

**THE IMPACT OF NIGERIAN UNION OF TEACHERS (NUT) ON THE  
MANAGEMENT OF EDUCATIONAL CRISES IN SECONDARY  
SCHOOLS IN NIGERIA  
(A CASE STUDY OF EDO STATE)**

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BENIN CITY**

**FEBRUARY 2024**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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THE DEGREE OF BACHELOR OF SCIENCE IN (B.Sc.Ed)  
EDUCTAION POLITICAL SCIENCE**

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## CERTIFICATION

This is to certify that this project work was carried out by Clementina A Ojieriakhi with matriculation number, EDU1612324 in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This project is dedicated to Almighty God

## **ACKNOWLEDGEMENTS**

Most importantly, the researcher's profound gratitude goes to God Almighty for His benevolence, knowledge and understanding for the successful completion of this research project.

The researcher wishes to acknowledge the Supervisor, Dr. (Miss) Nkechi Obiweluozor for her support, encouragement and guidance which helped to make this work possible.

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## **ABSTRACT**

This research work examined the Nigeria Union of Teacher (NUT) and the Management of Crisis in Education in Secondary Schools in Nigeria using Edo State a case study. The instruments used in the data collected were analyzed by the use of sample percentages and

Pearson Product Moment Correlation (PPC) and the statistics. A questionnaire named “the impact of the Nigerian Union of Teacher on the Management of Crisis in Education in Secondary Schools in Edo State” was administered on 120 respondents.

Hypothesis was tested and it was discovered that the NUT helps in the resolution of management crises in secondary schools. It was recommended that government and its agencies should take Nigerian Union of Teacher into greater confidence to facilitate her contribution to the decision making and policy formulation process in education. Moreso, adequate funds by the government should be disbursed to the Nigeria Union of Teacher (NUT) so as to ensure effectiveness and efficiency of the association

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Trade union, also called labour union. Are association of workers in a particular trade, industry or company created for the purpose of securing improvements in pay, benefits, working conditions, or social and political status through collective bargaining. As an organized movement, trade unionism (also called organized labour) originated in the Great Britain, Continental Europe, and the United States. Smaller associations of workers started appearing in Britain in the 18<sup>th</sup> century, the movement was rather sporadic and short lived through the most of the 19<sup>th</sup> century, in part because of the hostility they encountered from employers and government groups that resented this new form of political and economic activism. At that time unionist were regularly prosecuted under various restraint of trade and conspiracy. The British unions received its legal foundations in the Trade-Union Act of 1871. While in the united states the same effects were achieved, more slowly and uncertainly, by a series of court order that whittled away at the use of injunctions, conspiracy laws and other devices against unions

Trade unions and trade unionism in Nigeria are said to be part of the legacy of colonization of Nigeria. Prior to the coming of the colonial masters, organisations of people engaged in craft or trade have existed in Nigeria; these organisations could be referred to as trade unions because they were organised to regulate trade practices, to offer mutual aid and to fix prices –wages- for their services; such organisations included organisations of hunters, blacksmiths, carvers and weavers (Egboh, 1968; Ananaba, 1970). These organisations consisted of tradesmen and their children or other blood relatives -usually sons-, there were no employment contracts as known today as the children learned the trades and took over from their fathers (Fashoyin, 1980). The functions of these organisations some of which still existed today in the villages, included: settling of disputes, regulation of relationship between tradesmen, fixing of prices and organising the payment of tribute to the Oba – the King- (Lloyd, 1953). Organised trade unions officially started on Monday 19 August 1912 in Nigeria when workers in the then civil service organised themselves into trade unions as was done in Sierra Leone (Egboh, 1968). One Mr. Henry Libert – a Sierra Leonean- summoned a meeting of about thirty-three indigenous workers, and by the fifth meeting on 15 November 1912 after advice was received from Sierra Leone, the aim of the

union was decided and this was to promote the welfare and interests of the indigenous workers of the Nigerian Civil Service (Okonkwo, 1993). It was known then as the Civil Service British Workers Union but later changed to the Nigerian Civil Service Union shortly before independent (Yesufu, 1982; Smock, 1969). In 1931, the Railway Workers Union and the Nigeria Union of Teachers were formed. Before this time railway workers were under the Nigerian Civil Service Union (Egboh, 1968). 1982). With the passing of the Nigerian Trade Union Ordinance in 1938, the numbers of registered trade unions as well as memberships increased; for example, in 1940 only 14 unions were registered with 4,629 members but by 1944 this had increased to registered unions with over thirty thousand members (Nigeria Department of Labour Annual Reports, 1945).

Nigeria Union of Teachers is an age long union in Nigeria. It was established to foster a United front for practitioners of the teaching profession in the country. The activities of the Nigeria Union of Teachers (NUT), covers an avenue for bringing forth ideas about the educational development of the country from the perspectives of teachers, improvement in the economic conditions of teachers and general economic security for teachers in the country. The use of nonstandard and unpredictable educational codes for

teachers and salary brought about the increase in teachers associations showing in various southern Nigeria cities, particularly in Lagos, Abeokuta and Calabar. The different associations realized that according to the objectives of the groups to bring about a united front will create a strong voice for the interest of the teachers. This union was born in a hostile political and climatic environment from the minutes of the NUT at inauguration, on July 8, 1931 which was a wet Wednesday morning, the teachers associations of Lagos, Agege, Abeokuta, Ibadan, Calabar and Ijebu-ode met in a church missionary together to form the Nigerian Union of Teachers. The first President of the group and Chairman of the union in a letter dated 25<sup>th</sup> July, addressed to the Secretary, T.K. Cameroon, July 1931 and the late Oludotun Ransome Kuti, the husband of Funmilayo Ransom Kuti and father of Fela Anikulapo Kuti appealing for the recognition of the shoulders of NUT leadership, when he said: “By entrusting us in a large number of teachers is difficult but a pleasant work of corporation with Education Authorities in this our beloved Nigeria on May 27, 1972, the union joined with the Northern state Teachers union, an association found by Aminu Kano and a few northern Nigerian teachers in 1948. Extensively, the union has lived up to its expectation as it has provided a body for the teachers in the country. Several strike actions were carried out

by the union. All these may have influenced the activities of the union particularly as it has to do with pressing home their demands in the protection of their rights and privileges. Some of the very foundational function of the union are; Campaigns on working conditions of its members and educational issues. The union also bargains for fair pay for teachers, the union makes protection a priority. Every professional organization has one particular responsibility, and is in the area of protecting the interest of the member of the union, the union provides legal protection to its members by the virtue of their registration as professional teachers. The union fosters and encourages teacher's togetherness, sharing ideas and successes, as this has helped in creating networks amongst the teachers, where teachers have access to high quality programmes. Lastly the union enhances social and economic well being of teachers, through the establishments of teachers' welfare funds.

### **Statement of the Problem**

The general poor development of the Nigerian educational system has been a cause for a major concern as it has led to the production of below average students. The current educational crises and poor state of education in Nigeria has been caused by several factors amongst others is the activities of union. The educational system

cannot be developed without paying adequate attention to the activities of the union.

### **Aims and Objectives Of The Study**

The major aim of the study is to examine the activities of the Nigerian Union of teachers in the Management of the educational crisis in Edo state. Other specific objectives of the study are:

1. To examine the possible objectives of the NUT in Nigeria
2. To determine the roles of teachers in ensuring a vibrant NUT.
3. To establish the need for an improved educational system in Nigeria.
4. To determine the relationship between NUT and the Management of educational crisis in Nigeria.

### **Research Questions**

1. What are the activities of Nigerian Union of teachers towards the management of the educational crisis in Nigeria?
2. What are the possible objectives of the NUT in Nigeria?
3. What are the roles of Teachers in ensuring a vibrant NUT?

4. What is the relationship between NUT and the management of educational crises in Nigeria?

### **Research Hypothesis**

H<sub>0</sub>: There is no significant relationship between Nigerian Union of Teachers (NUT) and the management of educational crises in Nigeria.

H<sub>1</sub>: There is a significant relationship between Nigerian Union of Teachers (NUT) and the management of Educational crises in Nigeria.

### **Significance of the Study**

The study would be of immense importance to the educational sectors and relevant stakeholders as it would reveal the activities of the Nigerian Union of Teachers in the management of educational crises in Nigeria. The study would also be of immense importance to students, researchers and scholars who are interested in developing further research on the subject matter.

### **Scope and Limitation Of The Study**

The study is restricted to the activities of Nigerian Union of Teachers on the Management of the educational crises a case study of Edo State

## Limitation of the Study

**Financial Constraint:** Insufficient funds tend to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

**Time Constraint:** The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of literature was done under the following headings

- Conceptual framework
- The teaching profession in Nigeria
- The Nigerian union of teachers (nut)
- History of the Nigerian union of teachers in Nigeria
- New roles of the Nigerian union of teachers (nut) in managing educational crises.
- Governance and regulation
- Strategies to upgrade and strengthening the teaching profession in Nigeria
- Teacher status

Teaching has to do with the systematic presentation of facts, ideas, skills and techniques to students. It involves the sharing of knowledge in the process of developing the individual. Overtime, teaching has developed into a profession as some designated people assumed responsibility for educating the young. In some part of the world, especially ancient India, China, Egypt and Judea, teaching was

performed by spiritual men such as priests and prophets. These categories of persons enjoyed privileges and prestige. In the theocratic state of the Jews many adults regarded teachers as the channels to salvation and urged young ones to always honour their teachers. The Greeks in ancient times saw the value in educating children which accounted for wealthy people adding teachers to their households. During the Roman civilization, the practice was not different as they also had slaves in their households. By the middle ages in Europe, the church had taken over the responsibility for teaching conducted in designated places and monasteries. Many of these centers later developed into higher schools of learning, especially universities. In the 17<sup>th</sup> and 18<sup>th</sup> centuries, knowledge about teaching methods improved as interests continued to arise in the education of the children. These made significant advances in the training of teachers in the use of educational theories and methods. In North America, the story was not different. There was serious commitment to education culminating in the establishment of grammar schools and colleges and later universities. It was however in the 20<sup>th</sup> century that teachers in the United State started to enjoy professional status. In different parts of

the world, the teaching profession varies from country to country. In some countries, the profession is highly respected and prestigious. Some countries pay better salaries and benefits which makes the profession very attractive. In the developing countries, however, the profession faces many challenges, the salaries are meager and working conditions are generally poor. The developing countries lose many of their most qualified teachers to other more lucrative sectors of the economy because of poor remuneration. The above notwithstanding, teaching is currently taking the centre stage in many countries as they begin to recognize the effect of schooling on stable and good government, economic growth and industrialization. Education is now a national priority in developing nations including Nigeria. Teaching has gone through a lot of activities in the developing countries in order to professionalize it while it has significantly reached an enviable level in some countries in this regard, it is still finding its level in others.

## **CONCEPTUAL FRAMEWORK**

Education is very difficult to pin to a particular definition because the concept may be perceived from different angles. The concept has been traced to two Latin words. The Latin words are (a)

educere and (b) educare while educare can be interpreted as “to draw out” or “to lead out”. Educare on the other hand means “to nourish” |”to bring up” or “to raise”. The interpretations of the latin words no doubt, are more than what can be offered by the school alone. Adesina (1985) noted that education is always related to variable such as purpose of the leaner, the aim of the teacher as well as the technological problems of the society. He, therefore, defines education as the tool for the integration of the individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific cultural and technological process while relating education to culture, Nduka (1982) sees the concept as the process of cultural transmission of the people at least part of such culture from one generation to the next. Education, according to Lester Smith cited by Osokoya (1987), is the culture which each generation purposely gives to those who are to be it’s successors in order to qualify them for at least keeping and if possible for raising the level of improvement which has been attained. Horton, cited by Akinpelu (1984) sees education as an enabling agency by which the Africans could

restore their selfconfidence and make these who doubted the humanity of Africans begin to revise their views and learn to respect Africans. Education according to Nyerere (1982) is the transmission of accumulated wisdom and knowledge of the society from one generation to the next and also to prepare the young people for their future membership of the society in which they find themselves. At this juncture, we can define education as a process through which an individuals becomes integrated into his society, becomes a promote of his societal culture, contributor to the development of his society and becomes an adult who will be able to stand on his own.

## **THE TEACHING PROFESSION IN NIGERIA**

Originally to teach in primary school in Nigeria, a person needed a Teachers Certificate Grade II (TC GD II) from four years of secondary school from a Grade II Teacher - Training College. These are phased out after 1998, when the Nigerian certificate in Education (NCE) become the required diploma for all primary and Junior Secondary School teachers. In 1996, out of about 420,000 primary school teachers' in the country about 80 percent had either NCE or TC GD II. In 1978, the Government created the National Teachers

Institute (NTI) to conduct programmes that would upgrade teacher qualifications to the NCE level, with most of this training carried out by distance learning. Between 1993 and 1996, the NTI graduated 34,486 in their NCE distance learning programme. In 2000, it trained 20,000 teachers. A Bachelor of Education programme with NTI received approval by the Government at the end of 2,000. NTI also conducts workshops and conferences on curriculum development and other areas of teacher Training. To teach in Senior Secondary schools in Nigeria, a person must have either a bachelor's degree in education or a bachelor's degree in a subject field combined with a post graduate diploma in education. At the senior secondary level, all staff are qualified as all possess the bachelor's degree. The bachelor's degree in education are offered at major universities of the 63 colleges of education in the country offering the three year NCE programme, about a third are owned by the federal government and about half by state government. The remaining are privately owned, all of them are under the supervision of the National commission for college of Education (NCE), which sets and maintain standards and approves of courses and programme for all in Nigeria. (Atipioko, et al, 1997).

However, the teaching profession in Nigeria is still on issue of serious debate. This is arising from the way many people see it and the kind of attention given to it by governments. In real sense, a profession is an occupation that performs or play an important role in a given society. A profession requires some notable degree of skills and techniques. It is also among others a dignified occupation that is based on intellectual training. The pertinent question then arises, what is profession? A profession can be summarized among varied opinions as that which refers to a calling, or a vocation especially one that involves some branches of in-depth learning or science such learning or education should cut across different but related disciplines. Here, the professionals are deeply involved in cognitive, affective and psychomotor aspects of their chosen career. They comprehend the concepts of different disciplines to develop or create a novelty, which an average man cannot comprehend. This extraordinary ability or intelligence which enables them to perform such complicated activities, which every individual cannot perform, qualifies them as professionals. It is in this premise that may work or vacation, which any person can perform with limited or not training falls short of a profession.

(Atipioko, E. Ajar, H.N. Omoraka V.O. 1997). A Profession is made up of some characteristics. Most of them are inner workings which differentiates it from others. To this end, the National policy on Education (1991. 42) legally and publicly recognized teaching as other professions. Teachers are seen as critically important in the modernization struggle of the Nigerian society. Peretomode (1991) therefore suggested six measures for raising the teaching profession to full professional status.

They include:

1. Better teaching preparation
2. Registration of teachers
3. Improved working conditions
4. Enforcement of code of conduct \
5. Professional organization and
6. Long duration of training and internship

The author wish to posit that many of these suggestions have been carried out by governments and other supervising agencies.

## **THE NIGERIAN UNION OF TEACHERS (NUT)**

The rudiments of the enhancement of the teaching profession in Nigeria began in July 1931 by the amalgamation of the first two teachers' associations in Nigeria namely Lagos Union of Teachers (LUT) formed in 1925 with its founding president as Rev. J.O. Lucas and the Association of Headmasters of Ijebu Schools (AHIS) led by Rev. I.O. Ransom Kuti formed in 1926. At an inaugural meeting of the two groups held at CMS Grammar School, Lagos on 8<sup>th</sup> and 9<sup>th</sup> July 1931, a constitution was drafted and ratified and the Nigeria Union of Teachers (NUT) was officially launched after accommodating others Teacher's Association from Agege, Ibadan and Abeokuta. The formation of this union was in response to various conditions in which teachers were exposed during the colonial era. Some of these conditions include the economic situation in the world and its effects on the teachers, the 1926 education code and its consequences, the intentional Nigerianization of the headship of a number of schools, the ambivalent position of teachers between government and voluntary agencies, the negative attitude of the white-dominated inspectorate

toward Nigerian school heads and the professional and nationalistic spirit of those who founded the NUT.

Nigeria Union of Teachers in Nigeria was first established by the individual missionary societies to serve the growing number of primary schools under their management. Only in 1926 did the colonial government introduce a register of teachers and teachers' standards. The required standards for teaching in primary schools in 1952 were as follows:

Senior Primary Schools: Higher elementary teachers' certificate or Grade II. This required (a) two-year course after Cambridge School Certificate or (b) two-year course after elementary teachers' certificate or (c) four-year course after standard VI.

1. Junior Primary Schools: Elementary teachers' certificate or Grade III. This required a two-year course after standard VI. Secondary school teachers were expected to possess a degree, but lower certificates such as the Yaba diploma and equivalent qualifications were accepted. In order to maintain as fast as possible certain standards, regulations were also introduced as to the propagation of fully qualified teachers for assisted schools.

For instance, secondary schools were required to have one graduate teacher for every ninety pupils, senior primary, one-third to one-half of teachers with higher teachers' certificate; and junior primary, one-fifth to one-fourth with elementary teachers' certificate. These regulations, however, could rarely be met and were never applied as a precondition for granting assistance. In the South, teacher-training institutions conformed to the above scheme and offered the two-year course leading to the elementary certificate, or both the two year and four year courses up to the higher certificate, or only the latter. Some colleges offered also one-year preliminary training for qualification to enter the lower two – year course for those who had failed to pass the entrance test. In the North, there was in addition a lower qualification than the elementary certificate, called Grade IV or vernacular, which was obtained in a two to four years course after completion of Junior Primary School; also, the elementary Certificate required a three-year course. Instead of two. During the period under review, the regions established a one-year course in rural education to be

entered after a achievement of the higher elementary certificates. The rural education diploma, together with a number of good reports as teacher, entered the holder to receive the Grade 1 teachers' certificate. There was one rural education center in each region, and towards the end of the period under review a second was established in the North. In the East and in Lagos, the organization of the teacher training system continued unchanged until 1962. In the West (when the Secondary modern schools began to turn out large numbers who had finished the course), a prior scheme based on a three-year course for higher elementary certificate was introduced, to be entered after completion of Secondary modern schooling and to replace the four-year course. In the North, the Grade IV certificate was discontinued in 1958. At the end of the period under review, following a recommendation contained in the Ashby report, were four a established, one in each region and one in the federal Territory, offering a three-year course to prospective Secondary School teachers of the two lowest forms. Grade II teachers and Secondary School graduates were admitted as trainees. Two of

these institutions, in the North and the federal Territory, were opened in 1962. Though the figures shown in this analysis are not affected, it is relevant to an appraisal of the contemporary scene that, starting from 1964, the elementary teachers' Certificate courses were discounted and all teacher training colleges which provided preparation only for this certificate were closed or merged with the higher segment.

## **HISTORY OF THE NIGERIAN UNION OF TEACHERS IN NIGERIA**

The union was formerly inaugurated in 1931, it came about partly as result of vulnerabilities exposed by the great depression, which led to cuts in teachers' salaries and a seemingly lack job security. The use of irregular and unpredictable educational codes for teachers and salary cuts lead to an increase in teachers' associations mushrooming in various Southern Nigerian cities, particularly in Calabar, Lagos and Abeokuta. The various associations, however, realized that harmonizing the objectivities of the groups to bring about a united front will create a powerful vocal union for the interest of the teachers on July 8, 1931, the teachers associations of Lagos, Ngege, Abeokuta, Ibadan, Calabar and Ijebu-Ode joined together to form the Nigerian union of

Teachers. The first president of the group and Chairman of the July, 1931 meeting was the late Oludotun Ransom Kuti, the husband of Funmilayo Ransome Kuti and father of Fela Anikulakpo Kuti. On May 27, 1972, the union merged with the Northern state Teachers union, an association founded by Aminu Kano and a few Northern Nigeria teachers in 1948. To some extent, the union has live up to it expectation as it has provided an umbrella body for the teachers of the country. Several strike actions were embarked upon at the instances of the union.

### **NEW ROLES OF THE NIGERIAN UNION OF TEACHERS (NUT) IN MANAGING EDUCATIONAL CRISES.**

According to Doe (2003; 32), role refers to one's function, or to what a person is appointed to do or expected to do. This definition agrees with the one given by Oxford Advanced Learners Dictionary (2003; 1021) which defines role as the function or position that somebody has or is expected to have in an organization, in society or relationship (2003:1021). The dynamism in Nigerian education system requires school Managers to constantly adopt new roles in implementing government policies on education. Overtime, the roles of the NUT were centered around instructional leadership, improvement of

teachers' capacity and student's academic performance (Olibie, 2010:85-90). However, due to changes in school system, these basic roles have expanded to include:

- i. The Management of the academic and administrative affairs of the school. The NUT are expected to effectively manage the school by planning ahead and ensure that there are enough teachers to be assigned for classes, has a hold of the school time tabling of activities, procure teaching materials and retrain the teachers for task ahead;
- ii. The NUT is expected to monitor the performance of staff and learners of the school using the National policy on Education as guideline. Staffs are expected to contribute to the evaluation of individual in service activities and of the overall staff development plan;
- iii. NUT is to maintain the assets and other infrastructures of the schools;
- iv. The school NUT is not to task the learners for money but external source for funds from the community and alumni body to improve school facilities.
- v. NUT is expected to provide continuous training and development of the teachers and non-academic staff particularly on ICT usage.

- vi. NUT is expected to comply with the conditions of service for teachers and nonacademic staff set by the Ministry of Education. NUT is to ensure that only qualified teachers are assigned to teach in the classrooms, European scientific journal September 2013 edition Vol. 09, No. 25 ISSN. 1857-7881 (print) e-ISSN 1857-7431 166.
- vii. NUT is expected to strictly implement the curriculum in line with guidelines of the Ministry of Education purposely to meet specific national goals.

In all, the school management team must develop, support and equip staff with knowledge and skills that will make them better educators. They are to manage the changing role of the school as the training hub for sustainable development. They are also to respond positively to the patterns of social change witnessed by learners as a result of direct influence of the media (i.e. online social networks with reference to facebook, 2GO) on their learning habits. Also, the mandates of the Federal and State Governments are to be strategically managed to avoid conflict in school government relations. The NUT is not expected to be partisan but neutrality tactful in carrying out the

mandates of the political leaders who uses education for political campaigns.

## **GOVERNANCE AND REGULATION**

The lack of clear overall responsibility for the management of teacher has seriously undermined teacher morale over the years. In part, this is because Nigeria has a highly decentralized education system due to its Federal system of government. As a result, no single tier of government in Nigeria has absolute control over public education. Primary education is on the concurrent legislature list while secondary education is managed and financed by the state government with the exception of the 96 federal government colleges.

There are two of these colleges in each of the 48 states of the Federation. The management of primary schools has not been stable since the late 1980s. over the past decade, primary education has been managed largely through a centralized structure under the National Primary Education Board which metamorphosed into Universal Basic Education Board in 2000 and Universal Basic Education Commission in 2004. However, more of the responsibility for Primary schools is left to the state and local governments. NUT officials complained that

the management of primary education, particularly the payment of teachers' salaries, has always been politicized leading to inconsistencies in policies and practices. They argue that delays in the payment of teachers' salaries are often due to lack of uniformity in government policy. In the past, the payment of teacher salaries was rotated between the federal, state and local government. Thus, it is unclear who is solely responsible for payment of teacher salaries. According to the NUT, this uncertainty has affected teachers' morale. One respondent commented that it is common to see advertisements for and that "Nobody knows who will own primary schools tomorrow... the pity is that it is only teachers that can be treated this way". A Ministry of Education official corroborated this view, saying that uncertainty about who the true employers of primary school teachers are has lowered job satisfaction and motivation, although he noted that the situation is improving. There have also been occasions when teachers' salaries have been diverted to meet expenditures in other sectors of government. Consequently, teachers have waited long periods for their salaries to be paid and have been forced to find other sources of income. Typically, male teachers go into farming and

female teachers start small trading enterprises. At some schools, the PTA provides financial supports to teachers. Francis (1998) observes that, in parts of North east Nigeria, some teachers have been forced to work as labourers on farms owned by the parents of their students, as they waited for salaries to be paid. The government's free education policy with the attendant upsurge in enrolment has created the conditions for employing teachers who are either policy qualified, or not committed to teaching. UBE has, in effect, made teaching an all-comers job. The NUT National President observed that the existing teacher recruitment and retention policies are not uniformly applicable at the three tiers of government in both public and private schools in the country. He pointed out that, teachers are recruited as civil servants at the federal level through the federal civil service commission, but at the state and local government levies, they are treated as public servants and employed by State Education Board or Commissions. Such inconsistently means that teachers, often do not enjoy uniform conditions of service and career prospects. According to Omar (2004), this accounts for the massive teacher turnover in Nigeria. In conclusion, the overall level of motivation and incentives of Nigeria

Teachers have increased in the last five years. Teachers now receive their salaries promptly and promotions have been effected for deserving teacher. For example, the Edo State Government promoted 4500, secondary school teachers in June 2005.

## **STRATEGIES TO UPGRADE AND STRENGTHENING THE TEACHING PROFESSION IN NIGERIA**

The need to upgrade teachers' education programme to strengthen the teaching profession cannot be overemphasized. In the light of this, the following strategies will help to upgrade the teaching profession to bring about efficiency of teaching in Nigeria.

**Modification of specialized training:** The emergence of globalization comes with new ideas and policies on education in Nigeria. These ideas and innovations are bound to affects the curriculum content of teaching subjects such as ICT and computer education, technical and vocational education, agricultural science, business education etc in schools. By this development, the course content of teacher education programmes should be review and modified to suit the present educational system in Nigeria. In this regard, every teacher in this era of change needs to be trained compulsory in computer literary and

new areas of other subject matter to enable them cope with the new trends in the global village.

**Recruitment and Control of Entry into the Profession:** As a matter of policy, entry into the teaching profession should be well defined and regulated by the relevant bodies like the TRCN, the Nigerian Union of Teacher's (NUT) and Ministry of Education. The notion of viewing teaching as a general trade that welcomes everybody no matter what stock of knowledge a job seeker possesses must be determine by at least a minimum entry qualification. Government and proprietors of privately owned schools need to comply and enforce the code of ethics on the criteria for entry and exit of new and old members respectively into the teaching profession. In order to achieve this, a competency based test need to be conducted at the end of a teacher training programme for the licensing and certificate of new members for professional practice. Effort must be given in addressing the influx of quacks and those without knowledge of pedagogy into the profession. The scenario where the profession is seen as "all comer affairs" is messing up the system by violating most of the professional code of practice in the profession for instance, some

teachers who indulge and found guilty of certain professional misconduct like having illegitimate sexual relationship with students, leaking of examinations papers, showing of favouritism and so on are sometimes reported without taking action. The efforts of the teachers' disciplinary panel and teachers' investigative committee need to be strengthened where people of proven integrity are appointed to serve in order to bring about sanity into the teaching profession. Knowledge and training on pedagogy. Admittedly, it is a fact that teacher who passes through the ranks of TC II, NCE, B.ED, etc. programmes in their early years of educational training are better equipped than the who just obtain a PGDE programme Sheke and Omoraka (2002). In order to strengthen the profession, intending members to obtain any of the above qualifications as a minimum benchmark into the profession. However, in order to streamline the standard of the PGDE Certificate, the duration of study should be reviewed to at least two (2) years with intensive period of teaching practice to enable those without a teaching background to align properly into the teaching profession. Establishment of an umbrella Teacher professional Association. The Coordination of teacher's Matters by the NUT at the Primary and

Secondary Schools levels appears to be too weak. The TRCN and the use of Teacher's Disciplinary Council are equally ineffective in the regulation of ethics among its members. Meanwhile, teachers in privately owned institutions and those of the Colleges of education and Universities seem next to be properly covered by the TRCN legal instrument that is binding on membership practice, in order to upgrade and strengthen the profession to make it attractive to members, every teacher irrespective of the level (primary, secondary, colleges of education, university) should operate under one umbrella like the NBA, NMA, ICAN, etc whose members have the liberty to practice at any strata of government without discrimination. In order to achieve this, an umbrella association to be known as the Nigerian professional Teachers Association (NPTA) should be established as a body to harmonize teachers at all levels in both public and private institutions to curtail compliance in the practice of teaching to meet global standards.

## **TEACHER STATUS**

According to one MOE director respondent, teaching in Nigeria is not held in as high esteem as profession such as medicine or

engineering prior to their review of teacher salaries and conditions of service, teachers were held in low esteem in the society. Many could not pay their rents on time and Landlords were unioning to rent their houses to teachers (NUT, 1999). However, according to NUT officials this was changing; “a lot of teachers now ride goods cars and build their own houses; this is because of the upward review of salaries and allowances of all civil servant in the country and the present civilian administration concern for teachers”. Teachers’ status was given a further boost in the Oyo and Kwara states where serving teachers were appointed as Permanent Secretaries. In Oyo state, teachers have been appointed as education Secretaries in 22 local government. According to the National Chairman of NUT, this “has no doubt promoted harmony in the service while elevating the social status of the profession”. In general, however, most informants believed teachers have lower status compared to other major professions. According to the Secretary-General of the Kwara state teachers’ union, the professional itself has contributed to the poor image it has in the society. He cites cases where retired teachers have not been paid their benefits for months, those in the service are not promoted when they

are due for promotion, and the mass promotion of teachers irrespective of their performance and achievements. Apart from this, the NUT Secretary said the incessant summon of teachers by Ministry officials for Certificate Verification and the constant hunt for ghost names sends a negative image about the profession, and is demeaning to teachers.

### **CHAPTER THREE**

## **METHODOLOGY**

This chapter describes methods and procedures used in conducting this research work.

The description of the procedure is done under the following headings:

- Research design
- Area of study
- Population of the study
- Sample and sampling procedure
- Instrumentation
- Method for data collection
- Method for data analysis

### **RESEARCH DESIGN**

The surveys research method was used for this study. This was considered appropriate because survey design generally can be used to effectively investigate problems in realistic settings. The survey technique will also allow the research to examine several variables and use multi-variate statistics to analyze data.

## **AREA OF STUDY**

The study was conducted in Edo state, Nigeria. As at the last population census of 2016, the population of Edo state is said to be about 4.2 million people.

## **POPULATION OF THE STUDY**

The population of the Oredo Local Government area is about 490,600 people as of the last population census of 2016.

## **SAMPLE SIZE AND SAMPLING TECHNIQUES:**

Out of the population of 490,600 persons in the local government area, 120 persons were selected using the simple random sampling (srs) technique. The logic behind this is in conforming with the views of Okoh (2005) in his book, the principles of educational research. He opined that for any population at least few of the population is adopted as its sample to enhance effective representation so that conclusions from the study can be generalized.

## **RESEARCH INSTRUMENT:**

The major instrument used for this study is the questionnaire. The questionnaire was structured in a five-like scale measuring attitude of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed.

### **VALIDITY OF THE INSTRUMENT:**

In order to obtain the validity of the instrument, the supervisor of this research was requested to judge the appropriateness comprehensiveness and clarity of items in the questionnaire.

### **RELIABILITY OF THE INSTRUMENT**

A prior study was conducted on fifty staff of the selected employees to pre-test the efficacy of the questionnaire. The feedback received was used in the final draft which enhances its reliability.

### **METHOD OF DATA COLLECTION:**

The researcher personally data from the respondents through the help of the human resource manager. After distribution of the questionnaire, respondents were given three days to fill out the questionnaire. This time frame was given in order to give enough time to the respondents to reflect on the items on the questionnaire to facilitate valid responses.

### **METHOD OF DATA ANALYSIS**

Data analysis has been defined as those techniques used whereby the research extracts relevant information from the data which would enable a summary description of the subject studies to be made. In analyzing the data collected for the purpose of carrying out this

research, the statistical tool known as the Pearson Product Moment Correlation (PPC) and the statistics were used. The use of sample percentage was also employed. Tables were used in presenting the data for the purpose of the simplicity and clarity. The Pearson Product Moment Correlation (PPC) technique can be expressed by the formula below:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where x = Independent factor                      y = Dependent factor

Since the research instrument used was the questionnaire, it was designed using the five like scale method. The questionnaire was designed in the following ways:

- (i) Strongly Agreed (SA)                      -        5
- (ii) Agreed (A)                                      -        4
- (iii) Undecided (U)                                -        3
- (iv) Disagreed (D)                                -        2
- (v) Strongly Disagreed (SD) -                1

## DECISION RULE

In taking decision for “r”, the following rules shall be observed;

- (i) If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis ( $H_1$ ) and reject the null Hypothesis ( $H_0$ ).
- (ii) If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis ( $H_0$ ) while the alternative hypothesis is rejected.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data used for this study is primary data gotten from employees of

selected banks. The data are been analyzed using correlation and regression.

BIO DATE OF RESPONDENTS TABLE 1: GENDER of RESPONDENTS

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	70	58.3	58.3	58.3
Male	50	41.7	41.7	100.0
Female	120	100.0	100.0	
Total				

**Source: Field Survey, September, 2020.**

Table 1 above shows the gender distribution of the respondents used for this study. 35 respondents which represent 58.3 percent of the population are male while 25 respondents which represent 41.7 percent of the population are Female.

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid below 25 years	94	78.3	78.3	78.3

26 and above years	26	21.7	21.7	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020**

Table 2 above shows the age grade of the respondents used for this study. 94 respondents which represent 78.3 percent of the population are below 25 years while the remaining 26 respondents which represent 21.7 percent of the population are below 21-30 years.

TABLE 3: Marital Status of respondents

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
valid	36	30.0	30.0	30.0
SINGLE				
MARRIED	74	61.7	61.7	91.7
WIDOWED	10	8.3	8.3	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020**

Table 3 above shows the marital status of respondents used for the survey.

36 respondents representing 30.0 percent of the population are single. 74 respondents representing 61.7 percent of the population are married while the remaining 10 respondents representing 8.3 percent of the population are widowed.

**TABLE 4: TEACHERS ARE IMPORTANT TO THE EDUCATIONAL SECTOR IN NIGERIA**

	Frequency	Percent	Valid Percent	Cumulative Percent
valid STRONGLY AGREE	60	50.0	50.0	50.0
AGREE	18	15.0	15.0	65.0
DISAGREE	22	18.3	18.3	83.3
STRONGLY DISAGREE	20	16.7	16.7	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020**

Table 4 shows the responses of respondents that teachers are important to the educational sector in Nigeria. 60 respondents representing 50.0 percent strongly agree that teachers are important to the educational sector in Nigeria. 18 respondents representing 15.0 percent agree that teachers are important to the educational sector in Nigeria. 22 respondents representing 18.3 percent disagree that teachers are important to the educational sector in Nigeria while 20 of the respondents representing 16.7 percent strongly disagree that teachers are not important to the educational sector in Nigeria.

**TABLE 5 THE CONTRIBUTION OF NUT TO THE EDUCATIONAL DEVELOPMENT OF NIGERIA IS HIGH**

	Frequency	Percent	Valid Percent	Cumulative Percent
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valid STRONGLY AGREE	20	16.7	16.7	16.7
AGREE	62	51.7	51.7	68.3
DISAGREE	24	20.0	20.0	88.3
STRONGLY DISAGREE	14	11.7	11.7	100.0
Total	120	100.0	100.0	

**Source: Field Survey September, 2020**

Table 5 shows the responses of respondents that the contribution of teachers to educational development in Nigeria is high. 20 respondents representing 16.7 percent strongly agree that the contribution of teachers to educational development in Nigeria is high 62 respondents representing 51.7 percent agree that the contribution of teachers to educational development in Nigeria is high. 24 respondents representing 20.0 percent disagreed that the contribution of teachers to educational development in Nigeria is high while 14 of the respondents representing 11.7 percent strongly disagree that the contribution of teachers to educational development in Nigeria is high.

Table 6 shows the responses of respondents that the activities of the Nigerian Union of Teachers impacts on the educational crises of Nigeria. 50 respondents representing 41.7 percent Strongly agree that the activities of the Nigerian Union of teachers impacts on the

educational crises of Nigeria. 40 respondents representing 33.3 percent agree that the activities of the Nigerian union of teachers impacts on the educational crises of Nigeria while 30 of the respondents representing 25.0 percent strongly disagree that the activities of the Nigerian Union of Teachers impacts on the educational crises in Nigeria.

**TABLE 7: THERE IS A RELATIONSHIP BETWEEN THE ACTIVITIES OF THE NIGERIAN UNION OF TEACHERS AND THE MANAGEMENT OF EDUCATIONAL CRISES IN NIGERIA.**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid STRONGLY AGREE	60	50.0	50.0	50.0
AGREE	30	25.0	25.0	75.0
DISAGREE	10	8.3	8.3	83.3
STRONGLY DISAGREE	20	16.7	16.7	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020**

Table 7 shows the responses of respondents that there is a relationship between the activities of the Nigeria Union of Teachers and the Management of Educational crises in Nigeria. 60 respondents representing 50.0 percent strongly agree that there is a relationship

between the activities of the Nigerian Union of Teachers and the Management of educational crises in Nigeria. 30 respondents representing 25.0 percent agree that there is a relationship between the activities of the Nigerian union of teachers and the Management of educational crises in Nigeria. 10 respondents representing 8.3 percent disagree that there is a relationship between the activities of the Nigerian union of teachers and the Management of educational crises in Nigeria while 20 of the respondents representing 16.7 percent strongly disagree that there is a relationship between the activities of the Nigerian Union of teachers and the Management of educational crises in Nigeria.

**TABLE 8: THE NUT HAS BEEN EFFECTIVE IN THE RESOLUTION OF THE EDUCATIONAL CRISES IN EDO STATE**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid STRONGLY AGREE	56	46.7	46.7	46.7
AGREE	30	25.0	25.0	71.7
DISAGREE	4	3.3	3.3	75.0
STRONGLY DISAGREE	30	25.0	25.0	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020.**

Table 8 shows the responses of respondents that the NUT has been effective in the resolution of the educational crises in Edo state. 56

respondents representing 25.0 percent strongly agree that the NUT has been effective in the resolution of the educational crises in Edo state. 30 respondents representing 45.0 percent agree that the NUT has been effective in the resolution of the educational crises in Edo state. 4 respondents representing 7.5 percent disagree that the NUT has been effective in the resolution of the educational crises in Edo state while 30 of the respondents representing 25.0 percent strongly disagree that the NUT has been effective in the resolution of the educational crises in Edo state.

**TABLE 9: THE NIGERIAN UNION OF TEACHERS HELPS IN THE PROTECTION OF THE RIGHTS OF THE TEACHERS IN THE EDUCATIONAL SYSTEM.**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid STRONGLY AGREE	40	33.3	33.3	33.3
AGREE	40	33.3	33.3	66.7
DISAGREE	10	8.3	8.3	75.0
STRONGLY DISAGREE	30	25.0	25.0	100.0
Total	120	100.0	100.0	

**Source: Field Survey, September, 2020.**

Table 9 shows the responses of respondents that the Nigerian Union of teachers helps in the educational system. 40 respondents representing 33.3 percent strongly agree that the Nigerian Union of Teachers helps

in the protection of the rights of teachers in the educational system. 10 respondents representing 8.3 percent disagree that the Nigerian Union of teachers helps in the protection of the rights of teachers in the educational system while 30 of the respondents representing 25.0 percent strongly disagree that the Nigerian union of teachers helps in the protection of the rights of teachers in the educational system.

**RESEARCH HYPOTHESIS**

H<sub>0</sub>: There is no significant relationship between the activities of the Nigerian Union of Teachers and the Management of educational crises in Nigeria.

H<sub>1</sub>: There is significant relationship between the activities of the Nigerian Union of teachers and the management of educational crises in Nigeria. Level of Significance: 0.05 Decision Rule: Reject the null hypothesis if the p-value is less than the level of significance or accept the null hypothesis if otherwise.

**CORRELATIONS**

	There is a significant relationship between the activities of the Nigerian Union of teachers and the Management of educational crises in Nigeria	Nigerian Union of teachers has been effective in the management of educational crises in Nigeria.
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There is a significant Pearson correlation relationship between the activities of the Nigerian union of Sig. (2-tailed) teachers and the Management of educational crises in Nigeria.	<b>1</b>  <b>120</b>	<b>803”</b>  <b>000</b>  <b>120</b>
Nigerian union of Pearson correlation teachers has been effective in the Sig. (2 – tailed) Management of educational crises in Nigeria.	<b>803”</b>  <b>000</b>  <b>120</b>	<b>1</b>    <b>120</b>
N		

**\*\* Correlation is significant at the 0.05 level.**

The correlation co-efficient  $R = 0.803$  indicates a strong significant relationship between Nigerian Union of teachers and Management of Educational crises in Nigeria.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **SUMMARY**

This research work examined the Nigeria Union of Teacher (NUT) and the Management of Crisis in Education in Secondary Schools in Nigeria using Edo State a case study. Four research question were raised to guide the study. Of which are.

1. What are the activities of Nigerian Union of teachers towards the management of the educational crisis in Nigeria?
2. What are the possible objectives of the NUT in Nigeria?
3. What are the roles of Teachers in ensuring a vibrant NUT?
4. What is the relationship between NUT and the management of educational crises in Nigeria

The objectives of the study were to:

1. To examine the impact of Nigerian Union of teachers on the Management of educational crises in Nigeria.
2. To examine the possible objectives of the NUT in Nigeria.
3. To determine the roles of teachers in ensuring a vibrant NUT.

4. To establish the need for an improved educational system in Nigeria.
5. TO determine the relationship between NUT and Management of educational crises in Nigeria.

A questionnaire named the impact of the Nigerian Union of Teacher on the Management of Crisis in Education in Secondary Schools in Edo State was administered on 120 respondents.

Hypothesis was tested and it was discovered that the NUT helps in the resolution of management crises in secondary schools. It was recommended that government and its agencies should take Nigerian Union of Teacher into greater confidence to facilitate her contribution to the decision making and policy formulation process in education. Moreso, adequate funds by the government should be disbursed to the Nigeria Union of Teacher (NUT) so as to ensure effectiveness and efficiency of the association findings from the study revealed the following:

1. Teachers are important to the development of the educational sector in Nigeria

2. The contribution of teachers to the educational system in Nigeria is quite high.
3. The activities of the Nigerian union of teachers impacts on the Management crises in Nigeria.
4. There is a positive and strong relationship between the activities of the Nigerian union of teachers and the management of educational system in Nigeria.
5. Teachers are not adequately motivated thus the major reason for the formation of the Nigerian union of teachers to serve as a pressure group in pressing home their demands.

## **RECOMMENDATIONS**

1. The Nigerian union of teachers, has been seen as important to resolution of educational crisis in nigeria. It is however recommend that the union be free from every form of partizan political affiliation and government influence so as to enable the union take bold and non partizan steps in resolving crisis. Also it will enable the union to free and fair in it's resolutions

2. Funding for the union is key for their survival, therefore the autonomy of the union is recommended. Financial autonomy and decisional autonomy.
3. Strike actions are a major means the union makes their demands and strike actions affect both the teachers and students learning. It's therefore recommend that the union should seek better of making demands, dialogue is one of the effective means this should be employed always
4. Unions has been seen as an effective means to raising the standards of any profession. But the case of the NUT has not been the same. It's therefore recommend that, the Union should use her powers to pursue the upliftment of the union
5. The relationship between the NUT and the government should be more of complimentary rather than antagonizing so as to facilitate speeding resolutions and effective change when situation calls for.

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