

A CRITICAL ANALYSIS OF ETHICAL ISSUES IN STUDENTS-TEACHERS RELATIONSHIP IN NIGERIA

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Abstract

The relationship between students and teachers in the academic environment at all level is indeed a critical one and as such, has ever been commended or lamented for, when it is positive or otherwise. Students leave their biological parents at home to meet their academic parents at school (a sort of temporal home) both of whom should maintain a consistent mutual relationship. This relationship encourages acquisition of knowledge, sense of humanism, growth of intellectuality, tenderness of heart, parent-children cordiality and finally should be seen as a way of continuing God's creation and an avenue through which God's divine purpose should be fulfilled by nurturing their intellect to see far and be able to differentiate between good and bad. Though, it is so unfortunate that sometimes, neither students nor teachers see it this way and this has been a major source of negative attitudes like inhumanity and maltreatment, carelessness and "I don't care life" and waywardness found among both in the mentees (students) and the mentors (teachers). As a consequence, it has denied "intellectuality" which is the gift of the Nurturing Nature to the nurtured nature. Therefore, this paper will expose, from how it sees it, the relationship experienced between the students and the teachers in Nigeria and how it has marred the educated or intellectual quality and maximization of human potency. It will, as well, bring to light, the possible causes and solutions to this so that it will significantly stand as a beginning point to understanding students-teachers relations as it will critically and inductively employ expository and evaluative methods.

Keywords: Ethics, Students, Teachers, Nigeria

Introduction

One of the institutions that should never be neglected if a state determines to develop vigorously is the educational institution because the products groomed from it manage every other institution. As such, "education is not to be taken as a process of filling an empty sack and pouring out its contents, making the sack empty again." (Sridhar, 27) However, from its Latin root, education (*educare*) means "to train or bring out" that intellectuality instilled in man by Nature. That is, to open the eye of the intellect- that natural capability of man to understand, that cognitive faculty, to grab reality. "Education" Cookey insists "is of the whole man" and this brings out the meaning in St. Cornelius' opinion that "if a man wants to be a man, he must be well educated." Still explaining the worth of education, Epicurus has held that only the educated is safe. In the same line of thought, Omoregbe (149-51) has insisted that:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations; racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace

Education should focus on "the training of the entire person to enable him not only to be able to read and write and calculate or to be proficient in a given job" as was the colonial masters' main aim, "but also to enable him to fit himself for living in a society." Thus, "if you wish to plan for a year, sow seeds; if you wish to plan ten years, plant trees; if you wish to plan

for life time, develop men” and so “who so neglect learning in his youth loses the past and is dead for the future.” (Tell Magazine, August 23, 1999:22) The importance of education can never be over emphasized for it brings out that “natural consciousness” of morality and evil, naturally installed in a man. Stressing this point, Plato remarks that education:

... makes a man eagerly pursue the ideal perfection of citizenship and teaches him how rightly to rule and how to obey. This is the only education which upon our view deserves the name; that other sort of training which aims at the acquisition of wealth or bodily strength or mere cleverness, apart from intelligence and justice is mean and illiberal and is not worthy to be called education at all (Rusk, 30)

For Plato, bringing about good and responsible citizens lies largely on educating the citizens because through education, human development is assured. Here, education is seen as paramount and inevitable to bringing up ideal citizens and virtuous people who would see to the moral, civic and general progress of the society. Ideally, education is all about development of the mind or human “psyche” (the thinking faculty). This point goes in no demur to the fact that “education... is an art of intellectual development and for self-realization.” (Nwankwo, 4) This implies that education is the only basic tool to transform the world and its people and in this transformational process, knowledge must definitely impact on the people’s ways of lives, characters, choices and exercises of emotions. It is education and its products- enlightenment, information and transformation- that cure the citizens of that state of intellectual sickness and deformity which is ignorance, and consequently as Plato posits, its manifesting products- vices and inhumanity. “Virtue” thus “is the actual sign of an educated person and virtue could only make education worthwhile.” Thus the crux of education is “information for transformation” because “without transforming character, packing the brain with information can only result in damaging it. Character is true holiness” and a person’s identity and this comes to realism when the “moral values are in the subjects (courses) taught and highlighted by the teachers (lecturers) with a view to bring out the hidden values by drawing lessons of life in the core subjects (courses)... Such kind of holistic and innovative teaching techniques would (specially) benefit young children and help them develop a good character thereby eliciting the inherent latent values in them.”(Sridhar, “Forward Page”&25)It is in the fulfilment of this that the quiddity and meaningfulness of celebrating the October 5th Teachers Day and the May 27th Workers Day, will be shown and truly appreciated.

However, to ensure the stronghold of educational institution, there are many factors which must be considered paramount and taken good care of, one of which is the relationship between the teachers/lecturers and the students. When we say the former, we mean both the academic and non-academic staff members of academic institutions, and the latter, those learners whom the former guide, direct, taught and handle both academically and administratively. This relationship is crucial considering the fact that most times, it is not all about what you give, but why, when, where and most importantly “how” you give whatever. This relationship is greatly saddled with a whole lot of ethical burden and moral consciousness both from the teachers/lecturers and the students. This ethical or moral task is obligatory and not optional and it goes beyond the dictates or codes of positive laws- rules and regulations guiding the academic environment. However, before deepening into this discourse, the paper would like to explain the concepts- “teacher/lecturer” and “students”.

Who is a Teacher/Lecturer?

The paper is going to simultaneously use the term- “teacher” to refer to the Pre-Nursery, Nursery, Primary and Secondary Schools Managers; and “lecturers” for the managers of Advanced Level Schools/Institutions (Colleges of Education, Polytechnics) and Universities. Though in the analysis, the attitudinal influences of non-academic staff members of both the Ordinary and Advanced Level Institutions must be touched as part of the management. This is because the two categories- academicians and non-academics- administratively and functionally complement and complete each other’s efforts and duties in managing the students’ affairs. It is the non-academics who process the whole pre and admission processes of the students; it is the academicians who ensure the pure, critical, classical and formal impact of knowledge on the students through series of rigorous teaching and instruction and other possible means. It is again, the non-academics who then process the whole results, conduct all the post-academic activities and all the clearances and finally ensure, in their own processes and managerial instructions, formal and normal graduation of the students, etc. So, there is no how we will end discussing purely and formally, the activities of the academicians without that of non-academics for all bear a whole lot of ethical and moral burden in dealing with the students.

It is indeed a laborious discourse in the teacher/lecturer affairs. Intrinsically however, there is little (practically) or no difference between a teacher and a lecturer rather, they are different names for different people in different academic categories but who do the same job which is all about directing, instructing, systematically impacting and critically ensuring that the students/learners are brought to the domain of knowledge and enlightenment so that they will be ignorant and uncivilized no more. The little observable difference- due to the formality and regards to the level of acquired knowledge- between teachers/tutors of the Ordinary Level Schools and below, and the Advanced Level Schools and above is the self-engagement and that teacher-presence among the pupils/students of the former which is not always or never there in the latter’s. Thus, that is to say that in the Advanced Level-above, the managers are far from self-involvement in the students’ affairs. They speak grammar to the learners, instructing them on what to do if merciful enough, but never to practically and closely-supervise and involve themselves with the students/learners in carrying out these academic tasks, and finally never cared to give corrections if the students fail the tasks. However it is very insincere of me to deny into to that there are some lecturers who are indeed “teachers” to the core even more approachable, understandable, tender and humane than most full time teachers in the Ordinary Level and below schools.

Thus a *teacher* or *lecture* is he who directs, instructs, systematically impacts by way of moral conduct and academic excellence and finally ensures that the impacted learners dispose the knowledge through their daily attitudes within and outside academic environments. Teachers are second-creators. They continue God’s work by playing the role of mid-wife as Socrates posited. So, if we are indebted to our parents for *living*, we should be more to our teachers for *living well* because life is counted by its *wellness* and not its *longevity* and to ensure living well is an essential aspect of teaching which teachers do. On the other hand, “students” are those for whom the efforts of the teachers are been carried out. They are the guided, learners and directed who are supposed to exhibit out the positivity from learning and the rudiments from all the teaching efforts made by the teachers. Meanwhile, anybody can be a teacher or a learner depending on the situation because life is all about learning and improving.

Teachers-Students Relationship

It is true that school is a social institution but it should be both more “ideal” in conception and closer than that. It is a family-like structure where the teachers should stand as parents to their children- students. The teachers (parents) are there for the correction and direction of the students (children). “Guru” a term which is used to identify expertise in a particular profession derives etymologically from Indiana- *Gurukul* which pictures the scenario of education in the Indian yesteryears where the teachers lived in the same premises with the students.(Sridhar, 2014:16). The teachers taught the students freely and with much joy and happiness and take pride for building the future generations and standardizing their integrity and equally leaving intellectual legacies, while the students did certain fair chores for the teachers in appreciation and comforting the teachers to go on with such legacy. In such society, the living-together of both teachers and students are mutual and symbiotic, and not parasitic. Their relationship aimed at staying closer with the taught so to ensure the practical living of what they have been taught and not for selfishness and human exploitation as is the case today. The togetherness is to ensure the behavioural practicality of the knowledge and virtue impacted on the students.

For Ozochi (39), “the teacher/student interaction is designed to improve on the learner behavior. That is at the end of every instruction, students must demonstrate a superior behavior which he was unable to exhibit before the instruction.” This went a long way in moulding the morality of the students and also instilling that sense of shame and moral burden on the teachers, for at this, they were the models unto whom those students looked and emulated, and as such, teachers saw it as a moral obligation to live up to standard in order not to behaviourally lead a stray life before those students. They knew that their attitude have big effects on the attitude of the students. “An important sign of the long-range health of a nation is the spirit and quality of its teachers. There is no substitute for teachers who are dedicated to their nation and to their pupils... The future of the nation rests in the hands of its teachers, for the qualities they possess today will inevitably be reflected in the citizens of tomorrow.” In the olden days, teaching was the most valuable profession that teachers were called “Masters” and “Misses” and are seen as the “learned” and most “qualified-family-materials” that they were their opposite sexes dreams to get married to. Immediately the lady-teachers finished from the Teachers’ Training College, where they were taught how to, in all ramifications, teach the students, they were rushed and married because they were seen as quality materials for instituting responsible homes, to breed responsible children, etc. Even in their married homes, other ladies whom men have decided to marry were sent to them for teaching how to make good wives, homes and breed worthwhile children and finally how to commendably marry and maintain their husbands. “The true teacher has a sense of his profession and a pride in it”. Then was when teachers could proudly, comfortably and courageously stand and recite this excerpt (The Sow Concept, 2006)

I Am a Great Teacher

I am not just a Teacher, I am a Gardener. Mine is to sow and to water the seed of greatness in the leaders of the future entrusted in my care, and to weed out all the ill habits that will hinder them from achieving their full potentials.

I am not just a Teacher, I am an Artist. Mine is to paint beautiful pictures of a great future in the heart of every students seated before me.

I am not just a Teacher, I am a Mentor. Mine is to give these great future leaders the keys to success and shine the light on the pitfalls along their paths to success.

I am not just a Teacher, I am a Cheer Leader. Mine is to cheer them on to face the world and their future with confidence and enthusiasm.

I am not just a Teacher, I am a Builder. Mine is to build in them principles, habits and lifestyles of greatness...

I am not just a Teacher, I am a Role Model. Mine is to be a shining example of what true greatness can be.

W-h-i-c-h o-f t-h-e-s-e a-r-e y-o-u?

I am not just a Teacher, I am a Great Teacher. SO HELP ME GOD

Then was when we can proudly say that teachers are really second creators who here on earth, continue creation in character and proper thinking through the Socratic “Mid-wife Concept”. Then was when education was prior and that explains why we see many old teachers in our O’ Level Schools still commendably teaching and speaking fluently both in their local and the foreign languages more than many teaching graduates of education today, let alone graduates of non-education. In them, we could see and decipher the relationship existed between them and their teachers morally and academically. In them, we see the ideals of the supposed teacher-students relationship. Because they were groomed and equipped with the ideals of such relationship, they are able to still today, dispose them on the students. But unfortunately, that is not the case with the institution that grooms teachers today. The system that grooms teachers has fallen, and consequently, its products quacks, and so have they continued. Most of them cannot move themselves let alone moving the world via their products in school and this presupposes the questionable and unprofessional un-supposed relationship that exists between them and the students. According to Umoren (405-6):

Teaching was regarded as a privilege and not a right. Therefore, if one wanted the privilege, he had to give up some rights his community wanted him to give up. In other words, the occupation of teaching was subject to conditions that could not be attached to the exercise of rights.

This is because there was “a powerful tradition... that prevented the detachment of a teacher’s private life from his occupational rights. This tradition placed certain restrictions on the lives of teachers” but unfortunately “today’s teachers do not readily accept the ludicrous conditions of service teachers some decades ago accepted. Today’s teachers are... more willing to claim their rights as their counterpart citizens in other professions. “It is no hidden fact that many teachers today see teaching as a right and no more privilege. Practically in Nigeria, seeing teaching as a right— after all I am a graduate— is a fundamental challenge facing the educational sector today.

Nevertheless, it is unfortunate today that things have fallen apart. The virtue, privilege, morality and intelligence we saw in teachers then have today been hindered from being exercised by some teachers’ arrogance, pride, academic-vices, quackeries and ignorance. Teachers seem to forget that the “true teacher fuses pride with humility, integrity with courage” hence “the true teacher cultivates creativity, spontaneity and innovation.” Having replaced virtue with vices and humility with arrogance and pride, they no more learn, forgetting that the best teacher never stopped learning. As a consequence, the sacking of approximately 22,000 Kaduna State school teachers who could not score 70% in similar examinations they set for their students (Primary Four) clearly demonstrated what we are talking. That implied that even marking could even be by “copying” from text books they set the questions from. However, in his interview, the State Governor- El-Rufai lamented on what Onah (27) calls “mis-educated

literate” or I call “the illiteracy of the literate”. The implication is that majority of teachers are not qualified to become teachers and as a consequence, are supposed to go back to Teachers Training College for discernment of teaching potency and further intellectual equipment. In the same vein, Nwankwo (4) insists that Teachers Training College and not National Teachers Institute has all it takes for better tutoring and grooming of quality teachers. Defending this position, he says that “unqualified teachers are not tutored or trained and groomed with teaching processes and methodology” but in the Teachers Training College, “good candidates and eminent teachers” with high sense of “respect and dignity” of the profession are groomed for they influence teaching and learning positively, unlike the National Teachers Institute where university graduates are serviced and oriented and allowed into classrooms. For him, while Teachers Training College produces “teachers”, the National Teachers Institute produces “lecturers” who may be intellectually qualified but lack the teaching attitude and quiddity. This view held here credits the consequential expression of Adzokpe (viii) which he puts thus:

In our present context of education, we lack structures to coach (teach/train) students in making critical life decisions to safely usher them from “lecturer theatre” to the real world. The non-existence of such life coaching and support structures has rendered many a student clueless as to what steps to take in life- especially in the first few years after such

Having now seen that the “present educational system is designed to cater less for what we make of life after school”, it is now paramount to redress it because “this rather cold attitude does not only leave graduates with a trial-and-error approach to life, but could delay their progress.” (Adzokpe, ix). This has led to the so called mass education of the people without self-discovery, manifesting on the low academic performance of the students. According to the then Honourable Minister of Education, Prof. R. Rufai (April 2010-Sept. 2013) and as remarked by Honourable O. Ezekwesili, 70% of our secondary school students could not make it to the tertiary institution. (Nwankwo, 4). The educated-illiterate-teachers who are the school managers could not impact effectively on the students and they have finally messed up the educational system. In a clear witness of this intellectual derail of some teachers which has made them to end up feeding the future generations with academic poison, here is a letter written by a teacher in a certain school for an external examination on English Language as witnessed during my National Youth Service Corps. The instruction says: “Answer one question in Section A... In Section A, your answer should not be less than 450 words.” Answering the number (4) question of this section which says: “Write a letter to the Chairman of the P. T. A. (Parents-Teachers Association) of your school suggesting three (3) ways in which parents can work together with the teachers to create a better learning environment in the school”, the letter exactly reads (after the writer’s address) thus:

Dear Sir,

It is my opportunity to communicate with you through this medium, how are you? And your present condition over there my own is under God’s protection. Sir, this is to inform you that we are happy to hear that you are the P. T. A. chairman now in (the name of the school with address) today’ congratulation. Sir, in Your tenure I suggesting 3 ways in which parents can work together with the teachers to create a better learning environment are:- (1) To create a better Library for students (2) To change the old uniform and sample the new once immediately because some of the parents are complaining about it (3) To

provides Laboratory equipment for the benefit of the science students and the non-teaching staff. I hope to stop here for now, thank You. I expecting your reply by for now and God bless

Yours Sincerely

(Then one local proper name)

This was an incredible letter written by an incredible teacher as a help (malpractice) to students in their external examination. Looking at this, who should even be helped: the students or this terrible teacher? Indeed the quackery of some teachers in education system has ended up ruining the supposed relationship between them and the students. This shows both in the poor academic and moral lives of the students because it is when these teachers know, that they will impact on the students. Be that as it may, the mutual togetherness of teachers-students is today seen where teachers force the students to their family farms, not even their school farms. And for the females, to both their husband's and maiden home farms or hired farms after which they collect the money from the owner, or even their church farms and premises in disregard to the students' faith and religious denominations and affiliations as I witnessed in my National Youth Service Corps Course. As important as they saw it, any failure to attend the work was punishable with 12 strokes at a straight at the back without even a touch on the caning process or outright exam denial or exam failure. Some even use them as quick or (practical) test.

All these raise serious ethical questions on the "supposedness" of the act or situation of, and the relationship that should exist between the teachers and the students. The intellectual and moral quiddity of teachers then which made them societal icons and models to be emulated, are today replaced with ignorance and vices because of lack of good educational system and quality teachers. Because of fall of education system, many teachers now embark on examination malpractices, involve in certain distractive forums like cultism, bad gangs and many others which all reflect in their poor knowledge acquisition and teaching, insensitivity to morality, etc. What sort of relationship with students do we expect from teachers who are cultists, scaled through in the four walls of academic institutions through examination malpractices, violent every day and everywhere in their school days with both the teachers and students, insensitive to the whole notion of morality, drug and sex addicts? For the Corp members (teachers) their academic and moral displays are quite awful and terrible and these are critical issues to be considered of the fate of the students to whom some of these Corp members who do all these are sent to teach and relate with. This is critical bearing in mind that:

A healthy tree does not bear bad fruit, nor does a poor tree bear good fruit. Every tree is known by the fruit it bears; you do not speak figs from torn bushes or gather grapes from bramble bushes. A good person brings good out of the treasure of good things in his heart; a bad person brings bad out of his treasure of bad things. For the mouth speaks what the heart is full of (Good News Bible: Proverbs)

The presence of some corp members in school environment is an eye sore following their own intellectual and moral capacity. During the usual Thursdays Community Development Service gathering, you discover that some of these corp members are half-baked that they could neither adopt the minutes of the last gathering nor even move motion for meeting adjournment, let alone standing up and expressing themselves correctly on issues in discussion. Insisting that all corp members go to serve in schools is one of the grave mistakes of Nigerian Federal Government. Educational section should not be seen as a place where all should go and pass time for a year and then go into the *labour market*. The possible damage within the one year

can kill the whole nation, and so, has the corp member-students relationship raised series of ethical questions. The relationship some of them keep with students are destructive and devastating that the students quickly turn to cultist, drug-dealers, smokers, community nuisance, and some, even rapists as a result of influence. "Education" therefore "is not just for mere living but for life, a fuller life, a more meaningful and a more worthwhile life." (Sridhar, 2014:18) "Any education" thus "that is devoid of morality is incomplete and useless. Such education is even harmful both to the individual who acquires it and the society in which he lives." The above problems explain why the high rate of sexual assaults, violence increment, encouragement and perpetration, unnecessary punishment on the students either by denial of rights or failure in examinations leading to extra years and repetition of classes and subsequent extra-payments on the students, among other ugly experiences.

Many teachers today have refused to recognize that the product of educational process (knowledge) is *divine* and its divine nature *ought* to be restored by not allowing corruption into the educational affairs. By this, "knowledge", "intellectuality" has been betrayed, and that is why we produce Ph.D. holders and Professors who commit "murder" through their academic blunders, and which Primary and Secondary School Graduates in the West where educational affair is prior, can never commit. Many of our intellectuals now "buy" academic status, they no more "suffer and earn" it because they do not want to work for it. Show me therefore a teacher who has stopped to learn and I shall show you a teacher who has stopped to teach for teachers ought to be students themselves. In other words, teaching is learning and vice versa. Negligence to these facts has marred the supposed relationship that ought to exist between teachers and students in Nigeria. Their relationship is now the exploitative and inhumane type. Intellectual dignity has been lost of many teachers, and this explains why the atrocities arising from the conducts of most Nigerian teachers. Our educational system has gone so odd that teaching styles and techniques are worrisome. At this juncture, let us briefly point out some errors or inadequacies seen in some teachers that hinder that supposedly relationship that should be there between them and the students.

The errors/challenges we will point out here which we consider so fundamental to the adequacy of the expected and supposed relationship that should exist between the teachers and the students include, the issue of Note-Making and Marking, Conduct in Examination Hall, Examination Conduct and the Marking, the issue of Teaching Strategy cum Teaching Languages or Terms, Compliance to the Resumption Date, Respect to Lecture and Exam Times, the Psychological Understanding in Teaching cum Tenderness of Teachers on the Students, the question of Supervision (Government-Schools and Teachers-Students), Punishment Issues (Teachers-Students and Students-Students), the issue of Being Duty-Responsible, the question of Scheme of Work or Syllabuses Coverage, the Teachers Attitude of 'Give to Me exactly What I Give to You', Mark for Sex and any who fails to do so plans to fail, Denial of Students of Examinations, Examination Miracle Centers, the Issue of Selling Books and Handouts which has paved way for teacher-students and students-students extortion, Teachers' Greediness, the Question of Teachers' Dressing and Physiological Outlooks, the Issue of Labour, Conduct Towards the Opposite Sex- among Teachers which goes a long way in that of Students', the Question of Handling the students' Fund, Materials/School Properties, where materials here are materials that enhance learning, the Problem of "Just Call it a Name" which explains why we hear, Faculty & Departmental fees & Maintenance, Reparation fee, etc. All these are today challenges facing the educational sector and which reflect in the poor academic and moral performance of both the teachers and students who have turned everything both humanly and resourceful exploitative and ways of carrying

out corruption in highest order. Nevertheless, there must be solutions and ways to addressing them which we will touch in the conclusion.

Conclusion and Recommendations

In many Western countries, teachers are the highest paid salary earners, most valued and respected. But that is unfortunately not the case in Africa, Nigeria particularly. Factors behind this are the level of supposed conducts that are expected of teachers but disappointedly not seen, and sometimes, from the unpleasant attitude of government towards teachers which has triggered many strikes and high level of disorganization in the Nigerian educational system. Suffice it then to say that that factors that enhance the ugly situation of the supposed teachers-students relationship include influences from government, parents, students and teachers themselves. However, teachers should see the service they are rendering to mankind and the future in general as rewarding by God for through teaching, “the true teacher is dedicated to his nation and to the cause of mankind at large... It is as teachers acquire this sense of national and human service that the full spirit of teaching is kindled.” That is to say that “the spirit of the teacher guides the true teacher into becoming a helpful part of the community in which he live, not as an outsider surveying its faults and weaknesses with an intolerant superiority, but as a community member deeply concerned with its problems, its hopes, and its potentialities.” This informs the saying that “the true teacher respects the community in which he serves and all who do productive work therein” even though today, they seem to forget that the nobility of teaching is all about service to man, the society at large and most importantly to God. As a consequence, some have taken to maintain horrible relationships between themselves and the students and seem to take professional pride and pleasure in showing wickedness, making themselves unapproachable, extortion, sex scandals, exchange of the intelligible (knowledge) for material (money, material gifts), seeing academic environment as a place of retaliation and holding of grudges against the students or their parents, relatives or even community, and so on, all in the name of subjecting students to academic seriousness.

However, even if teachers heed to these, yet they are not enough without the self and determined efforts of the students. At this, the students should allow themselves to be flexible, controllable, adaptive, open-minded, humble and willing to listen and practice what they are directed to, etc. They should not be hard-hearted and uneasy-going. They should understand that the school environment is a place of formation in character, morality and intelligence cum academic excellence. It is not a place of showing being hard-men, incredibly disobedient, hardened, core cultists and never-caught-bandits, leaders of terrorist gangs and groups, ora place for all-day-party-celebration and other luxurious and academic-detrimental merriments, etc. These activities have made some teachers not to properly display their professionalism in teaching because doing that implies stepping on their toes and they are ready to issue serious warnings without any fear as I personally experienced during my one year National Service. Thus, we must know that education without sincerity of conscience and consciousness of morality, is in vain.

Again, parents must have a lot of roles to play in this whole exercise. They should know the proper approach to use and approach teachers when they show their short comings. The usual assaults, threats and intimidation always witnessed from parents when addressing issues concerning their children (students) and teachers must stop. There should be awareness of the fact that not all issues between teachers and students should be taken outside the school environment to include the parents and relatives. It is our view that the intervention and real positive change in the attitude of the government will facilitate the whole proffered solutions to our educational menace elaborated here. The government must first show her ingenuity and

sincerity in all these. The unbearable, uncomfortable, life-threatening, deteriorating, disgusting and sorry-state of some school properties and buildings, which after seeing, the teachers will be self-encouraged with the spirit of “I don’t care and no be my or my papa business”, enhance the whole ugly situation of the educational system. Let her not forget that “if a school is poorly staffed, lacks physical structures, learning materials, efficient administration and finance, its products can hardly excel in their academic work. “She should ensure the stoppage of quackeries in the system— ranging from illegal and “back-yard” schools, unqualified school owners and teachers. It is indeed appalling that the UNESCO 28% recommendation from National Budget for educational sector has never been ensured in Nigeria. This shows how we see education and why education is neglected, and the supposed students-teachers relationship ugly and frustrated, yet, we would like to produce and enjoy mighty as proceeds from our educational sector. Till Nigeria show her sincere and unprecedented love for education, she will never be better, no matter how she pretends and makes the world to see her. She should stop opening the door without the key, by neglecting education. So, even when teachers fulfill their own part, students follow suit and by extension, the parents give their own quota, they are yet incomplete without the active input of government that should be there to authoritatively see to the successful flow of this tripartite relationship for the good of the country.

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