

THE IMAGE OF AN EFFECTIVE TEACHER IN THE CONTEMPORARY NIGERIAN SOCIETY

By

T. N. Kanno

ABSTRACT

The paper examined the problem of the image of 'an effective teacher' in contemporary Nigerian society. The paper maintained that an effective teacher is one who is duly motivated and conscientious in the discharge of his/her duties within and beyond the boundaries of the school. The study recommended that an effective teacher must have an insight into the family background of his student as well as vocational career aspirations of the child. The paper concluded that the interpretation and implementation of the curriculum is a continuous process and so any teacher who ceases to learn will decay like an organic matter.

Keywords: Teacher, image, curriculum, unemployment, society, planning, assessment

INTRODUCTION

The teacher is the pivot upon which the successes of all classroom educational practices that metamorphose to national development revolve. Little wonder, therefore, the Federal Republic of Nigeria (FRN) (2004) National Policy on Education affirms that no nation can rise above the quality of her teachers. It, thus, becomes a matter of common sense and indeed fact, that all teachers demonstrate prudence and effectiveness in the discharge of their duties in order to have a clear and visible image of excellence and professional service. This paper will therefore, discuss the image of an Effective Teacher in the contemporary Nigerian society under the following sub-headings:

- I. The Goals of Teacher Education in Nigeria and the Effective Teacher
- II. Qualities and Roles of an Effective Teacher
- III. What the Image of An Effective Teacher should be and what it actually is.
- IV. Conclusion and Summary

THE GOAL OF TEACHER EDUCATION IN NIGERIA AND THE EFFECTIVE TEACHER

FRN (2004: 39) stipulates that the minimum qualification for entry into teaching profession shall be the Nigeria Certificate in Education (NCE), at the lower and middle Basic education level teacher-pupil ratio is 1:35 (FRN 2004).

The goals of Teacher Education as stipulated FRN (2004) are viz

- a) Produce highly motivated conscientious and effective classroom teachers for all levels of our educational system;
- b) Encourage further the spirit of enquiry and creativity in teachers;
- c) Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals
- d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- e) Enhance teachers' commitment to the teaching profession.

These goals to a large extent, give useful insight as regards the concept of an effective teacher. Thus, one can deduce therein that an effective teacher is one who is duly motivated and conscientious in the discharge of his/her duties within and beyond the boundaries of the school. In addition to the possession and demonstration of enviable overt spirit of inquiry and continuous cum consistent growth, he/she is one who properly fits into the social life of his/her society. This is for the collective enhancement of positive national goals attained through human resource development. It will be recalled, it is hoped, that the five main national goals of Nigeria are FRN (2004:6) the building of

- a) a free and democratic society
- b) a just and egalitarian society
- c) a united strong and self-reliant nation
- d) a great and dynamic economy
- e) a land full of bright opportunities for all citizens.

With these national goals at the background of an effective teacher, it is thus taken for granted that he/she is a person of sound intellectual cum professional and moral status, ne/she is also very credible and committed to his/her duties as a role model, mentor and motivator. Thus an effective teacher is at the centre of education in all its ramifications. Recognizing the importance of teachers in national growth and development as it were, Ipaye, (2002) stressed that the spinal cord of every educational system at ever)' level is the teacher. Hence, every system as well as level of education depends on its teachers for propagation of its programme and the attainment of stipulated objectives.

According to Markley (retrieved online 20/06/2012), Research offered a plethora of definitions of an effective teacher; as follows Clark (1993) wrote that obviously the definition involves someone who can increase students' knowledge, but it goes beyond that in defining an effective teacher. Vogt (1984) related effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.

Collins (1999) while working with teacher Assessment project established five criteria for an effective teacher a) is committed to students and learning, b) knows the subject matter, c) is responsible for managing students, d) can think systematically about their own practice and e) is a member of the learning community.

Sweak, Taylor, Brandy and Friebe'g (1989) created a model of effectiveness that was based upon teacher actions. For them, effective meant increasing academic questions and decreasing lecture and ineffective practices such as negative feedback and low-level questions. The authors believed that these factors become easily identifiable in the assessment of performance. Million (1987) based effectiveness on the lesson design and method of delivery. If teachers met a pre-set list of criteria during their evaluation, they were deemed effective.

Paparastasion (1999) stated that no single teacher-attribute or characteristic is adequate to define an effective teacher. Wenglinsky (2000) believed that the classroom practices are important to learning... what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. As Markley (2012) further affirms, teachers must have adequate knowledge of the techniques and methods that are related to their profession and must understand that student learning must increase over the course of

the year. Paraphrasing Clark and Sullivan (2001) he, (Markley) notes that an effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students and measurably increases student achievement. (Source: Tim Markley, White Mountains Regional School District, New Hampshire).

Mkpa (1987), defines an effective teacher as one who has good knowledge of his subject matter and one who is understood by his learners. Kanno, (2004) defines an effective teacher as a competent and efficient professional who always strives to attain all stipulated objectives within a given classroom situation. From all these definitions, one can perceive an effective teacher as one who has good initiatives and ability to give and take constructive criticisms as well as one who can effectively transmit the acquired skills to the learners. On the whole, it is believed that the acquisition of appropriate teaching skills, good communication and organization abilities, teacher-flexibility, self-confidence, resourcefulness, cheerfulness, good spirit of inquiry will enhance teacher effectiveness. These definitions, no doubt, have given significant clues to the qualities and roles of an effective teacher.

QUALITIES AND ROLES OF AN EFFECTIVE TEACHER

As we read the letter from Abraham Lincoln (in Kanno 2004) to his son's Teacher, we will certainly gain useful insights as regards the qualities and roles of an effective teacher. The letter goes thus:

He will have to learn, I know that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader. Teach him that for every enemy, there is a friend. Teach him that a dollar earned is of more value than five dollars found. Teach him to be gentle with gentle people and tough with the tough people. Try to give him the strength not to follow the crowd when everyone is getting on the bandwagon. Teach him to listen to all men, but teach him also to filter all he hears on a screen of truth and take only the good that comes through. Teach him how to laugh when he is sad. Teach him there is no shame in tears. Teach him to close his ears to howling mob and fight when he thinks he's right. Teach him gently but do not cuddle him because, only the test of fire makes fine steel. Let him have the patience to be brave. Teach him always to have sublime faith in his creator and faith in himself too because then, he will always have faith in mankind. This is a big order but please see what you can do. He is such a fine little

fellow, my Son Abraham Lincoln. This philosophical and thought provoking letter from Abraham Lincoln has touched on every aspect of life long-skill an effective teacher is supposed to teach his/her learners in school. Some of the cardinal virtues emphasized include, justice, honesty, devotion to duty, friendliness, firmness, flexibility, team spirit, sportsmanship, hard work, cheerfulness, intensive and extensive reading. Others include aesthetic appreciation, recognition of the mysteries of the universe, faith in God, faith in self, trust in one's own idea, high self-esteem, internalized orientation of locus of control, love of mankind, good listening skills, ruggedness, courage, serenity, patience and perseverance among others.

All these are teachable virtues which an effective teacher is expected inculcate into Abraham Lincoln's son and by extension other children in his class and school. These show, therefore that they are many admirable qualities an effective teacher must possess. To Mkpka (1987), an effective teacher must be formally and thoroughly trained in pedagogy and duly subjected to a period of internship before certification as a professional. Among other qualities expected of him or her are: ability to exercise authority judiciously, ability to demonstrate sound moral judgment, good personality, friendliness and ability to perform the roles of an effective professional teacher, creditably well. In the same vein, as it were, the qualities of an effective teacher include, inter alia, the provisions of emotional support to learners, prudence in time management and production of results as he/she matches curriculum contents with the learner ability level of students.

According to Pulliaas and Young in Imogie (2010) qualities of an effective teacher include being a guide, a communicator, a modernizer (a bridge between generations) a model (example) a searcher (one who does not know), a counselor (a confidant and a friend), a creator (stimulator of creativity), an authority (one who knows) an inspirer of vision, a doer of routine, a breaker of camps, a story teller, an actor, a scene designer, a builder of community, a learner, a face of reality, an emancipator, an evaluator, a conservator (redeemer and saviour), a calumniator and a person. Based on the aforementioned qualities of an effective teacher, he/she supposedly plays important roles in human resource development via pedagogical practices. Some of such roles include: providing data for curriculum planning and revision, interpreting and implementing the curriculum, implementing curriculum innovation, providing instructional leadership, implementing continuous assessment techniques, rendering

guidance and counselling services and serving as a mentor and role model as well as training teachers to be.

THE ROLE OF AN EFFECTIVE TEACHER IN PROVIDING DATA FOR CURRICULUM PLANNING

An effective teacher knows that the major source of data for curriculum planning include the learner (students), the society, the subject matter and learning process. Usually data sought as regards the learner include growth and development characteristics of the learner under focus, statistical data, and family background as well as their career aspirations. Thorough consideration of these sources will enable the effective teacher ascertain early enough the appropriate behavioural objectives vis-a-vis the learnability level of students, as indicated earlier. It will also guide him towards proper sequencing of learning tasks or content. The sources provide the basis for the needed human and material instructional resources. Specifically, the values, norms, mores, aspirations and taboos of the society when duly noted and respected will among other things facilitate the smooth implementation of curriculum. That is in recognition of the fact that culture and curriculum are two sides of the same coin.

An effective teacher who has adequate insight into the family background of his students as well as their vocational or career aspirations is better poised for curriculum implementation than the one who is ignorant of those vital facts. Equally, the outcome of evaluation of students the teacher obtains in his/her class usually serves as a useful feedback required for curriculum planning. On that note an effective teacher always diagnoses performance of his students after each examination. This is done by meticulously entering the score of each student in a well prepared mark sheet ensuring strict correspondence by matching/tallying name of students, matriculation or registration number, number of questions answered, score obtained, total of all scores and grades. It is pertinent to note that non complicity to correspondence of all pertinent indices negate the essence of diagnosis of students' academic performance.

The performance of students provides data on the strengths and weaknesses of the students, teachers, curriculum content and methodology. The knowledge of the subject matter enables the teacher to be current and thus select appropriate curriculum content which can stand the test of time. It gives him/her due advantage to make suggestions pertinent to curriculum planning and revision. These suggestions can be in terms of teachers' weekly or termly report on the general conduct and academic performance of students based on the course outline or syllabus. Of course, these

reports will be based on the extent to which the effective teacher interprets and implements the curriculum.

THE ROLE OF THE EFFECTIVE TEACHER AS CURRICULUM INTERPRETER AND IMPLEMENTED

It is of common knowledge and indeed fact that the success of any curriculum content significantly depends on the extent to which the effective classroom teacher interprets and implements it avoiding ambiguity, vagueness and thereby arousing and sustaining the interest of all students during the course of learning. With an in-depth knowledge of the subject matter, the effective teacher will be able to formulate such instructional objectives that will be activity laden and well related to the social and psychological life of all his /her learners. Specifically he/she has to make conscious efforts to understand all government policies on education. No teacher should be in doubt as per the system of education in practice whether it is 6-3-3-4 or 9-3-4 or whatever systems. Thus in order to interpret and implement effectively the teacher should be duly involved at the planning stage of policies in education in order to prepare the ground for the inculcation of national unity and consciousness into the learners. While interpreting and implementing the curriculum he/she bears in mind that learning is a continuous process, hence any human being who ceases to learn will decay like an organic matter. Thus, the initiation and implementation of curriculum innovation can best be referred to as a professional mandate for all effective teachers.

EFFECTIVE TEACHER'S ROLE IN IMPLEMENTING CURRICULUM INNOVATION

The role of the effective teacher in implementing curriculum innovation is very obvious as well as crucial to national growth and development. When he/she recalls that curriculum innovation refers to the deliberate, willful, purposeful, well-articulated, well organized, well meditated, non-haphazard, novel well planned and systematic change introduced in a system in order to improve the efficacy of its results he/she will explore all positive avenues and employ the necessary resources to ensure that they are well implemented. On that note, he/she will utilize the various models of curriculum innovation in the discharge of his/her duties. Those models are viz: social interactions, model, problem solving model, research and development model as well as the linkage model. While in the class that effective teacher serves as the initiator, facilitator, implementer and disseminator of curriculum innovation. Thus, such a teacher provides instructional leadership in the classroom by creating a psychologically conducive, a

stimulating and challenging atmosphere from the beginning to the end of all lessons. This exercise requires continuous, consistent and sequential practice, in assessing behaviour and academic achievement.

THE ROLE OF THE EFFECTIVE TEACHER IN IMPLEMENTING CONTINUOUS ASSESSMENT TECHNIQUE

In addition to the recognition of the criteria for evaluation namely validity, reliability, continuity, consistency, comprehensiveness and pupils' participation in assessment, the effective teacher also plays the roles of an observer, recorder, motivator, interpreter, judge and facilitator. The teacher, inter alia, keeps accurate records of students' daily performance in the cognitive, affective and psychomotor domains throughout the duration of studies. In employing continuous assessment techniques the effective teacher will realize that the quantum and quality of teacher-student interaction have significant contributions towards learning. For instance, a teacher who is not punctual in school cannot monitor punctuality on the part of students and co-teachers. Equally, one who is not dutiful and honest cannot measure dutifulness and honesty on the part of others. Precisely, one cannot give or display what one does not have. Thus, the role of effective implementation of continuous assessment is best played by teachers who are dutiful, devoted, disciplined and very knowledgeable in their subject matters. They should also be well disposed towards rendering counseling services.

THE ROLE OF THE EFFECTIVE TEACHER IN RENDERING GUIDANCE AND COUNSELING SERVICES

The creation and sustenance of a safe practice learning environment is very crucial to effective teaching and learning. Teachers' knowledge of growth and developmental characteristics of his learners will provide useful insight as regards the educational expectations and instructional outcomes. Since learning is primarily a factor based on constant and positively reinforced practice within and outside the school premises, the extent to which an effective teacher guides, counsels, advises, motivates and inspires his/her learners, will go a long way to enhance learning on the part of the learners, and to an extent, towards the continuous growth of the teachers themselves. In that regard, it is an indisputable fact that the effective teacher should first and foremost guide and counsel himself or herself towards the zeal to pursue excellence in all dealings, actions interactions and pedagogical practices. For instance, obstacles in life especially towards

academic excellence should be seen as natural hurdles that energize one (the teacher) to jump or skip higher.

Thus, even when the hurdle-object is knocked down during a race and the athlete continues running, jumping and skipping. That athlete usually gets to the final spot on time depending on his/her zeal, speed, determination, perseverance and patience. In awarding prizes to winners in a hurdle race, the number of studs knocked down is not taken into consideration. Rather what matters is the time the athlete gets to the end and his/her dexterity in abiding by the rules and regulations guiding the hurdle race.

In playing the roles of a guidance counselor an effective teacher should be someone of very high self-esteem and integrity. Such a teacher should always make his students recall, reflect and practice that nursery rhyme which says viz-

Good, better, best

Let us never rest

Until our good is better

And our better best

As a matured and effective teacher, it is therefore necessary to pleasantly (i.e. nicely) inform learners that one thing is to make our better best and yet the other is to ensure that our best is good enough. For instance a poor student who improves from scoring 20% in an examination to scoring 30% has really done his/her best. Every teacher knows that the score of 30% is not yet good enough and thus needs to be further improved upon. This fact among others underscores the fact that an effective teacher, as he/she guides and counsels, leaves students to always acquaint themselves with distinction in all fields of life inside and outside the classroom. This act is demonstrable, inter alia, through mentoring services.

THE ROLE OF EFFECTIVE TEACHER IN MENTORING COLLEAGUES AND STUDENTS

A mentor is role model, motivator facilitator, inspirer, organizer, initiator, pace setter, confidant, team mate and team leader who always considers the consequences of actions and reactions as regards the attainment of stipulated instructional objectives or even national goals. Oxford Advanced Learner's Dictionary (2000:737) defines a mentor as a person who advises and helps somebody with less experience over a period of

time". The advice cum help is usually geared towards greater effectiveness of one's professional cum socio-political duties. It is therefore taken for granted that the mentor should be a person of unquestionable character who always discharges his/her duties very creditably. He/she is one who always acquaints himself/herself with distinction, as indicated earlier.

It is pertinent to note that a. good mentor who is invariably, an effective teacher is primarily charged with the following duties among others viz mentoring self; mentoring colleagues, mentoring students and mentoring teacher-interns of teaching practice exercise.

One mentors self by being humble, dedicated to duty and ever willing to learn. In mentoring colleagues one is expected to be very positively disposed towards construction and destructive criticisms. The important thing however, is that an effective teacher should demonstrate high degree of integrity by putting into overt practice all that which promote professional excellence. For instance, it is not by professing or proclaiming that one is born again, that one's degree of religiousness is measured. Colleagues who themselves, are sincere and professionally conscious will always readily identify, relate to and associate with mentors who practice what they profess despite all odds in the school or outside its compound. One's actions rather than words project one's degree of chastity. That is to say that actions speak louder than words.

These aspects of high integrity and transparent honesty, on the part of mentors also determine, to a large extent, how students heed to their advice and counsel. For it takes a good moralist to preach sound morals. Equally, when one is not a curriculum innovator he/she cannot effectively implement any model of curriculum innovation. A mentor's mentorship skills is always called to task when ensuring that teacher interns on teaching practice do well in their posted school. It is a well-known fact that preparing teacher-interns for good teaching practice is one of the cardinal objectives of Colleges of Education in Nigeria. While still preparing for teaching practice posting, the teacher-interns undergo series of methodology and theoretical courses to equip them towards good conduct. They learn the philosophical, psychological and sociological foundations of education. The act of writing lesson notes and microteaching demonstrations are also practised and internalized ab initio. The mentor, therefore^ serves as a school teacher,

cooperating teacher, supervisor and at the same time maintaining high degree of professional friendship and wise counsel at all times.

The teacher-interns, especially those in Colleges of Education, Technical are like people learning how to drive a car. Such persons (learners) are never left alone to drive a car along the road even when they have mastered the functions of all parts of a motor car. An experienced/licensed driver is always with the learner-driver as he/she drives. So are the expectations of a teacher-intern.

The cooperating teacher (mentor) plays the role of vetting all lesson plans and supervising their use, for actual teaching in the class. The appropriateness and use of relevant instructional resources is a major index of effectiveness. The effective teacher cum mentor from that early stage of professional growth grooms the teacher-interns into creating and sustaining the image of proven pedagogical excellence.

WHAT THE IMAGE OF AN EFFECTIVE TEACHER SHOULD BE AND WHAT IT ACTUALLY IS IN THE CONTEMPORARY NIGERIAN SOCIETY

Just as Abraham Lincoln's letter to his son's teacher gives readers hints on the roles of an effective teacher, this story on the experiences cum plight of a retired Vice-Principal will provide further insights on the image and perhaps integrity of an effective teacher in the contemporary Nigerian society. The story has it that a certain retired Vice Principal of a school got a contract employment in one private secondary school not too far from his place of abode. The teacher is a science teacher (Physics teacher). So in addition to the teaching of his subject, Physics, he also monitored/supervised the teaching of other science subjects especially mathematics in other classes. He readily motivated students and staff into upholding the quest for hard work and dutifulness. At least, so he thought.

It happened, however, that towards the commencement of the national external examination, a school board (meeting) was held for preparation towards readiness and performance of students. To the greatest chagrin of this retired Vice-Principal, one of the items or issues deliberated upon at the meeting was on the students who registered for the external examination under focus. It was agreed that each of them (students) should contribute a certain amount of money which was, in fact, up to three times more than the school fees of each of the students per term. The money was to be used in taking care of examination matters such as placating (called sorting) external

supervisors and monitors as well as teachers who would accomplish some assigned tasks.

Precisely, all teachers were informed that the question paper(s) of their respective subjects would be given to them ahead of the date of the examination. Each teacher was requested to prepare the answers to the questions and avail them to the students prior to the examination day. The remunerations for such services were stipulated for all parties concerned, namely, class teachers, school administration, examination monitors and supervisors.

On that issue, this retired Vice-Principal suggested that instead of collecting such illegal levy for such an act, some practices could be put in place where all subject teachers would organize intensive extra lessons for students and be duly paid some honoraria.

He also suggested that mock examination could also be conducted using past examination questions. His suggestions were not taken. Since the Vice-Principal indicated unwillingness to comply, he was sacked.

He was not only surprised that he was sacked, he also observed with dismay, that the same set of students, who usually delayed the payment of their school fees, paid that examination-sorting-fee with precision. He further wondered on the thinking and thought of parents and guardians who were unwilling to pay their children/wards school fees but were very willing to pay for examination malpractice. Unfortunately while this retired Vice-Principal is out of job others who supported professional misconduct are still in service. The dilemma of this story is, therefore, on what the image of an effective teacher is in the contemporary Nigerian society and what, indeed, it actually is.

Readers are very free to regard this story as a fiction or fact. However, one's sincere memory lane on prevalent educational practices lends credence to whatever one wants to believe. The story shows the images of effective and ineffective teachers, to say the least. Positive image is not a function of belonging to the majority group which Abraham Lincoln referred to as bandwagon, is a matter of just principles and professionalism which, even, the minority group can uphold. One fact is clear and it is that an effective teacher is a great disciplinarian whose image ought to be highly recognized and appreciated in his school and society. According to Fasanmimi's (2004) summary of Teachers Services Rules as documented in Teachers' Service Manual in what a teacher should do to maintain his or her good image namely on setting good examples in all

spheres of life in and outside the school. They include the way to study, dress, and speak, as well as attitudes towards examination preparation and conduct. The need to maintain good study habit is therefore apparent noting that poor study habit manifests in the following ways

- I. inability to manage time effectively
- II. Low degree of concentration while reading
- III. Poor reading culture and too much focus on watch non- educational films and movies
- IV. Test anxiety due to unpreparedness
- V. Irregularity in attendance to schools
- VI. Low zeal and low interest in academic matters.

A teacher who forestalls these poor study habits has a good image whether or not his colleagues or society support him or her. However, the extent to which examination malpractice is condoned to that extent, will the teacher's image remain poor and appalling.

However, the image of the teacher in Nigeria has really improved from low to moderate. There was time when the image of the teacher was socially very low because of irregular or non-payment of teachers' salaries.

Even though there is a significant positive improvement in terms of regularity of payment of salaries, there is still need for more improvement. This is to enable effective teachers live within their means and avoid financial embarrassment. A vivid illustration from Nwahunanya (2021) throws more light on the image of an academic in Nigeria. According to him:

Granted that in the fractured academic students no longer find it exciting to buy books or see a need to read. The thing for us as academics to do is to find more humane ways of encouraging them to revive the culture of reading and invest in good books written by their lecturers and those outside the university... But in spite of this scenario, whether we admit it or not, the situation in our universities, even here in ABSU where even some professors are extorting huge sums of money from students to supervise students' project or supervise teaching practice is no longer a secret... the excuses that

university authorities have consistently refused to fund or sponsor lecturers on teaching practice supervision, no matter the distances they cover or the excuse that the number of students each lecturer has to supervise is intimidating are no longer tenable.

The image of the teacher who extorts money from his/her students remains appalling. An effective teacher dares not extort money from his students in order to show good examples and maintain good professional image.

Accordingly, an effective teacher does nothing to bring shame and dishonour to his/her person and profession. To that end, he/she should not reveal examination questions whether external or internal to anyone. Thus he/she should not condone examination malpractice. In order to uphold good image, an effective teacher should never be drunk due to excessive alcohol or drug. He/she should be someone of good academic standing, thus, who discharges his/her duties creditably. No matter the abuses in the society, an effective teacher's image does not project or reflect double standards or quality compromise.

CONCLUSION AND SUMMARY

In the prevailing Nigerian contemporary society many factors militate against the positive image of an effective teacher. Some of such factors include: misplaced values, indiscipline on the part of the teachers, students and the general public, flair for various forms of examination malpractice, self-abuse, low self-esteem and lack of professional update. Another major factor is hunger generated by delayed and/or non-payment of teachers' salaries as at when due.

No matter the extent of an effective teacher's knowledge of the goals of teacher education in Nigeria he/she should have some measurable financial and social stability in order to project a positive image while playing roles discussed in this paper. To that effect the image of an effective teacher is not solely dependent on the whims and caprices of the uninformed in the society. Thus the teacher who does not extort money from students or condones any form of examination malpractice is not only very effective but has an admirable, enviable and exemplary positive image in so far as abhors other forms of professional misdemeanour. The goodwill he/she professes in the discharge of duties will sustain him/her.

It is pertinent, therefore, to conclude that all teachers share one common but large room. It is the room for professional growth and improvement noting always that the

sole of all improvements is the improvement of the soul which invariably reflects the image of an effective teacher in private and in public.

REFERENCES

- Ango, L. M. (1999). The Effective Biology Teacher in Ango, L. M. (ed) The Effective Teacher, Jos Matchers Publishing Limited, 44-53.
- Fasanmi, F. O. (2004). Ethics of Teaching in Noah, A. O. K, Shonibare, D. O, Ojo A. A. and Oluyowon, T (eds) Curriculum Implementation and Professionalizing Teaching in Nigeria, Lagos, A publication of Central Educational Service 207-220.
- Federal Republic of Nigeria (2004). National Policy on Education. Yaba NERDC Press.
- Imogie, A. J. (2010). Curriculum and the New Teacher in the 21st Century in Nigeria. A Keynote Paper Presented at the 23rd Annual Conference of the Curriculum Organization of Nigeria (CON) held at Ebonyi State University, Abakaliki.
- Ipaye, B. (2002). Teachers' Apathy to Teaching in Searchlight on Secondary School Education in Nigeria. A Handbook of 21-Years Educational Research Paper from the All Nigerian Conference of Principals of Secondary Schools, Ado- Ekiti: ANCOPSS, 185-196.
- Kanno, T. N. (2004). Teaching Practice, Microteaching and Methodology of Education in Nigeria, Lagos, Logicgate, Media Limited.
- Markley, T. (2012). Retrieved online...Defining the Effective Teacher, Current Arguments in Education, White Mountains Regional School District, New Hampshire.
- Mkpa, M. A. (1987). Curriculum Development Implementation, Owerri, Total Publishers Ltd.
- Nwahunanya, C. I. (2012). Teaching and Singing for the Deaf: Literary Studies in a Fractured Society, 13th Inaugural Lecture, Abia State University, Uturu.
- Wehmeier, S. (ed) (2000). Oxford Advanced Learner's Dictionary, Sixth Edition, Oxford, Oxford University Press.