

Teachers as Nation Builder: Indigenous Lessons from Yorùbá Pedagogy for Societal Transformation

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Abstract

Education is defined as the process of teaching someone especially in a school, college or university. Transformation on the other hand involves a shift in our orientation in such a way that new actions and results become possible. This paper is an examination of the transformative roles of teachers as the center stage in education in the societal transformation of our society, Nigeria, through the lens of Yorùbá philosophical traditions. Drawing on rich Yorùbá literary texts, the study explores how the Yorùbá worldview positions teachers (*olùkó*) as custodians of knowledge, moral exemplars, and community builders. It portrayed teachers as professionally trained personnel charged with the responsibility of disseminating positive knowledge, attitudes and skills to learners in the school. The analysis of the transformative roles of the teachers is established on two Yoruba literatures, a poem (*Ògá ni Tísà*) and a prose (novel): *Erin Lákatabú*. Findings establish that the Yorùbá model of teaching emphasizes that teachers serve as role models, counsellors and disciplinarian to their learners. Through this, the character and personality of the learners are moulded in the right direction which leads them to their final destinations. The paper concludes by advocating for the appropriate recognition of teachers for the value of the services that they render and teachers should also develop passion for their job and see it as a calling. This work contributes to the decolonization of education discourse by establishing the importance of indigenous knowledge systems in shaping future-ready educators.

Keywords: Yorùbá pedagogy, societal transformation, indigenous education, transformative role, moral education

Introduction

When a society becomes more complex, it gets more socially and technologically advanced and it is faced with more challenges. To provide solution to some of these challenges, education can be appropriately used as an effective instrument in the transformation of the nation and its overall development. Therefore education should be given adequate attention so as to meet the growing needs and aspirations of the Nigerians. While education may not be expected to change the society in a drastic manner because it is a part and parcel of the society it desires to change, everybody must work together to reposition it to produce upright human beings who can have positive impact on their society. Again, for National transformation to be achieved, the society must be abundantly rich in knowledge which is usually acquired through the teachers. Education, for the purpose of this paper, will simply be defined as the process of teaching someone especially in a school, college or university. This paper, therefore, examines the roles of teachers as the center stage in education in the societal transformation of Nigeria. It portrayed teachers as professionally trained personnel charged with the responsibility of disseminating positive knowledge, attitudes and skills to learners in the school. Transformation on the other hand involves a shift in our orientation in such a way that new actions and results become possible. The analysis of the transformative roles of the teachers is established on two Yoruba literatures, a poem (*Ògá ni Tísà*) and a prose (novel): *Erin Lákatabú*. The analysis established that teachers serve as role models, counsellors and disciplinarian to their learners. Through this, the character and personality of the learners are moulded in the right direction which leads them to their final destinations. Transformation conjures the notion of change whose achievement can be achieved through a conscious and deliberate effort of the individual and the society. Education is necessary in transforming the society because it is an effective catalyst that brings hope to humanity and changes societies positively. Education is seen to be a crucial sector in any nation. As a result, it has always been the preoccupation of educational stakeholders to set goals for education in order to use education to create the kind of human beings required to change the society. It should be noted that teachers are at the centre stage in the transformation of the nation through the effective implementation of the curriculum in the schools. The needs and

goals of the people are merged into the curriculum which the teachers translate into realities for the benefits of mankind and the role of the teachers at this level of education cannot be overemphasized as they are the transformation agents. It is an established fact that Nigeria as a country, in spite of her abundant human and material resources, is under developed in almost all aspects of her national life. This under development is realised in poverty, insecurity, corruption, unemployment, lack of productivity and all forms of negative attributes. The country is not achieving much and it is not where it is supposed to be in the committee of nations. There is, therefore, the need for national transformation. In the process of acquiring education, the role of teachers is significant. They are intermediates between educational content and the learners. The worth of a country get examined and graded in the work of teachers. Thus, the people of a country are the enlarged copy of their teachers because the teachers are considered as the real nation builders. The Federal Republic of Nigeria (2009) confirms this by stating that “no nation can rise above the quality of its teachers”. Based on this, it can be safely assumed that no effective transformation can be achieved in Nigeria without the teachers playing their required roles. The task of teachers in transforming the society is to first of all transform the learners through effecting an attitudinal change in them.

CONCEPTUAL CLARIFICATIONS

In this paper, certain concepts like education, teacher and transformation will be defined for proper understanding.

What is Education: Education is mainly used for the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It has to do with a desirable approach in human behaviour through the process of teaching and learning. Education is considered as what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live¹. Also, education is the total development of the individual child through acceptable methods and techniques according to his abilities and interests to meet up the needs of the society and for the individual to take his rightful place and contribute equally to the enhancement of the society². Abdullahi³ sees education is also seen as the bedrock of

economic development and transformation of any nation; he observes further that the growth of such a nation depends largely on the quality of the teacher.

What is transformation? Transformation is defined as a shift in the orientation of the individual, organization or society in such a way that new actions and results become feasible. To transform something is to change or alter its form or appearance usually for the better. Transformation can be physical when we talk of changes that can easily be seen and felt. Transformation is often seen in the light of positive changes but however, it can be negative especially when what is needed to yield the desired result is not provided in the right quality or quantity. It is worthy of note that the most significant way to transform human beings is through education. Education equips its recipients with knowledge, understanding and a way of seeing the world which transform them to a state that is better than what they would be without it. It is individuals who have been positively transformed who can transform the society at large. It is from this perspective that it can conveniently be argued that education can transform a society. When the fact that all the stakeholders in the education sector are also parts and parcel of the larger society is considered, one can only be cautiously optimistic of using education as a tool of transforming the larger society.

Transformation is a constant process; everything is constantly changing either for good or for bad. As such, a society cannot be static. The fact that as Nigerians we always talk about the good old days in terms of the economy and education is an indication that there has been a transformation in the negative perspective in the Nigerian society. There is a compelling need to stop this moral degeneration before any other effort towards national transformation can be carried out. In relation to the Nigerian society, it is a necessity for a radical, structural and fundamental re-arrangement and re-ordering of the building blocks of the Nation. The expectations of most Nigerians are for a development blueprint that will transform the economy, re-invent the politics of our nation, secure the polity, care for the underprivileged and provide responsible, responsive and transformative leadership. Transformation, simply put, involves a shift in our orientation in such a way that new actions and results become possible.

Who is a Teacher? There are claims that everybody is a teacher because at one time or the other, we teach ourselves one thing or the other. This means that throughout our lives, we are

involved in teaching. Teaching is a process of informing, instructing or inculcating into individual learners certain attitudes, skills, knowledge and virtues of appreciation⁴. Teacher plays roles of facilitating learning activities, guides learners at work and behaviour model who has to apply teaching to real life situations⁵. Apart from the above definitions, a teacher could be defined as professionally trained a personnel who is charged with the responsibility of disseminating positive knowledge, attitudes and skills to learners in the school.

Professional teachers are distinguished from quacks by qualities like punctuality at all school functions, cleanliness, honesty, patience, resourcefulness, discipline, good sense of humour, firmness and fairness in decision making, establish good relationship with learners, colleagues and parents, motivate learners, a continuous learner by attending workshops, seminars, conferences, refresher and in-service courses, hard-work – teaching and keeping of school records, knowledge of subject matter and appropriate methodology, and obedience to school authority, employers and other constituted authorities.

VIEWS OF TEACHING

There are three common views of what constitutes teaching: teaching as transmission, teaching as transaction, and teaching as transformation⁶.

Teaching as Transmission. From this angle, teaching seen as is the act of transmitting knowledge from Point A (teacher's head) to Point B (students' heads). This is a teacher-centered approach in which the teacher is the dispenser of knowledge and the final evaluator of learning. A teacher's preoccupation from this perspective is to supply students with knowledge in a predetermined order. Academic achievement is seen as students' ability to demonstrate, replicate, or retransmit this supplied knowledge back to the teacher or to some other measuring agency or entity.

Teaching as Transaction: teaching as a transaction is the process of creating situations whereby students are able to interact with the material to be learned in order to construct knowledge. Here, knowledge is not passively received; rather, it is actively built up or constructed by students as they connect their past knowledge and experiences with new information⁷. And just as each student's past knowledge and experiences are different, so too is the interpretation, understanding, and meaning of the new information that each ultimately constructs.

Teaching as Transformation: From this perspective, teaching is creating conditions that have the potential to transform the learner on many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and other).⁶ Transformational teaching invites both students and teachers to discover their full potential as learners, as members of society, and as human beings. The ultimate transformational goal is to help develop more nurturing human beings who are better able to perceive the interconnectedness of all human, plant, and animal life⁸. Holistic education is an educational philosophy consistent with the transformative view (ibid)⁶. Learning is said to have occurred when these experiences elicit a transformation of consciousness that leads to a greater understanding of and care for self, others, and the environment. Academic achievement from this perspective is similar to self-actualization. That is, it is perceived as discovering and developing each individual's unique talents and capabilities to the fullest extent possible.

In teaching for transformation, teachers do not simply add new information on the pre-existing knowledge of their learners because this practice does not promote critical thinking in the learners. Perspective transformation teaching has been recommended and described as the process of becoming critically aware of how and why the learners' assumptions have constrained the way in which they perceive, understand and feel about their world, changing these structures of habitation expectation to make possible a more inclusive, discriminating and intergrading perspective and finally making choices⁹. In using transformative learning, teachers employ the service of activity based teaching methods like enquiry, discussion, drama and field trip. When learners acquire knowledge, skills and attitudes through activity based pedagogical strategies and under conducive learning environment, they are prepared to go into the society and transform it in their areas of specialization. On the other hand, when teachers do not possess the required academic sophistication to discharge their duties in adequately equipped learning institutions, positive transformation will not be feasible. Rather, the institutions will produce graduates who are corrupt. For money or other attractions, such teachers could leak examination questions, falsify students' scores or engage in other forms of professional misconducts. Politicians produced from these institutions will be greedy, deceitful, dishonest and unpatriotic and architects will design buildings that will collapse on their occupants.⁶

Transformative Roles of Teachers in Nigeria

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Services of teachers are indispensable to any nation around the world because of the numerous roles play by the teachers to effect national transformation and development of the nation. Some of the roles highlighted in this paper are taken from two Yoruba literary works namely *Erin Lákátabú* (a prose) and *Òga ni Tísà* (a poem). Both literary pieces have the teacher as their main theme which makes them relevant for this paper. Also, they selected because of their literary nature as it is believed that literature is a reflection of the happenings in our society. Some of the identified roles are:

Role Model: Teachers function as role models in our society because they inspire and encourage their learners to strive for greatness, live to their fullest potential and see to the best of themselves. Teachers as their learners' models are admired to the extent that their learners aspire to be like them, though not all the students wish to become a teacher like them but always strive to emulate some of their characters and virtues. For instance in *Erin Lákátabú*, one of the characters, a secondary school student is seen taking a decision to be hardworking like one of his teachers.

Láti ìgbà tí ògá àgbà ti sọrò iwúrí yí ni Àniké ti pinnu
láti mú iṣẹ rẹ ní bàádà bí i ti ògá àgbà. Pg 44

(since the principal gave that encouraging speech, anike
decided to be more hardworking just like the principal)

In this connection, the learner imitates the teacher's commitment to excellence and hardwork. Students also look up to their teachers for advice and guidance. In *Òga ni Tísà*, the author wrote these about Teachers:

‘iwọ ni ò n fún irúgbìn ìmò	you are the one sowing the seed of knowledge
Tí o tún n sèso ìmò	and bringing forth seed of knowledge
ọpọlọ tìrẹ laráyé ti n réso ọgbón ká jẹ	it is from your brain that people got the
	seed of wisdom to eat (lines 16-18)

Teachers are placed in this position as models and mentors to their students because after the parents, the teachers are greatly involved in the socialization process of the children.

Teachers as role models therefore do not only watch their students grow but they also help

them to grow in the right direction. This is evident in lines 63 and 64 of *Òga ni Tísà* as shown below

Gbogbo akèkòò ayé ló n gbòwò rè dàgbà	(all students pass through you)
Kí wón tò débì gíga	(before they get to the top)

In this respect, the teachers do not only teach the students the content of the syllabus but also important life lessons like the virtues of *Omólúàbí* which includes respect. The school therefore is not only a place of academic learning but also a place of social and moral learning. As role models, teachers are fountains of experience. They have already been to where their children are going, undergone what they will go through thus they are in position to pass along lessons, not only regarding subject matter, but lessons of life. This is evident on page 55 of *Erin Lákatabú* as shown in excerpt below:

Àwa tí a jẹ olùkò yin ti gòkè odò, èyin ló kù tí ẹ ó múra. Odó tàwa
tí ríbi yí bìrì lẹ, ilẹkùn tiyí ni ò tí ì kúrò lójú kan.
(we that are your teachers have gone ahead of you, you should work harder)

As good role models, teachers respect the children that they teach and other people in the educational community, which is the reason for the Parents/Teachers Association (PTA). They do not step on the toes of others to get ahead or look down on their colleagues. They show gratitude when others assist them. It is often these little things that teachers do that make the big difference in how they are perceived in the society. By this, peaceful co-existence is entrenched in the society. It is only when there is peace that any form of transformation can thrive. The pride of teachers in their profession is imbibed by the children who will in turn show pride in their future professions. This attitude will encourage hard work which will lead to an increased productivity for national transformation. As role models, teachers admit their mistakes when they are wrong and always apologize. This is because as human beings, we are not perfect. By this, they have taken responsibility of their mistake. This is exemplified on page 85 of *Erin Lákatabú*.

Àlùkò dúpẹ lówó Láyí, ó bèẹ pé kí ó mǎà bínú.
(Aluko thanked Layi and pleaded with him not to be angry)

When this is done, the children will understand that everyone makes mistakes but it does not mark the end of the world as things can be put right again. By so doing, the children will be able to apply that reasoning whenever they are in a similar situation. From the discussion so far, it could be clearly seen that the role of teachers as role models in transforming the society is very critical because it has far reaching influence on the society. As a good model worthy of emulation, the students try to follow their teachers in their manners, dressing, etiquette and style of conversation. They are their mentors and can lead them anywhere therefore; good teachers play a prominent role in making the future of their students and the society. It is for this reason that teachers make frantic efforts to abstain from what in their thinking will mislead the children.

Guidance Counsellors

Although the teachers' primary function is teaching, his role in the dissemination of guidance functions cannot be ignored. This is because the children that they teach come from diverse family backgrounds where some of them may have problems like financial difficulties, lack of parental care and broken homes arising from separation of parents. The school environment can also constitute behavioural problems to the children as they interact with their peers. For these reasons, teachers are also counsellors who are concerned with the health, education, social and vocational needs of the children. As students come to the school, they may have academic challenges that require the assistance of the teacher. Students with academic problems such as reading without understanding, poor study habit, among choice of subject combinations etc are assisted by the teachers. Teachers assist these students to have good study habit in order to succeed and have good academic performance. Teachers help students to plan their study. Teachers also guide them to develop reading habits. Reading always leads to good academic performance. Teachers as counsellors assist the students on choice of career and subjects required according to the students' academic ability and personal attitudes. If teachers play these roles as expected with deep sense of commitment to duty, the education sector will be transformed leading to a positive change in the nation for its development.

Through observation or interview, teachers identify students with academic problems and resolve them amicably. This enables the students to perform maximally in their academic pursuit. Teachers as counsellors and societal transformers help the students to understand

themselves and get along with others without many problems. With this, most social problems of the students within and outside the school are resolved. Thus, the students will grow up to be socially, morally and educationally sound because they have acquired a wholesome personality. With this crop of students, the schools will be peaceful and on completion, they will go into the society to be round pegs in round holes thereby changing the society for better. This guidance role is seen in Aluko's thoughts on page 34 of *Erin lákatabú* as seen in the excerpt below:

Bélèyí kúkúró ò bá gbón, èyí gogoro ñkó? Bí akèkòò ò bá mò ọ̀n
 sí àìdàa, olùkò wọn ñkó? Àwọn tó yẹ kí ó tó àwọn akèkòò yìi sọ̀nà
 bóyá wọn ò sì mò pé ojùsẹ wọn kojá kí á kò ọ̀mọ ní ìwé lásán?

If the short one is not wise, what about the tall one? If the students does not know that it is bad, what about the teachers? They are one that should guide the students on the right path, maybe they are not aware that their role goes beyond just the classroom?

The Academic Role of Teachers in Transforming Nigeria

The responsibility of producing competent manpower for the management of all sectors of societal life lies wholly in the hands of teachers. This implies that, without teachers, the future generation cannot consolidate and sustain the gains of present day transformation. In developing manpower for the society, teachers influence the abilities of the learners in such a way that societal transformation is made feasible. It is for this reason that transformation traverses all facets of national life like in politics, power, economy, health, agriculture, industry and education. From the above, be you a politician, medical doctor, banker, engineer, lawyer and scientist, you were at one time or the other students learning under the teacher. This is implied in lines 19-29 of the poem *Ógá ni Tísà*:

Gbogbo onísẹ ayé yìi pátá ló mò ọ̀n	all workers in this world knows you
Wọn mò pa tí o kó	they know your impact
Kí wọn ó tó mọ̀sẹ́ wọn	before they are perfect in their field
Wọn mò ọ̀n nílẹ̀ ejọ̀	you are known in the court
Wọn mò ọ̀n nílẹ̀ iwòsàn	you are known in the hospital
Wọn mò ọ̀n lórí pápá	you are known in the field

Wọn mò ọ̀n nínú òwò	you are known in the business world
Nínú sáyẹ̀nsì, nínú ọ̀rọ̀ ọ̀ṣẹ̀lú, nínú ìmò ẹ̀rọ	in science, in politics, in technology
Sèbí kíkọ̀ nì gbogbo wọn kọ̀ ohun tí wọn ñ ẹ̀	they all learnt what they are practicing
Ìwọ̀ tísà yìí sì nì ọ̀ba àwọn a-fimò-hàn-niyan	you, the teacher, is the king in the art of sharing knowledge
Ọ̀gá nì ọ̀ láti ayé yìí tí tí dọ̀run	you are the master from this earth to the heaven.

In other words, everybody that is somebody today was taught by the teacher. It therefore becomes unarguably the claim that teaching is the mother of all professions, thus the world of tomorrow will be born only from the teachers of today. It is the teachers who are at the forefront of winning the battle against illiteracy, ignorance, under development and poverty. These are attacked through the teachers' academic role which includes teaching, evaluating, motivating students to learn, maintaining discipline in the classroom and creating conducive environment for learning to take place. In teaching, teachers transmit knowledge, attitudes and skills into the learners. Knowledge is one of the most important ingredients in the transformation process (ibid⁹). For this consideration, the curriculum that is used in teaching is referred to as a systematically intended packaging of competencies, knowledge, skills and attitudes that are underpinned by values. Learners are expected to acquire these values through organized learning experiences both in formal and informal setting. Good curriculum plays an important role in forging life-long learning competencies, social attitudes, and skills such tolerance, respect. The importance of curriculum in the school cannot be overemphasized because it contributes to thinking skills, creativity and the acquisition of relevant knowledge that is applicable to their daily life and careers and in preparation for their role as agents of societal change. Disclosing the significance of the teachers in curriculum implementation, Nyirenda¹⁰ explains that: "The curriculum taught at school bears the objective of transmitting knowledge and skills to students, who at the end could support change within their households and later at the societal level. Teachers become very important in ensuring that students obtain the adequate skills and knowledge which will support their personal and social change." From the above, it becomes clear that teachers receive children from diverse home backgrounds who differ in knowledge, skills and

behaviour and mould them into educated people that contribute immensely in the development of the society.

Disciplinary Roles of Teachers

In the recent past, there has been an increase in public attention to the problems of indiscipline in the country in general and in the school system in particular. Schools rules and regulations are no longer obeyed. Students no longer obey their teachers and the school management; consequently, they take law into their hands. There are always some media reports of examination malpractices, students' unrest, cases of cultism, drug abuse. Discipline is a valuable asset to the school. Discipline involves self-control, respect for self and respect for others. The disciplined person is guided in his behaviour, moral and social principles and does what is right and good. He does what is right and good because he believes that such behaviour is better than actions that can harm other people. He does not need to be told or punished before he does the right thing. Teachers are faced with numerous indisciplinary problems in the day to day teaching and learning as exemplified on pages 52- 53 of the novel *Erin Lákátabú* thus:

Létà ifẹ sí ara wọn, kí ọkùnrin àti obìnrin máa fọwọ gbá ara wọn nídií nínú kíláàsì láibikítà pé wọn wà níwájú olùkọ. Wọ á pàṣẹ oníkùmò fáwọn akẹkọọ wẹwẹ èyín wọn, wọn á sì lù wọn bí i bàrà. Ọpọ̀ ìgbà ni wọn n hùwà àibikítà sí olùkọ wọn.

Love letters to themselves, male and female students playfully slapping their buttocks in the class without minding the presence of the teachers. They bully the younger students and beat them mercilessly. Most times, they behave non-chalantly towards their teachers.

These problems inhibit effective teaching and learning. But when teachers play their roles in the school effectively, a decision made by Aluko, a teacher on the same page 53 of *Erin Lákátabú*, they will control and maintain discipline. His decision in *Erin Lákátabú* to instil discipline in the students is stated below:

Tí àwọn olùkọ tó kù kò bá mó ọ̀n gégé bí ojúṣe, ọ̀un yóò rí i pé àkókò Tòun gégé bí olùkọ ní àpẹrẹ lára àwọn akẹkọọ náà.

If the other teachers do not know it (discipline) as their responsibility, he will make sure that his own time as a teacher will be felt by the students.

When there is sanity in the school system, issues like examination malpractice, cultism, stealing, fighting etc that characterize our schools in Nigeria will be a thing of the past. Teachers are very important in the maintenance of school discipline for national development and transformation.

Challenges Militating against Transformative Roles of Teachers in Nigeria

As important as teachers are in transforming the society, they are constrained in certain aspects of executing their functions to the extent that the society remains untransformed. Some of the challenges are discussed below using an excerpt from the poem, *Ógá ni Tísà* lines 66-78:

sùgbón kinní kan ló kù tó n dún mí	but there is one painful thing
bí gbogbo ayé ti mò iwọ olùkó tó	as much as you are well known,
	teacher
wọ́n mò ọ́n lásán ní	you are just known
wọ́n kò tò ọ́ sáà yè gidi	but you are not properly placed
iyi àti àpónlẹ́ tó yẹrú ipò tí o wà	in the honoured and referenced
	position you deserve
òbí ọmọ kò yìn ọ	the parents does not praise you
ọmọ tẹẹ n du orí rè gan-an kò yìn ọ	the child you are trying to mould
	does not even appreciate you
Àwọ́n tó tún gbà a síṣẹ́ ńkọ?	What about your employers?
Kò tún sí oríyìn látòdò wọ́n	no appreciation from them
Igbákígba ní wọ́n fí n wọ́n wó iṣẹ́ fún ọ	you are being paid peanuts
Wọ́n á sanwó tí kò kájú iṣẹ́	they pay you below your services
Wọ́n kí í tún sanwó ọhún lásìkò.	They will not even pay on time

The challenges observed from the excerpt above are stated below:

- Poor conditions of service, no incentives to attract and retain the best brains in Nigerian schools leading to low self-esteem for those that choose to remain in the system
- Salary not buoyant enough to cater for the needs of the teachers and their family
- Non-payment of salary on time
- Parents are not appreciative of teachers' efforts over their wards and children
- The students too does not appreciate the efforts of their teachers

Another observed challenge facing the transformative roles of teachers is lack of passion for the profession; this is found on page 17 of the novel, *Erin Lákátabú*.

Àírí rárá ni isẹ́ tísà (lack of other jobs leads one to teaching)

The roles of teachers in transforming the society are so important that demands only the best, most intelligent and competent members of the society to be allowed to qualify for this noble profession⁹. He states further that it is however unfortunate to find that generally, the worst and most incapable members of the society find their way into teaching profession, anyone who fails to get their desired job, gets into this profession and recklessly plays with the destiny of the nation.

Lack of basic knowledge in ICT is another challenge identified by Nwiyi and Okorie¹¹. This poses a lot of challenges to the teaching profession as the practitioners are intimidated by their students who have better understanding of the new technology and are ahead of the teachers on its application¹¹. In situations like this, how can the society achieve the highly cherished transformation? This explains why societal problems are rebranded over the ages like old wine in a new skin.

CONCLUSION

From our analysis so far, it is obvious that the process of transforming Nigeria and the world in general, lies significantly in the hands of the teachers. The reason is not farfetched. It is the teachers who transmit knowledge, attitudes and skills to their students. When teachers play their roles effectively and are committed to duties as discussed in this paper, Nigeria will be

transformed for national growth and development, because the students are impacted with values firmly etched in their hearts to move the society forward. The teachers remain the corner stone upon which societal transformation can build on. Teaching therefore cannot be seen in any way as a lost art; it is the regard for it that can be considered as a lost tradition.

RECOMMENDATIONS

The following recommendations are made if teachers are to assume their rightful place in the transformation agenda of Nigeria:

1. Teachers should be given appropriate recognition for the value of the services that they render.
2. The government should take a second and sincere look at the remunerations of teachers.
3. The government should ensure adequate funding of education so that teaching and learning will be carried out in a teacher and learner friendly environment.
4. Government should provide ICT materials in schools to enable the teachers carry out their prescribed duties effectively
5. Parents should assist teachers at home in the disciplining their children to compliment the efforts of the teachers in maintaining school discipline.
6. Teachers should develop passion for their job and see it as a calling.

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