



# **THE PORTRAIT OF MY TEACHER: AN INESTIMABLE RESOURCE**



by  
**COMFORT MEMFIN EKPO**

**THE 25TH INAUGURAL LECTURE  
OF THE UNIVERSITY OF UYO  
18TH FEBRUARY, 2010**

## **THE PORTRAIT OF MY TEACHER: AN INESTIMABLE RESOURCE**

**BY**

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**THE 25TH INAUGURAL LECTURE  
OF THE UNIVERSITY OF UYO  
DELIVERED ON THURSDAY,  
FEBRUARY 25, 2010.**



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**Published by:**

University of Uyo Press Ltd.,  
University of Uyo,  
Nigeria.

**Typesetting by:**

Archibong Effiong,  
Faculty of Education,  
University of Uyo.

First published 2010  
Reprint 2014

**ISBN 978-632-518-8**

**Printed by:**

Dideal Printing Press  
Nwaniba Road, Uyo,  
Akwa Ibom State.  
0802 223 0789

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## DEDICATION

**To My Ultimate Teacher, The Holy Spirit  
And  
To the next generation of teachers.**

## **ACKNOWLEDGMENTS AND APPRECIATION**

I am indebted to God Almighty who alone is worthy of my immeasurable gratitude for whom He has made me to be today. May His holy name be praised for evermore. I am also very grateful to several individuals for their immense contributions into my moulding and development.

- I remain eternally grateful to my parents, late Chief Etim Udo Isok and late Madam Nyong E. Isok. Papa, I thank you for various reasons: you taught me to be disciplined, respectful, contented and industrious. We thought you were too strict with us but now we know it was the right way to raise us up.
- I greatly appreciate my senior sisters, Mrs. Adim E. Essien and Mrs. Bassey C. Etuk for their sacrifice of love in mothering me in childhood when Mma died, sponsoring my education, and for being role models for me to emulate. You both became my first teacher.
- To my brother Engr. Ebong E. Isok, I say thank you for always encouraging me. We both struggled for love from our sisters and we got it.
- To other family members: Mr. Clement Isok, Mrs. Eme Isok-Nsuk, Mrs. Eneanwan Isok-

Ndiyo, and Veronica Davies your love has encouraged me this far. Thank you.

- To my in-laws, sisters Nkese Idiong, Anieti Ekpo, Iniobong Udo, and Bro. Emmanuel Ekpo and Godwin Ekpo, thank you for your love and for giving me a conducive environment to work my way to the top.
- I thank my maternal family members for ably filling in the gap for my mother with their love. I appreciate specifically the contributions of my aunt, late Mrs. Arit O. Essien, my late uncles, Ita S. Akpan, Bassey S. Akpan and Dr. Bassey Akpan. You all nurtured me along the line of my growth.
- With a deep sense of gratitude, I thank all my teachers at all levels - from primary school to the University for all their various inputs. I wish to specially thank three of my primary school teachers who made great impact in my life Dr. Ime Joseph Idiong, late Mrs. Grace Umoh (Nee Miss Grace Okon Ette) and Mrs. Nkoyo Okon. Your commitment and devotion to work impacted positively on my childhood life. I also acknowledge with appreciation my first degree project supervisor, Professor Michael Afolabi, of Ahmadu Bello University, Zaria. Thank you Sir for your counseling and a clean teacher-student relationship. I was blessed with seasoned academics that were very supportive, and most willing to

facilitate my learning by sharing their knowledge and experiences with me. I recall with pride lecturers like Prof. Adamu Baiki, Mr. Harrison, Dr. Funso Olayitan, Dr. David Balogun all of Ahmadu Bello University, Zaria. Prof. G. D. Moss and Dr. Morgan of the University of Wales, Cardiff; Prof. Saville Kushner, Dr. Nick Clough, Dr. John Ryan and Dr. Jane Tarr of the University of West of England, Bristol, United Kingdom, I thank you all.

For my professional development, I owe a lot to the following academic generals who offered their shoulders for me to stand:

- Late Prof. Donald Ekong, the first Vice Chancellor, University of Uyo who encouraged me to apply for Commonwealth Academic Staff Scholarship and released me to utilize it with the encouraging words, "Comfort, you can make it".
- Prof. Akpan H. Ekpo who was quite gender friendly and so believed in my ability to direct the affairs of the Institute of Education during his administration. That appointment paved the way for my subsequent managerial appointments and ever increasing administrative experience.
- Prof. Akaneren I. Essien, a well focused leader who has taught me administration by example. Thank you Sir for believing in God's

grace and finding me worthy to be considered for the post of a Deputy Vice Chancellor (Academic), God also proved His faithfulness!

- Prof. and Prof. (Mrs.) Abraham I. Imogie of the University of Benin, Nigeria who gave me several opportunities for recognition and development
- I thank God for the priests and peculiar people of God (all over) for their unceasing powerful prayer support all through my academic activities. Let me specially thank my father in the Lord, Archbishop Dr. Elijah A. Mboho and his dear wife, Apostle Princess Edu Mboho, The Primate of Goodnews Community International, your fatherly disposition, teaching, constant intercession and unyielding faith in God has sustained me and my family into this glorious moment, and has sufficiently equipped us to face the future. Thank you Sir.
- To my Pastors, Apostle Dr. Goddey Udoidung, Rev. (Barr.) Chris Ezeibe, the Bishop elect, Apostle Clement Umoh and other ministers of the gospel, you are dear to my heart and your reward from God is assured.
- To all my friends and colleagues, thank you for giving me space to develop and for your tolerance.
- I acknowledge with appreciation, Mr. Archibong Effiong for his patience and

dedication in computer work related to this lecture. I owe you a motherly love.

- My immeasurable debt goes to a rare gem, my husband and confidant, a home teacher and inspiration, Rev. Dr. Memfin D. Ekpo. I lack appropriate vocabulary to acknowledge your contributions towards my academic development. With the word of God you have counselled me out of the valley to the mountain top. Thank you for your love and for always being there for me. You are a gift to humanity. I love you. Cheers!!
- I thank my children, John and Emem-Obong and other members of my household for their patience and understanding. I assure you all of my love.
- I thank the University management for giving me this opportunity to feel good today. I specially thank our team leader, my teacher and mentor, the Vice Chancellor, Prof. Akaneren I. Essien who found me worthy to work with him in changing the history of this great University for good. Let me thank the Registrar, Mr. John Udoh and his staff for planning and implementing this event so successfully.
- To the rest of us in the hall, thank you for being such an adoring, appreciative, and patient audience. May God multiply your blessings in Jesus name. Amen.

**CITATION OF  
PROF. (MRS.) COMFORT MEMFIN EKPO  
By  
Prof. Emmanuel S. Udoh  
Professor of Physical Education, and  
Dean, Faculty of Education,  
University of Uyo.**

**Protocol**

**Birth:** A bundle of joy arrived the family of late Chief Etim Udo Isok of Ifa Ikot Abia and late Madam Nyong Sam Akpan of Ifa Ikot Idang, all in Etoi clan of Uyo Local Government Area of Akwa Ibom State on 12th November, 1954. That bundle was Professor (Mrs.) Comfort Memfin Ekpo (Nee little Comfort Etim Isok).

**Education:** When she was of school age, she started off at St. Luke's Lutheran School, Ibiaku Itam for the First School Leaving Certificate. Queen's College, Yaba, Lagos was the next stop-over for the West African School Certificate. Not yet done, it was the turn of Federal Government College, Kaduna to award her the Higher School Certificate. For both the Bachelor of Library Science and Education, and a Masters degree in Instructional Technology, Ahmadu Bello University,

Zaria took on the responsibility. The University of Wales, Cardiff, United Kingdom was not left out as she also awarded this esteemed professor the Ph.D. in Educational technology. She blended her academic training at the University of West of England, Bristol with a Post Doctoral research experience.

**Academic Career:** Professor (Mrs.) Comfort M. Ekpo started the life of an academic as a part-time lecturer at the Ahmadu Bello University, Zaria, Kaduna State and consolidated in the defunct College of Education, Uyo as a lecturer III. She was upgraded to a Teaching Assistant in the University of Cross River State, absorbed into the service of the University of Uyo and promoted to the rank of lecturer I. She finally arrived as she was promoted to the enviable and prestigious rank of Professor of Educational Technology in 2001.

**Academic Responsibilities:** She has served the nation in various capacities including:

1. Member, Commonwealth Scholarship Board for three years.
2. Federal Government representative in the Governing Council of Ahmadu Bello University, Zaria.

3. Chairman of National Universities Commission (NUC) Accreditation panel on Education.
4. Nominee on two different occasions by NUC to serve on the panels to draw up SIWES Job Specification Document, and Benchmark Minimum Academic Standard for Education in Nigerian Universities.
5. Facilitator of several workshops and seminars in and outside Akwa Ibom State.
6. Visiting Scholar to University of Port Harcourt, University of the West of England, Bristol, United Kingdom.
7. External Assessor for professorial candidates of Federal University of Science and Technology, Minna, Universities of Benin and Jos.
8. External Examiner - Postgraduate candidates for the Universities of Port Harcourt and Benin.  
She has presented and published over fifty-five (55) articles in learned national and international journals.

### **Community Responsibilities**

- (1) She has created fora to sensitize women and girls on their socio-political and spiritual rights as females through workshops, seminars and conferences.



- (2) As a woman activist, she has sensitized Akwa Ibom women to take up their positions and roles in the society.
- (3) An ordained Evangelist and a Trustee of Virtuous Women Services Foundation, an NGO charged with the responsibility of building homes and lives. She has also enhanced the development of Christian Women Ministry.
- (4) She introduced Women in Nigeria (WIN), an NGO to Akwa Ibom State and became the first coordinator for two terms;
- (5) She is the founder and first General Coordinator of Women-In-Total-Girl Development (WIT-GIRL);
- (6) A one time South-East Zonal Coordinator for Gender and Science and Technology (GASAT) Nigeria;
- (7) Member, Blue Print Drafting Committee on the Empowerment of Akwa Ibom State women;
- (8) Member, Interim Management Board, Akwa Ibom State Institute of Technology, Ikot Ada Idem.

### **Honours, Awards and Distinctions**

Professor (Mrs.) Comfort M. Ekpo, as a distinguished academic has been hounoured severally and these include:

- (1) Federal Government Scholarship;
- (2) Academic Staff Commonwealth Scholarship;
- (3) Pillar of Children Development by the UNESCO club in Nigeria;
- (4) Excellence in Women Development by Women in Academics, Women in Nigeria, Oron Women, Ifa Atai Women and the Virtuous Women Services Foundation;
- (5) Best Performance in the Nigerian Public Service;
- (6) Woman of the Year 2004;
- (7) Excellence award for Hard Work
- (8) Excellence award for National Development (Professional category);
- (9) Listed in Who is Who in Akwa Ibom State and in Ibom Jewel
- (10) Honoured by her professional association, Nigeria Association of Educational Media and Technology (NAEMT), Akwa Ibom Students, (NAAKISS), Mboho Mkparawa Ibibio and Pentecostal Fellowship of Nigeria (PFN), Akwa Ibom State chapter.
- (11) Elected first Vice President of University of Uyo Women Association (UWA);

- (12) Appointed First Female Head of Department, Educational Technology and Library Science, University of Uyo;
- (13) First Female Director, Institute of Education, University of Uyo;
- (14) First Female Deputy Vice Chancellor (Academic), University of Uyo.

Mr. Chairman, it is worthy of note that Professor Comfort Ekpo was also the first female to be promoted to the rank of a Professor in the University of Uyo.

Her hobbies include; reading, writing, singing, counselling, traveling and farming. Professor (Mrs.) Comfort Memfin Ekpo is happily married to Dr. Memfin D. Ekpo, an outstanding Medical Consultant and a teacher of the Word. They are blessed with two (2) lovely children.

I have the singular honour and special privilege to present to you a distinguished lady in academics, an outstanding administrator, a social activist, one of the pioneers in women and child development in and outside the University Community, a counselor and mentor with a motherly disposition, a notable achiever as the 25th Inaugural lecturer of the University of Uyo - Professor Comfort Memfin Ekpo.

## **Protocols**

- The Vice Chancellor and Chairman of this occasion, Prof. Akaneren I. Essien,
- The Deputy Vice Chancellors (Administration and Academic),
- Other Principal Officers of the University of Uyo,
- The Provost of the College of Health Sciences,
- The Chairman, Committee of Deans,
- Deans of Faculties and Dean, Students' Affairs,
- Directors of Institute and Head of Units,
- Distinguished Professors and other members of the Senate,
- Eminent Academics from University of Uyo and other sister Institutions,
- Dear Colleagues,
- My Lords, spiritual and temporary,
- Beloved brothers and sisters in the Lord,
- Great Nigerian students and the entire Tusker Republic
- Members of the Press,
- Distinguished ladies and gentlemen.

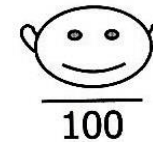
## Preamble

I am grateful to the Almighty God for life and for this opportunity to give my inaugural lecture. I consider the topic of today's discussion very crucial in the nation's quest to provide qualitative education to its teeming population. Nigeria has experienced **universal schooling** with the launching of the two basic education schemes the Universal Primary Education (UPE) and the Universal Basic Education (UBE). What needs to be done presently is to introduce quality into the system. Teachers are the catalysts for such intervention.

It is a common saying that teachers are made but I found myself 'teaching' before I was made one. I probably must have been born a teacher. A daughter of a great teacher and a sibling to other great teachers, I could rightly have been called a teacher if the profession was contagious but I was not, until I was made one. I can vividly recall my first teaching experience, it was in my father's vegetable garden with a familiar 'teaching tool' then which was a cane. (Papa had a few of them in his study, though he seldom used them. But whenever he did, you would never forget where you went wrong). There was neither a black board nor a piece of chalk, neither Power Point display documentation nor a screen. I had no expertise in using them either. I repeated several classroom

instructions I knew, and imitated some actions of my teachers for awhile before alerting my 'passive learners' that we were going to learn mathematics. The choice of mathematics as the subject to learn may be obvious. It was the only subject we had to rehearse daily as we chorused our "Time Table" rhyme. The pupils' in my class, 'fruited pumpkin, waterleaves, maize and cassava plant leaves showed no excitement in the lesson or in the channel used. The class proceeded all the same and they were to recite 2 and 3 multiplication table and that they could not grasp. Their inability to respond bereft them of their beautiful leaves and adornment. I caned them till the garden looked like a battle ground. My "pupils" were rescued by my aunt.

On another occasion a class assignment was given to pupils in my class and we all did our best or rather we thought this was our best until three of my mates had demoralizing grades. They were given fail grades of 0% and the score of 0% depicted as a head with two large ears thus:



The next day my friend and playmate who was one of the recipients of the 0% score did not come to school. She dropped out of school because of great shame and sorrow of heart.

In another school in our neighbourhood, I was told of a teacher who divided the pupils in his class into two groups and labeled them A and B. He called group 'A' "Island of the wise", and group 'B' "Island of fools". He would normally ask questions to both groups in the class. Every poorly attempted question or wrong answer by any pupil in the "Island of the wise" qualified pupils in the "Island of Fools" for a flogging. The entire class would be **tense** and **rowdy** as members of group B would be flogged for, a wrong answer from "Island of the wise", and also for a wrong answer from their group. The pupils in group 'B' Island of fools would peck on their chairs and half wall of their classroom as frightened chickens, not knowing who was going to be flogged next. Often they were not sure of the offence committed.

My first picture of a teacher was a man with a stick (a cane) standing before the class, elaborating some points in detail to a small audience of twenty five (25) or thirty (30) pupils. To us the pupils, the entire purpose of that moment resolved itself into the person of this solitary dignified figure. He was the custodian of

knowledge; he was central and the defining component of our classroom life. We were amazed at, and scared of his intellectual power, "and we wondered how his small head could contain all that he knew". But he was our model. His hand was on everything that is taught and learnt. He controlled the curricular content, the pace of delivery and the classroom atmosphere. He controlled how the physical space was configured and how its prevailing atmosphere was defined. We were regarded as empty vessels to be filled. We were actually 'filled' with what he desired for us. While in the class, we were not seen as paying attention except when our mouths were dramatically padlocked and our buttocks glued to our seats. These scenes kept reflecting in my mind as I went through my formal training and professional development as a teacher. Obviously, the trend in teaching and learning process has changed today and this has therefore brought a paradigm shift in the teacher's role. Teachers are no longer regarded as dignified custodians of knowledge and disseminators of information. They are facilitators of learning. As a matter of fact, teachers do not have to stand in front of the class or be physically present since learning can take place with or without them. Today, some teachers still see themselves erroneously as custodians of knowledge whereas some of the learners may be more knowledgeable in the content presented.

Now, as a trained professional teacher, I have come to appreciate these inestimable resources - My Teachers. I have also learnt to appreciate their problems better. One can only give out what one has. So my teachers (whoever they were) taught us as they were taught. A lot of factors may have been responsible for the actions of the two teachers in these case studies, the scary teacher in a rowdy class who flogged pupils for non-identified offence and the dignified teacher of a grave-silent class, with amazing amount of knowledge in his head. Some of these factors have been severally discussed by educationists. In today's lecture, I should be able to highlight my contributions to the discourse.

## INTRODUCTION

The development of any nation depends to a large extent on the quality of education it provides. The importance of education to the citizens of a nation can better be assessed by the statement attributed to Derek Bok, "If you think education is expensive, try ignorance" (Mason, 2003).

Great nations of the world do not toy with their education and by extension with the development of their teachers. The United States of America for instance has placed so much premium on education matters that she has devoted a commensurate percentage of its budget to the education sector. All succeeding administrations tend to maintain this high premium.

The former British Prime Minister, Tony Blair during his political campaigns highlighted education as his priority. In a series of his policy papers he wrote:

...We are starting with education because education was, is, and will remain our number one priority. For the past 10 years, we have said, year in year out, that Britain will only prosper, and its people will only get

on in the 21st century, if they are well educated.... We are proud of our records - investment up by 50% in education in real terms since 1997, (Blair, 2005).

When he assumed office therefore, he stated as his main policy thrust, "Education, Education and Education". It is a known fact that education is United Kingdom's industry. Ghana with a population of only 17 million people has 12, 130 primary schools, 5, 450 junior secondary, 503 senior secondary schools, 21 teacher training colleges, 18 technical institutions and 15 universities. Yet statistics on Ghana's expenditure on education has shown that since 1957 between 28% and 40% of its annual budget goes to education, (Ghana News, 2009). To the Ghanaians, education is expected to replace the "empty minds" of the citizens with an "open one" (Malcolm Forbes). An empty mind will always wait to be filled but an open one explores inert talents and is creative. An open mind is a producer while an empty one is a perpetual consumer. To encourage a wholesome development across the nations, the United Nation advises that at least 20% of a nation's budgetary allocation be made to the education sector. A great value is therefore placed on education globally.

In Nigeria, education is similarly regarded as an instrument "par excellence" for effecting national development at least in principle. The provision of quality input to the system is the only assurance for quality output. A high quality education provides the recipients personal fulfillment, better social skills and more diverse employment opportunities. It reduces the percentage of idle graduates waiting for government employment which may not come as expected, if it will ever come! Teachers are the 'in-put focal point' of such quality education. They are the key components for national development. This premise is well articulated in article 70(a), section 8 of the National Policy on Education. It reads, "Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development", (FRN, 2004:39).

The European commission policy paper on Education and training 2010 refers to teachers as the key players in the way education systems evolve and in the implementation of the reforms (Europa, 2005). In practice, there are quite a number of paradoxes to contain with as far as education is concerned in Africa. So much fund is spent on construction of buildings and equipment to the detriment of teacher development. Pa Obanya had this to say:

African governments are known to spend a large chunk of their budgets on education; yet education remains under funded. The bulk of educational expenditure is on teachers' salaries; yet teachers in Africa are underpaid and ill motivated,... worse still, while billions of dollars (from external aid) have been poured into development of education, the sector appeared less developed in the 1990s than it was in 1960s, (Obanya, 2004:14).

So where lies the problem? The word Education is said to be derived from two Latin words "educere", meaning to lead out and "educare" which means to form or train or bring up. To teach is to lead. A teacher therefore leads others to discover and understand themselves, assisting them to make the best of their area of strength. It means there is need for some training and mentoring in education before it can be impactful. Perhaps the most effective way to view education is to regard it as an exposure which should make an educated man or woman, a know-all individual. The aim of education in any society at any period depends on the values greatly cherished by that society for directing human development. This is actually the global trend in

education. Sadly, Nigeria has erroneously taken education narrowly as a training to equip an individual solely for a vocation. This explains in part the national craze for certificate at all cost and sharp practices at all levels to acquire certificates. Nigerian educational system has therefore witnessed the presence of various daunting educational challenges including inadequate and poor quality staffing at all levels.

### **The Theory of Human Development**

As a facilitator of learning, a teacher has a unique role to play in the development of an individual. It is believed that the teachers' activities while performing his tasks are often prompted by his ideology and training. By training, teachers are expected to be eclectic, although there are two schools of thought as to what factor plays a dominant role in the development process of a learner. The preformationists hold it that every child is a miniature man or woman right from birth and that any development is quantitative. That means children just simply become what they were born to be.

The predeterminism theory on the other hand holds that hereditary values play significant role in a child's development. Psychologists like Jean Piaget (cognitive development); Erickson

(Psychosocial development). Sigmund Freud (Psychosexual development) and Elizabeth Hurlock (Intellectual development) are the proponents of this school of thought. The third opposing view to both performanceism and predeterminism is the Tabula Rasa School of thoughts. Tabula Rasa is a Latin concept translated as "scraped tablet or clean slate", (Page et al, 1979, Awotua Efebo, 1999). This theory holds it that it is the environment and not heredity which is a crucial factor in human development. According to the Tabula Rasa's theory every child's mind is a clean slate for knowledge and experiences to be impressed upon or written on. Philosophers like Aristotle, Thomas Aquinas and John Locke are the proponents of this school of thought. To these scholars, genetic factor has very little bearing on human development, (Locke, 1996).

My early childhood teacher who regarded us as empty vessels to be filled most probably appears to subscribe to the Tabula Rasa school of thoughts. It is important that a trained teacher takes cognizance of these theories and note that no one school of thought has the total impact on a child's development. Both heredity (Nature) and environmental factors (nurture) do have impact on human development. By training, teachers would come to appreciate their handicaps in

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influencing nature but would have great opportunities to manipulate the environmental factors for positive results.

### **The Central Theme of My Discourse**

The central theme of this lecture is to highlight education as a process and teachers as significant component of the process. Being of incalculable value, it is my strong conviction that teachers should be carefully selected or recruited, well trained and developed, motivated and empowered. For this course, my research endeavours have been on all these processes. Similarly, there are capabilities that must be taught and learnt using learner-friendly techniques, and life-skills that can never be taught once. These should not be truncated in the face of the present economic crunch. Today's discussion is on the processes of making a teacher, really a teacher.

### **The Teaching and Learning Process**

The concept of teaching involves interactions of some elements, that is: a teacher, a learner, intended learning outcome, teaching and learning processes, context and resources. Teaching process may therefore be viewed as a purposeful form of social interaction, in which teachers relate with learners in a conducive learning environment so as to get the learners to do what will enable

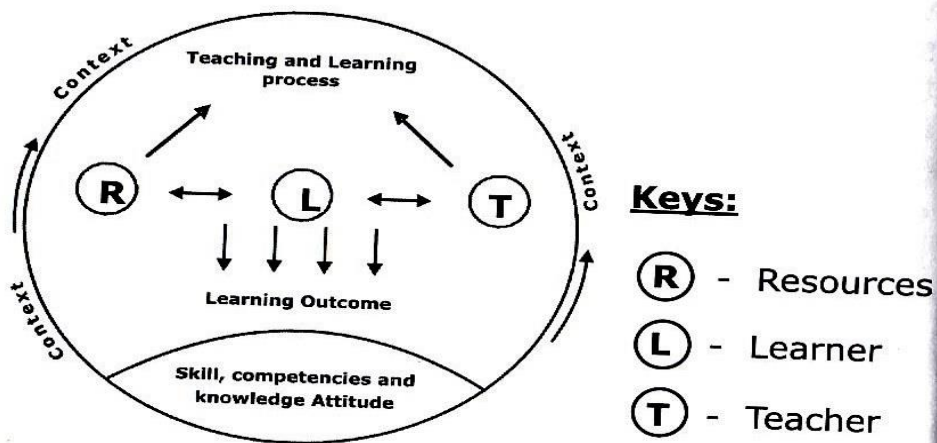
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them achieve the intended learning gains. Without such relationship teachers will be epitomized as custodians of knowledge. Custodians of knowledge have no place in the 21st century schools and concept of education.

**Fig. I: A Typical Social Interaction In A Teaching Learning Event**



Teaching is a crucial part of education that has to do with classroom interactions of the learner(s) with his/her teachers. It has to do with the teacher's extraordinary ability to generate "sparks of learning" even in the most inauspicious circumstances. Teaching is not "talking and chalking". It is an organized social interaction that is **purposeful** and **directional**.

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Learning on the other hand is a general term for a relatively lasting change in behaviour or performance caused directly by experience, either produced incidentally or through institutional interactions from teaching. Thus, in organized teaching and learning event, there is a purposeful intervention to cause a change in the behaviour of the recipients.

Globally, the objectives of education include the development of cognitive skills, promotion of positive behavioural traits, attitudes and values that are guided necessity for good citizenship and effective community life. Therefore, from such social interaction as the one described above, four measurable outcomes would usually be expected.

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**Table I: Indices of learning Outcomes from Teaching Learning Event**

<b>LEARNING OUTCOME (MEASURABLE)</b>	<b>INDICES</b>
Knowledge	Essential cognitive achievements that the learners should reach – literacy, numeric, core subject knowledge.
Values	Tolerance, mutual understanding, gender equality, respect for life, dignity and human rights, non-violence, respect for constituted authority, care for environment etc
Skills and Competencies	Skills and competencies including team spirit (esprit de corps).
Behaviours	Willingness and confidence to practise what has been learnt.

### **Components of the Process**

Processes of education though significant aspects of quality are often overlooked. Educational processes especially the learning processes are very important. The inputs of human and material resources are what guarantee the educational system to be referred to as an instrument par-excellence for national development.

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### **Didactic Material Component**

The array of media and of quality materials available to the teacher is increasing dramatically and has been severally classified by scholars (Ekpo, 1996; Awotua Efebo, 1999; Imogie, 2001; Mkpa, 2001). Basically, these could be classified according to various modes by:

- format (print or non-print, software or hardware),
- sensory stimuli (audio or visual or audiovisual),
- presentation mode (projected or non-projected)
- level of sophistication of the presentation channel (low or high technology), and
- Coverage and use situation (individualized or small or large group settings).

Every teacher ought to understand some underlying concepts and the learning process to be able to locate and use the available materials effectively. In deed, it is not the class of media that is important but their instructional values and how they could be effectively utilized. These resources are essential teaching-learning components that would enhance learning when their instructional values are identified. When these are skillfully exploited and the learners'

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characteristics are matched with the media their effective uses are known to:

- capture and hold the learners' attention,
- provide an increase interest in learning,
- provide the learners the opportunities of direct interaction with the realities of their social and physical environments as in virtual learning,
- provide opportunities for learners to develop their abilities and interest,
- offer rich opportunities for learners to develop interest in the learning content, and
- Enhance acquisition and longer retention of factual knowledge.

However, studies abound to confirm dearth of these unique component of the teaching and learning process. Ndagi, (2003) observed that education sector has remained in the quagmire and has been on a nose-dive in the past one decade in terms of **quality, standards, and dearth of facilities**. Two years after, Kolo (2005) gave the hall marks of the present day primary and secondary schools as environments with over crowded classrooms, with falling ceilings, blown off roof tops, dangerously hanging windows etc. In a similar description, a one time honorable Minister of Education, Dr. Iyorcha Ayu disclosed a strange phenomenon he observed in one of the southern states some years ago. He described how

fourteen classes were held simultaneously in one open hall, with two teachers sharing one blackboard, (Ayu, 1994:6). Generally, the scenes have not changed remarkably; few states have tried to improve on media provision but still far from meeting needs.

### **Classroom Environment**

In teaching and learning process, a conducive learning environment which reflects the learner's culture and acceptable behavior traits must be created. No quality institution of learning exists in isolation from the rest of the community. Therefore all stakeholders (being major components of the process) have to be involved in the effort to improve quality in the education system.

Education is a partnership enterprise. The parents at home and the teachers or lecturers must work together for good success. Quality of students' performance began to deteriorate when this partnership relationship broke down. Thus both the home and school environments must be engineered for successful learning. All parties concerned ought to demonstrate genuine interest in the welfare and achievements of one another to ensure that learning is maximized. In support of

maintaining a conducive and aesthetic learning environment Norman (2004) wrote:

More than 99% of our learning is non-conscious so pupils are learning much more from the way the classroom is arranged, the way you are teaching, the way you behave, even the way you dress, than they are learning about the subject you are trying to impart to them.

In England, a definite effort is made to refurbish every secondary school over the next 10 - 15 years (Education Today, 2008). Schools should be inspirational places for students and staff as well as environmentally friendly and safe. Aesthetics are also becoming increasingly important in schools, with a growing demand for facilities that are both stylish and attractive, but without compromising on function.

Beside making the physical environment pleasing to the learners, a welcoming, acceptable teacher who is fond of the learners and is enthusiastic about the subject and their learning will have more impact than the repulsive, lousy, unkempt and stone-face-know-all-1st-class teacher.

## **Home Background**

In instructional communication such as the one between a teacher and the learner, home backgrounds of the two parties are significant components for quality products.

Frequently, teachers are blamed for consequences of matters they have no absolute control over. These include:

- how the learners are enabled to frame and solve their problems,
- how different learners in the class are treated in their respective families and homes,
- how families and communities are engaged in the education of the learners, and
- How the teachers and administrators are treated.

These social processes often can, and do affect the quality of learning. Despite these influences on other components of education, teachers are still regarded as the significant component of quality in teaching-learning process.

## **Human Input**

There is a school of thought that holds that good teachers are born with special qualities and not made. Some people may be naturally endowed

with teaching ability though, but effective classroom techniques need to be learnt just as professional techniques are learnt in any other profession. Teaching today is complex and too demanding for anybody to assume that he/she will not benefit from training, retraining, mentoring and advice. Teaching or lecturing is more than talking. In the words of Pa Obanya, "It is not simply telling someone else something, it is not simply informing, not simply demonstrating and not just instructing. There is some element of leading in teaching", (Obanya, 2004). The human resource is therefore a very significant input to the process.

### **Initial Teacher Recruitment**

The making of a teacher starts from recruitment. The selection and recruitment for any profession is always crucial to the attainment of its goals. Looking into the challenges of recruiting teachers for Nigerian schools, Ukeje far back in 1986 observed,

...the production, in sufficient numbers of knowledgeable, skillful, competent, committed, properly oriented and positively motivated teachers in a period of extreme materialism and unprecedented rapid educational

expansion is not an easy task, (Ukeje, 1986: 46).

Probably, the task was much easier in the 80s than now. It is at the point of recruitment that most professions like medical practice, engineering and law strive to maintain desired standard and consider the issue of staff motivation. Unfortunately in Nigeria there is no regularized mode of admission which may give the Initial Teacher Training Institutions opportunities to look into the kinds of quality desired at recruitment point. It was possible in the past to select student teachers into the profession because the prospective students through close association with senior experienced teachers were able to show evidence of commitment, intelligence, empathy, patience, courage etc. Moreover, student-teachers were selected from close religious or social communities where people knew themselves. Presently, Joint Admissions and Matriculation Board (JAMB) routinely admits and sends student-teachers to Initial Teacher Training Institutions, except for some Institutions like Universities of Uyo, Benin, Port Harcourt Lagos etc. which of late started to screen provisional candidates admitted by JAMB first before registration.

Elsewhere in other countries the reverse is the case. Well motivated student teachers with high academic qualifications are recruited. On the contrary, the national selection procedures actually did encourage the woolly admission pattern for Teacher Education Programme (TEP), because as a prerequisite to the launching of the UPE scheme in 1976 a crash programme for teachers was introduced. Candidates who failed West African School Certificate Examination were recruited into the grade II teacher training programme. This practice is still going on in some states. Of recent, some state governments have also directed that candidates who failed their junior secondary school qualifying examination (JSS III) should be "encouraged into TEP". Similarly, before the suspension of the training of NCE teachers in universities, some universities used to encourage candidates who failed their pre-degree/remedial examinations into the NCE programme. This recruitment procedure gives an impression that teaching is a dumping ground. What standard does the system expect when intellectually incapacitated individuals are used to facilitate learning? There is double standard in the expectations of the quality of teachers to be produced. This picture is heightened when a statement like "no education system can rise above the quality of its teachers" is viewed side by side with school proprietors' inability or

unwillingness to provide adequate resource input for teacher development.

In Nigeria the younger generation finds teaching very unattractive and will only select it when and where they cannot find a "better alternative". Those candidates selected in this manner often would be of poor quality. They are those with low academic qualification, often the residue from JAMB screening board; individuals who could not get into Medicine, Law, Accounting or Engineering would therefore be admitted into Education. On graduation, if they are interrogated as to the nature of their occupation, they would say they have no job. I recall an interesting incident when a parent called at my office when I was the Deputy Vice Chancellor (Academic) and requested that her ward that was not qualified to be admitted into any of the programmes be admitted to read Education. She said, "Please try and admit her even if it is Education." Teaching is regarded as a lesser profession compared to Law, Engineering, Medicine, Architecture, etc. and so the student-teachers from the onset come into the profession with low motivation. Thus, but for a very small percentage of brilliant candidates who willingly chose teaching, majority of the students who now go in for Initial Teacher Training (ITT) are socially and intellectually incapable. Such recruits into any workforce should be aggressively developed

through retraining and mentoring. Unfortunately, this systematic process of teacher development is missing in practice or inadequate in Nigeria.

### **Policy on Initial Training and Retraining of Teachers**

By policy seven types of Institutions are responsible for the training and retraining of teachers in Nigeria. These are:

- Colleges (and Universities) of Education,
- Faculties of Education (Universities),
- Institutes of Education (Universities),
- Schools of Education in the Polytechnics,
- National Teachers Institute (NTI),
- National Institute for Nigerian Languages (NINLAN)
- National Mathematics Centre (NMC)

The above listed institutions are expected to produce highly motivated conscientious and efficient classroom teachers, encourage in them the spirit of enquiry, creativity, nationalism and give them a sense of belonging.

The curriculum of most teacher training institutions in Nigeria is structured on a standard pattern and based on four major areas namely:

- general studies, in which basic academic subjects are studied;

- foundation studies, in which courses on principles and practice of education are considered,
- specialization studies, where the student teachers' intended field of teaching and the corresponding methods of handling them at the appropriate age level are considered, and
- the Teaching practice component, duration of which varies from one programme to another.

This academic content of their training is also expected to provide the recipients with intellectual and professional background adequate to any changing situation in the country as well as making them knowledgeable, progressive and effective teachers capable of inspiring the learners to work (FRN, 2004).

### **Induction and Internship Programme**

Based on the stated goals for teacher training, their development requires both a professional education as well as professional development and these must be provided as a holistic package of Initial Teacher Training (ITT), Induction, Internship and Continuing Professional Development (CPD).

The Initial Teacher Training is ably provided by the seven (7) institutions earlier mentioned, though under very poor learning environments. There is a national policy on teachers' induction and internship but this is not enforced. In section 8 item 78c of this document, "...newly qualified NCE teachers are expected to serve a period of two (2) years internship and degree holders one year". The policy is silent as to the expected provider of the programme, and there had been no uniform statutorily planned induction and internship programmes nationwide until in 2006 when the Federal Government established the Federal Teachers' Scheme (FTS) as a teacher development programme, albeit with a primary aim of:

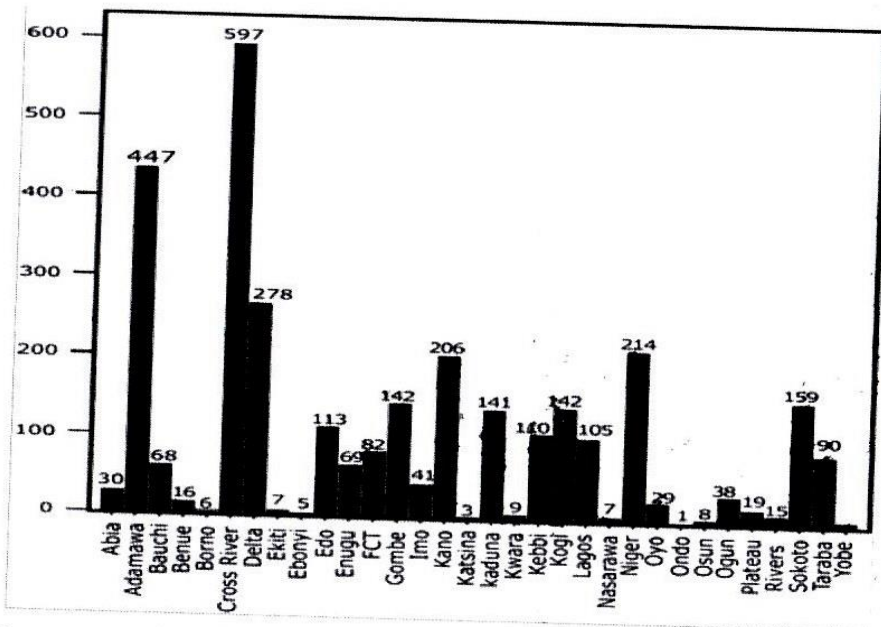
- addressing the shortfall in teacher supply to the Basic Education Institutions in the country, and
- creating employment opportunities for NCE graduates. This initiative was part of the Federal Government's effort to assist states in the implementation of the UBE programme so as to attain the mandatory Education for all and the Millennium Development Goals (MDGs).

Looking at the above objective, it is obvious that the scheme is not focusing on enhancement or development of acquired skills, rather on meeting

the manpower need for the nation. This two-year programme for unemployed NCE graduates is the sole nationally organized teacher training programme expected to serve as a period of Internship and preparatory to their formal absorption into the teaching profession. The first set of participants had merely completed their two year service in October, 2008 and in 2009 the scheme began to experience some teething problems. The management of Universal Basic Education Commission (UBEC) in order to ensure that only qualified NCE teachers were inducted for participation in the programme, carried out a certificate verification exercise for the second set and confirmed that as many as 322,400 persons entered the scheme with fake results or certificates and had to be delisted (Apeh, 2009).



**Fig. II: Fake Participants In The Federal Teachers Scheme (FTS) And the Generating States**



Source: David Apeh (Principal Public Relations Officer (PPRO) for UBEC management. The Nation Newspaper of Monday, November 2, 2009, p. 21-46.

There has been much criticism on the quality of the NCE products in our schools. Some can hardly write a correct sentence, or communicate fluently using basic English language, let alone teach; what would they teach? Apeh's paper gave no

information on the quality of teachers from NTI programme. However, the current discovery about the FTS explains in part what has been going on in our primary and secondary schools. Elsewhere it was suggested that the NTI, NINLAN and NMC should concentrate on the retraining of teachers and not be involved with the initial training of teachers (Ekpo, 2005). That structure it was believed would bring quality into the teacher training programme. However, Nigeria like most African countries is facing double challenges in the various teacher development pursuits. The first challenge is the initial training of competent teachers in adequate number for the available schools. The second challenge is the upgrading of teachers' knowledge and skills, (Ekpo, 2006).

### **The Making of a Teacher: Trends in Teacher Development Programme (TDP)**

Teachers are categorized into four groups according to the TRCN Act, namely;

- Teachers who hold PhD in Education or PhD in other disciplines plus a professional certificate like Nigeria Certificate in Education (NCE) or its equivalent, or Postgraduate Diploma in Education (PGDE).
- Holders of Masters degree in Education or Masters in other disciplines plus a

professional qualification in education (NCE or PGDE).

- Holders of Bachelors degree in Education or Bachelors in other discipline plus professional qualification in education.
- Holders of Nigeria Certificate in Education (NCE) or its equivalent.

Education planners envisage that no matter the efficiency of the pre-service training given to teachers, there will necessarily be areas of inadequacies. The national policy on education has made provision for meeting such inadequacies. There is provision for the use of in-service programmes to fill any existing gap in their training. In-service training is therefore to be developed as an integral part of continuing teacher education. It is to be a systematic education for trained teachers. Without such intervention; there can be no national development because products from poorly managed schools will all be poorly equipped incapable of engineering any meaningful development. The teacher and the kind of training he/she receives is therefore of strategic importance in determining the quality of education. The national policy on education puts the same credence on teachers by stating that, "no education system may rise above the quality of its teachers" (FRN, 2004:39).

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Teacher Education Programme in Nigeria had earlier been compared with computer programming where a foolish command (Rubbish in) in the auto code will cause the computer to perform a foolish calculation (Rubbish out), (Ekpo, 1995). In a circumstance where the quality of the input into the initial Teacher Education Programme is low the quality of the products will be low. Given this low input in terms of human and material resources, teacher trainers seem to be in a dilemma on how to produce qualitative teachers in good enough number to serve the education industry.

There is this gap between what the planners expect in theory and what they work towards achieving in practice. In practice the training and retraining of the teacher seems not to be any of government's priority. The teachers are inestimable resources and their preparation should not be sporadic, but purposefully focused, periodically evaluated and determinately sustained.

### **Teachers or Traders?**

I have seen many businessmen and women with bags, coolers and cartons in schools and once I asked, "Where are the teachers?" There is hardly any public primary or secondary school in the

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country one fails to see these teacher-traders. They come to school with their wares and occasionally engage the students to hawk them. Of recent, Secondary School certificates are marketed in schools tagged 'Special Centres'. The genesis of this business boom in schools was when payment of salaries and allowances to teachers were political issues and some state governments owed teachers for as much as six months salaries at a stretch. How did this major stakeholder (the government) expect the teachers to feed themselves and their families! Dike (2002) noted that the poor service condition and economic hardship among the teachers brought about their increased engagement in non-academic moonlighting activities, business that has gone deep into the school system. One wonders when the professional lesson preparation would be done when the teachers are busy replenishing the stock of their wares. Or, when will the endearing quality of a teacher towards the students be exhibited knowing that the teachers are more occupied with locating customers. Service conditions for teachers has been greatly discussed. Schools need to be sanitized by decisive sustained improvement of service condition, getting rid of teacher-traders and adequate reward for professionally good teachers.

Many prominent men and women that have contributed to the development of Nigeria today would never have been but for the teachers who saw their "stars" and went after them (Uwa, 2009 :118). Nigeria as a nation stands to lose great minds and talents in their generation because there are no more sensitive teachers to identify them from the crowd.

### **Deficiencies In Teacher Education Programme**

A progressive teacher education fundamentally depends on the content of its training programme its curriculum. Teacher Education Curriculum which aims at producing qualitative teachers makes adequate provision for acquisition of newer and relevant knowledge and skills. The teacher education curriculum is much criticized because of increased expectations. Critics are of the opinion that the curriculum does not adequately equip the student teachers with skills in self evaluation, leadership, communication, problem solving, computer application, research and individualized learning techniques. In effect, the teacher education curriculum appears not to be related to the needs of the 21st century teachers in the field. Majority of the teachers appear not prepared for new challenges and new roles that are apparent in a dynamic world such as ours.

On this, McKenzie (2001) observed,

When it comes to teachers learning and valuing the effective use of new technologies, some schools are discovering that the kind of training programmes offered in the past may not represent the most generative method of reaching a full range of teachers and their students.

The use of generative term here means that behavioral outcome and daily practice will only be changed for the better as a consequence of the professional development experience. For such reasons teacher preparation should not be a one-shot training exposure.

Professionally, the pre-service teachers are inadequately developed. The student teachers do not have enough exposure during teaching practice to make them competent teachers on graduation. Some ITT institutions lack micro teaching laboratories for sustained practice. The Faculties and Institutes of Education cannot effect appreciable changes on TEP for specific reasons. This is because student teachers take courses from other faculties where the curricular contents were designed for their students. Well designed tutorial sessions with emphasis on teaching and

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teachers' needs would bridge that training gap, again, this is not provided. Also in the cooperating schools where the pre-service teachers have their practical experience, the system often operates a different time schedule from the training institutions thereby reducing the actual training time. These and the incessant closure of Universities and Colleges of Education in the country further put restrictions on the actual length of time the student teachers have for teaching practice.

Curricular content for TEP is understood here as a component of quality, and must be viewed in the light of the changes in contemporary world. One can hardly discuss the quality of education at any level without necessarily focusing on input and output. This is so because education is an enterprise. Pigozzi at a round table of Ministers of Education, UNESCO, in Paris expressed similar views when he noted that,

Much of what is taught worldwide may be less relevant to learners. There is need for relevant curriculum and materials for literacy, numeric, and facts and skills for life, which include education on rights, gender, equality, respect for the earth and other life forms, health, nutrition, HIV and

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AIDS, peace and respect for and appreciation of diversity, for it is these areas that help us develop capabilities relevant to the 21st century, (Pigozzi, 2003: 7).

Thus, while it is essential for the TEP to concern itself with the development of pedagogical skills, it should be noted that a quality education cannot dismiss the critical facts and information that are important for the construction of knowledge and acquisition of skills. These have to be acquired systematically through training and continuing learning. No teacher should be excused from it.

Harvey Ullman did observe;

Anyone who stops learning is old, whether this happens at the age of 20 years or 80 years. Anyone who keeps on learning not only remains young, but becomes consistently more valuable regardless of physical capacity, (In Mason, 2003).

A need assessment analysis to ascertain the nature of training gaps in TEP was carried out, (Ekpo and Ekukinam, 2006). This study involved thirty (30) secondary schools teachers sampled from the three senatorial districts of the Akwa

Ibom State. They constituted the focus group used for this discussion. They were interviewed to elicit from them diverse training and professional needs as follows:

- their exposure and experiences at using Information and Communication Technology (ICT),
- their induction and internship experiences if any, and
- their professional training experiences and needs.

The analysis revealed various professional gaps and training needs requiring systematic training and re-training. Teachers in that target group required the following:

1. Knowledge of ICT skills as well as how the deeper processes associated with its networking potential can be beneficially utilized in teaching and learning of various subjects at the secondary school level;
2. Skills in behaviour management when ICT is used with youths who appear to be more exposed than them;
3. General counseling skills to identify learners with specific learning needs within the mainstream schools;
4. Mentoring and system support (especially by the newly qualified teachers) to create

professional knowledge and learn from each other; and

5. A platform for complimentary participation as they work in collaborative learning activities and a space to reflect on their practice. In fact, this was the desire of all the 30 subjects used in the focus group.

Teaching and learning in a knowledge based society have gone beyond reading out of old notes by teachers to a group of frightened learners. Such instructional events are known to be ineffective producing rote learners devoid of proper understanding of content, constituting a breeding ground for various sharp practices in the system. Teachers are active creators of knowledge; they need empowerment to do this. Teachers have always been regarded as the main focus of change in any educational scene. Ukeje referred to them as "the anchor in the educational system". Nine years after, his focus had not changed as he observed further that without good teachers there can be no good engineers, no good medical practitioners, no good lawyers etc (Ukeje, 1986, 1995). Prof. Ukeje's fears of fifteen years ago are today's reality. Roads are breaking down too frequently; and older patients are scared of being operated by today's surgeons. It is appropriate to say that the greatest challenge for Nigerian Educational System is in the area of

recruiting qualified and highly motivated teachers for the system, (Imogie, 1999; Ekpo, 2008). The truth is that such teachers are in very short supply.

In 1969 when a cross section of Nigerians was hosted by Nigerian government at a National Curriculum Conference, it was vividly expressed that education holds a prime position in the country. Education is regarded as an instrument "par excellence" for effecting national development. Education that should achieve or which is capable of achieving national development must be a qualitative one. By implication, it means without qualitative teacher training programme where current issues in pedagogy and resources utilization are continually discussed there can be no sustained national development. The TEP curriculum should be beaved up. Creative writing and effective reading skills should be part of the courses taught to all student teachers for primary and junior secondary school levels.

### **Efforts At Mopping Out Spilled Water In TEP: My Modest Contributions**

Going back to the three case studies cited earlier in this lecture, it is obvious that the teachers lacked basic resources to use. One of the teachers

lacked training in child psychology and classroom management. Mason (2003) quoting Ed. Cole said, "One does not get down by falling into water but by staying there". If Nigerians, you and I would make effort to introduce quality into the "universal schooling" earlier introduced by UPE and UBE, we will have qualitative education.

### **Resource Provision And Resourcefulness In Teaching**

The days when teachers were regarded as custodians of knowledge and disseminators of information are gone. With the rapid explosion of knowledge and its attendant development in science and technology the need to use various teaching and learning resources in the class is heightened.

To generate learners' interest, encourage creativity and full class participation in all teaching and learning sessions, the event should be resource based. The debate as to the significance of media resource in teaching has long gone. Emphasis today is on locating the best medium to match the learners' needs.

This trend has brought a paradigm shift in teachers' role. The burden of transferring knowledge to the learners has switched from the

teacher to the myriad of resources available in the market. The implication of this paradigm shift to the teacher is that they should be intellectually equipped to source for the required resources that can play active roles in the transfer of knowledge and in the provision of different types of motivation to the learners. The teacher must equally of necessity be resourceful to improvise material resources that are essential to all teaching and learning events when these are not available and, or, accessible.

### **Back To Basics: Resource Provision**

A competently trained teacher anywhere in the world needs didactic materials to be effective. The significance of these resources in teaching and learning event has almost been over flogged. They are known to stimulate the learners through both the auditory and visual controls and in the provision of different types of motivation to the learners. Of all the problems that plague education in this country, the most intractable of them all is the dearth of relevant learning resources and inadequate physical facilities. In spite of this scarcity, media resources are significant component of the teaching process. The school system needs resourceful teachers to create these resources. Resourceful teachers are the wealth of any school and these are few. We have skillfully

applied the principle of system technology which is a rational problem solving approach to give recommendations for solving the problem of dearth of media resources at various times and levels (Ekpo,1997; Ekpo & Ekuinam, 1998; Ekpo & Asuquo, 1998; Ekpo,2008). For instance the design and diffusion of an innovative model for sustainable media production and utilization (MPU), the use of community resources, indigenous or local instructional games, improvisation and extemporaneous approaches I have used in the class for the training of teachers are few such interventions.

### **The Working of the MPU Model**

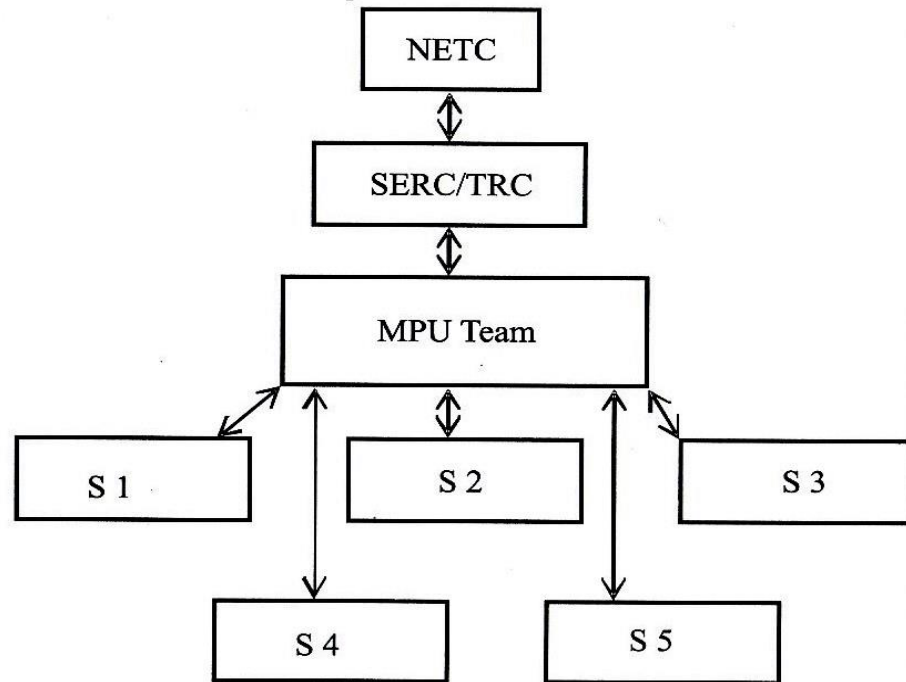
- **MPU Model** is for design and development of Instructional Media - With an Action Research technique twenty eight primary and junior secondary school teachers were trained using this model. This was to test the workability of MPU. These teachers were withdrawn periodically to participate on the project. Some trained teachers do feel that calling on them to develop their teaching materials will be too burdensome. With the MPU model, there is no need to overstretch the over burdened classroom teachers nor is the media development role completely withdrawn from the teachers. MPU uses an Action Research

approach to develop the required resources pleurably. With the model, specified caliber of teachers (fast tract teachers or resourceful teachers with best practice in media design and utilization) are withdrawn from the classroom on periodic basis to serve at a centralized media Resource Centre (State Educational Resource Centre or Teacher Resource Centre). These teachers were mobilized to develop curricular materials and visit their schools to test the prototype before producing them in commercial quantity for instructional use. The teachers became the catalysts in the system, motivating others to design, develop and use media resources regularly. It might be of interest for all to note that the National Policy on Education made provision for the establishment of such facility in section II, No. 102(a). It reads;

A network of Educational Services Centers in Nigeria (NESCO) shall be set up to provide a forum for exchange of ideas on the development and use of innovative materials for improvement of education. All states, Teachers Resource Centers, University Institute of Education and other professional bodies shall belong to the network of Information and Communication Technology (ICT), FRN, 2004:54).



**Fig. III: MPU Model for Systematic Media Development**



- NETC - National Educational Technology Centre  
 SERC - State Educational Resource Centre  
 TRC - Teacher Resource Centers  
 S1 - S5 - Individual schools

I am aware that the National Educational Technology Centre in Kaduna has been subsumed by Open University System but the NESCN

hopefully would serve as a clearing house for educational media provision.

Moreover, there has been a major trend in media technology which can have a tremendous impact on the teaching and learning processes if schools were positioned to utilize them. In a paper; "Integration of Media Resources into Teaching-Learning Process: A tool in Teacher Education", (Ekpo, 1996), I outlined various levels and areas of meaningful integration of media into TEP such that a culture in media production and utilization for sustained integration is enhanced.

- **Resourcefulness in Teaching:** My major contribution to knowledge is in this area. Resourcefulness in teaching involves the use of community resources, varied instructional strategies and indigenous games that are familiar to the learners such that their (learners) interest in the subject at hand may be enlivened. Resourcefulness promotes improvisation and the utilization of alternative teaching approaches. In this direction and for novelty, I have created new learning situations through the use of various progressive and learner friendly techniques. Some of these contributions include:

- (1) the use of song Mnemonics in presenting vital information that the learners must know, retain and use;
- (2) the use of transparencies and overlays to teach abstract concepts like the earth;
- (3) the use of instructional games and simulation in solving various real life situational problems in the classroom;
- (4) the use of problem-based learning (PBL) in teaching procedures involved in analyzing production processes, and in applying creativity in decision taking;
- (5) the use of Relay Story writing as an innovative technique for developing creative writing skills in learners; and
- (6) the development and use of classroom learning centres and class resource corners for participatory learning technique among very young learners.

The mass media are not often concerned with highlighting cues or motivating learners, neither do they provide an opportunity always for practical work, yet incidental learning often does occur when children are exposed to these massive information. Besides, mass media are such ubiquitous part of children's lives that no parent or teacher can ever hope to provide these children with all the learning experiences open to them through the mass media. Thus, to make media

provision at this level highly cost effective, the mass media potentials are exploited for the junior secondary school curriculum to bridge the gap in media provision and to supplement available resources. In a paper, "Utilizing the Mass Media Potentials at the JSS level for Survival of Nigerian Educational System", (Ekpo, 1996). I examined the various ways mass media could be used at junior secondary school level of the Nigerian Educational System to ensure the survival of the system. It is an empirical study which surveys a pattern of mass media used by 280 students randomly selected from five secondary schools in Akwa Ibom State and 45 in service teachers of 1995 Sandwich programme in the University of Uyo. Reactions from both the students and teachers in the sample area proved that a good percentage of them were handicapped to exploit all the special properties of various mass media to the full because these media are out of their reach.

I have endeavoured to stress the need for learners' friendly teaching approaches. These are achieved through

- varying the instructional strategies used in the classroom,
- varying the seat arrangements in the class and increase the level of interaction among the

- learners by reordering the sitting arrangements to suit the learning concepts at hand, and
- increasing the frequency of the use of community resources (use of resource persons and study trips to historical and production sites for first hand learning experience).

I am in support of purchasing high technology media like television, multimedia, video or computer if schools can afford them, and in giving the teachers the required exposure in their use.

But acquisition of these gadgets alone does not translate into effective teaching. An idea which was muted many years ago by Wilbur Schramm when he wrote, *BIG MEDIA, Little MEDIA: Tools and technologies for instruction*, (Schramm, 1976). In a publication, using instructional games as a teaching strategy at the JSS level, classroom games were viewed as good learning resources that could lend themselves to almost every learning situation provided a good class arrangement and control was ensured. (Ekpo, 1991). In 1998 we (Ekpo and Ekukinam) were able to identify eighty local plays engaged by senior primary and junior secondary school pupils in Akwa Ibom State. Structurally, 13 of these representing 16.26% were classified as word games. All the 80 games were basically played for fun and entertainment while 65 (81.25%) were

played for competition. What was most significant in the study was the fact that all the games have significant relevance to their curriculum.

The identified plays exhibited various forms of instructional values that are relevant to the junior primary school curriculum. The fact that these plays are developed from the social and cultural life of the society made it a more plausible reason why the plays have relevance to their curriculum. Local plays exhibit several techniques and features which are highly recommended by educationists.

Thus, my research emphasis has been on producing "thinking and active teachers" who can produce great minds without which Nigeria will continue to be a consumer nation.

In 1999 while assessing the in-service teachers' training and their professional needs, the paucity in the number of teachers with avid in reading was also observed. More probing questions traced the gap to their home and educational backgrounds. Reading is the key to human survival in a complex, developing and literate world such as ours. It is imperative that Nigerian children who constitute tomorrow's adults and leaders be helped to develop a reading culture. It can be an uphill task if their teachers cannot read with understanding. Ohiaeri (1994) identified poor preparation of teachers on reading at the Initial Training Institutions as one of the causative factor

to children's inability to read at appropriate age. It was this realization that compelled the management board of Institute of Education, University of Uyo under my leadership as Director to mount a state-wide training workshop on school library resources and services to primary and secondary school teachers in the state. It also introduced and housed a yearly publication of Institute's journal titled, "the Journal of Research and Development in Education (JORDE)".

Student teachers are encouraged to air their views and experiences in this Journal. Yearly, we have endeavoured to make copies of this journal available to all student teachers in the Faculty of Education of this University and outside. We equally give copies to all our cooperating schools where our student-teachers serve during teaching practice exposure. Applying the techniques of matching media to the learner and Piaget's learning theories, the right age to start inculcating the reading habit in children was proposed, (Ekpo, 1999). Fig. iv below gives the details of learner's activities and the expected learning outcome.

**Fig. IV: Systematic Actions towards Development of Reading in Children and Anticipated Age Bracket**

Vocabulary development stage (form words, sentences and reads) 4 – 7 YRS.		
	↑	
Letter –word –visual matching stage (matches alphabets to words and to visuals) 2 <sup>1</sup> / <sub>2</sub> – 4 yrs.		
	↑	
Letter and shape identification stage (recite alphabets and tries to identify them) 2 – 3 yrs		
	↑	
Development of primary reading interest (needs reading to, and demands for it imitates sounds) 12 – 18 months		
	↑	
Visual identification stage (points to pictures) 8 – 12 months		
	↑	
Appreciation stage (test for permanence) (by putting materials in the mouth) 5 – 7 months		
	↑	
Media awareness stage (excited and struggles to grab) 4 – 6 months		



Using Piaget's stages of cognitive development, it was observed that learners at the sensory motor stage (0 - 2yrs) were found to be ready to acquire the reading skill. At the preoperational stage (2 - 7yrs) every average child ought to be able to associate visual and audio information and develop some understanding of the printed message received. This investigation has therefore given foundation to future studies on reading age and ability. Learning to speak precedes learning to read. Young learners attain certain language competence through listening and talking and this is eventually transferred to the reading situation. There are however gaps between the spoken and written communication situations that often hinder Nigerian children from transferring comprehension directly from the speaking to the writing and reading stages. The paper, "Strategies for the Development and Sustenance of Reading Culture in Nigerian Children" (Ekpo, 1999), gives in-depth analysis of these situational gaps. It gives overview of available facilities accessible to the young learners of 0 - 7 years (the reading age) and the possible instructional strategies that could be adopted for the development and sustenance of reading culture in Nigerian children.

- **Use Of Community Resources:** In the study, "Resourcefulness in Teaching", a prime step in linking Formal and Informal Science (Ekpo, 2000), it was stressed that to develop and nurture reflective thinking among pre-primary and primary school learners their teachers should utilize learning activities that involve taking these young learners out into their environment for:  
Looking walk,  
Listening walk,  
Touching walk, and  
Smelling walk.

Such first hand and concrete experiences in addition to the use of all available local games that have scientific relevance to the formal science concepts in their curriculum were observed to facilitate learning and the acquisition, retention and usability of abstract symbols in science (Ekpo, 1992, Ekukinam, 1998).

Looking back nostalgically at Nigerian primary schools. Obanya (1988) noted that during the pre-independence generation, teachers were not better paid than today, nor were the schools receiving better allocation, yet teachers and pupils were able to transform empty school premises into beautiful parks, pleasant learning environments, study gardens, play fields and study trip centres.

Why are contemporary teachers incapable of performing this feat? What is the major problem? In the study, 'Media Development Competencies among Secondary School Teachers in Nigeria'. Four hundred and thirty four (434) secondary school teachers drawn from both Federal and State government controlled schools were assessed, (Ekpo, 1992). Two hundred and sixty four (75.6%) of the teachers had training exposure in media development during their ITT but their competencies in the development of the various categories of instructional media were found to be generally low. This finding confirms Moore and Hunt's observation that many practising teachers actually lack the pre-requisite training for proper use of some educational innovations, (Moor & Hunt, 1980).

In 2000 we had opportunity of reviewing the Postgraduate Diploma Certificate in Education (PGDE) in the University of Uyo. A two credit hour course in instructional Media Development and improvisation was designed for student teachers. This has proven to be an effective intervention as we are beginning to see positive results as evidenced in the students' prototypes. The student teachers have opportunities to improvise by creating new learning situations, developing and modifying existing ones. More resources like archaeological excavations, buried artifacts

manipulative and realia are located and pooled together from the community; and these have lent themselves for instructional use. More creative instructional materials are on display yearly.

### **Continuing Professional Development (CPD) Of Teachers**

From the foregone it is obvious that teacher's development requires both a professional education as well as professional development. These are better provided in a holistic package of ITT, Induction, Internship and continuing professional development. Without ample provision in our TEP for a systematic retraining of teachers, the gaps in their training will continue to widen. With the grade of teachers recruited into our teaching force at the primary, secondary and even tertiary institution, majority who has taken teaching as a "stop gap", the desire for continuing development may not be visible. This attitude should no longer be condoned. There are more demands for qualitative education from the public and the learners. Over the years rapid and multiple changes have occurred in our educational system. There is knowledge explosion the society is not static and there are changes in pedagogy. All these need to be integrated into the system by teachers.

Teachers should be life long learners because teacher education is multidisciplinary. They need knowledge of their specific subject areas, knowledge of the pedagogy, management skills and competencies to guide and support the learners as well as furnish them with proper understanding of the socio-cultural dimension of education generally.

The starting point for teachers' development is an initial teacher training (ITT), but their learning and development do not end there because teacher development is not a one-shot event. Visionary educational planners always envisage inadequacies no matter the effectiveness of any ITT programme. Nigerian government actually envisaged such gaps and made provision for it in the policy:

Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession. In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies, (FRN, 2004: 40(74 and 75).

In reality there is no systematically arranged CPD programme for any grade of teachers in Nigeria. Few institutions that realized the need for such exposure mount orientation, seminars and workshops for their teaching force. Often these are also top down programmes not necessarily based on identified needs.

The former director and chief executive of the National Teacher Institute, Dr. Moddibo Mohammed while receiving officials from the consortium of Teacher Education in sub-Saharan Africa (TESSA) made this observation;

There are very few and irregularly organized in-service training workshops or seminars that aim at enhancing teachers' knowledge and skills. Most teachers never have the opportunity to improve their knowledge of the subject matter they teach and most importantly to improve their practical skills for the effective implementation of the curricular, (Mamah, 2005: In Vanguard).

Ekpo (2005) further observed that majority of CPD programmes organized for secondary school teachers in Nigeria are to make them anticipate

and prepare for change or to clarify one new policy or the other. Thus, it is obvious from that scenario that the development of most teachers in Nigeria beyond the point of ITT is almost accidental. CPD takes place randomly and haphazardly through chance and occasional encounters with other teachers.

A teacher's work and the society he/she lives in are dynamic, so there is need for a more research oriented approach to his teaching. Nigerian teachers should be made to accept that their teaching roles have changed and that the society they live in is not static either. They must come in terms with the fact that they are life long learners requiring collaboration and networking with other sources of information and knowledge. Teachers who are involved in continuous learning process are active stakeholders in the networked society and they will be in position to create knowledge which is required for continuing development of any profession. Collaborative learning is evidenced at all levels of a teacher's professional life. It should be promoted.

From the Department of Educational Technology and Library Science few CPD programmes were mounted. Every teacher is working under a condition in which continuous change, cultural dispersion and increasing diversities in all areas of

life are typical features. Teachers should adopt open minded approach to their work and have some knowledge in different disciplines required in their work. Above all, they should have their own experiences of knowledge creation and see themselves beyond being dispensers of knowledge to being active creators of knowledge.

For two academic years, an 'Action Research' approach was used in a media development project for preprimary and primary school teachers in Akwa Ibom State. That project which involved over twenty five private schools in the state began with a need analysis. Skills in media design and production, sourcing strategies and networking were both developed or enhanced.

More recently, since 2006 I have been coordinating a fast track reading project tagged, "Read and Write Now". It is a collaborative work with a U.K. research team using synthetic phonics kits (Jolly Phonics), which will impact greatly on the reading age of Akwa Ibom pupils. This is a CPD programme that will significantly raise the reading level of the primary school pupils with time, (Ekpo, et al, 2007). So far it is obvious that it will also raise morale among primary school teachers as they are empowered with new knowledge and literacy skills.



Members of the team are optimistic that the success of this CPD will restore parents' faith in the public schools. The decision to use Active collaborative learning strategies in the CPD is sustained by relevant studies carried out by Wenger (1998), Engestrom, (2001) and Craft (2001).

### **The Power Of A Good Teacher**

The power of **wealth** and **peace** is in the tongue of a good teacher. From the infallible reference source, the Holy Bible is a case study of a nationwide religious education programme which brought peace and prosperity to the leader. It is recorded that King Jehoshaphat, the king of Judah inducted some of his top government officials (Benhail, Obadiah, Zechariah etc) his Levites, (Shemaiah, Nelhaniah, Zebadiah, Elishama and Jehoram) the priests into the teaching profession. Do not ask me where these teachers had their initial teacher training nor what the curricular content of their ITT programme was but they were great and successful teachers by the fruits they bore. These commissioned teachers taught in all cities of Judah till fears of an impending war ceased, all surrounding nations were at peace with Jehoshaphat and paid him homage instead, (2 Chronicle 17: 7 - 12).

When the learners assess the teacher's worth by the way he organizes his/her lessons, the presentation style, his/her mastery of the curricular content, his/her great moral values, his/her positive attitude and commanding personality, the transmitted messages will be received with clarity.

### **The Portrait of My Teacher**

Arthur Ward cited by Imogie (1999) categorized teachers into four groups as follows:

- The mediocre teacher who tells stories;
- The good teacher who explains;
- The superior teacher who demonstrates; and
- The great teacher who inspires learners.

Which of these was your teacher or your children's teacher? This is a pertinent question for all. Obviously, the mediocre teacher will have no place in the 21st century classroom.

### **Expectations from an Effective Teacher: Teacher's Profile**

There are great expectations from an effective teacher. The teacher was one expected to teach in the classroom, mobilize community skills and resources to enrich school learning as well as work with the development agents in sectors other than education. Great teachers are not difficult to

identify when looked for. They all seem to possess certain qualities. These qualities are what the public, government, parents and the learners themselves expect as they interact with teachers.

To the learners an effective teacher is one who;

- encourages the students even when they seem weak, disorganized and unmotivated,
- loves teaching and uses a variety of instructional approaches to arrive at the instructional goals,
- has a deep knowledge and passion for the subject at hand,
- considers himself/herself as the learners' parents, listens patiently to their needs and makes efforts to help even if unsuccessful,
- respects students and does not humiliate them before their peers,
- does not exact on them or extort from them, and
- is a model in great moral values and punctuality.

It is a great responsibility to be a teacher and there is a lot of expectation from him/her. To the public a teacher is an individual who plays the most vital role in the development of any human being. The future of any student depends on the qualities and dedication of a teacher. Teachers play an integral role in the development of children.

They are regarded as individuals who must create an interest in students to develop, progress and achieve whatever aims they set for themselves. Teachers are therefore expected to be patient, persuasive and to possess strong faith in the capabilities of their students.

The parents and the general public expect the best from their students and from the teacher even if they fail their wards as parents. Similarly, the teachers are not expected to settle for poor performance or grades knowing that such will reflect on their ability to teach just as it does on the students' ability to excel.

### **Recommendations**

#### **Sustaining Quality Teachers**

It must be stressed again that quality teachers are obtained at the stage of recruitment and they must be empowered with appropriate training and retraining. They must be motivated with attractive working conditions.

- **Seek out trainable student teachers:** Since teacher development depends on quality input for effectiveness, intellectually qualified individuals should be attracted into the profession. There is need to review the present

recruitment and training procedures. Faculties and Institutes of Education should insist on admitting only high grade candidates as do the Faculties of Law, Medicine and Pharmacy etc. Student-teachers should be interviewed before registration to identify their personal characteristics and aptitude for teaching. Those found to use teaching as "stop gaps" should be screened out. Teaching profession should be made attractive and comparable in status to other professions. National Teacher Institute (NTI) should be equipped to concentrate more on the retraining of all grades of teachers and not be involved in the initial training of teachers.

Both award and non-award earning in-service programmes ought to be provided to enhance the quality of the present teaching force. Regular workshops and seminars should also be planned for the development of the teachers and attendance at these training programmes should be made requisite for any promotion.

- **Pecuniary Consideration:** To keep a good and efficient teacher in the system decent salary and service conditions as enjoyed by his /her counterpart with identical or similar qualifications and experience should be given to the teachers. The approved Teacher Salaries

Structure (TSS) is a welcome development. The payment should be enforced nationwide.

Another major problem of development of teachers in Nigeria is the non-existence of incentives in the deployment of teachers posted to rural schools and expensive cities. Location of schools should be used as a variable for built-in incentives. If other professions in the public service are given relevant allowances especially rural service allowance and other hazard allowance etc, there is no justification for not motivating the teachers who taught them. Teachers' reward should be both vertical and lateral. Teachers need rewards here on earth before the heavenly "well-done".

- **Enabling Policy:** There should be a uniform policy and procedure of employing and deploying teachers as well as the bench mark for resource provision in schools and colleges. At the moment, individual state primary and secondary school board has the sole responsibilities of recruiting and deploying their new teachers. Policies on teacher recruitment, development and retirement should be enforced. Newly qualified teachers are expected by the TRCN Act of 1993 to serve a mandatory period of internship. This should be enforced.

- **Mentoring:** For quality control, every newly employed teacher should have adequate and periodic supervision by his superior or experienced professional colleagues. These could be his/her principal, subject head or external inspectors of education. It is not advisable to send "policemen" into schools in the name of supervisors. Only persons of integrity should be used for quality control. Government and proprietors of schools must provide for proper supervision of schools, and teaching to ensure quality at all levels of the education industry.
  
- **Professionalization of Teaching:** The challenge of professionalizing teaching is still very obvious. With the establishment of a regulatory agency, it is envisaged that with time it will be able to prosecute unqualified teachers and raise standard of performance among the members. With the Nigerian Act of May, 1993 it is expected that notable changes will take place, (TRCN, 2005).  
It is worth remembering that the National Council on Education had at its 50th session fixed the year 2006 as deadline for all unqualified teachers in the Nigerian Education System to obtain the relevant teaching qualification or face sanctions. This revolving policy is plausible but its enforcement should be

carefully worked out for healthy, smooth implementation at various levels of the education industry. By early 2005, the TRCN reported that over 500,000 teachers had been registered, (TRCN, 2005). It is said that the figure cut across all levels of the education system primary, secondary and tertiary in the public as well as private educational institutions. It is also recorded that significant number of Nigerians abroad who applied for registration has equally been registered.

As a starting point, the Teachers Registration Council of Nigeria (TRCN) should carry out a baseline study of curriculum of various teachers' producing institutions to harmonize implementation of its policies. It is also envisaged that the eventual publication of qualified and licensed teachers on the web will be a boost to the profession. Such information about most countries is retrieved by a mere computer 'click', but not from Nigeria.

Efforts should now be made to mop up all "spilled water" in teacher development to raise quality of teacher training. Political and economic crisis may be tolerable but educational crisis is a generational disaster.

## Conclusion

Mr. Chairman, Sir, for the past one hour or 80 minutes, I have discussed an inestimable classroom resource, the teacher within the process of education and his professional development.

His strategic role as a major component in the process of teaching and learning has been highlighted in this lecture. The need to continually empower the teacher with appropriate training and retraining has consistently been stressed throughout the discussion. Teacher development in the 21st century is not a one-shot training affair as is currently practiced. Teachers need opportunities for life long self improvement and for their continuing professional development. Teaching is one of the most important jobs in the world and one of the toughest jobs too. A teacher is an inestimable resource for the development of a nation. A teacher's role is so central to this development. Teaching should not be regarded as a "gap filling" job. Please note this maxim, **"if you can read thank a teacher, if you cannot look for one"**.

*If you can read thank a teacher, if you cannot look for one.*

## The Ultimate Teacher

Mr. Chairman, respected audience knowledge is inexhaustible and the search for it is unlimited. At the beginning of this lecture I tried to recapture image of my early teachers and their fallibility. I will not be done until I have also attempted to present a glimpse of an infallible Teacher, the Holy Spirit. As a spirit being dwelling in the body, everyman needs more than a physical teacher for inspiration to unravel the great depth of wisdom. Capoccia observed, "God has put a strong instinct in man by which he is rendered unsatisfied if he cannot probe mystery ... he can never be contented until he can unriddle secrets", (Capoccia, 1986).

It is that instinct in man that compels him to search for knowledge of natural things, behavioural traits, make discoveries and proffer theories. An effective teacher creates knowledge from searching and research.

A great Hebrew Scholar, Moses, commenting on this knowledge base of God said, "The secret things belong to the Lord our God, but the things revealed belong to us and to our children forever.." (Deut. 29: 29). It is the duty of a teacher to transmit the content of God's knowledge base to the receivers, the learners.

*If you can read thank a teacher, if you cannot look for one.*

From the Holy Bible, Jesus was recognized by renowned teachers of the Law of Moses - the Pharisees as an outstanding effective, impact-making teacher. Hear this, "Rabbi, we know you are a teacher who has come from God. For no one could perform the miraculous signs ...if God were not with him", (John 3: 2). We must agree with these Jewish scholars.

At the end of Jesus' earthly ministry and before He departed from His disciples, He said, "...I will ask the Father, and He will give you another counselor to be with you forever...He will teach you all things and remind you of everything I have said to you", (John 14: 16; 26). This ultimate teacher does not just impart knowledge to the learners but He controls the rate of retention of acquired knowledge.

I have enjoyed the tutelage of this amazingly infallible teacher during my academic journey. He teaches by inspiration, explains by illumination of the mind, and as a leader, He charts a perfect course and secures the attainment of our destiny. He is impartial and ever willing to teach any humble student in any discipline or profession the much desired truth.

As a matter of fact, He is not a visiting professor or an adjunct lecturer; He can be more than a resident professor, super emeritus par excellence in all areas of knowledge. This ultimate Teacher

taught Moses preventive medicine and Public Health during their forty years journey from Egypt to Canaan, (Lev. 13 - 15).

- He led this people through difficult terrain, becoming a pillar of cloud by day and a pillar of fire by night, (Exodus 14: 19, 24). He is still leading men through difficult academic and professional terrain today.
- He taught the three magic (wise men) astrology so that they could identify the star of the king of kings among innumerable stars in the sky and led them to Bethlehem, the birth site of Christ.
- He taught Peter, an "unschooled ordinary" fisherman how to deliver a public address that created great impact and amazement, (Acts 4: 13).

My Vice Chancellor Sir, the list of success stories about the effectiveness of this unique teacher is endless. For me, He has been more than a resident professor or a professor emeritus in all my endeavours. Mr. Chairman Sir, renowned professors, dear students, politicians, businessmen and women, seasoned administrators, peasants (if any) ladies and gentlemen of the press I recommend this Ultimate Teacher to all student-teachers and trained teachers without any hesitation. He is a great resource person for any

CPD. I would request that you note Bradley's advice. He said, "If you learn to be led by this teacher, the Holy Spirit, be sensitive when He communicates, then, you will receive the knowledge of God in all areas of your life", (Bradley, 2009).

The Vice Chancellor Sir, my most respected and very accommodating audience, I testify to the indispensability of the Holy Spirit as the Ultimate Teacher and any one who accepts Him would have made the wisest decision of his or her life.

Thank you and be blessed.

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