their children/wards in the performance of their duty.

Association with Parents/guardians - Teachers should encourage and actively participate in parent/teachers association (PTA), which is likely to impart positively on the learner and general educational programmes.

Professional independence - Teachers should not enter into any contract that may undermine the exercise of their full

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professional competences, judgements and cordial relationship among colleagues without undue interference.

Areas of Competence - Teachers should seek to perform only tasks that are within their professional competences.

Respect of conduct - Teachers should strive to fulfill contractual obligations and to render their services only in accordance with the terms of the contract or the law.

Obligation to union agreement - Teachers are obliged to respect agreement entered between their union and the employers.

Teachers as public servants, are duty bound to perform the following special roles:

Role of teachers in the society - Teachers in the society should be embodiment of exemplary citizenship, integrity, and industry and participate actively in the development of both their immediate and wider communities.

Advice to government/stakeholders - Teachers have the responsibility where possible advise government and stakeholders on the provision of appropriate educational infrastructures, programmes and funding.

Obedience to law - Teachers should comply with all the laws of the land and moral codes of the society that promote good governance, transparency and accountability in office.

Tolerance - Teachers should accommodate the diverse cultures, religions, other ideologies and practices of the society and promote good inter-human relations.

Personal habit - Teachers should cultivate personal habit that are capable of portraying the profession to be of very

high standards and avoid indecent behaviours and social vices such as drunkenness, smoking in the public, indecent dressing, breach of public peace, dishonesty, fraud, etc.

The following general conditions are applicable to teachers:

Liability of teachers - Teachers are bound to be liable to any acts or omissions that run contrary to professional standards or falls short of commonly held values, practices and norms.

Constructive criticism - Teachers should criticize their colleagues, constituted authorities or public affairs in the country, only constructively and with a high sense of responsibility.

Open mindedness - Teachers should be open minded to their colleagues, learners, the general public and help to bring to their attention all information that may be essential for their professional growth, development and general welfare.

Incentive for good behaviour - Teachers who distinguish themselves in the discharge of their professional duties may have the opportunity of receiving recognition from Teachers Registration Council of Nigeria in form of merit awards as well as recommendation for national honors and other benefits.

Interpretation of Teachers Code of Conduct (TCC) - In the case of any conflict arising from the interpretation of this code of conduct, such a case should be brought to the Registrar/Chief Executive, Teachers Registration Council of Nigeria, for clarification.

Enforcement of Code of Professional Ethics

It is expected that every profession should have its code of ethics and at the same time very important that there are well established, articulated and effective machinery for the enforcement and implementation. It is not enough drawing up professional code of ethics which is not observed and which have no effective means of enforcement. It was stated that NUT lacks effective machinery for the enforcement of its code of ethics on erring members but this problem has been addressed with the establishment of Teachers Registration Council of Nigeria (TRCN) in 1993 by TRCN Act. No. 31. This body is empowered by law to regulate the profession of teaching in Nigeria. According to Ciwar (ND) in his message to stake holders in the education sector at Abuja, teaching is no longer an all-comers job because a Council has been established by law to take total control and regulation of the Profession in Nigeria. TRCN Disciplinary Panel and Committee were established in accordance with the enabling Act which will try and punish serious breach of professional ethics. This message alerts teachers and intending teachers on the serious need for them to comply with the ethics of teaching profession or face TRCN sanction. The TRCN Act in section 9 established a Teachers Investigation Panel with the following responsibilities:

- (i) Conducting a preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a professional teacher, or should for any other reason be the subject of proceedings of the committee, and

(ii) Deciding whether the case should be referred to the Teachers Disciplinary Committee

The Panel shall be set up in each state of the Federation and the Federal Capital Territory (FCT). Members of the Panel shall be appointed by TRCN after consultation with the state Ministries of Education or the Federal Ministry of Education in the case of the FCT. The Panel shall consist of five members one of which shall be a legal practitioner.

The same TRCN Act equally established the Teachers Disciplinary Committee. The TDC is a tribunal which is responsible for considering and determining any case referred to it by the TIP. The TDC consists of the chairman of TRCN and ten other members appointed by the Council.

CHAPTER 12

TEACHERS' CONDITIONS OF SERVICE

The conditions of service in both public and private organizations are normally the totality of both financial and non-financial rewards an employee receives from the employer. It is determined by the employer and it is based on the principle of fairness, equity, consistency, and transparency.

The heterogeneous nature of the teaching profession makes it difficult to develop and implement homogenous conditions of service for all categories of teachers. For example, a wide variation exists in all ramifications between the primary school teacher and a teacher in a tertiary institution. The training of the teachers is different, their experiences are different, their teaching/learning conditions are different. Consequently, uniform conditions of service are impracticable. The teaching/learning environment notwithstanding, the reward system to be adopted should be holistic. According to Manus and Graham (2003) total reward includes all types of rewards – indirect as well as direct, and intrinsic as well as extrinsic. These aim at addressing long term issues such as basic pay, contingent pay, cash bonuses, long-term incentives, pensions, holidays, health care, other perks, flexibility, learning and development, work place, training, performance management, career development, work environment, core

values of the organization, leadership, employee voice, recognition, achievement, job design and role development (responsibility, autonomy, meaningful work, the scope to use and develop skills), quality of working life.

According to NUT (2006) the Teachers' Conditions of Service are the totality of the remunerations the teachers are entitled to, for services they render. These include; salary, fringe benefits such as housing, transport, leave, hazard, entertainment, utility allowances, medical benefits, condition of work place, teachers' work load, infrastructure, rights and obligations in the practice of the profession as well as guide lines and ethics of the profession. It further explained that the working condition of the teacher is the learning conditions of the student/pupil.

Salaries

During the colonial era, the colonial administration showed no interest in the management of the schools, the proprietors of the schools therefore determined the salary of the teachers and at the time, it was a common saying that "the teachers' reward was in heaven". They accepted whatever was given to them as salary. The teachers had no individual or collective bargaining power. The involvement of the colonial administration in the management of the schools through grant-in-aid resulted in improvement in the teachers' salaries. There was no uniform salary scale. The religious groups determined the salaries of their teachers. The government takeover of schools in 1970, made a uniform salary scale imperative.

Teachers' Conditions of Service

The teachers' salaries are paid monthly and are determined by the employers of teachers. Through the efforts of the NUT, in 1972, the teaching service was included on the list of employments regarded as public service by the Udoji Review Commission. Consequently, teachers were granted the public servants status and they were no longer regarded as private labour employees. Other benefits of the Udoji Commission included the upgrading of the Principal Class 1 and Principal Special Class to Grade Level 13 and 14 respectively and introduction of promotion prospects to all cadres of teachers. Furthermore, in 1978, the NUT through its relentless efforts, won parity for teachers with the civil servants; Salary Grade Levels 14 and 15 for Principal Class 1 and Principal Special Class respectively, upgrading of Head Teacher Class1 and Special Class to Grade Level 9 and 10 respectively (NUT, 2006).

Currently, the approved minimum qualification for teaching is N.C.E., therefore, the minimum entry salary point is Grade Level 7 for teachers in public schools, while the maximum is Grade Level 16, that is, director/principal. Currently, serving teachers enjoy the Unified Grading Salary Structure with the fringe benefits along with all civil and public servants.

The posts and grade levels are as follows:

Primary School Teachers

Headmaster III	Grade level 07
Headmaster II	Grade level 08
Headmaster I	Grade level 09
Headmaster Special Class	Grade level 10
Principal Supervisor of Schools	Grade Level 12

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Assistant Chief Supervisor of Schools	Grade Level 13
Deputy Chief Supervisor of Schools	Grade Level 14
Chief Supervisor of Schools	Grade Level 15

Secondary School Teachers

Master Grade III	Grade level 07
Master Grade II	Grade level 08
Master Grade I	Grade level 09
Senior Master	Grade level 10
Principal 111	Grade level 12
Principal 11	Grade level 13
Principal 1	Grade level 14
Principal Special class II	Grade level 15
Director/Principal Special class 1	Grade level 16

The implementation of the Teachers Salary Structure (TSS) for secondary and primary school teachers has been a source of major disagreement between the Nigerian Union of Teachers (NUT) and the various state governments. Some states have not fully implemented the TSS, and they are still negotiating with the NUT.

The work of a serving teacher is a 24 hour job. In addition to their instructional duties teachers in primary and secondary schools serve as house masters/house mistresses, heads of sections, games-masters/mistresses, welfare /sanitation officers etc. They therefore deserve the TSS. The NUT should expedite action on the issue of implementation of the TSS in all States of the Federation. This will go a long way in motivating the teachers. According to the NUT (2006) the administrative machinery for the implementation of

Teachers' Conditions of Service

Teachers' Conditions of Service differs from State to State consequently, where there are central authorities like the Teaching Service Commission, State Education Commission or Central School Boards for the employment, posting, transfer, payment of salaries, teachers receive the same treatment and it is easier for the Union to negotiate on their behalf, but in States where there are different authorities handling different categories of teachers, for example, where Local Governments are in charge of primary school teachers, it is more difficult for NUT to negotiate on behalf of all the teachers.

It is important to note that not all teachers are serving teachers. A good number of professional teachers are performing specialized duties in the State and Federal Ministries of Education and many other parastatals of the Ministries of Education.

The posts and grade levels are as follows:

Education Officer Grade VIII (Federal)	
Education Officer Grade VII (States)	Grade level 08
Education Officer, Grade VII (Federal)	
Officer Grade VI (States)	Grade level 09
Education Officer Grade VI (Federal)	
Officer Grade V (States)	Grade level 10
Education officer Grade V (Federal)	
Officer Grade IV (States)	Grade level 12
Education Officer Grade IV (Federal)	

Management of Teaching as a Profession

Officer Grade III (States)	Grade level 13
Education Officer, Grade III (Federal)	
Officer Grade II (States)	Grade level 14
Education Officer Grade II (Federal)	
Officer Grade I (States)	Grade level 15
Director	Grade level 16

Teachers in tertiary institutions enjoy different salary structures. The Consolidated University Academic Staff Salary Scale (CONUASS) starts with 1 for graduate assistants and ends with 7 for professors.

Graduate Assistant	CONUASS 1
Assistant Lecturer	CONUASS 2
Lecturer 11	CONUASS 3
Lecturer 1	CONUASS 4
Senior Lecturer	CONUASS 5
Associate Professor/Reader	CONUASS 6
Professor	CONUASS 7

The polytechnics, monotechnics and colleges of education use the Consolidated Tertiary Institutions Salary Scale (CONTISS) and it starts with 7 for assistant lecturers and ends with 14 for chief lecturers/readers.

Assistant Lecturer	CONTISS 7
Lecturer 11	CONTISS 8
Lecturer 1	CONTISS 9
Senior Lecturer	CONTISS 10

Management of Teaching as a Profession

Officer Grade III (States)	Grade level 13
Education Officer, Grade III (Federal)	
Officer Grade II (States)	Grade level 14
Education Officer Grade II (Federal)	
Officer Grade I (States)	Grade level 15
Director	Grade level 16

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Graduate Assistant	CONUASS 1
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Lecturer 11	CONUASS 3
Lecturer 1	CONUASS 4
Senior Lecturer	CONUASS 5
Associate Professor/Reader	CONUASS 6
Professor	CONUASS 7

The polytechnics, monotechnics and colleges of education use the Consolidated Tertiary Institutions Salary Scale (CONTISS) and it starts with 7 for assistant lecturers and ends with 14 for chief lecturers/readers.

Assistant Lecturer	CONTISS 7
Lecturer 11	CONTISS 8
Lecturer 1	CONTISS 9
Senior Lecturer	CONTISS 10

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Principal Lecturer	CONTISS 13
Chief Lecturer/Reader	CONTISS 14

Probation and Confirmation of Appointment

In line with Public Service Regulations a teacher offered tenure appointment shall be on probation for two years. The period of probation provides opportunity for the head of department to observe and make recommendation for the confirmation of appointment based on the job performance of the teacher. If the conduct of the teacher is unsatisfactory in spite of warnings, the appointment shall be terminated without notice. The period of temporary service shall count as part of the period of probation. Approval for confirmation of appointment shall be in writing. The appointment of a confirmed staff shall continue up to retirement age provided it is not earlier terminated by either party.

Annual Increment

A teacher who is not on the bar of his/her current salary level is entitled to annual salary increment subject to satisfactory performance during the period. The annual increment is as approved by the relevant authorities. It may be deferred or withheld as a punitive measure for a specified period of time.

Promotion

Promotion is primarily the process of enhancing employee status after a stipulated period of satisfactory organizational performance. Promotions generally are subject to established vacancies. Organizational policies

determine the process of promotions. As stated earlier, secondary and primary school teachers are regarded as public servants as a result their promotions are guided by public service rules and regulations. Teachers' promotions should therefore be based on merit and suitability for the next higher rank. The Education laws and Regulations stipulate that factors that should be given strict consideration in the promotion of teachers are the level or quality of performance on the present post based on their record of service and confidential report and the teachers' established potential for high quality performance on the post for which they are being considered for promotion. The confidential annual report is now replaced with the Annual Performance Evaluation Report (APER) Form. The advantage of the APER form is that it removes the secrecy associated with the confidential annual report and the possible victimization of teachers. The teachers are also given the opportunity to comment on their assessment.

For secondary school teachers, it is the duty of the principals to report on the teachers' performance in the appraisal period while the head teachers report on the teachers in the primary schools. For principals, the director of schools in their zones reports on them while the education secretaries of the LGAs report on the head teachers. All the APER forms for secondary school teachers are forwarded to the secondary education management board while that of the primary school teachers are forwarded to the state universal basic education commission.

However, where there are central bodies such as teaching service commission, state education commission or

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central school boards the forms for both secondary and primary school teachers are forwarded to such bodies. In all cases, these bodies conduct the promotion exercises and determine the teachers to be promoted. In actual practice, year of graduation and date of last promotion determine whether a teacher should be promoted or not. These criteria have been criticized because of the "counter-part" syndrome associated with it. Many teachers fail to put in their best because they know that hard work will not determine their career progression on the job. Promotion exercise is supposed to be an annual exercise however, due to economic constraints, some states of the federation may place embargo on promotion for a certain period of time. The embargo may be lifted with improvement in the economy of the state.

Promotion of teachers in tertiary institutions is more rigorous and varies from one institution to another. However, a common factor in the promotion of teachers in tertiary institutions is contribution to knowledge through research and publication of the findings of the research work in professional journals after thorough peer review of such articles. Furthermore, membership of professional associations is also considered very important including years of teaching experience. The appraisals start at the departmental appraisal committee, then school or faculty or college appraisal committee as the case may be. The recommendations are further processed to the institutional governing council appraisal committee. Depending on institutional rules and regulations and the categories of teachers to be promoted, the final approval may be given by the head of the tertiary institution or by the governing

council. For the promotion of teachers in the professorial cadre, external assessment of their publications by professors is a major requirement.

Other Benefits

In the past, all teachers enjoyed such other benefits as housing allowance, rent subsidy, leave-allowance, car loan, housing loan and utility allowance, as well as medical care. These are determined and fixed from time to time by the employers of teachers like the government does for the other civil or public servants. However, all fringe benefits have been fully monetized.

Tenure

Tenure refers to the length of time a teacher will serve before retirement. As stated earlier, the primary and secondary school teachers enjoy the same status as civil servants, they therefore, remain in service for thirty five years or until they get to the age of sixty years. The teachers in tertiary institutions retire on attainment of sixty five years. Tenure guarantees job security, and protects the teacher from victimization, unjustified dismissal, termination, or forced retirement. A condition for tenure appointment is that the teacher will serve a probationary period of two years after which the appointment is confirmed. A tenured teacher can only be disengaged after due process had been followed in the administration of disciplinary action.

Leave

Leave is a period during which a teacher leaves the classroom for a short or long period of time for personal or professional reasons. It may take the form of annual leave, sick leave, maternity leave, study leave with pay, study leave without pay, sabbatical leave, leave of absence and special leave.

Annual Leave

In line with the Unified Public Service Rules and Regulations throughout the federation, teachers are entitled to earned annual leave. The leave days a teacher is entitled to are as they are applicable to other public servants, provided the teacher has served for a minimum of six months. The teachers' annual leave is to be taken during school holidays. Teachers are entitled to leave transport allowance at the approved rate once every year.

Sick Leave

Sick leave is granted when a teacher's health condition makes it difficult or impossible for him/her to teach and also perform other duties. The sick leave approval may be for a few days or a longer period possibly over a year. The institutional head can approve a few days for a sick teacher, but the approval of the relevant board or governing council is needed for a longer period. A sick teacher is entitled to his full monthly salary for up to three months and half his salary for another three months. If a teacher is sick for more than six months, the school head should report to the appropriate authorities and the teacher will be examined by a medical board to determine his health

condition, and the possibility of his recovering and resuming his duties. If the medical report is not favourable, the teacher may be retired from service. If a teacher sustains injury in the course of his job, he is granted sick leave and his full salary paid for the period of the sick leave.

Maternity Leave

A good number of teachers are women within the child bearing age. Maternity leave is the leave granted to a pregnant mother to enable her leave her duty post for the purposes of delivery, rest and care of her new born baby. A pregnant mother applies for and obtains approval before proceeding on maternity leave. Usually, a doctor's confirmation is required before approval is granted. The period of maternity leave is three months after which the teacher resumes normal duty. The teacher enjoys all her entitlements during the period of leave. Teachers who are entitled to maternity leave are those that have served for not less than twelve months. However, teachers who have not served up to twelve months can obtain approval for maternity leave without pay. Teachers are not to enjoy both annual and maternity leave within the same leave year.

Study Leave

It is imperative that teachers receive professional improvement to enable them teach efficiently and effectively. The study leave provides opportunity for the teachers to further their training. The study leave is therefore official approval granted to confirmed and serving teachers on application, for a specific period of time, to enable them

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proceed on further professional training. This implies that approval must be given only for further training that will address the manpower needs of the educational system. It must also be given to teachers who have served for not less than two years. It could be study leave with pay, in which case, the teachers' emoluments are paid while the teachers are on training or without pay, in which case the teachers' emoluments are withdrawn for the period the teacher is undergoing training. Study leave approvals are granted on the condition that on successful completion of studies, the teachers should return to the school system. Approval must be obtained before the teachers resume work after the study leave. As stated earlier, where there are central authorities like the Teaching Service Commission, State Education Commission or Central School Boards they are responsible for the approval of study leave for teachers. However, in States where there are different authorities handling different categories of teachers, the respective authorities are responsible for the approval of study leave for teachers under them. A number of problems are associated with study leaves, consequently, some states have failed to reabsorb teachers who applied for reinstatement after successful completion of their studies or have refused approval for study leave to teachers who applied for same. According to Imo State Government (1986:27) some of the problems associated with study leave are as follows:

- In some cases, study leave was granted to staff retrospectively. Such staff were those who had earlier left for further studies without study leave being approved for them. Towards the end of their courses

of study, they applied for study leave and had it approved retrospectively. This was intended to make their reinstatement into the service of the Boards easy.

- Some courses of study pursued by teachers on study leave are usually not relevant to the needs of the school system.
- Under the Teachers' Service Manual 1974 article XLIX page 28, staff on approved study leave were required to return to the service of the Board on successful completion of their courses of study. By implication, this meant that the Board was under obligation to reabsorb all such staff. But under the prevailing economic situation such automatic re-absorption was not easy.
- Finally and contrary to the regulation, some of the staff who had gone on approved study leave, did not serve the mandatory minimum two years before such leave was purportedly granted to them.

Sabbatical Leave

When teachers put in six years of continuous service, they are entitled to one year of sabbatical leave by the seventh year. The leave period serves as a combined period of rest and professional development. The teachers are expected to use the period to update their knowledge. It is common with teachers in tertiary institutions. The sabbatical leave is not mandatory. It is granted on the condition that the job of the teachers will be efficiently covered during the period of absence. However, before approval is granted, a teacher must show evidence of having obtained placement

in a relevant institution where the sabbatical leave will take place.

Leave of Absence

A teacher appointed to perform a special local, state, national or international service is usually granted leave of absence on application. The leave runs for the period of the appointment and is subject to renewal. At the end of the service, on application and approval the teacher resumes duty.

Special Leave

According to Igwe (2000) special leave may be approved for teachers for some special purposes such as;

Attending to approved trade union business

- Participation in a professional and learned conferences, and in short courses relevant to teaching and marking of an approved examination papers
- Sitting for an approved examination considered relevant to a teacher's professional growth and advancement.
- Attending to urgent private matters for a period not exceeding seven days in any one school year.
- Attending public board meeting to which a teacher may have been appointed a member
- Performing some obligatory civic duties such as serving as a justice of peace, serving on board of Inquiry and the like.
- Participating in approved sporting activities.

Housing

Teachers who hold certain positions such as principals, games masters, hostel masters/mistresses are given preferential treatment in the allocation of quarters in school premises.

Salary Advance

On application, a loan in the form of salary advance may be approved for a teacher in need. The conditions for the repayment of the advance should be clearly stated and adhered to by both parties.

Salary advance should normally be approved for confirmed staff only.

Other Allowances

All teachers employed by the Local, State and Federal Governments are entitled to acting allowance, night allowance, overseas allowance, warm clothing allowance in line with the agreement between the respective unions and the employers of the teachers.

Retirement Benefits

In line with Civil Service Regulations, as stated earlier, primary and secondary school teachers retire after putting in thirty five years of service or on attainment of sixty years of age, while teachers in tertiary institutions retire on attainment of sixty five years. Either case, the teacher is entitled to full pension and gratuity. Teachers in tertiary institutions retire on attainment of sixty years of age. If a teacher retires after putting in lesser number of years the

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teacher is entitled to pension and gratuity commensurate with the number of years he/she has put in provided that the teacher is not less than forty years and has served for not less than ten years. Before the introduction of the contributory pension scheme by the Federal Government in 2003, a retired teacher enjoyed both free pension and gratuity. However with contributory pension scheme, the teacher contributes 7.5% of his basic salary monthly towards his pension.

Physical Facilities

A major part of the teachers' conditions of service is the work environment of the teacher. This consists of relevant facilities needed for effective teaching/learning. Nwagwu (1978) maintained that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, cleaning materials, food services, and special facilities for the physically challenged persons.

These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students. Knezevich (1975: 563) emphasized that, "the physical needs are met through provision of safe structure, adequate

sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for work and play. The emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment".

In the past, especially the period before the civil war these facilities were adequately provided and maintained. Educational institutions stood out for their well planned and highly organized physical environment. The reverse is currently the case in most public educational institutions at all levels. The level of decay has remained a major source of concern to well meaning Nigerians. Teaching/learning cannot effectively take place in dilapidated buildings, ill equipped laboratories and libraries, and dirty surroundings. The high enrolment figures without commensurate increase in physical facilities has complicated the situation. In many educational institutions, teaching/learning takes place while pupils/students are standing because of lack of seats.

The educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricula activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities. For example, research findings have shown that students

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learn better when a combination of methods and materials are employed during teaching. Furthermore, emphasis has shifted towards giving individual attention to students as against teaching large classes which presupposes that all students in a class have the ability to learn at the same pace. The implication of the foregoing is that in designing school plants, provision should be made for individual and small group interaction and for large groups for academic and social activities these will enhance the teachers' conditions of service.

CHAPTER 13

RECRUITMENT OF TEACHERS

Stoner, Freeman and Gilbert (1996) defined recruitment as the process of attracting a pool of job candidates in line with a human resource plan. Ideally, the purpose of recruitment of teachers is to ensure that the best available teachers are engaged in the educational system. This means that the recruitment process will involve selection of the appropriate number of the best qualified professional teachers. The teaching profession recruits more people than any other profession in the world and the two major determining factors are school enrolment and the scope of the learning experiences. Other factors include studying the population growth patterns and the possible increase in enrolment, determining in advance the number of teachers who are approaching retirement age and resignation patterns. Also necessary is the number of vacancies created by retirement, dismissal, death, leave of absence, and curriculum review. From the foregoing, a great deal of planning is imperative in the recruitment process. Both short and long range plans, should address the specific needs of each educational level. The governing councils of universities, polytechnics, monotechnics and colleges of education are responsible for the recruitment of their teachers. The schools board also known as central schools board or teaching service commission is the organ of

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government charged with the responsibility of recruiting teachers for public secondary schools, while the local government education authority is responsible for the recruitment of teachers for public primary schools. Proprietors of private tertiary institutions, secondary and primary schools are responsible for the recruitment of their teachers.

Brief History

The first primary school in Nigeria known as the Nursery of the Infant Church was established by Mr. and Mrs. De-Craft in 1842. The couples were not only proprietors of the school but also served as teachers in their school. During the period 1842 to 1882 the Methodists, the C.M.S. the Baptists, the Roman Catholics, the Presbyterians and the Qua Ibo of Northern Nigeria missions established primary schools and recruited their teachers. According to Fafunwa (1991), the C.M.S. and the Methodist missions set up management boards to help regulate the curriculum, teachers' salaries, and conduct. The colonial government showed no interest in the administration of the schools consequently, there were numerous problems among which, was lack of teachers. The 1882 ordinance which covered the West African territories of Lagos, the Gold Coast, Sierra Leone and Gambia provided for the first general board of education which had the power to establish and dissolve local boards of education and also determine conditions of grant-in-aid to private schools among others. The separation of Lagos from the Gold Coast resulted in the enactment of the first indigenous education ordinance. The schools were grouped into government schools, government assisted

schools and unassisted schools. The assistance provided by the colonial government notwithstanding, the recruitment of teachers was primarily the responsibility of the school proprietors. The proprietors of private pre-primary and primary schools recruit their teachers while the local government education authorities are responsible for the recruitment of teachers for public pre-primary and primary schools.

Recruitment of Pre-primary and Primary School Teachers

According to FRN (2004) Early Childhood/Pre-Primary Education is the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten while primary education is the education given to children aged 6-11plus. In 1999 the Federal Government of Nigeria under the leadership of President Olusegun Obasonjo launched the Universal Basic Education Programme. According to FRN (1999), the management of the UBE programme rests on the State Universal Basic Education Boards (SUBEB) established through the state legislative process. The Federal Government plays an intervention role while SUBEB supervises the activities of the Local Government Education Authorities. The functions of a Local Government Education Authority shall be carried out subject to the supervision of the State Universal Basic Education Board.

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The functions of a Local Government Education Authority shall be:-

- The day to day administration and operations of the Basic Education in its area of Authority.
- Appointment, posting, and transfer, promotions and discipline of teachers and other Basic Education staff in its area of authority.
- Payment of salaries, allowances and benefits to all the teaching and non teaching staff of Basic Education in its area of authority.
- Acquisition and distribution of materials and equipment to all the schools in its area of authority
- Maintenance of accurate and reliable data of all schools, including teaching and non-teaching staff, pupils, students, infrastructure, equipment, instructional materials, etc. in its area of authority;
- Maintenance of data of early childhood care and development centers as well as the institutions for special education.
- Carrying out in concert with the Board regular personnel audit of teaching and non-teaching staff of all Basic Education Schools in its area of authority.
- Carrying out mass mobilization of the general public and enter into partnerships with communities and all stakeholders in the Basic Education with the aim of achieving overall objectives of the compulsory Free Universal Basic Education in its area of Authority.
- Carrying out such other activities that are relevant and conducive to the discharge of its functions.

Job Description for Pre-primary and Primary School Teachers

The purposes of pre-primary and primary education summarize the job descriptions for teachers at those levels. They are for pre-primary education to; effect a smooth transition from the home to the school prepare the child for the primary level of education; provide adequate care and supervision for the children while their parents are at work inculcate social norms; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc; develop a sense of co-operation and team spirit; learn good habits, especially good health habits; and teach the rudiments of numbers, letters, colours, shapes, forms, through play.

For primary education they are to inculcate permanent literacy and numeracy, and ability to communicate effectively. Others are to; lay a sound basis for scientific and reflective thinking give citizenship education as a basis for effective participation in and contribution to the life of the society; mould the character and develop sound attitude and morals in the child develop in the child the ability to adapt to the child's changing environment; give the child the opportunity for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality (FRN, 2004).

The above stated goals should ideally, guide the selection of pre-primary and primary school teachers. The

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teachers should be individuals who can meaningfully facilitate the actualization of these goals. The teachers should therefore possess the technical competence, that is, the necessary knowledge and skills needed to achieve the goals of both pre-primary and primary education. Furthermore, they should possess the appropriate attitudinal and behavioural skills that will enable them work with children of varied backgrounds.

Recruitment of Secondary School Teachers

Similarly, at the secondary level, there exists in each State, the Secondary Education Management Board, or the Teaching Service Commission, or the Central Schools Board. The differences in name notwithstanding, the Board or Commission as the case may be is responsible for the recruitment, payment of salaries and allowances, confirmation of appointment, promotion, transfer, and discipline of teachers among others.

Job Description for Secondary School Teachers

The goals of secondary education will determine the job description of the secondary school teacher. According to the FRN (2004) they are; to provide trained manpower in the applied sciences, technology and commerce at sub-professional grade; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self improvement and achievement for excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity

of labour, appreciate those values specified under our broad national goals and live as good citizens; provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Recruitment of Teachers for Institutions of Higher Education

According to FRN (2004:36) Tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics, including those institutions offering correspondence courses. The goals of tertiary education are:

- To contribute to national development through high level relevant manpower training
- To develop and inculcate proper values for the survival of the individual and society
- To develop the intellectual capability of individuals to understand and appreciate their local and external environments
- To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society
- To promote and encourage scholarship and community service
- To forge and cement national unity; and
- To promote national and international understanding and interaction.
- It further stipulates that tertiary educational institutions shall pursue these goals through:

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- Teaching; Research and development; Virile staff development programmes; Generation and dissemination of knowledge; A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc; Access to training funds such as those provided by the Industrial Training Fund (ITF); Students' Industrial Work Experience Scheme (SIWES); Maintenance of minimum educational standards through appropriate agencies; Inter-institutional co-operation; Dedicated service to the community, through extra-mural and extension services.

Each tertiary institution, that is, university, polytechnic, monotechnic, college of education etc has a governing council which is charged with the responsibility of the general management of the affairs of the institution, the control of its finances and property, the appointment, promotion, welfare and discipline of its staff. The councils function through the committee system and the academic staff appointments and promotions committee is responsible for the appointment of all academic staff. The establishment or senior personnel unit of the registry is in charge of the administrative duties associated with recruitment of academic staff.

Recruitment of Teachers for Mass Literacy, Adult and Non-formal Education

Mass literacy, adult and non-formal education encourage all forms of functional education given to youths and adult outside the formal school system, such as

functional literacy, remedial and vocational education. The goals of mass literacy, adult and non-formal education are to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender. To provide functional and remedial education for those young people who did not complete secondary education. To provide education for different categories of completers of the formal education system, in order to improve their basic knowledge and skills.

To provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and to give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment (FRN, 2004). The Local Government Council in each State is responsible for the day-to-day administration of local mass literacy and adult education programmes. It is also responsible for the recruitment of part-time instructors and learners for functional literacy and post literacy programmes.

Recruitment of Teachers for Special Education

Special education is a formal special educational training given to people (children and adults) with special needs. This group of people may be classified into the physically challenged, the disadvantaged, the gifted and the

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talented. The recruitment of teachers for the special education schools is the responsibility of the state governments where they are located.

Advertisement

Primarily, advertisement is the major source of candidates for recruitment. Advertisement may be internal or external or both. For all categories of teachers, it is important that the appropriate recruitment office should first put up internal advertisement for internal candidates and determine their eligibility for available teaching positions. For example, in universities, graduate assistants and assistant lecturers who have acquired additional qualifications such as Masters Degree and Doctor of Philosophy should be given priority attention in matters of recruitment of academic staff in tertiary institutions where they are already serving. Similarly, for pre-primary, primary and secondary school teachers, internal candidates who possess relevant teaching qualifications should be considered first. Where there are no internal candidates or the number is not adequate, then, external advertisement becomes imperative.

In all cases of advertisement, such matters as qualification, experience, salaries and allowances, conditions of service, job security, opportunities for further training, career development, and other fringe benefits should be clearly stated. Teaching at all levels is fast losing the age long reputation associated with it. Young people seem to opt for teaching when there is no other alternative employment available to them. In advertising, teaching should be marketed positively, to ensure that the right calibers of

candidates are attracted. The advertisement should create interest in the profession. It is the responsibility of the top management of each establishment to decide whether the appropriate recruitment office should advertise the vacant positions or to involve an advertising agency or recruitment consultants. Government owned educational establishments usually, carry out the advertisements but private proprietors may decide to involve advertising agencies or consultants, that is, outsourcing the recruitment processes. The choice of media is dependent on the budget for advertising. The financial implications notwithstanding, both print and electronic media should be used. The press, radio and television provide reliable means of reaching as many candidates as possible. It is necessary to state the mode of application. Candidates may be required to submit detailed curriculum vitae or a structured application form provided for them for completion.

E-Advertisement

The internet in recent times makes it possible for vacant positions to be advertised electronically. Employers of teachers at all levels can through the internet attract candidates with highly specialized skills that may not be available locally. According to Armstrong (2006) online advertising could be done through a job site operated by specialized firms, organizations pay to have their jobs listed on the sites. Agency sites are run by established recruitment agencies, and candidates register online while media sites contain copies of advertisements that appeared in the press. Job details and online application must be provided.

Applicants should complete the application forms online and the relevant site takes up the processing.

Methods of Selection

A comprehensive list of all applicants should be compiled. A shortlist based on criteria for selection should also be compiled by the appropriate recruitment officer(s) and shortlisted candidates should be invited for interview. The invitation for interview should contain such vital information as date, time, venue and who to contact on arrival at the interview venue. Interviews are the most common mode of selection. Interviewing is the process of scheduled and organized face to face interaction between the interviewer and the interviewee. It is considered the reliable means of predicting a candidate's future performance in the job in comparison with any other candidate. It is a conversation that involves processing and evaluating information about competencies, attitudes, experiences and personal characteristics that can be obtained in a face to face meeting to enable the interviewer predict whether or not the candidate can fit into the organization and for the candidate to predict whether or not he/she can benefit from the organization. It serves as a forum for sharing information and provides opportunity for the interviewer to determine the suitability of the interviewee for the teaching position applied for.

The composition of the interview panel is dependent on the level of teachers to be recruited. For example, for the pre-primary and primary levels, the local government chairman in consonance with the education authority sets up the interview panel. At the secondary level, the secondary

education management board sets up the interview panel while at the tertiary level, the vice-chancellor in the case of universities, the rector in the case of polytechnics and the provost in the case colleges of education and the relevant deans and heads of departments constitute the interview panel. In all cases, the registrar or the officer in charge of personnel/establishment serves as secretary of the interview panel.

Ideally, candidates should be invited on individual bases for interaction with the interview panel. Situations whereby applicants are invited in groups for interview should be avoided since such practices negate the objectives of the interview exercises. Interview questions may be structured in which case they are pre-determined or randomly asked. It is important for the interview panel to agree on the mode of interaction before the interview commences. During the interview, opportunity should be given to the interviewee to ask questions.

Studies have shown that interviewing is not the best method of selection. In a study carried out by Smart (1983) only 94 out of 1000 interviewees responded honestly in conventional interviews. Armstrong (2006) emphasized that, a combination of interview and test should be adopted in recruitment of employees. According to him, tests are measuring instruments that provide objective means of measuring individual abilities or characteristics. Five types of selection tests are intelligence, personality, ability, aptitude and attainment tests. He further explained that, intelligence tests, measure the capacity for abstract thinking and reasoning, personality tests, assess the personality of

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candidates in order to make predictions about their likely behaviour in a role, ability tests measure job related characteristics, aptitude tests predict the potential an individual has to perform tasks within a job, while attainment tests measure abilities or skills that have already been acquired by training or experience. The use of tests in recruitment exercises calls for the involvement of qualified professional personnel who will administer and interpret the test results. The use of tests in the recruitment of teachers should be explored in view of the increasing demand for quality education.

CHAPTER 14

SCHOOL RECORDS

One of the task areas of school administrators and teachers is the keeping of records. Records are documented information for reference purposes. Information derivable from data or raw facts contained in records which make for effective and productive functioning of any organization. The school is a community with a life of its own, a social system which has different inter-related units and persons in a semi permeable boundary, so the varied activities, interactions and happenings in, around and about the school are documented for administrative and reference purposes especially in this ICT age. Information gathering, dispensation and utilization are essential ingredients for effective functioning of any organization such as school. Hence the present emphasis on management information system (MIS), which has to do with the formal system of gathering, integrating, comparing, analyzing and dispensing information in organizations in a timely and efficient manner in performing jobs (Heinz & Harold, 2005).

There is no doubt that when the right information is given to the right person at the right time in the form it is required, it brings about positive transformation (Adebola, 2001). The achievement of any organizational goals is dependent on the access and utilization of relevant and adequate information properly kept.

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In the school setting, records form the educational data bank from which stored information could be retrieved and used for different purposes. Record keeping is a continuous process of collecting, and collating information on every aspect of the school life. Such information could be on students, available physical facilities and equipment, teachers, staff strength, fiscal situation of the school – revenue sources and expenditure etc. In other words, school records when properly kept supply the entire historical and contemporary details of the school. Regardless of the form, that is, print or electronic, school records facilitate work carried out by the school and which are later retained for a certain period for administrative transactions and activities. This explains why Imo state Education Law demands that certain records and books be mandatorily kept for effective management of schools by the principals and teachers.

The Need for School Records

The essence of recording and reporting of information to education authorities are; to allocate and manage scarce resources more effectively, evaluate the consequences of educational progress and strategies, monitor and explain educational policies, its formation and implementation (Nwangwu, 2005). A major problem facing the educational system is the failure of educational administrators and managers to generate, store and retrieve data at the appropriate time for adequate planning and policy implementation. Sometimes records are falsified because of political reasons. This is at variance with what obtains in advanced countries where decisions on education and future education planning are informed by adequate, current,

accurate and timely information about the peoples' aspirations, problems, needs and gaps in the fields of education made possible through proper analytical examination of school records and their utilization by the educational manager.

It has to be noted that for records to be useful, and sustain the educational endeavour, they must be authentic. This implies that the data collected and collated must be genuine, authoritative, of established credibility and entitled to acceptance. False or manipulated information contained in records could be misleading and brings about difficulties in educational planning and administration. As noted by Uwazuruike (1991) educational managers and planners use records to establish a trend and make projections in education. If records available are not authentic, inadequate, or not utilized, the educational decisions or projections emanating from them will be faulty and unsatisfactory, thereby creating more problems in the education system.

Types of School Records and Uses

School records are numerous and are kept by designated personnel in the school for different purposes. The responsibility and corresponding accountability for the record keeping lie with the school head. The varied school records are classified into administrative and professional or statutory and non-statutory records. The statutory records are; attendance register, admission register, log book, education law, visitors book, time table, National Policy on Education, diary, subject syllabuses, lesson notes and plans, transfer certificate booklet, corporal punishment book,

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records of students academic performance, fees Register, school budget, school imprest accounts, cash book or ledger inventory and stock book. The non-statutory records are; staff movement book, teachers class attendance register, duty roster, records of building and physical development, inspection and supervision reports, memoranda, directives, work schedule, progress report, official reports, staff and PTA minutes and others.

Some of these statutory records and their uses as outlined by Achunine (2007) are:-

1. A Register of Admission, Progress and Withdrawal.

This contains a comprehensive data about all pupils/students entering into the school whether on first admission or on transfer from other schools. Vital information about the students registered in the school, such as names, sex, address of parents/guardians, date of birth, religious denomination and progress in the school. It is usually kept by the head teacher.

Uses

- The admission register provides information with which transfer certificates can be issued.
- It gives the statistical number of enrolled students in the school, including information and drop-out rates as well as progress made by the students.
- It helps to give testimonials to out-going students.
- It helps in ascertaining the participation rate in formal education in a particular community.

2. Attendance Register

Attendance Register is kept for every class in the school for the class teacher to record the names of pupils in the class. It is also used to record daily attendance of pupils in the class. The register is marked twice in the day, in the morning after assembly and also after the mid-day break. It has to be kept and marked twice and by a teacher, not a class prefect or monitor for the record to be authentic and for proper pupil/student accountability. Attendance register is also used to record fees paid, number of pupils/students in the admission register, date of promotion into the new class, weekly attendance totals. At the end of each week, the register presented to the head teacher or any other person authorized to do so for cross-checking.

Uses

- It is used for people accounting
- it gives information about how regular a child comes to school
- It is used to detect fees defaulters
- Used to identify truants.

3. Log Book

This is a very important statutory record which provides the historical and contemporary data of the school. All important events that occurred or do occur in the school are written in the log book. The head teacher or the assistant keeps the record and after each entry in the book, signature of the recorder and the date of occurrence have to be

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indicated. It is not every event that is documented in a Log Book. Important events worth recording include:

- (a) Date at which the school was founded.
- (b) Visits by important personalities, government officials like the governor, commissioners, ministry of education officials or state school management board etc and important functions and events taking place in the school, such as annual sports, prize giving day activities, cultural activity day etc. Prolonged period of absence from duty by any staff member, stating reason for being absent and duration of absence, and also illness or outbreak of epidemics, records of death, result of first public examination are included in the log book. Entries into log book must be carefully made and well preserved because it is a very important document.

Uses:

- It serves as the historical record of the school because it provides account of the development of the school.
- It helps to identify the behaviour of staff even without personal interview.

4. Teachers' Record of Work or Weekly Diary

This record is made up of two sections namely, (a) the scheme of work and (b) the record of work.

Scheme of Work

This is a plan that shows how much of the subject syllabus will be taught within the specified period. It entails breaking down the instructional programmes of the class

into three parts showing the work that is to be done in the three terms of the year. The work for the term is further broken into the number of weeks of the term. The topics for the scheme of work need to be sequentially arranged from the simple to the complex.

Uses:

- Scheme of work serves as a guide to what should be taught to a particular class and when.
- Helps Supervisors and Inspectors to appraise the school objectives.
- Helps to maintain continuity in the teaching and learning of the subjects.
- It gives the teacher advance information of what to teach, teaching materials and books to use, so as to prepare these before hand.

Record of Work

This show the work the teacher has already completed. The entry is made weekly. It is mandatory that every teacher records only the work completed. The date of entry should be recorded as well as the work planned and actually completed. If the work for the week is not completed, this should be indicated in the "Remarks" column and reason given for the non-completion of the proposed work. The entries at the end of the week should be cross checked by the head teacher.

Uses

- It shows clearly all the stages of work done in the year, term, and week.
- It forms the bases for setting class examination.
- It serves as a guide to a new teacher who is enabled to know what has been covered and know where to start

5. School Time Table:

School time table as noted by Ehiamentor and Aderounmu (1981:111) "is the magic chart that regulates the pulse of the school," it dictates when classes begin, when a break occurs and when a day's work is finished. It is a single rigid control mechanism of time allocation that shows at a glance the programmes of the school. It is a scientific distribution of time to all school activities (Achunine 2007:66). Time table indicates what each teacher and each class are to do at any given time. It ensures that adequate attention is accorded to each subject according to its degree of importance. Also, it ensures coordinated utilization of all the resources of the school and prevent clash of interest in the use of materials and equipment. It makes individuals to be productively engaged all the time in accordance with the school approved programme. It helps to eliminate stress and boredom which would have resulted if things were to be handled randomly or haphazardly.

The preparation of the school time-table is not an easy walk over; it is undertaken by experienced teachers. Drawing up a time-table calls for powers of imagination and a great deal of ingenuity. General principles guide the preparation of a time-table. These include:

1. The duration of each lesson should take cognizance of the age of the pupils and the nature of the subject-matter of the lesson (20, 30, 35 or 45 minutes depending on the classes).
2. The number of lessons to be done in each subject a week – dependent on the relative importance attached to the subject.
3. Timing of a particular subject based on the nature of the subject matter of the lesson. For example, mathematics and English languages which make great demands on the learners should be taught in the mornings while subjects like crafts, arts, writing, music could be conveniently taught in the afternoons.
4. Lesson successions should be arranged in a way that heavier subjects alternate with lighter ones. Two lessons that demand great deal of talking or calculations on the part of the pupils/students should not follow each other closely while sedentary subjects like silent reading and those involving physical activity like craft should alternate.

However, the time table gives a summary of the various school activities and the period devoted to each of these. Note that the total number of hours in the week for the school activities should be equal to the number of hours of the school session in the week.

Uses:

1. It prevents waste of time on the part of teachers and students as every one is engaged at all times.

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2. It regulates teaching adequately by allowing adequate time to all school programmes according to their degree of importance to the achievement of objectives.
3. It helps to prevent monotony and boredom.
4. It gives information about what a class should be doing and where a teacher may be found at a particular time.
5. It ensures order and regularity at the place of work.

Corporal Punishment Book

Corporal punishment refers to punishment meted to a pupil by a Head teacher or any teacher delegated which involves the use of whip, grass cutting, or doing other manual jobs in the school.

The law requires the school to keep record of the name of the pupil, his offence, class, age, type of punishment given, date, name and the signature of the teachers who gave the punishment. Corporal punishment given to students must take into consideration the gravity of the offence, the age of the offender and if it is a first time offender or a habitual act.

Serious offences like stealing, insubordination, fighting are entered into the corporal punishment book and not minor offences. Education edict, 1985.270 in Igwe 1990 has it that male teachers are not allowed to give punishment to female students. However, corporal punishment is not commonly given but only on exceptional cases, which serves as a deterrent, especially when the offender is uncooperative and adamant.

Uses:

- It serves to protect teachers from unjust criticism by the parents, education authorities and interested others (the law court).
- It guides teachers in giving reasonable punishment for offenders thereby protecting the students from unnecessary punishment from teachers
- It tends to prevent students from committing any serious offence.
- It creates fear in the minds of the pupils/students and reforms the offender because pupils generally would not like their names to go into such books.

A sample of Punishment Book

Date	Pupil's Name	Sex	Age	Class	Offence	Punishment	By Whom Given	Remarks
17/3/2011	Adamu Rose	F	13	JS2	Stealing	Six strokes and a field to cut	Head teacher Mr. Iro	As a deterrent

7. Teacher's Lesson Note

Primary and secondary school teachers are expected to prepare plans of what they intend to teach, the method and materials for the lesson to be taught. This lesson plan is known as the teacher's lesson note. Teacher's lesson note is a guide in the teaching and learning situation and it covers such areas as, the topic to be taught, the specific objectives, introduction, the stages in content development, teacher's

activity, pupil's activity, the procedure for student evaluation and summary.

Uses:

- It is used as a guide to effective teaching and learning.
- It helps the teachers to prepare their lesson effectively.
- It gives an indication of what have been covered in the scheme of work.

8. Visitors' book:

This is kept by the Head Teacher or assistant. Important visitors to the school make entries in this book. Such personalities like school Inspectors, Supervisors, Important Alumni members, community leaders, politicians or religious leaders. Entries into the visitor's book include the name and address of the visitor, date of visit and a general impression about the school by the visitor at the time of their visits.

Uses:

- Positive comments help to boost the morale of teachers and pupils as it gives them the sense of achievement and motivation to work harder.
- Staff also learn from negative comments and work hard to improve or correct observed deficiencies.
- A new head teacher would know what comment past visitors have made about the school.

9. Transfer Certificate Booklet:

Transfer certificate (TC) is a statutory record which must be issued to a transferring pupil free of any charges from the last school attended before being registered in a new school. The TC could be withheld if the transferring student is indebted to the school.

It is handled by the Head Teacher and kept under lock and key. The transfer student collects the original in the booklet until it is exhausted. It carries two passport photos.

10. Financial Records Book.

Schools are run with public finance hence every income into the school must be accounted for. Such receipts and expenditure to fund must be recorded in the appropriate financial book. The record keeping is needed to provide necessary information about the income and expenditure of an organization and is referred to as accounting. Some of the accounting books include:

- Bill issued to parents/guardians to inform them how much to pay in respect of their children in school
 - Revenue receipt book-issued to people who pay money into school accounts
 - Stores requisition-used to collect materials from the schools stores. The store keeper keeps the original while the receiver keeps the duplicate copy.
 - Petty cash voucher- it is used to give out money, out of imprest being kept in the school.
- Payment voucher- it is used by school's bursar to settle debts owed to contractors or suppliers of materials.

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- Salary payment vouchers: used for payment of workers salaries, leave allowances, traveling expenses an inconvenience allowance.

11. School Inventory Book

Schools have assets which could be classified as consumable and non-consumable stock. There is every need to keep an accurate record of items as they are supplied, or borrowed out or issued out for use or returned. The names of recipients and date are recorded in the school inventory book.

Uses:

- It helps the head teacher to know what items are available in the school.
- Know the movement of movable items and to know when they disappear.
- Know the provision and maintenance cost of school property.
- Helps in budget making.

Importance of School Records

Keeping of school records is one of the important aspects of school administration and it has been established that the quality and accuracy of school records tell a lot about the Leadership ability and efficiency or otherwise of a principal and his/her staff.

School records form necessary "information bank" for the schools, the school boards, the ministry of Education, higher institutions, the labour market and the society which

the school serve. All management decisions, planning or actions by the education managers are based or guided by the school records.

School records help in curbing indiscipline among students and teachers. For example, class register helps to detect truancy of students, time book, duty rosters and movement of books, reflect cases of negligence, absenteeism and lateness of teachers; weekly diaries and syllabuses, coverage lesson notes help to ascertain the extent and quality of subject, records of school plant shows the quality and quantity of buildings and other facilities in school, and inspection reports present a detailed picture of all the activities, personnel and material resources in the school, (Emenelo, 2009) these records serve as guides to education managers and planners (Ministry of Education, Boards etc) in the control and in the overall management of schools.

Organization of School Records

School heads and teachers constantly generate data, which, should be efficiently and effectively organized through the use of files and databases. If data is appropriately processed, it becomes vital information.

Since the school is a formal organization, there is need for accurate, timely, sufficient and relevant information, which are kept in the form of records and they provide information on the past, present, and anticipated future activities of the school. The traditional method of gathering, processing, preservation and presentation/dissemination of large volume of information in print media has failed to facilitate work in the school system because of its attendant

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problems ranging from limited capacity to total loss of important information, consequently, Information and Communication Technology (ICT), is indispensable in the administration of schools. The Microsoft word and excel are software packages that can be used for record keeping in the school system.

Factors Militating against Accurate School Record Keeping.

- Manipulation of date or information for political reasons.
- Ignorance of people on the vital roles or the utility of school records to effective and efficient management of the education sector.
- Lousiness or non-challant attitude of some teachers towards the keeping of school records.
- Hoarding of records to cover up corruption, so as to prevent management sanctions.
- Unwieldy nature of most records resulting from over population of students in schools. But with the emergence of ICT, data would be easily managed.

CHAPTER 15

TEACHERS' UNIONS

Teachers like other employees in the public and private sectors unionize primarily to transact the business of collective negotiation of issues of common concern such as salaries and wages, improved working conditions, and better professional recognition among others. According to Robbins (2000: 494) "labour union is an organization made up of employees that act collectively to protect and promote employee interest ". Freeman and Medoff (1984) emphasized that employees come together and collectively address not only terms of employment such as pay, working hours and holiday but also the way individuals are treated in such aspects of employment as the redress of grievances, discipline and redundancy. According to them, the following among others are the objectives of labour unions:

- Ensuring improved salaries and wages
- Better conditions of service
- Greater bargaining power
- Freedom of expression
- Fairness in employee relations
- Provide support and protect the members from unfair treatment by employers
- Provide legal and financial assistance to the members when the need arises
- Establish rules and code of conducts for members

Employers of teachers have always expressed reservations on the activities of the unions because of the obvious challenge to their supreme authority. As has already been stated, unions generally exist for the purpose of protecting the interests of their members. This has become very necessary because individuals (except in very rare cases of people with special talents like artists and sportsmen) do not possess the bargaining power to really take up their grievances with their employers. Aggrieved employees risk losing their jobs if they resolve to dare take up issues of concern with their employer. Individuals therefore unionize primarily to ensure the protection of their rights in their respective work environments. The Teachers Unions in the same vane serve as instrument for job security for teachers at all levels. Academic Staff Union of Universities (ASUU), Colleges of Education Academic Staff Union of Nigeria (COEASU) and Nigerian Union of Teachers (NUT) among others exert strong social, political and economic pressures on the nation. When members of a particular union are aggrieved and the employers fail to address their grievances to their satisfaction, the union mounts social, economic and political pressures on the employers through temporary or total withdrawal of the services of its members through strike actions. In spite of the fact that this is used as a last resort, it is very common in Nigeria because of the consistent neglect by employers of teachers of their demand for improved salaries and better conditions of service. Unified action has well positioned the unions to enhance their bargaining power on such issues as salary, work – load, promotion, retrenchment, retirement, transfer [where

applicable] among others. The unions provide opportunity for their members to express themselves. Teachers have feelings, emotions, ideas, thoughts, grievances that they may wish to express. The union serves as a bridge between the management and the employees and therefore makes it possible for the employees' collective voice to be heard. Ideally, the management and unions should work harmoniously for the attainment of the educational objectives. Consequently, the views of teachers on educational issues at all levels can be adequately channeled through the unions. For example, teachers through their respective unions have emphasized the obvious need for the transformation of the learning environment through provision of infrastructural facilities. This goes to show that the teachers are not only fighting for the welfare of the members but are also voicing their views on the welfare of the learners.

All human beings are social animals. The unions provide opportunities for teachers to socialize. The teachers through their unions are in constant interaction with each other and therefore have well established avenues for social interactions and long lasting friendship. The unions have provisions for local welfare schemes that give the members a sense of belonging and being cared for especially in times of need. In some local chapters depending on the nature of the leadership, members constitute themselves into a strong force during bereavement of members or perceived maltreatment of a comrade. They organize social gatherings for their members and honour invitations from the members.

The Nigerian Union of Teachers (NUT)

Prior to the establishment of formal teacher training institutions in Nigeria, teacher-catechists were mainly educated up to primary school level. In most cases, they only received further informal training by the missions on moral instructions and conversion of souls. The missions determined the salaries of their teachers who were expected to be grateful for being converted and also for receiving western education. The teachers' reward was commonly regarded to be in heaven. They accepted whatever the missionaries offered to them as salaries and there were no justifications for them to complain considering their backgrounds before contact with the missionaries. The involvement of the colonial government in the administration of schools through grants-in-aid and educational expansion that gave rise to establishment of teacher training colleges resulted in the separation of the training of teachers and catechists and production of better trained teachers. These teachers found in mission schools were not satisfied with their conditions of service. According to Smyke and Storer (1974:11)

A number of issues prompted teachers to form professional associations; inequality of mission teachers' salaries compared to those of government teachers with the same qualifications; severe discipline invoked by expatriate employers on teachers; lack of opportunity for advancement, since top positions were always held by Europeans; the fading of the white man's charisma as it became clear that the adoption of the foreigner's values did not in fact give entrance to the foreigner's world; the apparent double standard of Christianity which, upon close comparison of

the Gospels with everyday life, suggested that Africans were second class citizens, even in the kingdom of God

It is believed that economic realities were the primary reasons for the formation of the teachers' association since the teachers had both immediate and extended family financial burdens to battle with.

Two separate associations with the same objectives came together in 1931 to form the NUT. These were the Lagos Union of Teachers which was founded in May 1925 by Rev. J.O. Lucas and the Association of Headmasters of Ijebu Schools which was founded in May 1926 by Rev. I.O. Ransome Kuti. The NUT serves both as a professional body and trade union for the teachers. Article 2 of the NUT Constitution stipulates that as a professional body, the NUT should ensure the following rights and privileges for its members;

- i. The freedom to teach relevant knowledge without undue interference or regimentation;
- ii. The right to interact with education clientele, promote close co-operation between teachers and parents but without undue interference by parents;
- iii. Undertake assessment and evaluation of pupils' performance, issue reports on same, ensuring no unfairness to individual pupils' result;
- iv. Give objective professional advice on suitability of individual pupils for courses and further education.

Above all, every teacher has the right to attend union meetings even as observers. Each member has the right to make enquiries about Union transactions and express

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his/her opinion very freely but constructively on all relevant issues concerning the Union and its relationship with the members, public or employers.

Furthermore, as a trade union, the NUT guarantees the following rights to its members:

- i. All embracing protection and defense of rights, entitlements and privileges in industrial situations in accordance with the laws of the land;
- ii. Recognition of the status of the member as a teacher within the fold of the NUT;
- iii. Benefit from the total outcome of corporately negotiated conditions of service without discrimination e.g. salaries and allowances;
- iv. Advice and assistance for members in legal cases of professional nature subject to compliance with constitutional requirement;
- v. Benefit from welfare funds established by the union for the interest of members;
- vi. Resolution of disputes concerning professional matters between members as well as members and employers;
- vii. Opportunity to participate in organized educational conference, seminars, workshop etc;
- viii. Right to objective assessment by supervisory authority.

In return, the members are expected to meet their financial obligations to the Union by voluntary payment of dues and levies; abide by decisions taken by authorized bodies of the Union; attend meetings of the Union at

relevant levels, national, state, branch, school or study circle as well as all statutorily summoned conferences as may be applicable; make definite efforts to obtain information about the Union and emergent issues on education policies and practices for personal enlightenment, continuing self development and professional excellence and performance at all times; avoid the practice of divided loyalty in their duties or engagement in extra official activities detrimental to effective professional performance, answer all Union's calls for action, meetings, deliberations; comply with the Nigeria Union of Teachers Code of Ethics which demands that each teacher should show:

- a. Commitment to the Students
- b. Commitment to the Parents
- c. Commitment to the Community
- d. Commitment to the Employer
- e. Commitment to the Profession

The code also demands each teacher to ensure that in his/her words, deed, self esteem, visual presentation both in private and public, the highest level of self concept capable of placing the teachers' status on very high professional and social category is exhibited.

Colleges of Education Academic Staff Union of Nigeria (COEASU)

According to the Constitution of the Colleges of Education Academic Staff Union of Nigeria (COEASU) (2005) membership of the Union shall be open to all academic staff in full time employment of the Colleges of

Education in Nigeria. The objectives of the Union are as follows:

- To organize all the academic staff members of the Colleges of Education in Nigeria
- To coordinate and regulate the relationship between academic staff and the employers on one hand and among members of the Union on the other hand.
- To ensure the enhancement of high standard of performance and professional practice.
- To ensure the enhancement of just and proper conditions of service for its members.
- To encourage members of the Union to participate in lawful affairs of the Colleges, their staff and the Nation.
- To engage in other lawful objects that are not inconsistent with the rules, practice, and aspirations of the Trade Unionism in Nigeria.

The Academic Staff Union of Universities

The Constitution and Code of Practice of the Academic Staff Union of Universities (ASUU) (2006) stipulates that the membership of the Union is open to any person who is engaged full-time in University Teaching and/or Research. The Principal Objects of the Union shall be as follows:

- (i) Organization of academic staff engaged by universities and who are qualified for membership.
- (ii) Regulation of relations between academic staff and employers and between Members.

- (iii) Establishment and maintenance of a high standard of academic performance and Professional practice.
- (iv) Establishment and maintenance of just and proper conditions of service for its members
- (v) Advancement of the education and training of its members.
- (vi) Provision of benefits and other assistance to the members as provided in the constitution
- (vii) Encouragement of participation of its members in the affairs of the university system and of the nation
- (viii) Protection and advancement of the socio-economic and cultural interests of the nation; and
- (ix) Such other objects as are lawful and are not inconsistent with the spirit and practice of trade unionism.

Collective Bargaining

All the unions primarily serve the purpose of protecting the interests of their members through collective bargaining. Flanders (1970) defined collective bargaining as a social process that continually turns disagreements into agreements in an orderly fashion. Armstrong (2006) emphasized that collective bargaining provides framework within which the views of management and unions about issues of dispute or disagreement can be resolved. He further explained that collective bargaining has both political and economic basis in the sense that both parties are interested in power sharing and distribution of income. Collective bargaining takes place through negotiation. It is the process of reaching agreement between two parties

following laid down procedures. In the process of collective bargaining work rules are jointly made by the employers and workers representatives. These rules specify the rights and obligations of workers individually and collectively, as well as those of management

However, in actual practice in Nigeria, the Teachers' Unions have experienced all forms of intimidation, harassment and victimization during the negotiation process. In some cases there may be total breakdown of communication and the resultant effect is that the negotiation becomes a battle rather than a process of reaching agreement following due process. Armstrong [2006] listed the negotiating skills as

- Analytical ability – the capacity to adequately assess and determine all possible variables that will influence the negotiation.
- Empathy – the ability to position oneself in the other party's shoes and appreciate their expectations and therefore see the need to compromise when it becomes necessary
- Planning ability – strategizing with a high degree of flexibility and making decisions with the aim of achieving set goals.
- Interactive skills – a high degree of persuasive ability and human relation skills are required to ensure that important issues are appropriately discussed without confrontation or unnecessary dominance.
- Communication skills – this is extremely important because it focuses on the ability to convey information correctly, and discuss issues clearly and also listen

attentively to the other party and willingly respond with a view to ensuring mutual understanding.

Robbins (2000) provided a model of the negotiation process, in which he broke down the process into five steps namely;

- Preparation and planning
- Definition of ground rules
- Clarification and justification
- Bargaining and problem solving and
- Closure and implementation

Preparation and planning naturally involve setting achievable goals and making decisions on how they will be achieved. It is important at this stage to develop long and short range strategic plans and also assess the negotiating abilities and capabilities of the employers. Sensitization of the members of the unions appears paramount at the planning stage to galvanize support for the union. The success or failure of the negotiation is largely dependent on the level of preparedness of the negotiators. Definition of the ground rules involves mutual decisions on the way forward. It is important that both parties know the individuals involved in the negotiation, the time and venue for the negotiation. The issues to be discussed and the procedure to be followed.

Clarification and justification are very important in the negotiation process. They provide ample opportunity for the negotiators to justify their positions through education. Important questions are answered at this stage and issues are clarified without friction or tension. Bargaining and problem solving set the actual stage for the give – and – take

needed in reaching agreement. At this point, bargaining skills are needed. Armstrong [2006] listed them as;

- The ability to sense the extent to which the other side wants or indeed expects to achieve its claims or sustain its offer.
- The reciprocal ability not to give real wants away
- Flexible realism – that is the capacity to make realistic moves during the bargaining process to reduce the claim or increase the offer.
- Respect – the ability to demonstrate mutual respect for both parties.
- Sensitivity – the ability to sense changes in moods and directions or weaknesses in arguments and respond quickly to press home a point.

These steps when strictly followed lead to peaceful negotiation. However, more often than not, direct negotiation between the teachers' unions and their employers may get to a stalemate, a third party will necessarily come in to assist in the negotiation process. They may be referred to as mediator, arbitrator, conciliator and consultant. The mediator is usually a mutually accepted neutral third party who assists in facilitating the negotiation between the union representatives and those of the employers. The mediator must be trusted by both parties and must be skilled in the art of persuasion.

The arbitrator is a third party to a negotiation with a legal authority to dictate an agreement. Both parties have legal obligations to accept the decision of the arbitrator. The acceptance of the decision of the arbitrator is dependent on

the perceived fairness of the decision. If a party feels unfairly treated, the party will naturally accept the decision of the arbitrator unwillingly and possibly seek another opportunity to represent its case. To a reasonable degree the arbitrator should therefore ensure fairness to both parties in resolving an impasse.

The conciliator is a third party trusted by both parties who provides needed information and serves as a communication link between the parties. The roles of the conciliators are very important in negotiations because they are involved in persuasion, fact finding and interpretation of messages that aid in facilitating negotiations.

The consultant is a highly skilled third party who is very knowledgeable in conflict management. The consultant does not attempt to resolve a problem situation but rather provides the enabling environment for both parties to resolve their problems through mutual respect, understanding and communication. The work of the consultant is to break the communication barriers in such a way that both parties will develop better relations long after the negotiation.

According to NUT (2006) the following factors influence collective bargaining in the public service.

- The ability to pay.
- Influence of international financial institution
- The relative strength of the union and management.
- Statistics which are generally economic in nature, collected, collated and interpreted by the union officials.
- Strategies adopted by the union officials.

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- The mandate of the employer's representatives.
- The sensitive nature of the job and the importance society attaches to it.
- The quality of work.

It further stated that a Trade Union's strength lies in the following:

- Legal registration as a national union.
- Possession of bargaining certificate.
- Membership strength
- Competent Leadership
- Confidence of members in leadership.
- Membership goals and interest must be reflected in bargaining demands.
- Membership interest in the bargaining programme.
- There must be effective communication between the leadership, the bargaining committee, down to the rank and file of members and vice versa, to inspire confidence.
- The nature of the industry in which the union operates is the bedrock upon which industrial relations rest in collective bargaining.

Grievance Management Procedure

Ideally, at the federal, state and local government levels, employers of teachers and teachers' unions should co-exist harmoniously with mutual understanding of the benefits of such partnership. However, in a human environment, it should be expected that groups or individuals at various stages will have reason to express dissatisfaction with events in the work environment. The

dissatisfaction may be minor or major, may be with an individual or group of individuals. The collective grievance if not well managed may result in trade dispute. Possible issues that may lead to collective grievance among others are wages and salaries, conditions of service, union rights and security, work time, discipline of union members, grievance mismanagement etc. The union may take up the case of an individual with the management as a result of perceived unfair disciplinary action against the particular worker such as dismissal, termination of appointment, demotion, denial of promotional rights among others. Apart from disciplinary measures, there are other possible factors that the union may consider necessary to discuss with management such as improper grading or change of job classification.

A grievance may be satisfactorily settled at the initial stage without involving the top officials of both sides. This ensures mutual respect for both parties and reduces possible time spent on grievance resolution. If on the other hand, both parties were unable to reach agreement, a trade dispute is declared. The trade union degree of 1973 defines a trade dispute as a dispute between workers and employers or between workers and workers. The dispute must be connected with;

- Employment
- Terms of employment
- Conditions of work

If there is an impasse or a stalemate and as a result the negotiation cannot continue, a strike action may be the

only last resort. It involves complete withdrawal of services rendered by the workers on the directive of the union leaders. Strike may last for a few days or for a prolonged period of time. Both management and the union should avoid strike actions in all situations.

Article 13 of the Constitution of the Nigeria Union of Teachers deals with industrial disputes. It states that:

- In the event of any industrial dispute arising between members in a State Wing and their employers, the State Wing Executive Council will inform the Secretary General in writing
- The Secretary General after satisfying himself that a valid case exists for declaring a trade dispute, shall set in motion the machineries for such declaration in accordance with the Trade Dispute Act.
- In no case shall cessation of work take place without sanction of the Secretary General, after due consultation with the National President.
- In the case of a strike being embarked upon on the instruction of the National Executive Council, nobody shall call it off unless duly authorized by the National Executive Council. The trade Dispute Decree No.7 of 1976 has outlined steps that are broken into seven stages.
- That labour management should first attempt through agreed means to settle the dispute.
- If the attempt fails to reach a compromise, a mediator should be nominated and meet the parties within 7 days.
- In the event of the failure of the mediator, the aggrieved party should write to the Commissioner within 14 days

detailing the points of disagreement and the steps taken to reach an agreement

- The Commissioner is to appoint a conciliator who reports back to the Commissioner within 14.
- If no settlement is reached within 14 days the conciliator reports back to the Commissioner who within 14 days has to refer the dispute to the Industrial Arbitration Panel (IAP).
- The industrial Arbitration Panel has 14 days to settle the dispute. Therefore, the workers or the employers have 21 days to object to the findings of the Panel or any part of it.
- On information to the Minister by one side or other that any of the panel's award is unacceptable, the Minister has another 7 days to refer the matter to the National Industrial Court (N.I.C). This Court's decision is final but it has no time limit for completing its work.
- It takes 119 days for a matter to reach the Industrial Court which is the final arbiter in the settlement of industrial dispute (NUT, 2006).

Through the efforts of teachers, it has been possible to establish mutually accepted grievance management procedures, third party involvement if direct management of grievances fail to yield expected results, adoption of due process in the discipline of teachers, remarkable improvement in the teachers' rights and privileges. Through legislation, the teachers have the right to form unions and to demand for their legitimate rights if they feel aggrieved through the use of collective bargaining

CHAPTER 16

TEACHING AS A PROFESSION: A CRITIQUE

According to FRN (1990), the features of a Profession are as follows: They provide an essential social service; They have a monopoly over an esoteric body of knowledge and skills acquired over a long period of training; They have a high degree of autonomy embracing; Control of entry into the profession. Responsibility for maintaining and improving professional competence of members and Control over working conditions; They have a responsibility for developing and enforcing a code of conduct; They have a definite career structure; They have a definite professional culture; They participate in decision making on matters affecting the profession; They have a strong sense of altruism that tempers the power that derives from professional autonomy; Members have a sense of calling.

The argument by some scholars is that teaching is a profession while others believe that teaching at this present stage cannot be really regarded as a profession. Both sides have justifiable reasons for the position they have taken. A critical discussion of each feature of a profession as listed above is necessary at this point to facilitate a comprehensive understanding of the crucial issue of categorizing teaching as a profession or not.

Social Service

They provide an essential social service, Teachers by their fundamental nature provide essential social service.

This is substantiated by the fact that in Nigeria as in all other nations of the world, teaching is the foundation upon which other occupations are built. That is why it is commonly said that "if you can read and write, thank your teacher" and no nation rises above the quality of its teachers. The vexing question is do teachers and the general public genuinely put these issues into serious consideration in policy matters? If they do, why are teachers not accorded the pride of place in national issues especially as they relate to education. Policy makers have for long been castigated for their apparent disregard for the pivotal role of the teachers in national development. The importance attached to teaching has always ended on pages of policy documents while in practice, the teachers are treated with a high level of disrespect by the general public including the learners in some cases. Apart from the primary responsibilities of the teachers, which involve imparting knowledge, skills, values and attitudes, the teachers are also involved in the business of generating new knowledge through scientific investigations. The teachers conduct research in various areas and the findings are used in solving educational, political, social, economic and psychological problems among others. Furthermore, as already stated the teacher is a change agent in the community and in most cases, serve as a link between the school and the community.

Monopoly over an Esoteric Body of Knowledge

Does teaching involve a body of knowledge exclusively practiced by those who have been trained by accredited institutions and certified worthy to enter the