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Topic:

TEACHING: The Unsung Profession

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Abstract.

The paper looked at the state and status of teaching in a historical perspective, from a trade to a profession and the processes involved. The professionalization process was discussed in terms of the concepts of trust, accountability, responsibility and autonomy. In the process the role of society was presented in respect of the value, status and the role teachers play in uplifting the development of society and what teachers get in return. Examples were presented of various education systems and how they developed their teachers from a trade to a respected profession, and what Nigeria has done and what it needs to do in order to transform teaching from the unsung profession to a respectable and formidable profession that will be the pride of all stakeholders and admirers.

Introduction.

Teaching was a combination of information-dispensing, custodial child care and categorizing academically inclined students from others. The underlying replica for schools was an education plant in which adults, paid hourly or daily wages, kept like-aged youngsters sitting still for regular instructions and tests. Instructors were told what, when, and how to teach. They were required to educate every student in exactly the same way and were not held responsible when many failed to learn. They were expected to teach using the same methods as other generations before them, and any deviation from the norm was

discouraged by supervisors or prohibited by education laws and regulations. Many instructors simply stood in front of their class and delivered the same lessons year after year, and not being allowed to change what they were doing.

Certification of teachers started with the emergence of the modern state system of education from the medieval system of church schools, town and guild schools, and universities. The secular authorities assumed the rights to protect pupils from teachers whose influence might be morally destructive. During that time the function of the school was religious indoctrination. The church assured public interest by certifying the religious orthodoxy and moral character of the teachers. The universities granted degrees certifying the mastery of subjects to be taught through examinations. The degree and license served three major purposes.

1. Protect pupils from immoral influence by teachers.
2. Ensure that only qualified people were allowed to teach.
3. Define a group with the rights to conduct teaching.

Teacher certification is defined by Carter (1973:89) in the Dictionary of Education: *“The act of designating persons whom public Boards of Education may legally employ as teachers in public schools and of issuing teaching certificates to these qualified persons”.*

Kinney (1964:3) defined certification as:

A process of legal sanction authorizing the holder of a credential to perform specific services in the public schools of the state, Its widely accepted purpose is to establish and maintain standards for the preparation and employment of persons who teach or render certain non teaching in the schools.(Kinney1964:3)

Stinnet (1968:422) viewed teacher certification as a means of protecting children from the unqualified teachers and protecting the competent and qualified teachers from competition from the unqualified. Certification gives the teachers a legal sanction to teach and in return receive public funds in payment for the teaching services rendered. Burdin (1982:1865) describes certification as a process of formal approval to the teacher to direct the learning experiences of the pupils.

Since schools are supported by public funds, it is a state obligation to certify teachers and protect the public from unqualified persons in the classrooms of public schools. In states with compulsory school laws, teacher's certification is necessary to convince parents and the public of the competence and efficiency of the teachers in the school system. If compulsory school laws enforce attendance, the state has an obligation to employ competent, qualified and effective teachers. The state has the responsibility of assuring the public that only qualified people are in the teaching services of its schools. Through legal sanction the state can assure the public interest in that only qualified teachers are allowed to practice. Legal sanction as a means of assuring the public of competence of professionals and protecting professionals from unfair competition with the unqualified is a tradition associated not only with teaching, probably the first profession to gain legal sanction to practice is medicine. The main purpose of legal sanction is to protect the public from those who are not prepared to practice. For an in-depth definition of profession see the article by M.L. Cogan (1953:33-50) *Toward a definition of profession*, in *Harvard Education Review*, No.23.

Teacher certification is a recent development and can be traced to the nineteenth century with the evolvement of the normal schools and

teacher associates in the United States of America between 1850-1860. The emergence of teaching as a profession started with the normal schools in the United States of America which had a prescribed curriculum for teacher training. Progress toward professionalism in teaching has been slow because teaching is regarded as a public service to the state. The state has an important interest in protecting the development of its children into adulthood through the formal setting of the school. Most other professionals have assumed the responsibility of controlling the admission and expulsion of its members and the mechanisms of guaranteeing to the public the competence of its members.

The process of legal sanction as a means of admission to the teaching profession is important to teachers and the public, especially with regard to the controlling authority and the preparation requirements. The ever expanding role of the teacher to guide and assist the growth and development of the whole child with knowledge in both formal and informal situations demands that teachers must have extended preparation. Teaching as a public service suggests that the preparation program for teachers is a state responsibility in order to ensure proper training. The requirements for teacher certification should serve to facilitate the placement of competent teachers in the classrooms of the public schools.

In the United States the authority to establish standards and requirements for the professional education, certification and employment of public school teachers are vested in the department of education in all the states. In France, entry into the school teaching profession is controlled by the national government through the national ministry of education. Admission is through a competitive

examination, and the number admitted is related to the number of declared vacancies in the teaching service. Standards are strictly maintained, and candidates must reach the required standard. Posts are left unfilled rather than admit to the sacred association those judged to be of inferior quality. The French school teacher professes his subject, educates and forms the critical judgment of his students by steeping them in Culture generale

In Japan, school teacher certification is also a government function with the cooperation of the university. The school teacher is to develop a sense of vocation and affection for his students. Teaching in Japan is registered as a profession with specific knowledge and capabilities. The school teacher in Japan must have a wide cultural background in addition to specialized professional requirements of ability and personality to give guidance to the students. In the Federal Republic of Germany the control of teacher certification is decentralized; the Landes (states) have legislative and administrative control over education.¹⁷The ministry of education in each state drafts and publishes guidelines concerning the content, organization and methods of education. The formulation of the curriculum for the professional preparation of teachers is a democratic process involving working parties comprised of teachers, interest groups, churches, parents and government representatives, one significant characteristic of the German system is the role of the states in the development of the curriculum for the professional preparation of teachers for certification.

Implications for Nigeria

The Nigerian educators have been sounding a warning to the policy

makers concerning the importance of teachers in national development,

Fafunwa (1970:20) observed that:

Of all the educational problems that beset the African countries today, none is so persistent and so agonizing than the one relating to the training of competent teachers....Teacher education is intimately related to the need for trained man power, it affects the social, political and economic spheres of the country.

Ogunsola (1975:229) asserted that no nation can rise above the quality of its teachers. Bamisaiye (1978) accused the Nigerian education system of being static, irrelevant, rigid and lacking diversity. He concluded that unfortunately there has been little or no effort made either to find solutions to the problems or adapt the imported British system of higher education to Nigeria. These observations clearly signify the inadequacy of the Nigerian education system to meet the needs of the country. The system is not geared toward the goal of educating Nigerians to succeed in the social and economic needs of the country. Peseau (1982:13) considers this critical: "The education children receive from teachers.... Will directly influence the quality of their lives, jobs, income, housing, nutrition and social participation." This observation emphasizes the significance of teachers in the training for manpower needs of a country.

Most teachers in Nigeria today go into teaching only when they fail to get better jobs. *The New Nigerian Newspaper (February, 26th 1982:1)* asserted that:

If there is any profession to which most people swear an aversion in this country, then it is teaching. Many, indeed most, who go in often use it as a launching pad to greener pastures... This deterioration must be halted...

The report of the presidential commission on salary and conditions of service of University staff observed that the poor quality of our primary and secondary schools can be attributed without doubt to the poor quality of teachers who teach them.

Attempts at improving the quality of education may take many forms, but must include the provision for the training of effective, competent and certified teachers. A careful review of the teacher education programs can identify their strengths and weakness and serve to establish plans to improve the quality of teaching.

Martens and Yarger (1982:8-9_ emphasized that:

More money can be spent, more and better textbooks can be bought, facilities can be improved, new curriculum can be developed, schools can be organized, but the strength of the system essentially depends on the capabilities of the people who teach ergo depends on training of teachers.. Strengthening teacher education clearly requires rigorous, extended training and consistent standards of certification.

The certificate would assist in providing teachers with a good academic background, professional competence and personal traits that would put into effect the objectives of education.

Boroughs cited Ben Wood (1964:97) that:

The quality of the services rendered by a school depends upon many factors, but none of these is more critical than the character and scholarship of the teachers... the selection and retention in our schools of effective teachers is a crucial problem, if democracy is to survive

General purpose of certification in Education

Certification as a formal recognition of achievement and a basis of social mobility, serves to set standards within a profession and maintain the importance of the educational system as legitimate agency of fulfilling the certification requirements.

In this manner, certification provides bureaucratic organizations with competent and qualified personnel in their efforts towards the provision of services to their clients. All these functions are aimed at formalizing the educational process and making better the procedures designed to sieve, sort, rank and label students on objective indicators of educational achievements in formal educational organizational charts. Certification then becomes a mechanism of quality control and professional allocation within the educational process of educational systems.

The distinguishing factor of the professional, apart from legal authorization to practice, is the qualification to practice. The professional is not only learned or trained, but the learning is directed to the acquisition of skills and knowledge to practice a profession.

The physician uses knowledge of science, anatomy, physiology and medicine and surgery to diagnose and prescribe for patients. The attorney uses knowledge of the principles of law to advice clients. The

teacher uses knowledge to organize, encourage and assist in learning process through a system of formal education—the school. The formal qualification required for admission into a profession calls for legal sanction to protect the public from unqualified and to protect the qualified practitioner against unfair competition with the unqualified.

Certification in teaching

Certification in teaching is the process of awarding educational credentials to persons who have successfully completed the prescribed requirements of a teacher education program. The credential serves as a guarantee that the individual has achieved the minimum qualifications to perform teaching responsibilities.

Certification in teaching includes the awarding of the educational credential as well as all the stages that lead to the credential, i.e. selection, admission, training and examinations. Certification of teachers serves as a mechanism of control of teacher education within the educational system. Certification exercise control on stipulating qualifications and mode of selection into teaching service. It stipulates knowledge and competencies required of a competent teacher. Certification in teaching helps to develop teaching into a specialized service which can only be provided by qualified persons. In this regard, certification serves the needs of society in demanding qualified personnel in teaching.

The Joint International Labor Organization and UNESCO committee on the status of teachers (1974:524) declared:

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.

Certification is an instrument of control and acts as a means of selection into teacher training. In its control function, certification regulates the quality of education and training of teachers in order to protect and inform the public as consumers, clients and employers of teachers. This function of certification in teaching helps to satisfy the public's concern for maintaining standards of education in the face of mass education. Kotasek (1980:113) remarked: "Emergency measures should not jeopardize the long-term trend which is based on continuing social change and in the growing importance of education in an industrialized age".

Gardener (1964:20) pointed out the link between certification and society:

The educational system provides a person with a sense of what society expects of him in the way of performance. If it is lax in its demands, then the will believe that such are the expectations of society. If much is expected of him, the chances are that he will expect much for himself. This is why it is important that a society create an atmosphere that encourages effort, striving and vigorous performance.

Educational credentials in general and teacher certification in particular are central to the selection process in educational systems.

The educational system has the responsibility of determining the selection process in teacher training for certification.

Criticisms of certification.

There are four major criticisms of certification. These are:

1. *Egalitarian perspective.* The egalitarian critics of professional certification charge that the process creates an “iron law of educational selection”. Selection for certification based on educational performance, is likely to discriminate against students on the basis of their social and cultural backgrounds. This supports the existing social structure with its dominant values within the educational and social system. Formalizing credentials as a means of social mobility is an obstacle to the students who are committed to the pursuit of education and professional career, but prevented from achieving either or both because they lack the formal qualifications often irrelevant to their chosen field of study.
2. *The pedagogical perspective.* Supporters of this perspective charge that certification places too much emphasis on principles, methods and criteria for governing organizations. This tendency has made it difficult for students and teachers to achieve the actual knowledge needed in the field. This conflicts with a major psychological and social objective of educational systems which is excellence in education. Certification as an essential requirement for admission to a profession forces students to participate in the formal

preparation even though they may not be motivated to do so. This creates strain on both students and teachers. Since certification stresses selection by failure, and equates competence with formal credentials, it creates psychological and sociological implications both for the educational and social system within which it exists. This is so because the only way of leaving the formal educational cycle with honor is by acquiring the credential. Those not obtaining it consider themselves as unqualified or incompetent.

3. Employer perspective. The criticism most often emanating from the employer states that certification requirements are frequently irrelevant to the actual practice. The other is the inability of the job market itself to provide positions meeting the expectations and aspiration of the qualified. In some developed systems of education the supply qualified personnel has exceeded the number required a situation which has created under employment and frustration.
4. The public perspective . The most common out cry of the public points at the irrelevance of standards and criteria used in selecting and certifying professionals to provide service or assistance in building an efficient society. The public most often describes certification as a process organized to serve the interests of specific groups concerned with the economic and social value of their credential, rather than the public. As long as certification places high value on general and theoretical knowledge and capabilities without regard for practically oriented skills and abilities of the individual, it will

continue to adopt a narrow definition of achievement. Certification tends to stratify individuals along prestige hierarchy, and not reward efficiency or competence within the profession. The reliance on measure of academic performance without any regard to attitudes, motivation and skills as measures of predicting performance leads to overrating of narrow measures.

Professional Education for Teacher certification

Teacher certification is an institutionalized educational procedure that is aimed at the purposeful, organized preparation of teachers. It comprises all forms and stages of preparation of those who intend to devote themselves to the teaching profession. Teacher certification is sometimes referred to as professional education in the sense that professional indicates the quality and status of the whole preparation program, and education indicates the personal development of the intending teacher. The objective of professional education of teachers is to develop an educated and cultured individual concerned with education. Teacher education was a monopoly of the church up to the beginning of the nineteenth century but this monopoly has been challenged. Secular control of teacher education has become universal. Teacher education is now controlled by social authorities, agencies or institutions. In countries (like France) with a centralized national administration of education, the control of teacher education extends to the programs of teacher education.

In most other countries, control of teacher education is shared by the government and the universities. In general, the government takes responsibility for financing and administrating while the universities are responsible for content, methods of preparation and

examinations. This arrangement is almost universal today, especially with regard to the preparation of secondary school teachers. Teacher education is one of the prerequisites necessary for the promotion and continuation of formal education because the practical and theoretical problems in the formal educational systems are centered in teacher education. The system of teacher education determines the character of an educational system, because educational objectives cannot be changed until the education of teachers has been changed.

The recruitment and selection of entrants to teacher education institutions are important to the whole education system because the success of the system depends on the quality of teachers. This is true in developing nation such as Nigeria where the teacher has an important educational and social role in the society, being in most instances the only educated person. In this regard, teacher education is the sine qua non of educational, social and economic development. The problem associated with teacher education especially in organization, curriculum content and adaptation to social changes has made teacher education one of the least crystallized parts of the educational system in many countries. This situation is further aggravated by the present day economic, social and political developments of scientific and technical revolution which confronts teacher education with new demands. The objectives, content, organization and methods of teacher education are directly influenced by these factors. General education should therefore be emphasized because the adaptations to new social and cultural conditions are urgently required in the preparation of competent teachers. Teachers are to develop the intellectual quality to deal with

scientific and cultural changes especially when teaching is seen as an encounter and dialogue between human beings, and teaching success is attributed to individual factors in inter-human relations. The objective of professional education of teachers is to develop an educated and cultured individual concerned with education.

What type of knowledge is necessary to equip the teacher to perform his task?

According to Fafunwa, (1967:82) general education, specialized studies and professional studies are essential in the training of competent teachers for Africa.

The commonwealth conference (1974:108) recommended three components in a teacher education program that would;

1. Develop the teacher as a person
2. Inculcate knowledge, attitudes and skills to the teacher in relation to the subjects of his school curriculum;
3. Develop the knowledge, attitude and skills of the teacher to help him delivering the curriculum to his students.

Dodd (1972) charged that the study of the local community in Africa is as important as the study of the child in teacher Education. The development of the curriculum of teacher education depends on the degree of success achieved in linking the formation of general culture and professional competency of teachers. The curriculum of a teacher education program must include subjects that will widen the cultural horizon of the future teacher. In his recommendations on secondary teacher education in Nigeria, Etim (1979) emphasized the need for teacher education curricula to teach student teachers how to equate

the learning material to the levels of their pupils. Edem (1967) observed that “perhaps the most serious weakness in the Nigerian teacher training practice is the length of teacher preparation and qualifications required for certification.

Teaching today, should not consist of instructions to students, who sit in rows at desks, obediently listening and copying what they hear, but, rather, should offer children, rich, satisfying, and exceptional learning experiences. The educational environment should no more be confined to the classrooms but, should extend into the home, community and the world. Information is no more bound primarily in books, but available everywhere in the environment. Students should no more be consumers of facts, but active creators of knowledge. Schools aren't just brick-and-mortar structures but centers of lifelong learning, and most importantly, teaching should therefore be recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of nations. Today, the seeds of such a dramatic transformation in education are being planted, and prompted by massive revolution in knowledge, information technology, and public demand for better learning. Education systems are slowly restructuring into fulfilling these objectives set by the community.

Imagine a system of education where teaching is considered to be a profession rather than a trade. The roles of teachers in the child's education and culture have fundamentally changed. Teaching has now changed from the old "see-and-tell" practices as much as modern medical techniques has changed from practices such as applying leeches and bloodletting. Leading the way are education systems that

are reorienting their policies and objectives of teacher education, rethinking every part of the teachers job, their relationship with students, colleagues, and the community, the tools and techniques they employ, their rights and responsibilities, the form and content of curriculum, what standards to set and how to assess, whether they are being met, their preparation as teachers and their ongoing professional development, and the very structure of the schools in which they work. In short, the education systems are reinventing the teacher education to better serve schools, students and the community as professionals. In the process it is expected that only a person with proper vision, experience and an education degree can enter the teaching profession. Teaching is today regarded as a great responsibility than a mere job. It has impact on the growth and well being of the nation. Teachers play a key role in the education and life of the student. It is the hand of the teacher that moulds the mind of the student who will become the father of the nation .When the teacher is patriotic, responsible and committed to the nation; he can then produce in his students, patriotic men and women who will objectively place the nation above self and national development above personal gains.

The teacher today is quite diverse and has wide role in almost every occupation. Education is necessary for politicians, businessmen, artists, farmers, and religious groups, for their respective career growth. In many cases of a successful student, there is a good teacher. The relation in between seems to be very harmonious with complete dedication and affection from the teacher towards the student. This phenomenon had never been the other way. Some of the great teachers were the cause of political and industrial revolutions around

the world. Their vision helped various societies to gain self-sufficiency and financial freedom. Some of them helped in the spread of knowledge and establishment of good educational institutions.

Teacher Education is vast and has grown to a large extent in last the century. Many fields in science, commerce, arts have come up and the areas of study are very large. So considering these developments, teachers have to imbibe the knowledge of their subject content to the highest extent possible to deliver when needed. Teachers are to write books, articles, conduct seminars etc. to publicize the knowledge of their subject matter as needed by the society. The education system should design a teacher education programme that will teach the knowledge such that the teacher can be of service to the learners and the larger society after attaining it. The knowledge has to be impacted by the teacher to the pupils with the most understandable way using effective teaching strategies. The teacher should avoid creating confusion or misrepresenting of knowledge to the students and the society at large. Due to the many courses available for study in this globalised world, that has in turn led to create some level of confusion among parents and students to select the courses of study in terms of job prospects and career aspirations. Teachers should be able to guide both students and parents in such a way that it is beneficial to both on the long run. An ideal teacher has to set himself or herself as a role model for his students and upcoming teachers.

Teacher education play an important role of guiding the would be teacher to act, as surrogate parents, in molding the students. The knowledge gained through teacher education should guide the teacher to handle his students with affection and courtesy. The

student's point of view should be considered before the teacher applies his opinion on them. An ideal teacher should be impartial, disciplined, respectable, and at all times courteous, as a result of the training he received.

Teaching should begin from the knowledge level of the learner, and then gradually upgraded to the higher level. It should also be done by reference to standard textbooks for each topic in the subject. This guides the student to get complete and reliable information from the texts. Students should be encouraged by the teacher to refer to the standard text books. This will help them gain more information and also enhance their comprehension and reading ability. In the classroom the teacher should provide proper encouragements to the pupils. The child should feel free to approach the teacher with questions or doubts he may have for discussions. The teacher should encourage the pupils to take notes in the class. This will help them to improve their writing skills, understand better and stay attentive in class. Teachers have to use effective teaching strategies like chalkboard, videos, pictures, animations in order to impart the knowledge in an easy manner. Teachers have to let the students understand the aspects of career growth, scholarships available, future prospects in a particular field etc. When students have some problems in behavior or thought process, the teacher's role is to help them overcome the problem by showing special affection and attention. Teachers can solve many of the problems of the students in respect to their thoughts, behavior, and career interests. The phrase that the relationship between a teacher and student should be like a fish and water but not like a fish and fisherman .Give respect and get respect is the phrase for society, in a student and teacher's relation, it

becomes give affection and attention and get respect and regards from the student. At the school, the teacher is like the parent to the student. He should always try to ensure that the students are fine, healthy and active. He has to encourage students to take up extracurricular activities besides studies and also community welfare programs with the support of his colleagues. Students generally keep a watch on their teacher's life. So, teachers have to maintain good set of manners and try to be role models. This not only helps students adopt it but also improves their regard to the teacher. In case student's parents wish to meet with the teachers, they must be ready to listen and cooperate with them. Teachers should encourage student welfare programs, sports, tutoring and education trips in the school life of the children. It is common that children try to imitate their teachers out of inspiration from them. The teachers should try to balance their mindset by not showing fear, anxiety, or over excitement. Teachers should maintain coolness and of composed mind. This implies that teachers should play their role with dedication, honesty, affection and patience. In this regard teaching should be seen as a self satisfaction and social development career for the good of society.

Many teachers today should adapt and adopt new practices that acknowledge both the art and science of learning. They should understand that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. The teacher should grasp that his most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities. This attention to personal qualities is all the more important as our country continues to become more pluralistic.

Teachers have to be committed to relating to youngsters of many cultures, including those young people who, with traditional teaching, might have dropped out or have been forced out of the school system. Their job is to counsel students as they grow and mature helping them to integrate their social, emotional, and intellectual growth so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives, and to value contributing to society. Teachers should be prepared and permitted to intervene at any time and in any way to make sure learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning in their students. In practice, this new relationship between teachers and students takes the form of a different concept of instruction. Turning in to how students really learn prompts many teachers to reject teaching that is primarily lecture based in favor of instruction that challenges students to take an active role in learning. They no longer see their primary role as being the lord of the classroom, a compassionate authoritarian deciding what's best for the helpless underlings in their care. Teachers today know that they can accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

The most respected teachers have discovered how to make students passionate participants in the instructional process by providing project based, participatory, educational adventures. They know that in order to get students to truly take responsibility for their own education, the curriculum must relate to their lives, learning activities must engage their natural curiosity, and assessments must measure

real accomplishments and be an integral part of learning. Students work harder when teachers give them a role in determining the form and content of their schooling, helping them create their own learning plans and deciding the ways in which they will demonstrate that they have, in fact, learned what they agreed to learn.

The day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards. The result is that the abstract, inert knowledge that students used to memorize from dusty textbook comes alive as they participate in the creation and extension of new knowledge. One of the most powerful forces changing teachers' and students' roles in education is new technology. The old model of instruction was predicated on information scarcity. Teachers and their books were the only information sources, spreading knowledge to a population with no other way of getting it.

But today's world is awash with information from a multitude of print and electronic sources. The primary job of teaching is no more the sharing of facts, but helping children to learn how to use facts by developing their abilities to think critically, solve problems, make informed judgments, and create knowledge that benefits both the students and society. Freed from the responsibility of being primary information providers, teachers have more time to spend working

one-on-one or with small groups of students. The teacher has become a catalyst of learning in the school setting today. Recasting the relationship between students and teachers demands that the structure of school changes as well. Though it is still the norm in many places to isolate teachers in class rooms with pupils who rotate through classes every hour throughout the year. In the case of primary schools this paradigm is being abandoned in more and more schools that want to give teachers the time, space, and support to do their jobs.

Imparting knowledge and or skill is what teachers do especially to children under the guidance of the state that provides the substance of what and how to teach. Teaching is regarded as a profession, as such it has developed into a specialized trade that has established rules and guidelines for entry, discipline and expulsion. The society is expected to be a very active stakeholder in the development of teaching before it can become a recognized profession especially when teaching is seen as a social service. Teaching as a social service suggests that the state has a lot of responsibility in determining the processes in the training and admitting people into the profession. It is in this regard that developing what to teach and how to teach must involve the state and the society at large. The society has a responsibility to audit and or actively participate in determining what to teach and how to teach in their schools. This is so because the content of what to teach must reflect the culture, beliefs and traditions of the society. Also how to teach should reflect the socio-cultural etiquette of the community where the teaching is taking place. It is when the community refused to be active participants in developing what to teach and or how to teach that teaching becomes segmented without meaning to the overall

society. This establishes the need for a decentralized curriculum that will allow the many heterogeneous communities in our country to determine the major content of what to teach in our schools today to reflect the above needs. It is when this happens that the community will actively accept to play a strong role in the implementation and review of the system.

One of the most important innovations in instructional organization is team teaching, in which two or more educators share responsibility for a group of students. This means that an individual teacher no longer has to be all things to all students. This approach allows teachers to apply their strengths, interests, skills, and abilities to the greatest effect, knowing that children won't suffer from their weaknesses, because there's someone with a different set of abilities to back them up. To truly professionalize teaching, there is the need to further differentiate the roles a teacher might fill. Just as a good law firm has a mix of associates, junior, and senior partners, so also schools should have a mix of teachers who have appropriate levels of responsibility based on their abilities and experience levels. As much of the lawyer's work takes place outside the courtroom, so, too, much of the teachers work should take place outside the classroom.

Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect our children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set

priorities, and dealing with organizational problems that affect their students' learning. Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that teacher education graduates are truly ready for the complex challenges of today's classrooms.

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better educated students. But though the roots of such improvement are taking hold in today's schools, they need continued nurturing to grow and truly transform our learning landscape. The rest of us politicians and parents, principals, and other stakeholders, employers and teacher education institutions must also be willing to rethink our roles in education in order to give teachers the trust, responsibility, autonomy, accountability they need so as to do the essential job of educating our children. Professionalization of teaching as a process requires building trust, responsibility autonomy, and accountability, to enable the teachers to transform from a trade to a profession. Trust is a rather subtle concept. It can be an expectation, an interaction, a belief, an emotion or a social coordination mechanism.

Trust is viewed as a means of reducing the complexity and risks that come from the autonomy and freedom of others. Levi (1998: 78) suggests that trust is a holding word for a variety of phenomena that makes individuals to take risks in dealing with others, solve collective action problems or act in ways that seem contrary to standard definitions of self-interest. Seppänen, Blomqvist and Sundqvist (2007)

were of the opinion that there are major inconsistencies in the conceptualization, operationalisation and measurement of trust. Hence, from a policy and governance view, a consensus definition is needed.

Trust may be defined as an expectation that other members of the organization will behave in a cooperative and honest way (Van Houtte, 2007), a readiness to be exposed based on the confidence that the other party is benevolent, reliable, competent, honest and open (Hoy and Tschannen- Moran, 1999: 189). Trust may be a dynamic process in which parties are involved in a series of interactions which require some daring or faith (Tierney, 2006). Characterized as a process, trust may be seen as an expectation that is perceptual or attitudinal, trust as a decision reflects free will, and trust as an action indicates a behavior manifestation. (McEvily et al, 2003: 93) In education the literature focuses on the facet of trust as a decision, or the “willingness to be exposed based on the five facets of trust that establish the confidence that the other party is benevolent, reliable, competent, and honest and open” (Hoy and Tschannen-Moran, 1999: 189).

The five facets of trust (i.e. benevolence, reliability, competence, honesty and openness) approach have been developed within the school context. It provides a definition of how groups of school members have trust in other school members or in the school organization (Forsyth, Adams and Hoy, 2011; Hoy and Tschannen-Moran, 1999; Van Maele and Van Houtte, 2009).

- i) Benevolence is the confidences that the trusted person will protect the interest of his colleague .People depend on the goodwill of others (Forsyth, Adams and Hoy, 2011: 18).

- ii) Reliability is the level to which the teacher can rely upon his colleague for action and goodwill. It is significant to join reliability with benevolence. Reliability indicates a sense of confidence that the needs of the teacher will be met in positive ways (Forsyth, Adams and Hoy, 2011: 18). For instance, teachers rely on students to apply their best effort and complete assignments.
- iii) Competence refers to the ability to achieve desired outcomes. A teacher who means well but does not have the competence cannot be trusted, especially in the case of dependency and the involvement of some level of skill in the fulfillment of an expectation as in the case of teacher preparation. (Forsyth, Adams and Hoy, 2011: 19;
- iv) Honesty refers to character, integrity and authenticity of the teacher in his truthful statements conforming to “what really happened” from his perspective and when his word about future actions is kept (Forsyth, Adams and Hoy, 2011: 18).Honesty is mostly seen as a key ingredient of trust especially in teacher preparation process.
- v) Openness is the extent to which relevant information is shared, and actions and plans are transparent. Openness makes individuals vulnerable because it signals a kind of reciprocal trust, a confidence that information revealed will not be exploited and that recipients can feel the same confidence in return (Forsyth, Adams and Hoy, 2011:19). Openness in the relationships between teachers and the principal as well as openness in relationships among teachers are both closely related to the degree of trust in the school (Forsyth, Adams and Hoy, 2011: 8).

In a principal-teacher relationship, asymmetries of information and power as well as cooperation or collaboration are closely linked with

monitoring and accountability. Trust can play an important role in these relationships. Monitoring is one action or mechanism that stakeholders such as voters, parents can use to hold other actors such as elected officials, school principals, and teachers accountable for their actions. It refers to a continuing function which seeks to provide the main stakeholders of an ongoing project or programme with early indications of progress, or lack thereof, in the achievement of results. Monitoring reduces uncertainty about efforts of those involved and helps to build a record of the teacher's behaviour because it provides possibilities for assessment and thus forms a basis for trust (Eshuis and van Woerkum, 2003: 384). It can serve as surveillance and control, but also function as a learning tool (Eshuis and van Woerkum, 2003: 385). Monitoring accountability refers to holding the actors in teaching, to be accountable for their actions and helps to track achievements by regular collection of information and ensuring accountability (World Bank, 2007). But monitoring is not always the solution because it is costly and can have perverse effects on incentives if it is badly implemented. Moreover, monitoring can actually create a system of distrust between stakeholders. For example, such distrust emerges when stakeholders perceive monitoring as infringing on their autonomy and feel that control is only in place because they are not trusted. As a result, a system of distrust can develop, which can further decrease the intrinsic motivation of stakeholders. In low trust and highly monitored environments, teachers are reluctant to take risks or admit mistakes for fear of appearing incompetent (Carless, 2009: 79). This stifles innovation. Thus accountability under these conditions is an alternative to trust, and efforts to strengthen accountability can

lead to weakened trust (Trow, 1996: 3). If any quality control system is introduced to monitor teachers' assessment practices, it could be interpreted as implying distrust and harm teachers' creativity, motivation and self-respect. In contrast, if teaching quality is poor, public trust in schools may decrease (Hopfenbeck, 2013). The presence of control as part of monitoring suggests the absence of trust. This means that control mechanisms are put in place when distrust between stakeholders exists. On the other hand, control under the right circumstances can increase trust, for instance when tasks involved are programmable, standardized and outcomes can be measured and or evaluated (Forsyth, Adams and Hoy, 2011). However, it depends on whether formal or the legalization of rules or non-formal control through social interactions, values and norms dominate. Trust, for example, can bolster an efficient system of social non-formal control as in the School Based Management Committees (SBMC) where extensive supervision of individuals' work is not required and shirking behaviour remains minimal. Whereas formal control is seen at odds with trust. In complex education systems, characterized by multilevel governance, multiplication of actors and stakeholders and increasing emphasis on performance and efficiency, balancing accountability and trust is a delicate act. The status, professionalism and accountability of teachers are highly interlinked elements. Trust is a critical factor associated with the effective response of school head's demand for greater quality and accountability (Louis, 2007). Teacher performance is increasingly tied to student outcomes. However, some research on teamwork indicates that the more team members trust one another, the less they choose to monitor one another, and when

this condition is combined with high levels of individual autonomy, performance can suffer (Langfred, 2004). Policy makers need to make informed decisions about autonomy, trust and accountability because they have long-term effects. School leaders need to view trust as the bridge that reform must be carried over, as educational change is difficult to do in low-trust settings (Louis, 2007). For instance, reform programmes in the United States accompanied by a push to standards based accountability have led to a decrease of teacher trust in other school members and to an increase of teacher burnout levels (Dworkin and Tobe, 2014). A similar example is provided by accountability reforms implemented in Wales, which increased accountability with formative assessment and evaluations, but led to an erosion of trust. As a result, Wales' chances to achieve academic excellence have been negatively impacted (OECD, 2014c).

Norway's educational system is highly decentralized, with 428 municipalities and 19 counties acting as school owners, which vary considerably in size, number of schools and competence at the municipal level. The Ministry of Education and Research is in charge of national education policy, while the school owners implement education activities, organize and operate school services, allocate resources, and ensure quality improvement and development of their schools. Balancing trust and accountability has been a challenge in the Norwegian context. While high trust in the system exists, there are relatively few accountability mechanisms. As a result, few incentives (or sanctions) are in place for actors, creating problems for long-term implementation in the face of resistance. School leaders have to

involve teachers in the process of developing school cultures based on a real understanding of problems at hand. Clear communication between the different levels and a high degree of trust amongst all stakeholders are necessary for a successful solution of problem.

“The principal-teacher relationship provides a rationale for accountability: if stakeholders - be they parents, local firms, or policy makers - have difficulty monitoring the activities of schools, then teachers might behave in a manner contrary to the interests of the stakeholders” (Figlio and Loeb,2011: 386). Hence more effective monitoring of teachers could result in improved student outcomes. Accountability per se can be positive since it protects against irresponsibility and provides checks and controls which can raise the quality of teaching. For instance, high levels of trust could lead to higher accountability since decisions have to be responsive to the preferences of the population. This follows on (Putnam 2000:46) who argues that more civic-minded citizens are better at holding politicians accountable and politicians are thus more likely to “temper their worst impulses than force public protests”. Some form of accountability can have a positive impact on trust.

In education systems, two types of accountability mechanisms are common: vertical and horizontal accountability. Vertical accountability is top-down and hierarchical – it enforces compliance with laws and regulation and/or holds schools accountable for the quality of education they provide. Horizontal accountability assumes non-hierarchical relationships – it is directed at how schools and teachers conduct their profession and/or at how schools and teachers

provide multiple stakeholders with insight into their educational processes, decision-making, implementation and results (Hooge, Burns and Wilkoszewski, 2012).

In complex education systems with diversified structures and new stakeholders, it could be beneficial to complement vertical accountability structures with horizontal ones. Differently performing schools may need different accountability systems (Hooge, Burns and Wilkoszewski, 2012).

There are two ways to promote governance arrangements in education which generate trust: professional accountability and multiple stakeholder accountability in the horizontal strand.

Professional accountability means trusting teachers by fostering teacher professionalism, developing professional standards, promoting collaboration and professional learning communities, and updating the pedagogical knowledge of teachers. Trusting teachers also implies developing trust in the unique nature of the pedagogical relationship in which teachers and learners engage, which is also based on some degree of autonomy (Hooge, Burns and Wilkoszewski, 2012).

Multiple stakeholder accountability means generating trust in the community. Schools are accountable to learners, parents, stakeholders and the community at large. They need to establish a relationship, obtain support and engage in capacity building. Processes of collective learning and feedback generate trust in the

community. It is important to recognize different interests and needs among stakeholders, allow enough time to develop a trusting relationship and clarify roles and purposes such that all actors feel responsible (Hooge, Burns and Wilkoszewski, 2012). Multiple accountability aims to increase legitimacy and trust from local community through the processes of learning and feedback that it entails (Hooge and Helderma, 2008). Hence the choice of accountability mechanisms can impact the level of trust between stakeholders. The Polish system of education indicates that there is a fine balance between trust and accountability which can be facilitated by the professionalization of teachers. A reform of the school inspection system in 2009, which changed the way in which pedagogical supervision, especially school inspection, is conducted in Poland. The main goal of the reform was to combine internal and external evaluation in school supervision practice, in particular (1) monitoring compliance with the law, (2) supporting the work of schools and other education institutions, as well as teachers in performing their activities and (3) undertaking evaluation of education institutions. The reform placed greater emphasis on collaboration among stakeholders, intending to establish a sustainable culture of cooperation to support new processes. However, there were several challenges associated with the reform. For instance, there was no common understanding of reform goals by the stakeholders, and this led to a conflict in the implementation process. In addition, local authorities and headmasters played power games around the reform, and teachers were reluctant to collaborate. While internal evaluation can increase accountability and serve as a way to gain knowledge to improve the system, teachers can perceive

the process as permanent scrutiny and thus as a vote of distrust in the work of the individual teacher. The new evaluation system can be seen as a loss of control or a means of punishment rather than improvement. That is why it is important to increase the professionalization of the teaching profession to strengthen teacher's self-efficacy and out-of-class influence.

Professionalism is defined as efficiently rendering a specialist service based on a body of knowledge. It refers to strategies employed by members of an occupation in seeking to advance their status, salary and conditions. Teacher professionalism is constantly changing and being redefined, in part due to increased control by governments or changing demands by teachers. Professionalization as a process is about being delegated sufficient trust to be accorded self-governing status (Morris, 2004). It involves giving the teaching force increasing responsibility for scrutinizing and evaluating the practices of its members (Elliott, 2004). Trust affects professionalization in education systems in different ways. In schools with high trust, teachers feel more responsible for defining the nature and content of their work and are more likely to invest themselves in the operations of the school (Goddard, Salloum and Berebitsky, 2009). However, it is no longer the case that teachers say: "trust me, I'm a professional" (Morris, 2001). Due to various modernizations of the teaching profession, professional accountability has started to play a larger role, perhaps at the expense of autonomy (Hoyle and Wallace, 2005). Grace (1987: 221) argues that: The ethic of legitimated teacher professionalism involves an implicit understanding between organised teachers and agencies of the state in education in resolving

their conflicting interests and concerns. In effect it is an understanding which involves, at the surface level, the idea that teachers will accept their legitimated realm, their sphere of proper professional activity, as within the classroom and the school system and the state, for its part, will grant them a measure of trust and autonomy, professional salaries and occupational securities and professional respect and dignity.

There are two images of teachers as professionals. The first form of teacher professionalism considers the teacher as "a trusted servant rather than an empowered professional" (Avis, 2003: 329). Teachers act within a performance management environment and evidence-informed research shapes pedagogic practice (Avis, 2003: 329). In search of greater accountability, governmental policies have produced systems of managerial control that have led to a culture in schools and other education institutions in which trust is no longer seen as the foundation of professional ethics. Teachers are said to be motivated by extrinsic rewards and the teaching act is considered to be technical and instrumental. Some argue that "the only acceptable form of accountability is a measure of compliance with the individual employment contract" (Codd, 1999: 202). In a similar vein, Morris (2004: 106) suggests that if there is no widespread trust in the competence and overall professionalism of teachers, and/or if the profession does not, or is not permitted to, hold its members accountable, then their performance will be increasingly monitored and judged by agencies established outside the profession by the state.

In contrast, the second form considers teaching as a learning profession in which teachers continually seek to develop

professionally and add to their pedagogical knowledge in order to improve teacher quality. This is especially important in times of ageing teaching workforces, high attrition rates of new teachers and teacher shortages in particular areas. Teachers also increasingly need to develop new competences in order to help students acquire 21st century skills (e.g. collaboration, problem-solving, communication and creativity), ensure social cohesion and the well-being of all students, participate in more distributed school leadership and management roles in response to greater decentralization and school autonomy. Professional standards and profiles for the teaching profession are being redefined to keep abreast of the great complexity in the 21st century and accommodate the need for continuous learning and development

The strengthening of a culture of trust in education requires a form of accountability which supports rather than diminishes the professionalism of teachers. This implies a form of accountability that fosters trust and professionalization by recognizing the ethical obligations on the part of professionals to offer an account of their actions. The moral ethics of the professional is also fully acknowledged (Codd, 1999: 203). Similarly; (Brien 1998) argues that cultivating a culture of trust can promote ethical conduct indirectly by providing an ideal of professionalism. Low trust between teachers and between teachers and school principals presents a significant barrier to the establishment of new norms of professionalism and collaboration. In contrast, when teachers trust each other, they are more likely to respect colleagues as exercising professional judgment and

demonstrating a commitment to students, whereas where teachers do not perceive their colleagues as behaving in a professional manner, they are less likely to trust them (Tschannen-Moran,2009)

Finland serves as a good example of the link between trust and professionalization. The education system was highly centralized until the early 1990s. Central agencies regulated schools and teachers were subjected to a dense network of rules and orders. However, a gradual shift towards trusting schools and teachers began in the late 1980s and the era of a trust-based school culture started some years later. Trust in teachers and school principals by parents, students and the authorities were key to reforming the education system and smart accountability. Under the reformed system, the government has granted teachers greater autonomy regarding the curriculum and accountability once teachers' quality has improved. But without high trust levels, it would not have been possible to reduce the detail of the curriculum specification and eliminate test-based accountability (Tucker,2011).Overall, the culture of trust means that education authorities and political leaders believe that teachers, principals, parents and their communities know how to provide the best possible education for their children. Trust can only flourish in an environment built upon honesty, confidence, professionalism and good governance (Sahlberg, 2010). However, other contextual factors might contribute to the high trust in Finland, such as the homogenous society, particular history, and societal values (Lewis, 2005).

Another example examines the link between trust and professionalism in the case of Norway. The 2013 report on Teachers' Summit (OECD,

2013f) highlighted that to improve teaching practice, it was necessary to develop a clear and transparent link between performance appraisal and professional development opportunities. Otherwise, appraisal processes would not be taken seriously or be met with mistrust by teachers (Margo et al, 2008). A review on the evaluation and assessment system in Norway demonstrates this link. Norwegian teachers were generally seen as trusted professionals among different stakeholders. They received autonomy to decide on the teaching content, materials and methods. Teachers were given considerable scope to exercise their professionalism and benefit from a high level of trust among students, parents and communities in general. Since teachers were seen as trusted professionals, they were eager and willing to receive feedback and the appraisal system of teachers by school leaders was well accepted. Nevertheless, even highly trusting countries like Norway have recently experienced a break down in trust when nearly 8,000 teachers went on strike in summer of 2014 over policy proposals that were considered to lead to too much reporting, workload and bureaucracy in schools. More specifically, teachers perceived the demands of employers that they should spend 7.5 hours in schools every day as mistrust in their professional judgment. Instead, teacher unions demanded that teachers needed to manage parts of their own working hours to have flexibility in their duties and responsibilities as professionals. In the end they succeeded in their demands.

Extended professional teacher development programmes are now tried as ways to avoid making learning into arbitrary mass based on the central curriculum .The Federal Government of Nigeria has now put in

place an approved *Teacher Education Policy* that is meant to add value to both the pre-and in-service teacher professional development into practice. The policy document contains many laudable innovations on teacher professional development with many incentives meant to attract the best brains into the teaching profession in Nigeria. The biggest problem facing the policy is the government political will to implement and the absence of a regulating body with the legal instrument to implement and or enforce the policy. That is why there is the urgent need for the establishment of a *Teacher Education Council* with the mandate of regulating on all matters relating to teacher education from basic to tertiary level. That has been the bane of many such other documents with laudable ideas but gets killed due to the lack of a legal regulating body and the lack of the political will to implement on the part of the government. In addition to overseeing the implementation and regulating teacher education in the country, the Teacher Education Council should have the legal authority to conduct teaching practice and or practicum for all beginning teachers, as is the case with sister professions such as Law, Medicine, Accounting etc. This is especially necessary because without any doubt the teacher training institutions have lost the capacity to supervise, assess and or monitor successfully the teaching practice segment of the pre-service teachers. The teacher training institutions should be left with the theoretical components of the pre-service training, while the Teacher Education Council takes over practical aspect in the form of pedagogy and teaching practice. This arrangement will greatly empower the teachers into becoming a formidable profession that can compete for social status with any profession in the country. The Teacher Education Council should also

work in harmony with the Teacher Registration Council and the Quality Assurance Commission (to be established) to protect and up lift the status of teachers by enforcing their laws to the latter through coordinated efforts in partnership with each other. In addition to this, the National Teachers Institute (NTI) should be mobilized to serve as the Teachers Clinic where the pre-service teachers go for a one year pedagogic studies and teaching practice. The NTI is already strategically ready for this task as it has centers in each state of the federation for the conduct of its open and distance education programmes. In this regard the NTI should serve just as the Law School is serving the Council for Legal Education. The new arrangement should work to foster the status of teachers and teacher education in the country.

The teachers on their part need to rethink of how to come together for the betterment of the profession and uplifting its status. This can be achieved through uniting into a formidable strong federating union for all categories of teachers and Educational Administrators from the basic to tertiary education level, just like other professions in the country such as Law, Medicine Engineering, Accounting and the likes. This may be known as the *Union of Nigerian Teachers*. If and when this happens the teacher union will be strong and formidable in terms of numbers, this will give the teachers the numerical strength and power to raise their status and power for negotiation and political power game in labor matters. All other teacher unions in the Universities, Polytechnics Colleges of Education, Secondary and Primary schools should either melt into the Union or become direct affiliates.

Conclusion.

From An Unknown School Principal's speech at the graduation day.

He said "The Doctor wants his child to become a doctor.....

the Engineer wants his child to become an engineer.....

The Businessman wants his ward to become CEO.....

BUT a teacher also wants his child to become one of them, as well..!!!!

Nobody wants to become a teacher BY CHOICE"Very sad but that's the truth.....!!!

He continues His story...

The dinner guests were sitting around the table discussing life.

One man, a CEO, decided to explain the problem with education. He argued, "What's a kid going to learn from someone who decided his best option in life was to become only a teacher?"

To stress his point he said to another guest;

"You're a teacher, Mr. Salihu. Be honest. What do you make?"

Teacher Mr. Salihu, who had a reputation for honesty and frankness replied,

"You want to know what I make?

He paused for a second, then began...

"Well, I make kids work harder than they ever thought they could.

I make kids sit through 1 hour of class time when their parents can't make them sit for 5 minutes.

Without an I-Pod, Game Cube or movie rental.

You want to know what I make?

He paused again and looked at each and every person at the table

I make kids wonder.

I make them question.

I make them apologize and mean it.

I make them have respect and take responsibility for their actions.

I teach them how to write and then I make them write.

Keyboarding isn't everything.

I make them read, read, read.

I make them show all their work in math.

They use their God given brain, not the man-made calculator.

I make my students from other countries learn everything they need to know about Nigeria while preserving their unique cultural identity.

I make my classroom a place where all my students feel safe.

Finally, I make them understand that if they use the gifts they were given, work hard, and follow their hearts, they can succeed in life.

Mr. Salihu paused one last time and then continued...

then, when people try to judge me by what I make, with me knowing money isn't everything, I can hold my head up high and pay no attention because they are ignorant. You want to know what I make..??

I MAKE A DIFFERENCE IN ALL YOUR LIVES, EDUCATING KIDS AND PREPARING THEM TO BECOME CEO's, DOCTORS AND ENGINEERS.....

What do you make Mr. CEO?

His jaw dropped; he went silent.

I say THIS IS WHY TEACHING IS THE UNSUNG PROFESSION IN NIGERIA.

Source: (The Unknown Principal)

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