

# Rebranding and Repackaging the Teacher and Teaching Profession to Meet Global Best Practices Towards 2030

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**Abstract:-** The study sought to find out possible ways of rebranding and repackaging the teacher and the teaching profession to meet global best practices. Five research questions guided the study. Descriptive survey design was adopted for the study. Sample size comprised of 110 teachers in Awka South Local Government Educational Authority, selected through simple random sampling . 45-item structured questionnaire tagged 'Rebranding and Repackaging the teacher and the Teaching Profession to Meet Global Best Practices' (RRTTPMGBP2030) was used to collect data. Mean and standard deviation was used for analysis of data. Instrument was validated by three experts in Nnamdi Azikiwe University, Awka. A reliability coefficient of 0.87 was obtained using cronbach Alpha method. The findings of the study revealed that most teachers are not registered with TRCN, do not use instructional materials while teaching ,do not use varied teaching styles, fail to provide a rich and stimulating learning environment among others. Based on the findings, the researchers recommended among others that teachers should improvise and integrate instructional materials in the teaching and learning process, register with TRCN and employ the use of educational technological devices and computer assisted devices (CAI) to meet global best practices towards 2030.

## I. INTRODUCTION

Education according to Ugwu (2019) is the process that provides pupils with a basic understanding and skills of various subjects as a foundation of their academic career through teachers. According to the word of God in psalms 11:3, if the foundation be destroyed what can the righteous do?. The general objectives of education is to equip an individual with appropriate skills, values and knowledge to function effectively and contribute meaningfully to his or dynamic society. To achieve this, it is pertinent that we start from the bedrock of education( ECPE) to make things right ,this conforms to the bible passage which admonishes us to train up a child in the way that he should go, so that when he grows up he will not deviate from it'. Early childhood education is important to personal and national development. Its effect can only be felt if the route to its attainment is designed and maintained through professional

accuracy. According to Akinwumi (2019) no educational programme can be properly implemented without teachers and as such no educational system can rise above the quality of its teachers. Therefore, for the success of every level of education; the teacher becomes very important because of their multipurpose role and hence needs rebranding overtime.

The word "rebranding " according to Coleman (2020)is the process of changing the corporate image of a person or organization.it entails giving a new name, symbol or change in design for an already established entity. The major aim of rebranding is to influence positive perception of an individual or organization. Margaret (2016) posited that rebranding reflects a change of focus and repositioning of visions to set one apart and exploit the popularity of some current trends. In this context, rebranding of teachers is geared towards recognizing opportunities for teachers to grow, innovate, tap into possibilities and reconnect with their learners effectively. The idea of rebranding is to create a different and better identity and version of the teachers and their profession to create value, innovate and maintain high global standards.

Aleke(2017) defined a teacher as one who is professionally trained to impact knowledge, attitudes and skills to the learners. Also, Ozoro ( 2013) posit that teachers can be explained as people who help in transferring the knowledge and skill learners need to become quality professionals in their field of choice. Here comes the question, What skills and knowledge are you passing on to these prospective professionals? Is it the lies, bribery, trickery, plagiarism, slothfulness, laziness, sex for grades, irresponsibility, disobedience ,laxity e.t.c. teachers in themselves are designed to train their learners to solve problems, plan futures, strategize and transform possibilities into reality- Yara( 2011). Are you a problem solver or problem creator, do you plan future or destroy \ruin destinies, are you innovative, a creative thinker or brainstormer or are you stagnant, dormant or adamant, do you write the children off and treat them as non entities or get them to believe in themselves and help them be the best of what God has deposited in them. Think upon these things as was instructed in philipians 4 vs 8 -whatsoever things that are good and excellent report, think on these.

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. In essence, teachers need to update themselves and organizations should create avenue for their staff to be trained professionally. Addison (2010) implies that a profession is a job that requires special training and education. In order to function effectively and completely in one's chosen vocation. In essence, the peculiar skills and high standards of behavior required to function in any profession are provided through special education and training in specialized institutions. A profession is a calling that requires special training for success. While a professional is a person who has achieved on acclaimed level of proficiency in his/her special area of knowledge. Teaching profession in the other hand is regarded as the mother profession or nucleus of the other professions in the sense that it gives birth to professions in different field of life. Yusuf Afolabi and Ayetoyi (2014) defined teaching profession as an occupation or vocation. In this context, teaching profession is a ministry where lives are transformed by the renewal of their mind through words and practice (action). You preach what you practice so that your learners can model after you.

A teacher can be many things for many people; a moral instructor, an educator, or facilitator, a mother, a role model, best friend, counselor, coach, demonstrator, entertainer, preacher and missionary. According to Kizlik (2011), a teacher wears so many hats in carrying out their duties. They assume the role of a communicator, disciplinarian, conveyor of information, classroom manager, evaluator, counselor, team member or leader, decision maker, surrogate parent amongst other. As a moral instructor, teachers guide children on the path to life through biblical principles and instructions, as a parent, they represent a father or mother and care for the children from different families who are under your care until their parents come to pick them up, as an educator, they help learners develop optimally in the cognitive, psychomotor or affective domains of learning, as an entertainer, they teach with varied styles, use appropriate instructional materials with some demonstrative examples, dramatic displays and stories, as role models, they live an exemplary life that is worthy of emulation and you imbibe good values, ethics and standards, as a missionary, teachers go about your duty diligently and responsibly whether you are monitored or not, bearing in mind that God sees every move, action or conduct both in secret or in the open including the thought of your heart and he will surely reward you as the ultimate rewarder of good deeds. Asides from the roles teachers play in the life of learners, there are notable qualities that set them apart. According to Sizler (2011), brilliant teaching reflects scholarship, personal integrity and the ability to communicate with your students. Scholarship is not only an affair of the classroom but at its best, is a way of life which is marked by respect for evidence and logic. It entails enquisitiveness and the genius to find new meaning in familiar data, seeing things in context, relating specifics to generalities and facts to theories. This is in agreement with Brain (2011) who added interest and respect as qualities to be possessed by a teacher for effectiveness. Other notable

qualities of a teacher as posited by Sizler (2011) are stated below;

- ✓ Teachers are known to be scholars/knowledgeable – a good teacher should be a master in his/her area. Prepare your subject area and be ahead of your student,
- ✓ Professionalism- the educational profession is a dignifying one, model it with respect. Personally develop yourself so that you won't be stagnant. We are in the 21<sup>st</sup> century; learning has ceased to be as it is in the beginning so it is today and for ever more. Move on the wings of change.
- ✓ Decency and politeness- the words of a teacher should be seasoned, always be positive and convince the learners of their capabilities and lure them into further learning. Great teachers never mock or underestimate the learners under their care.
- ✓ Respect – good teachers have a deep seated concern and respect for the learners and the parents. They spend time with learners to discover holes in their understanding and device appropriate measures to fill these holes in interesting and exciting ways.
- ✓ Integrity- a good teacher is honest, principled and has a decent candor. The learners look up to you as one who has learned to control the ambiguities, pressures and restrictions of life rather than having them control you. Your confidence in your work has a convincing effect on your student. They trust you and are ready to flow with you.
- ✓ Communication/ Classroom management capabilities- a good teacher must possess the ability to communicate his knowledge and expertise to the learners. The teacher's job is to take advanced knowledge and make it accessible to the learners by building on their previous knowledge with clarity and understanding designed to help learners master the material. Also, teachers are able to control and restore decorum in the learning environment they find themselves.
- ✓ Innovative and creative- a good teacher is able to transcend and adapt to new levels, new styles and activities that should be imbibed in the teaching and learning environment while ensuring the learning are in tune with the evolving tides in education.
- ✓ Critical thinkers and Problem solvers among others. To crown it all, teachers have professional standards and codes of conducts which they live by as clearly stated in Teachers Registration Council of Nigeria (TRCN 2015) Professional ethics and standards for teachers thus;

Must be registered with TRCN, Respect the rights of the learner, teachers do not defame one another, teachers void touting, teachers have high integrity, teachers do not canvas for clients, teachers do not plagiarize, teachers settle disputes among themselves through established professional mechanism, teachers have zero tolerance for social discrimination, teachers have mutual respect and spirit de corps for one another, contribute to academic development among others. Regardless of the high expectations placed on teachers and their profession, there are still challenges that hinder their optimum effectiveness and productivity. Some of these challenges were based on the fact that most teachers lack passion and enthusiasm for their work thereby fail to

improve their teaching technique, content knowledge and integration and improvisation of instructional materials in the teaching and learning process. Ike (2011) confirmed that instructional materials are essential components of lesson plan used by the teacher to make a point clearer in the classroom environment. For the teacher to get maximum benefits out of the integration of media, he/she must plan for it. However, Government at all levels of Education is incapable of funding education alone and cannot guarantee quality and quantity in the policy regime of free education in the Nation-Njoku (2010). In the midst of these myriad problems in education, the only option for a resourceful teacher is to look inward, improvise and integrate instructional materials in the classroom so that effective teaching and learning can go on unhindered. According to Akudo(2011), integration of instructional materials is the action of bringing in or introducing relevant materials to particular stages of the lesson delivery which makes the teaching exercise effective. Improvisation on the other hand entails creating a totally new instructional material or modifying an existing one for teaching and learning purposes when the original one is not available either by substitution or construction. Ifegbo (2016) outlined the importance of improvisation as saving cost, development of talent, bridging the gap between abstract learning and concretising experiences. Little wonder the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) emphasized that every student-teacher in teacher education institutions must offer educational technology as a core course. Chimezie, Iwu and Anulobi (2011) concurred that inclusion of educational technology in teacher education curriculum is one of the measures designed to innovate the teacher education programme. For a high quality teaching and learning, passion is indispensable and when teachers become passionate about their profession, doors are opened and possibilities are endless.

### Statement of the problem

The global trend in education is shifting focus by looking beyond expansion of enrollment quantity to improvement in the quality of instruction and learning. This shift is informed by the glaring fact that many pupils/learners who complete the schools at various levels lack basic numeracy, literacy and life skills owing to the fact that we have analog teachers teaching digital minded learners. There is therefore a need for a paradigm shift in teacher-preparation, a shift from teacher training to teacher education geared towards re-branding and repackaging teachers and teaching profession for effectiveness and productivity and not just classroom space occupiers popularly called NFA (no future ambition) Teachers .

### Purpose of the study

The purpose of the study was to focus on rebranding and repackaging teacher and the teaching profession to meet global best practices. Specifically, the study seeks to;

1. Determine qualities of a teacher
2. Find out the roles of teachers in the life of the learners
3. Find out professional ethics and standards expected of teachers.
4. Determine challenges of teachers in their profession
5. Determine ways of rebranding and repackaging teachers to meet global best practices.

**Research questions:**the following research questions guide the study

1. What are the qualities of a teacher?
2. What roles do teachers play in the lives of learners?
3. What professional ethics and standards are expected of teachers?
4. What are the challenges of teachers in their profession?
5. What ways can teachers be rebranded and repackaged to meet global best practices?

## II. METHOD

The study examined “Rebranding And Repackaging Teachers And The Teaching Profession To Meet Global Best Practices Towards 2030” in Awka South Local Government Area. Descriptive survey design was adopted for the study and five research questions guided the study .The population comprised of 1000 teachers in Awka South Local Government Area. Simple random sampling was used to select 110 teachers as sample. A 45- items structured questionnaire titled “Rebranding And Repackaging Teachers And The Teaching Profession To Meet Global Best Practices ” was used to collect data from respondents. A four point rating scale of Strongly Agree(SA), Agree(A), Disagree(D) and Strongly Disagree(SD) was used to answer research questions 1,2,3,4 and 5. The instrument was validated by three(3) experts, two in the Department of Early Childhood and Primary Education and one from the Department of Educational Foundations (Measurement and Evaluation) in Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to test the reliability of the instrument. The items yielded a coefficient of 0.87 which was considered fit for the study. Mean and standard deviation were used in answering the research questions. The decision point was put at 2.50 based on the four point scale. This implies that items with mean scores of 2.50 and above were considered accepted while the items below 2.50 were considered unaccepted.

### III. RESULTS

**Research Question 1;**what are the qualities of a teacher

**Table 1;** mean ratings and standard deviation of teachers response to qualities of a teacher

| S/N | Qualities Of A Teacher   | Mean | S.D  | Decision |
|-----|--------------------------|------|------|----------|
| 1.  | Knowledgeable            | 3.38 | 0.79 | Agree    |
| 2.  | Disciplined              | 3.32 | 0.90 | Agree    |
| 3.  | Innovative and creative  | 3.21 | 0.93 | Agree    |
| 4.  | Organizational skills    | 3.25 | 0.98 | Agree    |
| 5.  | Collaborative skills     | 3.47 | 0.68 | Agree    |
| 6.  | Polite and cheerful      | 3.40 | 0.68 | Agree    |
| 7.  | Diligent and hardworking | 3.13 | 0.89 | Agree    |
| 8.  | Passion for teaching     | 3.44 | 0.72 | Agree    |
| 9.  | Confident                | 3.28 | 0.90 | Agree    |
| 10. | Decent and neat          | 3.45 | 0.75 | Agree    |

The result in table 1 shows that teachers agreed that items no 1-10 are qualities of a teacher since they have mean scores above 2.50. The standard deviation generated from the mean scores in the items are small.

**Research Question 2;**What roles do teachers play in the life of learners

**Table 2;**mean responses on the roles of teachers in the life of the learners

| S/N | Roles of teachers in learner's life | Mean        | S.D  | Decision |
|-----|-------------------------------------|-------------|------|----------|
| 11. | Role model and mentor               | 3.45        | 0.75 | Agree    |
| 12. | Educator and facilitator            | 3.18        | 0.89 | Agree    |
| 13. | A caregiver                         | 3.20        | 0.89 | Agree    |
| 14. | Entertainer and demonstrator        | 3.45        | 0.65 | Agree    |
| 15. | A missionary                        | 3.40        | 0.82 | Agree    |
|     | <b>Grand mean</b>                   | <b>3.33</b> |      |          |

As shown above, table 2 indicates that teachers play positive roles in the life of the learners with grand mean of 3.33 which is above 2.50 and standard deviation that is close to the mean.

**Research Question 3;**what professional ethics and standards are expected of teachers ?

**Table 3;**mean response on professional ethics and standards expected of teachers

| S/N | Ethics and standards expected of teachers           | Mean        | S.D  | Decision       |
|-----|---|-------------|------|----------------|
| 16. | Registered member of TRCN                           | 3.20        | 0.92 | Agree          |
| 17. | Do not defame fellow teachers                       | 3.09        | 0.99 | Agree          |
| 18. | Do not canvass for learners                         | 3.42        | 0.87 | Agree          |
| 19. | Respect the learner's rights                        | 3.29        | 0.89 | Agree          |
| 20. | Shun examination malpractice                        | 3.44        | 0.74 | Agree          |
| 21. | Shun irresponsible social groups(cultism)           | 3.54        | 0.68 | strongly agree |
| 22. | Respect parents rights and opinions                 | 3.57        | 0.73 | strongly agree |
| 23. | Teachers have high integrity                        | 3.68        | 0.63 | strongly agree |
| 24. | Teachers do not plagiarize                          | 3.66        | 0.62 | strongly agree |
| 25. | Mutual respect and esprit de corps for one another  | 3.13        | 0.89 | Agree          |
| 26. | Teachers avoid touting                              | 3.66        | 0.65 | strongly agree |
| 27. | Teachers contribute to academic development.        | 3.70        | 0.52 | strongly agree |
| 28. | Teachers settle disputes amicably / professionally. | 3.21        | 0.93 | Agree          |
|     | <b>Grand mean</b>                                   | <b>3.43</b> |      |                |

In table 3 above, the data indicates that teachers strongly agree on the ethics and standards with items 21-24 /26-27 which has grand mean of 4.36 and also agree with items 16-20/25 & 28 as codes of conducts teachers live by with mean above 2.50.

**Research Question 4;**What are the challenges of teachers and the teaching profession**Table 4;**mean ratings and standard deviation of response to challenges of teachers and the teaching profession.

| S/N | Challenges of teachers / teaching profession             | Mean        | S.D  | Decision |
|-----|--|-------------|------|----------|
| 29. | Inadequate supply of school facilities                   | 3.24        | 0.77 | Agree    |
| 30. | High cost /lack of instructional materials               | 3.26        | 0.88 | Agree    |
| 31. | Unfriendly / uncondusive learning environment            | 3.13        | 0.87 | Agree    |
| 32. | Lack of professionally trained teachers                  | 2.98        | 1.01 | Agree    |
| 33. | Inadequate supervision and monitoring                    | 2.88        | 1.04 | Agree    |
| 34. | Lack of motivation and incentives                        | 3.28        | 0.86 | Agree    |
| 35. | Inadequate on-the job training and capacity building     | 3.14        | 0.89 | Agree    |
| 36. | High teacher-pupil ratio                                 | 3.05        | 0.88 | Agree    |
| 37. | Limited ICT facilities /manpowers in schools             | 3.41        | 0.74 | Agree    |
| 38. | Dysfunctional home/school partnership in schools         | 3.08        | 0.90 | Agree    |
| 39. | All teachers register in TRCN                            | 2.20        | 1.07 | Disagree |
| 40. | Frequent power interruption and poor maintenance culture | 3.00        | 1.02 | Agree    |
|     | <b>Grand mean</b>  | <b>3.33</b> |      |          |

Data presented in table 4 above, revealed that all the items listed above were accepted as challenges experienced by teachers with mean scores above 2.50. However, the standard deviations of the score of teacher's responses for all the items are minimal indicating that the variations of the scores from the means are not much.

**Research Question 5:**What ways can teachers be rebranded and repackaged to meet global best practices.**Table 5;**Mean ratings and standard deviations of teachers response to ways of rebranding teachers and their profession to meet global best practices.

| S/N | Ways of rebranding teachers & their profession          | Mean        | S.D  | Decision       |
|-----|---|-------------|------|----------------|
| 41. | Improvisation & integration of instructional materials  | 3.50        | 0.61 | Strongly agree |
| 42. | Use of computer assisted Instructions (CAI)             | 3.44        | 0.74 | Agree          |
| 43. | In-service training & capacity building                 | 3.57        | 0.73 | Strongly agree |
| 44. | Stimulating and rich learning environment               | 3.29        | 0.89 | Agree          |
| 45. | Integrating educational technology in teaching/learning | 3.09        | 0.99 | Agree          |
|     | <b>Grand mean</b>                                       | <b>3.37</b> |      |                |

The result in table 5 above, shows that teachers accepted all the five items (41-45) as ways of rebranding and repackaging teachers to meet global best practices since they have mean scores above 2.50. The standard deviation generated from the mean scores in the items is small.

#### IV. DISCUSSIONS

The findings of this study as revealed in table 1 shows that the qualities of a teacher can never be overrated. An effective teacher is a scholar and knowledgeable, good communicator, innovative, respectful among others. This is in line with Sizler(2011) who posited that brilliant teachers reflect scholarship, personal integrity and the ability to communicate with the learners. Brain(2011) agreeing with sizzler added interest and respect as qualities to be possessed by the teacher for effectiveness.

Data analysis on table 2 revealed that all the respondents accepted the items listed as roles played by teachers in the lives of a learner with mean scores above 2.50. The respondents affirmed that teachers are role models, counsellors, surrogate parents, facilitators, missionaries among others in the lives of the learners. This was in accordance with kizlik(2011) who affirmed that it is absolutely true that some people from a tender age know

they want to be teachers while for some, the idea to become a teacher can be a sudden insight or feeling that ferments for years in some remote corner of their consciousness.

Table 3 revealed that the respondents agreed that items listed were professional ethics and standards expected of teachers in their profession. Teachers are expected to be registered with TRCN, plan teaching and learning goals and programmes, select, develop and use instructional materials, teachers work as team members and never defame each other amongst others. Professional Standards For Teachers(PSFT 2010) concurred with these standards to serve as benchmarks for the performance of teachers in terms of knowledge, skills, attitudes, values, and conducts. It embodies great features and promises to be a watershed in the process to professionalise teaching in Nigeria.

Table 4 above highlighted the challenges of teachers in the teaching profession to include high cost of instructional materials, lack of incentives, poor infrastructure, inadequate capacity building and so on. Akudo (2011) supported this notion by stating that integration of instructional materials is the action of bringing in or introducing relevant materials to particular stages of the lesson delivery which makes the teaching exercise effective. Improvisation on the other hand entails creating a totally new instructional material or

modifying an existing one for teaching and learning purposes when the original one is not available either by substitution or construction. Ifegbo (2016) outlined the importance of improvisation as saving cost, development of talent, bridging the gap between abstract learning and concretising experiences.

Finally, table 5 outlined the strategies that should be employed to rebrand and repackage teachers and their profession to meet global best practices like; Use of computer assisted instructions(CAI), varied teaching styles, use of instructional materials, providing rich and stimulating learning environment amongst others. This is in agreement with Chimezie, Iwu and Anulobi (2011) who concurred that inclusion of educational technology in teacher education curriculum is one of the measures designed to innovate the teacher education programme. For a high quality teaching and learning, passion is indispensable and when teachers become passionate about their profession, doors are opened and possibilities are endless.

## V. CONCLUSION

Teachers are vital influencers of the learner's lives both cognitively, emotionally, physically and otherwise hence needs to be at their best to enable them maximize impacts on the learners. It is therefore pertinent that teachers and the teaching profession is rebranded and repackaged with the evolving tides to meet global best practices towards 2030.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Teachers should endeavor to create a rich and stimulating learning environment to make the learning process more exciting and inviting.
2. There should be a compulsory rule for use of instructional materials for teaching every learning either by improvisation, integration or substitution.
3. Government should ensure that schools have constant electricity supply and access to Internet services to ensure Use of Computer assisted Instructions and online learning activities for both the teachers and learners as well.
4. Government should ensure that teachers undergo capacity building or on-the job trainings through sponsorship to keep them abreast with innovations in the education system.
5. Teachers Registration Council Of Nigeria to create avenue for teachers to be enlightened on the professional codes of Conducts expected of them and the need for them to be registered with TRCN through the media, workshops, seminars and billboards.

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