

Leadership and Value System Goal

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Abstract

This paper explored deferment of teachers' demands as a challenge to educational goals. The importance of teachers cannot be over emphasized as teaching and learning depends on them. That implies teachers are behind every sustainable economic and educational development. The paper exposed that imparting and assisting learners to acquire the necessary knowledge, skills, among others have been the pivotal roles of teachers to adapt to the global environment. These roles assist in actualizing the educational goals. Deferment of teachers' demands such as – conducive work environment, attractive pay, provision of health and good pension schemes, housing facility, in-service training among others hinder both economic and educational development. Deferment of teachers' demands is noted to be the result of corruption and non-enrolment of elite's children into public schools. The paper concluded that, withdrawal of teachers for green pasture, strike actions, poor academic performance have been observed as some of the effects of deferment of teachers' demands. Suggestions were made to encourage and motivate teachers for the betterment of the society.

INTRODUCTION

The educational sector is the key arm of any society. Globally, education is recognized as a vital and indispensable tool for national development. Convincingly, this tool manifest in acquisition of knowledge, skill, creativity, critical thinking, technology, collaboration, values among others. In same view, Kalagbor (2017) noted that education is a power, and a process of acquiring useful knowledge and ideas that shape and conditioned man's attitude, actions and achievements. That implies education plays both academic and character roles. Normally, every society desires that her citizens are knowledgeable and possess appropriate occupational skills that will make them self-reliant and useful in the society. Interestingly, these desires are achieved through the effectiveness of teachers. Hence, Ukeje (2006) recognized that teaching and learning depend on the teachers. This is true as there cannot be socio-economic and political development in the country without teachers. Basically, Nwogu cited in Okoroma (2019) captured teaching as a process of imparting knowledge, developmental understanding, skills and attitudes that would enable an individual to be useful in the society. These processes are carried out by the qualified teachers. Consequently, Okoroma (2019), posited that a teacher is a qualified individual who helps someone acquire a positive change of attitude, knowledge, idea, skill or appreciation. That means a teacher transforms his learner to acquire the problem-solving skill and ability to think good for himself and his society. Yet, the

demands of these teachers are differed and neglected. According to Nwaka (2010), he noted that it takes a lot of courage to be or remain a teacher in Nigerian system of education. Courage, because teachers' demands such as incentives- conducive work environment, housing scheme, health facilities, transport facilities, good pension scheme, attractive pay, in-service training among others are deferred with an unending promises. Njoku (2010) noticed that, the deferment of teachers demands are caused because the children of the elites are not in public schools and also some of this huge amount of money for these demand have severally disappeared into private pockets. Deferments of teachers' demands have caused more harm in sense that some dedicated, talented and experienced teachers have left the teaching profession for a greener pasture. There is also evidence in low standard of education, poor internal and external results of students, low morals, examination malpractice, deviant attitudes of students among others. "In recent times, it was observed in Nigerian schools that some students were fed (FRN;2014) and some given pocket money in some areas. No wonder, Ukeje (2006) submitted that educational planners may have the best educational policies and designs, the government may vote the largest sum of money to educational infrastructure, but the ultimate realization of educational goals depend on the teachers especially when their demands are met." Most importantly, while education unlocks the door to economic development and modernization, teachers are found holding the key to the door. In the light of the above, teachers need to be encouraged and motivated especially at this era of 21st century to enable them produce students with the skills of 21st century – creativity, critical thinking, collaboration., communication, information and technology, flexibility and problem solving. These skills will enable students fit in global and make their contributions towards the economic development.

CONCEPTUAL FRAMEWORK

Teacher: A teacher is the bedrock of every educational system. This supports the adage that "*no teacher, no development*". Every worthwhile ideas and knowledge originated from the teacher. Hence, the Tanzanian Education Act (2002) defined a teacher as any registered person who has the knowledge of curriculum and capable of interpreting educational philosophy, policies and programmes into real life. That means, a teacher transmits the required knowledge, skills, values and attitudes to his learners to conveniently fit in his immediate and global environments. In support, Teachers' Registration Council of Nigeria cited in Ibara (2017) summarized a teacher as someone who has undergone an approved teachers professional training, acquired all the necessary knowledge, skills and attitude and is capable of imparting same to his learners to cause a positive change in their lives and society. In further support of the view, <http://uis.unesco.org> described a qualified teacher as an individual who has fulfilled at least the minimum organized teacher-training requirements to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge, strategies of classroom management, knowledge of the curriculum and the subject matter to be taught and the use of relevant materials, knowledge of statutory instruments and other legal frameworks that govern the teaching profession. This vast knowledge enables the teacher to understand his rights and limitations and that of his learners not ruin his career and destiny of his learner.

Basically, a teacher is one who has a professional teaching knowledge, skills and attitudes to perform his task effectively as expected of him both at school, classroom and his community at large. This signifies that, a teacher's roles is not determined in the school but extends to the society where he lives. In affirmation, Abraham (2020) submitted that a Professor of Engineering or Medicine who has not undergone a professional training in education is not a teacher, but a quack. Moreover, teachers are associated with teaching.

Teaching: There are two components in education, which are teaching (formal) and learning. Teaching is perceived by some people as an all-comer's job. That is, anybody can engage in teaching job in the school system. However, Okoroma (2010) has a different view that teaching is carried out by professional teachers who provide opportunities from which learners gain the necessary knowledge, skills and right attitudes which serve as "tools" in their lives. These tools improve their present and future lives and the society. Further, teaching is a goal-oriented and planned activity of equipping students' physical, intellectually, morally and socially to contribute effectively to the development of his community. This entails that teaching is a deliberate and an intentional interaction between a teacher and his learners for their guidance, progress and development. No wonder Farrant cited in Benstowe and Kalagbor (2020) stated that teaching is a process of influencing students based on their capabilities to learn what they should learn, what they do not know and what they cannot find out by themselves.

The essence of teaching is to achieve the educational goals as enshrined in the National Policy of Education. Educational goals in Nigeria

- a. Development of the individual into a morally sound, patriotic and effective citizen.
- b. Total integration of the individual into the immediate community, the Nigerian society and the world.
- c. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.
- d. Inculcation of national consciousness, values and national unity.
- e. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positive to the society (FRN: 2014 pp. 2 & 3). To ensure that these educational goals are achieved, the demands of the teachers should be met.

Demands of the Teachers

- i. **Conducive work environment:** Naturally, work environment has direct influence on teachers' effectiveness and realization of educational goals. Mbugua (2015) stated that conducive work environment is the provision of right facilities that enables teachers achieve the purpose of teaching and learning. It includes comfortable and adequate furniture, ventilated spacious and air-conditioned staff/classroom with modern equipment both laboratories and internet facilities. The provisions help the teachers work without stress while the absence of it, tends to be a death trap to both teachers and students.
- ii. **Enhanced salary and regular promotion:** Salary means a lot to teachers. They believe that, the essence of their engagement is to provide for individual needs, impart knowledge and practice their profession. Hill (2012), opined salary as a fixed regular payment, typically paid on a monthly basis by an employer to an employee. Enhanced salary motivates and keeps teachers long on their job. Staying long on the job equips them with more experience and effectiveness to achieve the educational goals. However, when the salary is not attractive and no regular promotion, leads to turnover and non-realization of educational goals (Eger, 2015).
- iii. **Provision of health scheme:** It is only the living and those in good health that will carry out their roles to achieve any set of goals including education sector. Every teacher wants to

remain healthy and safe while doing the job. That means, both physical and mental wellbeing of a teacher, determines his effectiveness, stay on the job and his accomplishment. Therefore, provision of good health scheme in the school environment like other companies facilitates the achievement of educational goals. This is because accident and emergency cannot be ruled out from a work place (Famade, 2003).

- iv. **Good pension scheme:** Pension and gratuity are the expectations of teachers at the end of their service years (retirement). Pension and gratuity are parts of teachers' money been deducted from his salary while still in service that will be paid to him when he disengages from main stream of active work, social life and is eventually replaced with younger one. This enables him take care of his immediate needs. No teacher wishes to suffer at old age after draining his knowledge and strength in the service of his father land. During 2020 world Teachers' Day, President Buhari through his representative, minister of education Malam Adamu Adamu promised teachers a special pension scheme to enable the teaching profession retain its experience talents (<https://www.pensionigeria.com>). This implies that pension scheme also determines teachers' effectiveness, stay on the job, turnover and achievement of educational goals.
- v. **Provision of housing scheme:** In the early times, teachers were housed in their quarters. This gave them good concentration on their jobs as they had enough time to work after school. Housing scheme is also a form of motivational incentives that entice teachers' retention, and effectiveness. This minimizes stress, crises, late coming and truancy while encouraging punctuality and regularity among others.
- vi. **In-service training:** Teachers' knowledge, skills, techniques and attitudes need to be updated regularly to fit in the demands of the 21st century. Marking time hinders the progress of education, while moving forward brings development. Generally, in-service training is a training organized to enhance the effectiveness of teachers, facilitates the achievement of the goals of education, make members of the teaching staff more relevant to the needs of the school, makes them adjust faster to the present demands, enhance their self confidence in job performance among others (Akinwumiju and Agabi, 2013).specifically, there are various innovations associated with this 21st century, hence teachers are expected to be equipped with these new knowledge and skills through appropriate staff development. Therefore, exposing teachers to seminars, workshops and others on the new methods of instruction will go a long way in enhancing their productivity.

Deferment of Teachers' Demands

This is a process of delaying or postponing the necessary incentives that enables teachers work effectively to achieve the purpose of teaching and learning. Hence, Okendu (2012) viewed deferment of teachers' demands as an action of putting off rights and privileges of teachers as a result of un-seriousness to education. He further noted that deferment of these demands manifests on low learning outcomes.

Causes of Deferment of Teachers' Demands

- a. **Corruption:** Corruption has eaten deep in the society which also affects the educational system. Some of the approved resources for teachers' development scheme, motivational facilities among others, most times as observed by Taiwo (2010) have been diverted into

private consumption. This dishonest behaviour have resulted in frustrating standard of education, and increase teachers' turnover for greener pasture.

- b. **Neglect of teachers:** It is very unfortunate that teachers that are the center of knowledge and learning are not recognized in the society. All professionals are made by teachers and the teaching profession, yet they are the most neglected in terms of payment and societal recognition (Anukam, 2000). This assertion of Anukam has been proved by (FRN 2014 pp. vii) that teachers are not involved in the formulation of educational policies and planning. This is due to the high neglect and lack of value for them. Honestly, in teaching profession, much is expected from teachers by the government and society, but too little is offered to them with much criticism and blame. This look down on teachers has affected the provision of their motivational incentives.
- c. **Non-enrollment of elite' children in public schools:** This has been the order of the day. Most of the politicians' children are nowhere to be found in public schools. They believe and hold a strong view that some of this deferment of teachers demand has nothing to do with their children and their destinies.
- d. **Misplacement of priority:** It is unfortunate that Nigeria is a society where priority is misplaced. One can imagine where education in a given society is underfunded, yet that government takes pleasure to vote huge fund in molding status of people who are not even from that immediate environment. Human capital development is thereby neglected.
- e. **Greed:** This factor has caused lots of un-seriousness towards teachers' demand. The government at times finds it difficult to invest bulky fund made for this purpose which has in turn affected educational system.

Basically, this deferment of teachers' demands have some adverse effects on teachers and realization of educational goals.

Consequences of deferment of teachers' demands to educational goals

- a. **Low morale of teachers:** The success or failure of any educational system depends mainly on teachers' morale. Consequently, low morale begets low students learning outcomes and high morale begets high students' learning outcomes (Benstowe and Ibara, 2019). Okoroma (2010) keenly described teachers' morale as a feeling, state of mind, mental and emotional attitude of teachers towards their jobs. Therefore, low morale is a poor, bad and negative feeling a teacher has on his job and its environment as a result of deferment of their demands from the government. That shows that, low morale does not enhance teaching and learning rather it features in – greater grievances, lack of commitment, poor work and students performance, lack of motivation among others. These factors greatly hinder the realization of educational goals and make teachers feel as members of a wrong profession and then pity themselves for being who they are.
- b. **Strike actions:** Strike action is an organized refusal to work by employees of an institution based on disagreement over payment or condition of service. It is also a temporary stoppage of work in pursuance of grievance of demands. It affects the educational calendar in the

sense that what are planned to be taught and learnt are not achieved. This, in effect affects the realization of the educational goals.

- c. **Examination malpractice:** Every institution has rules and regulations guiding its activities and affairs. Any attempt to break such rules could be regarded as malpractice. Examination malpractice is a common feature of institution of learning (primary, secondary to tertiary). Hence, Okoroma (2010) sees examination malpractice as an illegal action taken by a student, group of students, teachers, parents, principals/head teachers, invigilators, government and other members of the school in contravention of the rules and regulations guiding the conduct of examinations. It is an improper action leading to undue advantage for a personal gain. In addition, examination malpractice is not limited to what happens during the examination. It involves the entire examination process; that is before the examination, during examination and after the examination. As a teacher-related factor, it is attributed to lack of commitment, poor performance, low morale, truancy, absenteeism, neglect as a result of deferment of their demands. Examination malpractice is a serious threat to educational standards and economic development. This is noted by Uruakpa (2000) that the implication of examination malpractice is that, the purpose of education which is producing knowledgeable men and women of good character is defeated. The students who are the future leaders can hardly perform as expected. It also militates against the country's technological advancement and less regard of certificate acquired.
- d. **Low standard of education:** Teachers are the most important set of people in the society but are neglected most. They are always blamed for the fallen standard of education. Specifically, any society that is playing with the teachers and their vital roles is definitely encouraging low standard of education which influences economic development. Hence, fallen standard of education according to Okah (2014) is the decline or deduction in quality of education in any society when compared with the former status. It is manifested in students' low learning outcomes. Low standard of education is a product of deferment of teachers' demands by the government. Lack of incentives and offering criticisms have made some teachers lost the strong appetite and joy to teach, nurture and effectively pass-on knowledge to students. Honestly, low standard of education has stampeded the purpose of education.
- e. **Unethical behaviour of students:** This behaviour is as dangerous as a run-away lorry that lost its break and can cause havoc to anyone. It is attributed to inability of the government to provide the needful to education and educators. This unruly behaviour have most times led to rioting, protest, distortion of academic activities, bullying and close down of the school. These activities hinder the realization of educational goals.

CONCLUSION

The importance of teachers is felt in every home (family) community, and society at large. Therefore, their prominence cannot be over emphasized. The adequate provision of teachers' demands by the government such as provision of conducive work environment, enhanced salary, health, pension and housing schemes, and regular in-service training motivate their morals. It also minimizes strike actions and examination malpractice thereby improving standard of education and students' behaviour for the realization of educational goals.

Way forward: Great nations of the world achieved greatness through qualitative education delivered by effective and happy teachers. A positive or negative influence of a teacher on any child has effect on that child and his society.

1. Government at all levels should provide conducive work environment capable of enhancing teachers' effectiveness and morals. This provision enables teachers have access to modern facilities to achieve educational goals and curb examination malpractices.
2. Teachers' new salary structure and pension scheme should be equivalent to that of oil company workers and be implemented. This will make teachers see themselves as assets and not liabilities. This also will motivate them to make sacrifices for the actualization of educational goals.
3. Teachers should be promoted as at when due. It enables them put in their best towards realization of educational goals.
4. Government should provide clinics at various schools. This will help to monitor the health of teachers and students for proper teaching and learning.
5. Government and non-governmental organizations should procure school quarters for teachers as to guarantee punctuality and regularity at school. It also enables them settle down well before classes commence for effective teaching and learning.
6. Government should regularly send teachers to sufficient in-service training programmes such as conferences, workshops among others to be updated with the 21st century demands. This enhances realization of educational goals.

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