

# **Professional Ethics In Teaching: The Training And Development Challenge**

Sunday Dada

& J.B. FADOKUN

Research and Training Fellow

NIEPA, Nigeria

## **Introduction to The concept of Professionalism**

The meaning of 'profession' can be traced to those in religion. Ukpo (2005) noted that to Priest, Pastors, Reverend Brothers and Sisters, it means the act of professing and a declaration of loyalty. The Oxford English Dictionary (1998) defines profession as: "a paid occupation, especially one that involves prolonged training and a formal qualification" (p.1480). To Encyclopaedia of Education (1971), a profession in the generic sense is described as a field of economic activity requiring academic preparation above the high school level while Halmos (1971) opines that, from ideological sense, the term profession is used as a bargaining position in an occupation's efforts to improve its status, rewards, and conditions. According to Halliday (1999), attempts have been made to solve the problem of definition using different approaches such as functionalist approach, interactionist approach, Foucauldian approach and division of labour approach.

The functionalist approach is premised on the professional knowledge base. The focus of this approach according to Eraut (1994) is the social control of expertise. This approach was developed by Marshall (1963) and Goode (1969). The criteria such as collectivity orientation, and altruism were emphasized. The functionalists view a profession in terms of its central social function, its length of training, a body of knowledge, high level of skills, a code of ethical conduct, client centeredness, autonomy, independent decision making, adaptability, and self governance.

### **The Teaching Profession in Nigeria**

It is generally believed that teaching the young children and adolescents cannot qualify as a profession, but rather as a craft in which any untrained person can engage. But unfolding events in the teaching profession prove that teaching as a profession in the modern day goes beyond “talk and chalk”. It involves moulding young lives, guiding youths, motivating students and general character training.

Similarly, classroom teaching does not succeed alone by itself without discipline and adequate guidance which then move it convincingly into the professional realm.

Teaching profession in Nigeria has been recognized by all stakeholders.

The government, through the National Policy on Education has clearly stated that “teacher education will continue to be given major emphasis in all our educational planning” because “no education system can rise above the quality of its teacher.”

(Federal Republic of Nigeria, 2004 p.39). In addition, the government has recognized teaching as a profession by stating that; “Teaching, like other professions in Nigeria, will be legally and publicly recognized as a profession.

To achieve this, government has set up the Teacher Registration Council among whose functions are registration, accreditations, certification, discipline and regulation of professional practices. The government has given a period of time within which, those untrained teachers and those teachers without the requisite qualification, to qualify for membership or leave teaching profession.

The government has also asserted the desirability and intention to professionalize teaching. The Federal Republic of Nigeria (FRN), (1990) states clearly in the Nigeria Teachers Manual that professionalization of teaching should be given adequate attention in order to enhance the role of teachers in the formulation and implementation of educational policies in the country. In order to achieve this, Ciwar (2000) identified a number of factors as criteria that enhance the degree of professionalism of teaching namely;

- the theoretical and practical
- knowledge mastered exclusively by the practitioners
- , fairly long time of training in the field,
- continuous practice in the field,
- ethical codes of conduct for practitioners,

- regulatory body that licences and disciplines, as well as
- promotes professional growth of practitioners,
- continuous in-service development, rendering of essential and qualitative services to society by the practitioners, exalting service above self, and membership of practitioners in the professional or regulatory body.

## **CONCEPTS RELATED TO TEACHER EDUCATION**

**Education** is a most powerful instrument for social progress. It is the greatest power yet known to man for his own improvement. According to Brembeck (1966), **education can heal or kill, bind up or tear apart, lift or deprave. Broadly defined, it is the aggregate of all the processes by means of which a person develops abilities, skills and other forces of behaviour of positive (and sometimes of negative) value in the society in which he lives (Fafunwa, 1982).** For us, education is seen as a tool used for the integration of the individual into the society so that he can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress (Afe, 1995).

**Training** differs from education. While the skills, knowledge and attitudes acquired in training are directed to improve performance in a specific vocation, that of education is a broad knowledge, skills and attitude not directed to any particular job. Training does not take place in a vacuum. It

involves people, money and material. However, there are five essential factors that affect training output, positively or otherwise. These are:- quality **teachers** and instruction, equipment or facilities and overall management capacity (administrative, financial and physical).

**Teaching** has existed for ages so that sometimes it is difficult to trace precisely its origin. It is one of the oldest of human activities or occupations. As an activity, it consists of a body of “actions intended to induce learning, through the “conscious and deliberate efforts” by a matured or experienced person to impart knowledge, information, skills, attitudes, beliefs, etc to an immature or less experienced person (Afe, 1998).

“**The Teacher**” in the educational process refers to the person who **instructs to provide the teaching-learning process. He assumes various capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. He is the mainstay or prime mover of the educational system.** According to Aghenta (1991), as an input operator into the educational system, the teacher plays a big role in the conversion of raw materials (particularly students) into finished products i.e. graduates.

**Teacher Education** is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the

school system (Afe, 1993). Having examined the basic concepts, let us now examine the history of Teacher Education in Nigeria.

### **Training and Development**

The training and development of teachers vary according to the institutions where teacher training is taken place. It is not logical to believe that ethics or codes of behaviour should be part of the curriculum since there is no harmonized pattern to which all institutions can follow to train teachers. Even some of the specialized Colleges which are saddled with the responsibility of training teachers do not often conform the training with essential codes during the training period. This brings out an obvious reality when these teachers behave or perform below the ethical standards which ordinarily is assumed to have disciplined the teachers while in training.

Perhaps we should ask this question whether it is possible to train teachers in ethical conduct. The term ethical conduct brings to the fore a debate about the difference between code of conduct and their purposes and ethical principles and their place in the teaching profession. We can argue that codes of conduct mandate specific behaviors in particular situations but do not promote individual adherence to ethical principles. The grey areas in decision making that

confront most teachers on a regular basis arising in the face of competing interest and values.

Can a pupil teacher learn through mentors and supervisors after leaving the school. This is necessary since the training acquired may not have contained the necessary standards that can withstand the realities in the field. If the mentors and the supervisors are not ready to provide the mentorship, due to many protests of social inequity, the pupil teacher will be left stranded in the village or community school not having any role model to follow. This will impact negatively on the learning performances of the students. The post learning demands of the pupil teachers requires the experienced supervisors and mentors to be stationed as an additional assistance to the village and the community schools. This will make learning of the essential codes easy for the new teachers.

## **ETHICS**

Ethics is a branch of philosophy that deals with the theory of value. The ethics of the teaching profession are the moral beliefs and rules about right and wrongs that influence teachers behaviour, attitude and ideals.

The teacher is a crucial facilitator of knowledge acquisition hence we take a lot of cue from his behaviour in terms of his dressing, his mannerism in speech, his attitude, his private and social life' patterns. This is the basic

rationale for the introduction of codified ethics to the teaching profession. The code of ethics are meant to guide teaches' behaviour and job performance. The task of education is mainly to guide the total growth and development of young people so that they will be functional, competent, well- adjusted and sociable citizens of their communities in Nigeria, tere are some known, acceptable (social) norms that appear taken for granted as ethics in teaching. These cceptable (social) norms are of two categories. First, moral ethics such as honesty, loyalty, discipline, not smoking in presence of students and in public places, not drinking alcohol in the presence of students and in public places, dressing neatly and decently to school, sexual comporment and punctuality.

Secondly work ethics such as continuous learning, regular preparation of lesson plans, serving in loco Parents of students, regular assessment of learners, reporting on learners, being cooperative with other teachers at work and obedience to authority. These are social norms that must be transmitted from generation to generation and the teacher being a facilitator of learning must not send a wrong signal. It is in realization of this critical attributes of the teacher that the Federal Government of Nigeria had taken steps towards professionalization of teaching and teacher registration to sift the "weeds from the tars".

In the same vein, the Teachers Registration Council (TRC) prepared a code of conduct for Teachers (TRC, 2004) for wide circulation. This code of ethics is examined in the next section.

**Code of Ethics for Teachers:** The term ethics refers to the relationships that exist between the teacher and his students both in the classroom and outside of the classroom. It also connotes the behavioral pattern among the teachers, students and the community at large. It constitutes a set of rules and regulations which directly or indirectly guides the practice of teaching. William Rogers (2002) described professional ethics as the language of management, and of discipline, operating in a dynamic relationship. Developing skills in this area does not simply involve a series of words, phrases or sentences. If it is our intention to discipline with respect and confidence, that intention needs to come through the language.

Evidence of this expectation was also seen within the US military who, following the revelations of torture at Abu Ghraib, instituted ethics training for all servicemen in Iraq. Civil sector research (Dean and Beggs, 2000) into the question of whether ethical behaviour can be taught concludes that most tertiary ethics teachers do not believe that they can teach ethical behaviour. In a comprehensive examination of the literature, they document the differing views on this issue and the overriding belief that no course will change ethical practices. Their conclusions seem axiomatic - that we cannot build stronger ethical behaviour through exhorting people to be ethical - nor for that matter by coaching them in the multitude of ethical theories that exist. Sims claims, however (2002), that teaching ethics "can be effective in developing students' moral reasoning skills,

ethical sensitivity and ethical behaviours. See for example (Weber and Glyptis, 2000).” That research does show a positive correlation between a course and the ethical values and opinions of students an issue with which we agree and which is discussed further below. Nevertheless, although a course may bring about a desirable increase in intellectual awareness of the rights and wrongs of moral issues, such an increase does not necessarily ensure that people with strengthened moral reasoning will then act ethically.

In the appreciation of the critical role the teachers play in social, economic and political growth of the nation, the Nigerian Government devised ‘some strategies to reposition teaching as a noble profession and to sanitize the profession in Nigeria. The establishment of the Teachers Registration Council with a mandate to ensure only professionally qualified teachers are employed in our schools and the production of a teacher code of conduct are milestones in the bid to ensure the teaching profession attains a lofty height of operation.

The term 'ethical conduct' brings to the fore a debate about the distinctions between codes of conduct and their purposes and ethical principles and their place in the teaching profession. Some would argue that codes of conduct mandate specific behaviours in particular situations but do not promote individual adherence to ethical principles. The grey areas in

decision making that confront most teachers on a regular basis arise in the face of competing interests and values. Codes of conduct may assist, but not give clear definition to, teachers' decision making. In other words the organization or system can mandate what not to do in particular situations but it is impossible to list all possible situations that arise. This becomes the territory of ethical decision making. The delivery of training related to codes of conduct may be possible. Training individuals to adhere to particular ethical principles when making decisions may not be possible.

## **TRAINING AND DEVELOPMENT OF TEACHERS IN ETHICS**

**The scope of the training and development challenge is revealed by posing a series of questions. Some of these questions go the heart of the professional learning discourse. The use of case studies as a professional learning strategy is explored and examples of cases are included.**

### **Objectives of a course**

If we cannot teach people to be ethical, then what can we achieve with an ethics, course and what should such a course include? The answers vary (see Wines,2007). In an earlier co-authorship with Brinkmann, Sims (2001) set out seven goals for a business ethics course:

1. Know thyself, your own moral values and thresholds.
2. Learning to see moral issues, conflicts and responsibilities.

3. Learning to identify the specific moral aspects of a situation.
4. Learning to share moral understanding.
5. Learning how to handle moral issues and conflicts.
6. Acquiring moral courage.
7. Acquiring a critical attitude towards the business school curriculum and its disciplines.

They do not set strengthening moral behaviour as an objective., Corey and Callanan (2005) set nine course goals:

1. Ensure students recognise and appreciate the unavoidable ambiguity in ethics, i.e. of multiple points of view or contradictory possibilities.
2. Instil in students the idea that there are multiple pathways to addressing a single ethical dilemma.
3. Improve students' self-knowledge.
4. Improve ethical sensitivity.
5. Improve moral cognition.
6. Instil determination to act ethically.
7. Teach students the profession's established code of ethics.
8. Teach students their legal, ethical and professional responsibilities.
9. Teach questioning of the ethical dimensions of their workplace.

In their paper they ascribe students' determination to act ethically as a result of their courses. But again, this result - which the authors say they achieve is based on students' self-reporting of changes in their values; not on an empirical measure of changed behaviour.

Webber (2007) says ethics courses in industry should build ethical awareness and promote the company's moral values in order to broaden the criteria used by managers when making decisions with moral implications. He advocates stimulating managers to become more 'other oriented' by exercises in which all stakeholders are treated as equal in contrast to their level of influence on corporate performance. Other aims that Webber espouses are:

1. To engender trust and confidence among stakeholders.
2. To stimulate mutual moral development through self discovery in peer group discussions of real ethical dilemmas.
3. To develop a concrete plan for a career-long, ongoing moral enhancement of individual attitudes and planned business behaviour.

Webber acknowledges research (Ferrell et al., 2002) that shows how the ethical culture of an organisation has a strong influence on ethical business judgments. Therefore ethics training should also make employees overtly aware of the ethical culture and values of the organisation

We agree with most of these objectives, but believe that some are subsets of broader objectives; others are a natural outcome of an ethics course.

We propose four principal objectives for a course:

1. Building ethical sensitivity and moral cognition.
2. Providing a widened applied teaching content that covers all ethical practices.

3. Adopting teaching methods that maximise learning impact in relation to ethical knowledge and behaviour.

4. Developing negotiating and persuasive capabilities

(oral and written skills for use in assessing and advocating an ethical position).

### **Literature Review**

Courses in ethics with case problems and lectures on ethical theory do increase students' ability to reason through moral issues. The following examples of the impact of ethics courses on ethical sensitivity and cognition are drawn from engineering. Self and Ellison (1998) used Rest's Defining Issues Test (DIT) to assess if there was an increase in moral reasoning from students who took an ethics course. The researchers applied the test before and after the course and found a significant increase in reasoning capabilities.

Drake et al. (2005), using the DIT on assessing capabilities in moral reasoning, also found a significant increase between the beginning of a course and its end. The class size was 164 students, employing teaching assistants. Such findings are widespread and well accepted - that discussions on moral practices and the teaching of ethical theory increase capabilities in moral reasoning. Whether this reasoning translates into higher levels of moral practice is a separate concern. Such an assessment is difficult to measure, as the Centre for Vocational Assessment and Research concluded after their study into the assessment of attitudes,

ethics and behaviour at work (Mossop, 1997). Blasi (1980) reviewed 75 studies that assessed the relationship between moral judgment and behaviour. This classic meta-study found a positive, but strongly qualified relationship in a number of the studies.

The research, however, is almost 30 years old, with some of the original studies now almost eighty years old. We have not found recent studies that correlated courses on ethics with improved ethical behaviour. The most we can be confident about is that courses do increase ethical sensitivity - and strengthened ability to tell right from wrong. This ability in itself, may lead to improved practices but such improvements have not, for the most part, been verified.

### **The Need for Course on Ethics for teachers**

Two arguments can be developed that support a course being built around the ethical issues in that profession, discipline or organisation. Firstly, a new graduate entering a profession or organisation may encounter entrenched unethical practices that will be near to impossible for a new entrant, without basic knowledge and skills, to tackle alone. Continued acceptance of a practice where “everybody does it” can condition the new recruit to accept the behaviour. Prior classroom encounters with the issues they are most likely to face, however, will at least have helped clarify the new entrant’s ethical assessment and may even provide a core of new graduates with the motivation and skills to resist entrenched unethical practices.

The second argument is that the ethical acceptability or unacceptability of some issues within a discipline can be unclear. A study by Bowden (2006) in the engineering profession identified a number of practices on which opinions were divided – reverse auctions being perhaps the most obvious, but bid-peddling and front-end loading were among other of the more contentious ethical issues. Every profession and industry has similar examples.

### **Codes of professional ethics for the teaching profession in Nigeria**

Professional ethics in teaching is a statement of the ethical commitments, practice and aspirations that underpin the identity of the teaching profession in Nigeria which reflects the on-going articulation of that identity by the profession. The practical applications of codes of ethics are expressed in codes of conducts. Teachers in Nigeria are committed to the principle of; dignity, respect, integrity, empathy, justice.

## **Training Institutions**

There are institutions acclaimed to give professional training as enunciated by the Federal Government of Nigeria in the Revised National Policy on Education (2004) thus:

**National Teacher Institute (NTI):** An Institution established to formally train pupil teachers for primary education. Recently, the policy of teaching in primary school level has mandated that the least qualified teachers for primary education is the National Certificate of Education. The NTI is now charged with the responsibility of upgrading holders of Grade II teachers Certificate. They provide in-service for teachers on the job in order to upgrade their skills.

**National Commission for Colleges of Education (NCCE):** This commission was established for the specific purpose of prescribing minimum standards for colleges of education who are training teachers for primary education in Nigeria. They have the responsibility of all the components of ethical conducts while training the teachers after secondary education.

**Institute of Education:** Established in Universities for the training of teachers for education delivery both at the secondary school level and higher institutions.

**National Board for Technical Education (NBTE):** This Board coordinates the activities of Polytechnics and technical colleges and prescribed minimum standard for post primary school level. They also train teachers for technical and vocational education in Nigeria.

**National Institute for Educational Planning and Administration (NIEPA):** NIEPA has the mandate to develop a critical mass of education sector planners and manager for the effective and efficient planning and management of the education system through capacity building, continuous training, action research and information dissemination.

**Nigerian Educational Research and Development Council (NERDC):** Develops curriculum for ECCE, primary, JSS and SSS. It also builds capacity of teachers on the effective utilization of the curriculums developed.

## **UNDP, UNFPA UNIFEM, World Bank, UNICEF DFID, UNESCO, USAID:**

These are United agencies provide technical support, funding, equipment and services in all sector of the economy including the education sector..

Other professional bodies include:

**National Union of Teachers (NUT):** A trade union for teachers particularly at primary school levels. It is not a professional organization. It sees to the welfare of the members.

**Teacher Registration Council (TRC):** Is a body established by law to make teaching a profession (Professionalized teaching). The minimum qualification for registration is National Certificate in Education (NCE). It provides support for the professionalization of teachers. Registering them and ensuring that only qualified teachers are in the education sector. TRC relates to the Federal Ministry of Education and provide technical foresights to the teachers.

## **The Nigeria Experience**

The Teachers' Registration Council in collaboration with Federal Ministry of Education and the National Teachers; Institute initiated Special Teacher Upgrading Programme (STUP) with the aim to rid off the school system with unqualified teachers. This programme took off in 2007. The screening tests were jointly conducted by TRCN and NTI which helped to

select Grade Two Teachers who were suitable to benefit from the programme. 40,000 candidates passed the screening and had since commenced studies. The programme is designed for two year duration to fast track the upgrading of the Grade Two teachers to the level of the Nigeria Certificate in Education (NCE) which is the national minimum teaching qualification. This STUP is the last chance and hope for unqualified teachers as the National Council on Education had mandated TRCN to deal with any unqualified teacher still in the school system after the programme.

The TRCN is the torch bearer on the ethics in teaching profession. Every registered teacher takes an oath of allegiance as follows:

I, Oluwole Abiosogun do solemnly affirm that I will be faithful, loyal and bear true allegiance to the teaching profession, that as a registered teacher, I will discharge my duties honestly, to the best of my ability and faithfully in accordance with the provision of the Teachers; Registration Council of Nigeria Act 31 of 1993; that I will not allow my personal interest to influence my official conduct or any official decisions; that I will preserve, protect and defend the dignity of the teaching profession, so help me God.

## **The Dysfunctions of Teacher Education**

Education viewed from a social system perspective comprises of three main elements: students, teachers and curriculum. The efficiency and effectiveness of any educational system depend on the cohesion between these three elements. If one has some deficiency or weakness in performing its role, reduced productivity may result within the educational process as a whole. However it is clear that one of the three elements has a significant effect on the other two. In this case, the teacher is the basic element affecting the educational process more than the other two.

Consequently, we have applied the concept of dysfunction in teacher education against the background of the objectives of teacher education as spelt out in the National Policy on Education.

- to provide highly motivated, conscientious and efficient classroom teachers;
- to encourage further the spirit of inquiry and creativity in teachers;
- to help teachers to fit into the social life of the community and society at large;
- to produce teachers with the intellectual and professional background adequate for their assignment;
- to enhance teachers commitment to the teaching profession.

In assessing the achievement of these objectives, we find that our teacher education programmes have been deficient in providing teachers with

intellectual and professional background adequate for their assignment in the society.

Quoting a colleague, As Provost of College of Education, I carried out an intensive study of student–teachers' perception of teaching and why they have chosen the profession. Some of the results of my study were quite revealing. The factors responsible for determining the attractiveness of the teaching profession were those relating to salary, fringe benefits and working conditions, poor teachers' public image and lack of job satisfaction. These findings are corroborated by other studies (Aghenta 1971; Omoregie, 1994; Ossai, 1995; Awanbor, 1996). Other reasons usually advanced for not wanting to remain in the teaching profession are lack of retirement benefits, lack of regular promotions and irregular payment of salaries.

### **The Professionalization of Teaching**

Our discussion is guided by the following questions.

- a) What is a profession?
- b) What are the traits of professionalism?
- c) What factors have hindered teaching from attaining full professional status?

Professionalisation of teaching has been a topic of controversy and, in Nigeria, it has been an issue of concern among educators, teachers, administrators, organizations and the public at large. The question of whether teaching is an occupation, a vocation, a calling, a semi profession

or a profession has further complicated the situation to the extent that members of the public have accorded low status and recognition to teachers. As a result, no one is proud to identify or introduce himself as a teacher in the manner and way a lawyer or a medical doctor would proudly and gladly do. Two examples are cited to illustrate the plight of teachers in Lagos, Delta, Edo, Ondo and probably many other States. Landlords will not lease their houses to teachers. From bitter experience, they copyright the University of Benin 2006

know that the teacher is sure to fall into arrears of rent, not because he is a congenital debtor, but because he is poorly paid and because rarely does he get paid regularly. Parents do not hesitate to *disown* a daughter foolish enough to fall in love with a teacher. This situation led Legatt (1970) to say that teaching is a profession, but not a highly esteemed one and may never be.

### **What is a Profession?**

According to Stanley et al (1956), profession may perhaps be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary. With regards to **teaching**, UNESCO Inter government conference on the **status of teachers (1966)** states that:

*Teaching should be regarded as a profession. It is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls*

*also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.*

### **Traits of Professionalism**

The search for a set of criteria by which a profession can be recognised has been on for at least a century now. Yet, there are no universal lists of characteristics of professionalization that are universally acceptable.

However, in literature, there are works of Millerson (1964), Wilensky (1964) Liberman, (1956), Caplow and Wilensky (1972) Flexner (1963), Hightower (1969) and Olatunji (1988). Among these people, there are also wide variations. However, there are areas of widespread consensus, to include:

#### **1. Performing an Essential Social Services**

Teaching meets this criterion. The service which education performs is essential to the individual child who cannot be fully socialised into our modern society if he does not receive a full time formal education. To the society, it prepares individuals for various occupational roles.

#### **2. Possessing a Body of Specialised Knowledge**

There are some differences of opinion as to whether teaching meets this requirement. In teaching, both the subject matter knowledge and knowledge of education theory are essential to the preparation of teachers'. What is not appreciated is the fact that education differs from other professions in having the subject matter component, but in many ways the theoretical knowledge needed by the teacher is the same as that

needed by the doctor. It could therefore be said that teaching meets this particular criterion.

### **3. Having a High Degree of Autonomy** copyright the University of Benin 2006

A profession must be self-regulating and self-governing. The autonomy to practice the profession relates to two main factors that are inter-dependent. The autonomy of the individual professional to perceive his role and responsibilities the way he feels best in the interest of the profession and the autonomy of the profession as a whole. Teaching has not met this criterion.

### **4. A Code of Ethics**

Professions usually have well defined code of ethics to regulate the conduct of their accredited practitioners. The NUT has a code of ethics guiding its relationship with students, parents, community, employer, and the profession. Unfortunately, it has little or no influence in matters of policies for auditing and registering professionally qualified persons into the profession. In addition, it lacks the control and the legal backing to enforce the standards set by it.

### **5. Organization into Professional Groups**

Every profession institutes and operates a professional association or organization to which it ascribes certain functions and powers such as the advancement of the professional competence and maintenance of prescribed standards. Every professional association has a self-concept

that transcends that of a mere trade union. Unfortunately, the major obstacle preventing the NUT from becoming a professional body has, however, been the lack of extended educational training for all members of the union. The implication is that NUT has no control over its members as compared to other professions such as medicine, law and engineering amongst others.

## **6. Exalting Service Above Personal Gains**

Members of any profession are expected to regard their services to the public as altruistic, with public interest put over and above financial and other gains.

## **7. Recognition by the Public**

Recognition by the public is closely linked to the nature of the service which the profession renders. It must be such that is very essential to humanity. Further still, the practitioners or the profession must have a high self-esteem coupled with this is the question of self-satisfaction demonstrated by members of the profession. This is not true of the teaching profession.

## **8. Setting its Own Standards**

Standards are set and it is only when the new entrant satisfies the stipulated requirements that he or she can be registered as a member of the profession. The medical and legal professions for example, have laid down standards which new entrants must meet before they are admitted into the professions. This is not true of the teaching profession, where the

NUT lacks the control and the legal backing to enforce standards set by it.

copyright the University of Benin 2006

Judged in the light of the above discussion, teaching has not met all the characteristics of a profession in many countries of the world. In Nigeria, however, teaching is yet to achieve **autonomy** and to require a **license** or **certificate to practice**. A decree setting up a **Teachers' Registration Council** has been promulgated since 1993 but is yet to be operational. Thus, it can be said that in Nigeria teaching is progressing towards full professionalization.

The TRCN partners with many Universities, State Governments and other stakeholders in the education sector to organize training and re-training programme in various parts of Nigeria for teachers with the aim of professionalizing the teaching career. It also aims at equipping the teachers to become better professioners. It has to its credit the Nigerian Journal of Professional Teachers (NJPT) This journal is dedicated exclusively to professional teachers, their challenges, prospects and strategies.

The Case Study of Adeyemi College of Education

The College is located in Ondo town, in Ondo State of Nigeria. It is mandated to develop and train primary school teachers who will provide the required basic education for primary one to six and Junior secondary

I to III. The Head of Department of primary cited the following code of conduct which form part of the curriculum for the training of the pupil-teachers:

a. That ethics is pivotal as far as teacher education is concerned, teacher education is different from just teaching in the class room. A teacher is an individual who leads learners to learn using pedagogical methodology. The methodology should enable the students to see the classroom as a house of learning. It should be an interesting issue to the pupils. Points to consider includes:

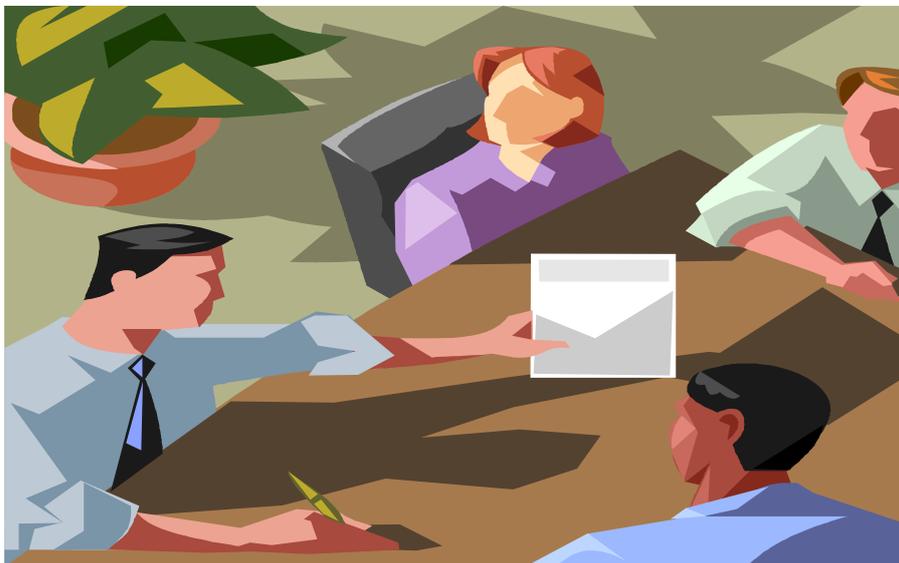
a. The personality of the teacher: Decent appearance



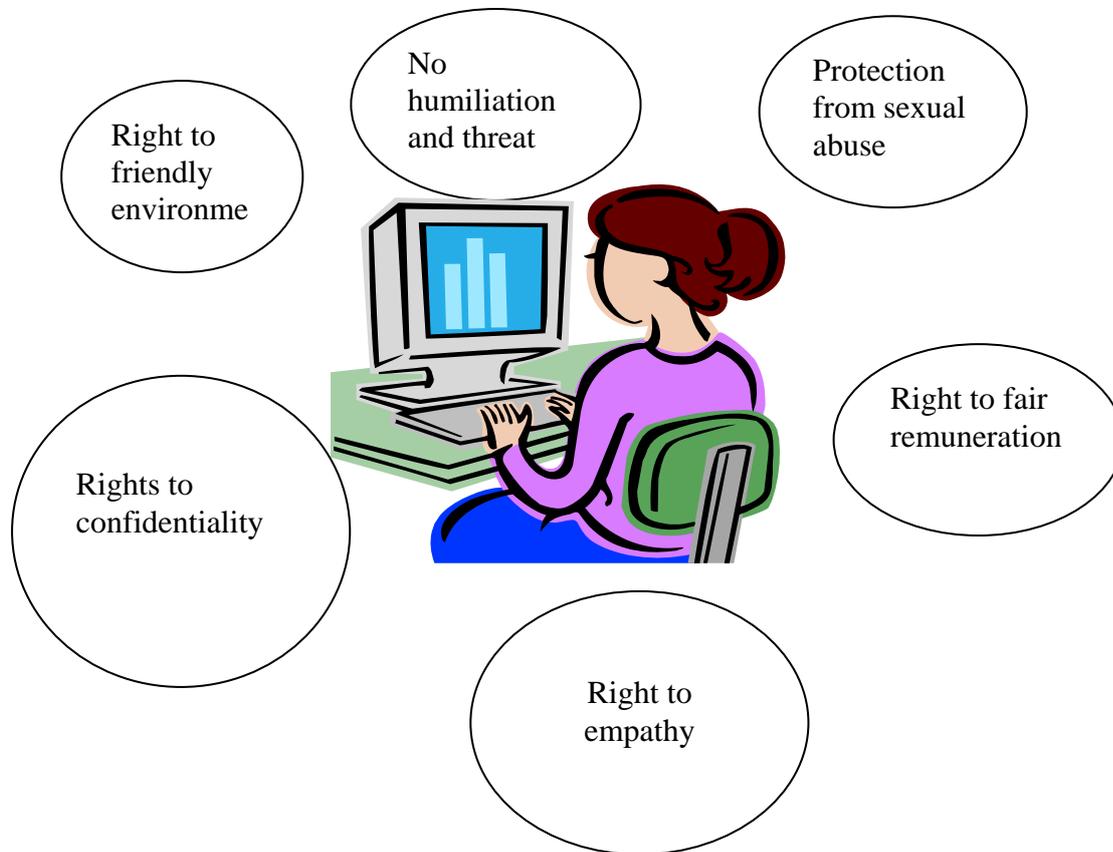
Dress Code of a female teacher



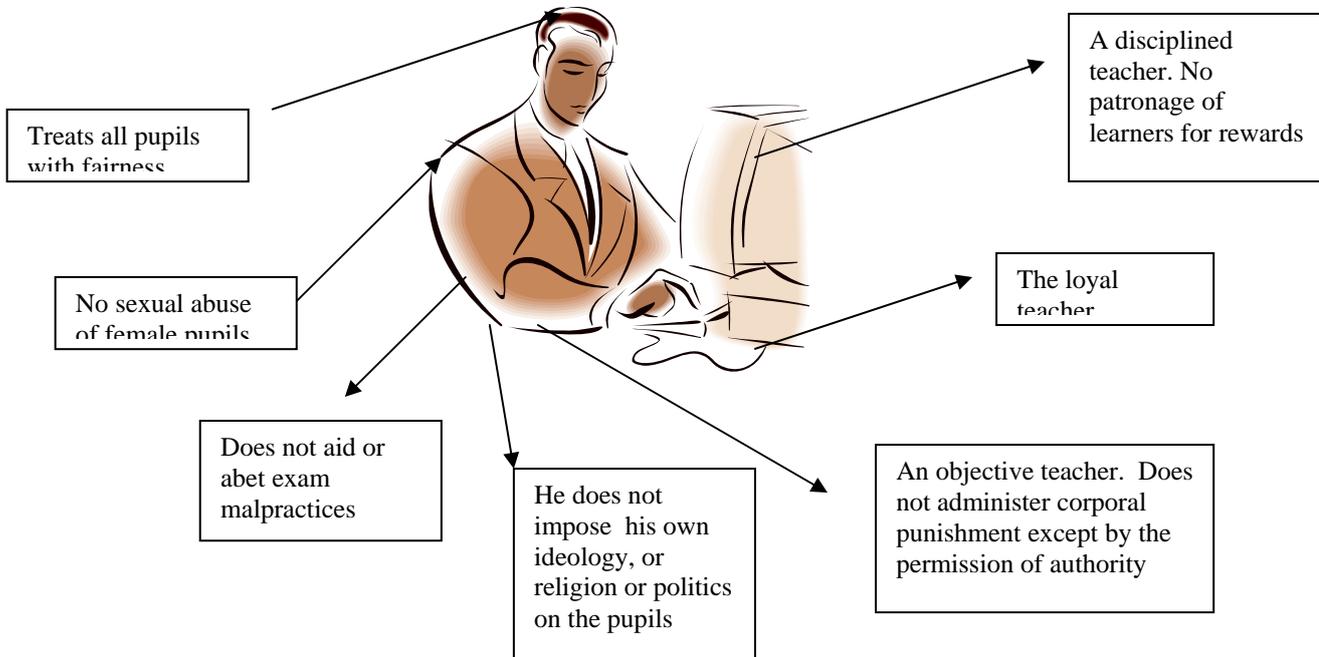
Relationship of the teacher with students



Child's rights and dignity: right to privacy, confidentiality, empathy, fair remuneration



## Teacher's Code of conduct



## CONCLUSION

In the course of the lecture, the centrality of the teacher in the education process was emphasised and buttressed with examples of various policies of government implemented to speed up National Development. From the historical viewpoint, teacher education was presented as the pivot of the educational system, though conditioned by both historical and social factors. We found that when teaching is examined as a profession in

Nigeria against the defining characteristics of control of entry, conditions of service, maintenance of standards and autonomy, we run into problems.

To remedy the situation and make teaching a full fledged profession, a number of recommendations were made, with the emphasis that a profession should be organised in such a way that the members would have a sense of belonging to a particular body which stipulates codes of conduct; regulates conditions for entry into the profession; plans for the welfare of members; organises for the exchange of ideas and disciplines the erring members.

Finally, the implementation of the provisions of the Teachers Registration Council would take care of the issues raised in the lecture.

As Hanson (1964) put it:

*An important sign of the long-range health of a nation is **the spirit and quality of its teachers...** the future of the nation rests in the hands of its teachers, for the qualities they possess today will inevitably be reflected in the **citizens** of tomorrow.*

The challenge for the 21st century is that the education and training of Nigerian teachers must top the list of priorities of government, because the services of the teachers are indispensable to any nation and they, more than other professionals, influence the lives of the Nation's Youths and the Nation's Future.

Thank you for listening and God bless you all.

## REFERENCES

- Abangma, M.A. (1981) A Study of Primary Teachers Attitudes Towards Ruralisation of School curriculum in English Speaking Cameroon. Unpublished Ph..D Thesis, University of London.
- Adesina, S.A. (1969) "A Study of the Problem of Secondary Level Teachers Supply and Demand" Lagos (Monograph).Adesina, S. (1977) **Planning and Education Development in Nigeria** Lagos: Educational Industries Ltd.
- Afe, J.O. (1989) Colleges of Education in the 1990s: New Roles and Perspectives Unpublished Manuscript.
- Afe, J.O. (1989), "Teacher Effectiveness Research: A Synthesis". Edited by E.T. Ehiamentor et al. **Teaching and Learning** (Chapter 2, pp. 16 – 27) Nigerian Educational Research Association.
- Afe, J.O. (1989a), Trends and Innovations in Teaching Methodology" in **Teachers and Teaching in Nigeria**. Edited by N.A. Nwagwu (The Nigerian Academy of Education Yearbook No. 2)
- Afe, J.O. (1989c) "Colleges of Education Perspectives on their Future" **Nigerian Educational Forum**, 12 (2) Dec.\
- Afe, J.O. (1990b) "A System Approach to the Organization Supervision and Evaluation of Teaching Practice" **Faculties of Education Seminar Series I on Teaching practice** (Chapter 4) Uniben (1 & 2) 35 – 43.
- Afe, J.O. (1990d) "An Educology of Teacher Education: Redesigning teacher Education for Technological Development in Nigeria" **International Journal of Educology** Vol. 4, N0. 2.
- Afe, J.O. (1991/92e) "Research in Nomadic and Migrant Fishermen" Nigerian Education **Journal of Nigerian Educational Research Association** (11/12) (1 & 2), 35 - 43. copyright the University of Benin 2006
- Afe, J.O. (1991e), **Teacher Effectiveness: Problems of Definition and Measurement**. Edited by B.C. Emenogu, O.V.N. Okoro et al Onitsha, Orient Publishers Ltd.

- Afe, J.O. (1992), "Trends in Teacher Education: The Case of Colleges of Education in Nigeria". In **Towards Education in Nigeria for the 21st Century** Edited by Oiseigie Oriafio and Uche B. Gbenedion (Chapter 3, pp. 45 – 52).
- Afe, J.O. (1992b), "Thirty Years of Teacher Education in Nigeria: A Critical Survey" in **Nigeria: Past, Present and Future**. Edited by Prof. B. Ipaye (Chapter 29, 356 – 365) Lagos, Macmillian Press.
- Afe, J.O. (1992f), "The Role of Technology Education in National Development" In **National Association Development" of Technology (NATT) Monograph Series Issues in Technology Education for National Development**. Edited by P.A. Awotunde, pp. 9 – 14.
- Afe, J.O. (1993c), "Management of Human Resources for Technological Development" **Journal of Technical Education Review (JOTER)** Vol. IV. Afe, J.O. (1994) Maintaining Standards in Teaching Education in Nigeria. Unpublished Manuscript.
- Afe, J.O. (1994a), "Conceptualizing Classroom Management as an Aspect of Teacher Effectiveness". **Journal of Education Review** 1(1), 73 – 82.
- Afe, J.O. (1995), Strategies for Educating Migrant Fishermen and their Families". The Nigerian Teacher Today (TNTT) A Journal of Teacher Education 4, October, pp. 66 – 72.
- Afe, J.O. (2001), Reflections on Becoming a Teacher and: Challenges of Teacher Education Inaugural Lecture Series 64, University of Benin.
- Aghenta, J.A. (1971), An Investigation into Stability Rate and Perspective of Job Effectiveness of All the Categories of Eradicate Teachers in Voluntary Secondary Grammar Schools in Midwestern State, Nigeria. Unpublished M.Ed Thesis, University of Ife, Ile- Ife.
- Aghenta, J.A. (1981) "The Economics of Teacher Education" **Journal of Nigerian Educational Research**, Vol. 1, No. 2.
- Aghenta, J.A. (1991) **Teacher Effectiveness in the Nigerian Educational System**. Edited by B.C. Emenogu, O.V.N. Okoro et al Onitsha, Orient Publishers Ltd.

- Aghenta, V.A. (1983) "An Appraisal of the Experimental NCE Training Programme in Bendel State of Nigeria" **JORIC** 1(1), 17 – 25.
- Ajayi, S.A. (1996), "The Production and Retention of Teachers in a Period of Economic Recession and Structural Adjustment" **Osiele Journal of Education Studies** Vol. 2, July Federal College of Education, Osiele, Abeokuta. copyright the University of Benin 2006
- Awanbor, D. (1996) "Self Concept and Nigerian teacher Trainees Attitude Toward Teaching". **European Journal of Teacher Education**. Vol 19, No. 1.
- Bolarin, T.A. (1986) Student Attitudes to Training Unpublished Seminar Paper, Lagos State University.
- Brembeck, C.S. (1966) **Social Foundations of Education**. New York: John Wiley and Sons Ltd.
- Cahander, B.T. (1963), **Education and the Teacher** New York: Mead and Company.
- Caplow and Wilensky, N.L. (1972) National History of Professionalism" **Journal of the American Institute of Planners**, 37(3).
- Coombs, P.H. (1968), "Reasons for Teacher Shortage" in **The World Educational Crisis**. New York: Oxford University Press.
- Coombs, P.H. (1986) **The Worlds Educational Crises: A System Analysis**. New York: Oxford University press.
- Fafunwa, A.B. (1967), **New Perspectives in African Education**: Lagos: Macmillian and Company Ltd.
- Fafunwa, A.B. (1974), **History of Education in Nigeria**. Ibadan, University Press.
- Fafunwa, A.B. (1982) The Challenge of Teacher Education in Africa in the 1980's and 1990's **West African Journal of Education** Vol XXIII, Nos 1, 2 & 3.
- Fafunwa, A.B. (1990), Nigerian Educational History. **The Journal of Educational Research and Development**. A Journal of NERDC, Vol. 1, No. 1, April.

- Fafunwa, A.B. (1992) "Innovations in Nigerian Education. Past, Present and Future" In **Education in Nigeria: Past, Present and Future**. Edited by Prof. B. Ipaye (Chapter 34, pp. 398 – 419) Lagos: Macmillan Nigerian Publishers Ltd.
- Farrel, J.P. (1993) Teachers in Developing Countries: **Improving Effectiveness and Managing Costs**. Oliveria/IBRD/World Bank.
- Federal Republic of Nigeria (1981), **National Policy on Education**. Lagos. Federal Ministry of Education.
- Federal Republic of Nigeria (1977), **National Policy on Education**, Lagos, Federal Ministry of Education. copyright the University of Benin 2006
- Flexner. A. (1963), What are the Hallmarks of a Profession" **Readings in the Social Aspects of Education**, pp. 553 – 559. Also quoted by Stineete T. Maud, Huggett, A.H. **Professional Problems of Teachers** New York: Macmillan Company.
- George, D. (1963) Criteria for Curriculum Decision in Teacher Education and Curriculum Development (ASCD) Commission on Teacher Education, Washington.
- Hanson, J.W. (1964) "The Spirit of the Teacher" In **Nigerian Education**: Edited by O. Ikejiani Longmans of Nigeria
- Halliday, I. G. (1999). Developing a professional teaching service. Teachers World Series. ADEAS Working Group on the teaching Profession.Commonwealth Secretariat. Retrieved on May 26th, 2007 from <http://publications the commonwealth.org/publication>
- Hargreave, A. & Goodson, I. (1996). Teachers professional lives: Aspirations and actualities. In A Hargreave, and I. Goodson, (1996). *Teachers professionallives*. London: Falmer Press.
- Hoyle, E. & John, P. D. (1995). *Professional knowledge and professional practice*.London: Cassell.
- Jegede, O. (2001). *Open and distance learning and professional teacherdevelopment in emerging global age*. A paper presented at the sensitization workshop on systematic and ontinuous training programmefor teachers. Abuja: 11th – 13th October.

- Jekayinfa, A. A. (2005). Characteristics of professions. In I. O. Abimbola & A. O. Abolade 2005 (Eds). *Fundamental Principles and Practice of Instruction*. Ilorin: Department of Curriculum Studies and Educational Technology.
- Larson, M. S. (1977). *The rise of professionalism: A sociological analysis*. London: University of California Press.
- Leach, J. (1996). Learning in practice: Support for Professional development. In R. Mills & A. Tait (Eds). *Supporting the learners in open and distance learning*. London: Pitman.
- Macdonald, K. M. (1995). *The sociology of the professions*. London: Sage.
- Marshall, T. H. (1963). *The recent history of professionalism in relation to social structure and social policy*. London: Heinemann.
- Okunloye, R. W. (2005). Teaching as a profession in Nigeria: Problems and prospects. In I. O. Abimbola & A. O. Abolade 2005 (Eds). *Fundamental Principles and Practice of Instruction*. Ilorin: Department of Curriculum Studies and Educational Technology
- O'Neil, C. & Wright, A. (1992). *Recording Teaching Accomplishment: A Dalhousie Guide to Teaching Dossier*. Halifax, NS: Office of Instructional Development and Technology, Dalhousie University.
- Seldin, Peter. (1991). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion*. Bolton, MA: Anker Publishing Company, Inc.
- Shores, B.M. (1986). *The Teaching Dossier: A Guide to its Preparation and Use*. Ottawa: Canadian Association of University Teachers.
- Ukpo, E. O. (2005). *Professionalization of Teachers in Nigeria: Challenges and obstacles*. The African Symposium: An online Journal of African Educational Research Network. Retrieved on May, 26th 2007. from <http://www.2ncsu.edu/ncsu/aern/dcembjnl.htm>