

Noble Ideals in Teaching Profession: Making of an Enviably Enterprise out of the Education Industry In Nigeria

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Abstract

The paper addressed a number of issues that affect the teacher, the teaching profession and the education industry from the Nigeria perspective. It is a position paper that beamed searchlight on factors of contemporary significance in selecting and training those who choose to make an enterprise of teaching. The ethics and ethos that make teaching a rewarding enterprise for livelihood and achievement of the goal-4 target of the Sustainable Development Goals were discussed. Possible answers were provided to some pertinent questions as it pertains teachers and teaching. It is an uphill task to achieve a promising future in edupreneurship without competent, motivated and well-equipped teachers. The various disquieting hurdles - real, imaginable and unimaginable complexities that rear their ugly head on the teachers' track to success were brought to limelight. Position and prospects of the teacher in the midst of other seemingly high-class professionals who stick out their shoulders in pride as to the prestigious and lucrative nature of their job are projected. Considering the on-going transformation in the education industry occasioned by the 'new normal' and brought about by the post-pandemic era through digital and technological innovations, the restoration of the teachers' damaged glory is essential in Nigeria. As the mother of other professions, the teachers hold the key to the nations' socio-economic transformation. Among other recommendations, making teaching a lifelong enterprise involves training, re-training and re-orientation of teachers' mindset for knowledge, skills and competencies needed to impart learners and their community towards self-actualization and productivity.

Key words: Education industry, Teaching enterprise, 21st century skills, Nigeria's perspective

Introduction

The evolution of mankind and the world's civilization cannot be adequately chronicled and articulated without reference to the contributions of teaching profession. The role of perfecting the creation and re-creation process, transmitting societal values from one generation to another and equipping humanity for livelihood in a competitive world lies with the teaching profession (Olundare, 2018). In the contemporary times and in some societies, teachers appear to be losing their legal status as professionals with noble ideals. Whereas, in other climes, they are placed

among the crème de la crème of the society's fabric of existence due to the critical role they play in transforming societies. Greater efforts could be made, according to Ahmad et al., (2023) to raise instructors' levels of self-awareness and motivation in order to boost their productivity and better effects on students' learning outcomes. The choice of teaching as a life-long enterprise is being threatened by the low self- concept, poor perception and negative attitude with which some teachers view their work. This ugly trend has often manifested in poor discharge of the teaching assignment and lack of self-confidence in relating with professionals from other fields of human endeavor. It could also be traceable to lack of essential skills and competence needed by teachers to thrive in the competitive world of possibilities. It was observed by Gillespy (2020) that many teachers are reluctant to modify and change their old ways of doing things despite the great push to add technology in education.

The argument in this position paper attributes the poor image of the teaching profession in some quarters to the attitude of teachers; and that teachers could be re-orientated to build sense of self-worth and make life-long enterprise of teaching. If teachers exhibit positive attitude and high esteem towards teaching, it would impact students' self- esteem and learning processes as well as the teachers' success in the teaching profession (Mbuva, 2017). Disdain is the appropriate word to describe the way teachers are treated in some societies, yet teaching remains the mother of all other profession. Really, there are few professions whose impacts could be compared to that of the teachers (Garcia & Weiss, 2019). It is not surprising that many students shy away from opting for teaching as a future career choice. Many teachers are confronted with different challenges both within and outside of the classroom which make them overwhelmed. If teachers do not change this poor image about themselves, it is most likely that no one will do it for them. Understanding the ways in which schools and teachers can promote body positivity would lead to a more positive view of their image (Noel, 2022). Image refers to the impression that a person, organization or a product gives to the public. Teaching is a privilege.

Teacher Education

The educational system of a nation cannot be greater than the quality of its teachers (Federal Republic of Nigeria /FRN, 2014). Teacher education has been described as an organized and pre-planned training activities designed for the pre-service or 'to-be' in- service teachers aimed at inculcating competencies and expertise in them towards professionalization. Teachers, as role models to the learners are saddled with the critical responsibility of transmitting societal values

from generation to generation (Emesini, 2016). Therefore, the education, development and life-long prospect of the teacher remain of immense importance to the societal transformation.

Teaching is among the noble professions that are as old as the existence of mankind (Darling-Hammond et al., 2020). As posited by Olundare (2018), teaching is both art and science. It involves practical or creative art that make use of improvisation, spontaneity, handling of hosts of different considerations in form, style, pace, rhythm and appropriateness that engages information and communication technology as well as other innovative tools and practices. It is viewed as science because it requires conceptualization of principles of teaching and a deep knowledge of subject- matters that provide specific methods and attainable skills (Okwara & Pretorius, 2023). Moreover, attaining goal-4 target of the United Nations' Sustainable Development Goals (SDGs) of reducing disparities and inequities in education, both in terms of access and in terms of quality, as well as making education a lifelong enterprise will be an uphill task without a well-coordinated and organized teaching-learning system (United Nations' International Children's Emergency Fund/ UNICEF, 2024).

Teaching could be carried out in different modes: formal, non-formal and informal setting (National Teachers' Institute, 2021). Formal teaching is carried out by paid professional teachers with tasks that are organized and involve preparing lessons in accordance with fixed curriculum, agreed organizational patterns and planned lesson delivery (Jerry & Kanu, 2024). This mode of teaching is often used in primary and secondary schools, colleges of education, polytechnics and universities. Non-formal teaching, though organized is characterized by voluntariness, part-time participation by learners and entails a variety of activities, including adult literacy, extension education, recreational education, apprenticeship skill acquisition and cooperative education (Kuye, 2021). Informal teaching mode can be taken by anyone. This comes through a number of unplanned circumstances at home, at work, at play, based on the attitudes and examples of family and friends from travels, reading of newspapers and books, listening to the radio or viewing television films and events (Muhammad, 2021).

The one saddled with this onerous responsibility of imparting and transmitting knowledge, attitudes, skills and norms in accordance with laid down professional principles is the teacher (Hnamte, 2022). Teachers are trained in the procedure of teaching through guided steps and teacher education platforms to acquire basic skills before launching fully into the teaching profession. A teacher is a person who helps others to acquire knowledge, competence or virtue through the

practice of teaching (Merriam-webster, 2023). Roles played by teachers vary from culture to culture. Instructions provided by teachers are in form of literacy, numeracy, vocational training, arts, religion, civics, community roles, life skills, soft skills, social skills and digital skills (Wikimedia Project, 2024). Any one that hurts, hates, molests, insults and suppresses learners is not fit to teach. The basic job of a teacher is to help, assist, guide, lead, direct and support learners regularly as of a trustee.

Perceived Causes of Teachers' Low Image Profile

Inadequacy in the Quantity and Quality of Teachers is a key factor to teachers' low image profile (Noel, 2022). No matter the educational resources that might be available, if there are no sufficiently trained teachers, committed to effective teaching and passionate about educating children, the goals of education would not be attained. There are five Ps of excellence: Proper Preparation Prevents Poor Performance. A prepared teacher will not be afraid to deliver content of the subject-matter studied. Teacher shortage as observed by Garcia and Weiss (2019) is real, large and growing, even worse than the situation being portrayed in the view of those observing from outside the profession. Poor teacher preparation manifest in the following forms: inadequate pedagogical skill, poor content knowledge, poor classroom management and communication skills and backwardness or reluctance to embrace technological innovations.

Poor attitude of some teachers towards continuing self and professional development is a key factor to the teachers' image profile. Many teachers do not value the importance of self and professional development as an important factor in making an enterprise and a life-long venture of the teaching profession (Kazmi & Mohammed, 2023). There is no adequate demonstration of passion, self-efforts, ability or behaviour by some teachers to improve on content, pedagogical and technological knowledge as it concerns their teaching subject area. Teachers in contemporary age must be ready to learn, unlearn and re-learn to be able to fit into the 'new normal' (Bayuo et al.'s, 2022). A prepared future is meant for a prepared mind. The unprepared teacher would be swept off the job market and might take extra years to painfully learn before fitting into the new system. Recently, a teacher lost her job because she could not operate an interactive board. No skill to use the board to teach.

Lack of required competence to carry out teaching assignment to standard by some teachers is a contributory factor to teachers' image profile. Competence can be acquired through learning, teaching, training and consistent practice. Competence is the skill needed to complete a particular

job or for a specific task/role. Knowledge and skill have become the global currency of the 21st century. The skills and competencies needed for teaching in contemporary globalized world are different from those that thrived in the era preceding globalization. Any teacher who desires to thrive (and be relevant) in the 21st century must be prepared to learn, unlearn and re-learn (practice and teach). The job of teaching and learning is learning and teaching. Kaduna State Government once sacked thousands of teachers who failed competency test conducted by the State Universal Basic Education Board which raised dust in most part of Nigeria (Premium Times, 2022). The 21st century teacher needs to be continuously developing by participating in seminars, workshops and training. The difference between the teacher who earns N20,000 and that who earn N200,000 as weekly or monthly wage is competence.

Other causes of low teachers' profile include time- consuming and stressful administrative work, pressure from multiple supervisory authorities, poor funding and stress associated with multi- faceted tasks which tend to weigh the teacher down (Fasasi, 2024).

Habit of an Enterprising Teacher

There are some characteristics, qualities and distinguishing features that could be observed in a teacher who is passionate and enthusiastic about making an enterprise out of the profession. One of such characteristics is the love for learning. Perhaps the most important quality of an enterprising teacher is the recognition of the fact that he/she is a learner: continuously gains knowledge through study and by being taught or by experience. Henry Ford (1863 – 1947), founder of Ford Motor Company asserted, "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep ones' mind young." It is impossible for students to learn from teachers if they are not learning consistently. No wonder John Cotton Dana (1856 – 1929) in his view on education and continuous learning stated that "Who dares to teach must never cease to learn." The 21st Century classroom and challenges demand that teachers become lifelong learners. Learning to learn is a skill that teachers must understand and work with. Learning is an integral part of everyday life. It is the key to acquire new skills and sharpen the ability to think through problems. When teachers stop learning, they cease to live. Never stop learning because there are many new things to learn in life. Discover new insights that will awaken the spirit to do work better. Even if one is an expert in one's field, continue to value learning.

In order to flourish as an enterprise, teachers could use the BRAIN, an acronym applied as a reminder of the multifaceted approaches to teaching-learning which focuses on Books, Relationship, Association, Inquisitiveness and Need. BRAIN could be helpful in creating a well-rounded path to personal and professional development. **B**– Books, **R** – Relationship, **A** – Association, **I** – Inquisitive, **N** – Need

Books are basic source of knowledge and insights into various subjects; also facilitates critical thinking skills. Reading books regularly broadens the pre-service and the practicing teachers' perspective of the world. Teachers need to be meaningful and diligent readers. One of the characteristics of an enterprising teacher is the love for learning (Bayuoet al.'s, 2022). It is said that READERS are LEADERS. Relationship tends to build strong connections with others through collaboration, support and sharing of ideas. Healthy relationship could be motivating for the teachers. Association has to do with engaging with like-minded community members with positive, growth- oriented mindset capable of inspiring the teacher to achieve full potential in the career (Okwara & Pretorius, 2023). Inquisitiveness involves cultivating mindset that encourages exploration and innovation. By asking questions, seeking new ideas and being open to different perspectives, teachers could be enabled in continuous growth. Need considers the understanding of what drives the teacher to set meaningful goals that can be pursued effectively and allows for better decision-making and prioritization in the teaching enterprise.

Innovative Mind-Set for Making an Enterprise of Teaching

Creative people feed their minds with stuff that aid them to be imaginative. If the mind is fed with junk, the individual will live in the junk yard of life. All the inventors in the world are men and women who developed their minds. They have idea as they learn, read and observe things in the world around them. They have one thing in common – an insatiable quest for knowledge. Any teacher who desires to make an enterprise out of the teaching profession must always be inquisitive and innovative. As they focus their minds to learn, they begin to ponder on what they have been exposed with basis hinged on the constructivist education theory (Illinois, 2015). So, an enterprising teacher has sustained thinking habit of meditating, pondering, brooding and thinking over an idea or a problem for a period of time; until solution is gotten for the puzzle, In order to make an enterprise out of the profession, teachers should create and invent educational products that could be beneficial to the world. Think and be ingenious as an enterprising teacher.

Readiness to Embrace Change

Traditional teaching-learning methods have become obsolete. It is clear that the style, method, resources and tool which were successful in previous era would not be useful in the contemporary age (Okenjom, et al.'s, 2016). The slates of the 21st century are the smartphones, i-Pad, laptop, interactive board and other forms of technological devices that are making teaching-learning fun, fascinating and engaging. There is the need to change the style of lesson delivery in schools so as to produce students who can think out of the box and solve problems in the real world (Fasasi, 2024). In the 21st century, the demand is that all teachers should be able to think at high-levels and solve problems. It is the ability to think and innovate that has enabled some teachers to transit from salary earners to employers of labour in the education industry.

Integrating ICT in education is an effective policy that can be actualized through all- round school- based planning, teacher training/ retraining and professional development. Ezeanyi and Anaekwe (2021) affirmed that online packages of different configuration abound now which give teachers and learners greater control of teaching- learning contents, pedagogy and knowledge of technology. Learners now engage with knowledge in an active, self-directed and constructive manner as they are also being prepared for the digital future. Scientific experiments and simulations can easily be carried out on the screen with greater interactions across geographical locations. It is further highlighted by UNESCO (2021) the need for the 21st century teacher to develop ICT competency and be able to integrate the skill in their pedagogy. It is recommended by UNESCO in the Qingdao statement of the need to integrate the evaluation of the use of ICT into the systems and practices of institutions and teachers' body for monitoring the quality of teaching- learning.

Other Personal Attributes Required to make an Enterprise of Teaching Profession

Humility

Humility is the quality of not thinking that one is better than other people; the quality of being humble. It is a fact that educated people should possess the quality of being humble. There is a dire need to have educators who are vast in knowledge and approachable or rather accessible. It is not the aim of education to have arrogant teachers in the noble profession. Generally, humble and intelligent professionals are appreciated more than proud experts. The importance of humility cannot be over emphasized. Humble and competent teachers tend to be noticed, appreciated and

avored better than those who are rude and nasty on the job or generally in the way they treat their students.

Connection

Students must be connected to the teacher before they can settle down to learn from the teacher. It is the duty of teachers to be nice and kind to all students. In family life, children bond with their parents. Bonding enables children to open up to their parents and enjoy being around them. It is important for teachers to have a personal and professional connection with their students. When students realize that their teacher is firm, friendly and intelligent, they won't mind developing a positive learning interest in their teacher and the subject/course of study. Teachers need to develop social skill that enables them to be connected with their students.

Leadership and Self-Management

One of the qualities that is missing in the lives of many teachers is the ability to manage private schedule, official assignments, colleagues, tasks and resources. The teacher who desires to make an enterprise out of teaching really need to learn how to lead and manage self, students, learning environment and resources. No job in the world can match the relevance of an enterprising teacher. Teaching is the mother of all professions. This is important considering the dynamic nature of the education industry and the rapidly changing job market Therefore, teaching is a noble job. Competent teachers are kings and queens.

Organization

An enterprising teacher is organized. If the teacher lacks organization, tasks would not be completed on schedule and with ease. Hard time has helped few unrelentless people to develop themselves and move up in life. There is this simple test to quickly spot teachers that value the organization of their work and work space. When one observes a teacher's work space and discover that things are not in the right place; books on the floor rather than being on the shelf, the teacher lacks organizational skills. Organized teachers don't find it difficult to manage personal and professional activities. The family life and their professional activities are not in conflict. Organized teachers work with time. They meet up with deadlines and give their best to any task in an orderly manner.

Time Management

One of the competencies needed for survival in the 21st century is how to manage and use time wisely. Be a good manager of time. It has been observed that in reality, no one wastes time.

What some people do in reality is to waste a portion of their lives in time. Existence would not conceal the fact that time is constant. Whether time is used wisely or not, there will always be time. Wasting time means that many things will be left undone with no tangible achievement. People who think they are wasting time are actually wasting their lives. There are seven dimensions of time: second, minute, hour, day, week, month and year. All of us are in our 7th dimension of time. The clock is ticking. Complete tasks on time.

Negotiation

A 21st century teacher should learn to negotiate and let people value what he/she has to offer. The teacher should be able manage conflicts and foster positive relationships within and outside the classroom. A conducive learning environment could be created through planning and constant strategizing and pro-active measures to address issues before they escalate. The teacher grants learners listening ears and uses persuasive approach to arrive at a mutually beneficial agreement. So doing, the teacher models conflict-resolution technique and promotes culture of respect and collaboration among learners.

Digital Skills

The teacher's proficiency to navigate technological innovation and use of digital devices (and new tools) that utilizes essential software applications for success, both to the teacher, the learner and the employer would increase employability and productivity. Digital skills encompass ability to communicate, handle data, solve problems and engage in programming or data processing. This is one of the relevant skills for teaching in contemporary world (Sadler, 2021).

Innovation

This is how to be innovative as a teacher:

- (i) Think
- (ii) Sustain your thinking
- (iii) Think out of the box
- (iv) Think without a box
- (v) Innovate and develop something or improve on what exists.

Many teachers are not quality thinkers. Quality thinking leads to creativity. The Wright Brothers thought about how to make a wheel to fly in the air. They started working and thinking until they succeeded with the invention of the airplane. Thomas Edison thought about light bulbs. He was behind the invention of the electric bulb used for illumination in contemporary time. Do

you know that Thomas Edison was expelled from school by a teacher? The teacher wrote a letter to his mother claiming that he can never learn. Many incompetent teachers have destroyed destiny with possible great potentials in like manner. Who educated Thomas Edison? It was his mother. She hid the nasty note the poor teacher wrote to her about her son. Later in life, after the death of his loving, caring and adorable mother, he found the letter. By then, he was already great. He appreciated his mother who refused to give up on him.

Teaching and Learning

In order to make an enterprise of the profession, teaching- learning could be made a fun, fascinating and engaging to learners. There are three domains of learning that could be built upon for effectual impartation using innovative strategies and novel teaching approaches:

1. Psychomotor domain – Hands
2. Affective domain – heart
3. Cognitive domain – head

Do you know that it is possible to affect the hands, heart and head of students positively in every lesson? There are three pathways to the brain:

1. The Eye

Do not allow children to see evil things like nude pictures and dead bodies.

2. The Ear

Do not use abusive words, absurd or sensual/ pornographic words around children. Generally, a teacher should be decent in speech.

3. Feeling

Do not make any child feel bad due to an impairment or a defect (whether physical or psychological). It can lead to suicide or some other kind of trauma.

These pathways to the brain are very important for teaching- learning conceptualization, achievement, retention and transfer. Children are fascinated with beautiful pictures, graphics and videos (Kanu & Agu, 2020). Children love to come around teachers who appreciate them. When children are spanked upon, often they feel bad, run away (or withdraws) and resent the one who spansks on them. There are three learning styles:

1. Auditory Learners

These learners learn better through sounds and music. Whether the teacher studied music and creative art or not, the teacher should have the ability to be creative with words and sounds to teach

those who love to learn via auditory medium. These learners are not to be neglected. And that is why the teacher must be one who develops self and creatively engage learners regularly in a pleasurable manner.

2. *Visual Learners*

These learners learn best when shown what is being taught and they perceive better using the sense of sight. There are many children who would never learn and retain what have been taught except they are shown in pictorial, diagrammatic, motion animation or textual representations of the content being taught. For example, wild animals and heavy equipment cannot be brought to the classroom for illustration, it is essential to use video or picture of the object to convey the message during teaching.

3. *Tactile Learners*

These ones learn by using their hands. These are participatory learners who enjoy hands on activities, projects, field trips and practical.

For an enterprise to be made of the profession, teaching and learning should have 3Rs. They are:

1. Rigour
2. Relevance
3. Relationship

What children are taught should not be too difficult and too simple; and it must be relevant to the real and contemporary world. For instance, when children are taught addition and subtraction of kobo, is it possible to use kobo for transaction in the present Nigeria's setting? Is such teaching relevant or outdated?

Communication

Communication is the activity or process of expressing ideas and feelings or of giving people information. The teacher should develop the skills of effective communication. It is necessary to speak with clarity and ensure that there is no ambiguity in the message being transmitted to learners. In order to flourish as an enterprising teacher, learn to be a good communicator always. "If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone." Confucius.

Attitude

Attitude to work and relationship with people matter a lot. Covet good social and human relationship skills. A teacher that is rude, nasty and arrogant would find it difficult to excel in the

profession. It is necessary to be nice, kind, gentle and enjoy the presence of learners generally. Decent and positive attitude towards learners and colleagues are virtues to be cultivated.

Wisdom

A teacher who desires to succeed in the profession needs wisdom and sights. In order to perform at optimum, the teacher needs three sights. These sights are very important if the teacher desire to make progress on the job and become a competent role model to other professionals and students as well. Below are the sights needed if teachers desire to make an enviable enterprise out of the education industry.

1. *Hindsight*

This is the understanding a person have of a situation only after it has happened and that means things would have been done differently. A student has not been performing to expectation for a term, but the teacher was not concerned for a term. The teacher never called the student to find out what the problem could be for the low performance. This continued for a long time until the student was asked to repeat a class twice. It was then that the teacher decided to probe into the matter, but two years were lost for the students already. It was the situation of the students that made the teacher in question to begin to be vigilant when students do not perform as expected.

2. *Insight*

This is the ability to see and understand the truth about people or situation and make sound/ right judgment. There were times students are punished, only to discover later that the students were innocent of the offence they were accused of. It is wise to get to the root of a matter before coming up on judgement and conclusion. Hasty judgement over a matter could demoralize the students involved and result in disrespect for the teacher and school management if not well handled.

3. *Foresight*

This is a unique ability to predict what is likely to happen and to use that to prepare for the future. Teachers need wisdom to function effectively, be proactive in order to forestall unfortunate situation and embrace positive change taking place in the education industry. We need teachers who have foresights to be so intelligent that they can creatively predict and assist students to harness and work hard to become great in life. Teachers enable them through teaching and mentoring to attain the peak of their GOD given potentials.

The New Educators

Edupreneurs are non-conventional educators who have created new and interesting models of instruction. Edupreneur is defined as ‘a person who has served as an educator prior to organizing a business related to education and has invested time, energy and capital to create, develop, and market a program, product, service, or technology to enhance learning.’ The Irish - French economist, Richard Cantillon was the first to introduce the concept of an entrepreneur in his work in 1755 (Mountassir Bouhadba, 2021)). Entrepreneurship was derived from a thirteenth-century French word (verb), ‘entreprendre’ which means ‘to get something started’ or ‘to undertake a business/ enterprise’. According to Sobel (2024), Cantillon used ‘entrepreneur’ to mean those small-scale business founders observed as essential risk-takers who stirred up the economic pot of creating change and progress in the then society.

In this context, Edupreneurs can be described as developers or editors of educational products and materials, providers of tutoring services, educational consultants, educational software providers, founders of independent schools, owners of shops specialized in educational products and so on. Some of them could be former employees in public educational institutions who decided to leave the system in order to make their dream of educational enterprise come true. Others might still be in the system and yet act in entrepreneurial way. No matter where the Edupreneur is located, without or within the educational system, edupreneurs are visionary thinkers that create new organizations in order to make things and change possible using education. They don't follow some established pathways, but, if necessary, they innovate their own unorthodox ways in which educational goals are accomplished. The new organizations they create, for-profit or non-profit motive, for social services or not, are alternatives of exiting public institutions. As their builders, these new organizations can stimulate the change and development needed in a more rapid and dramatic way than other actors in educational sector.

In the non-formal sector, edupreneurs are more active, though, less regulated. It is easier to register an organization such as a club, a playground or an association that provide education without formal certification, than to build a school or a university. Formal education alone cannot adequately cater for the educational needs of the nation, considering the variegated categories/ levels of learners and their interests and aspirations. Educational needs of the society therefore have to be complemented and or supplemented by the non- formal and the informal education systems (Kuye, 2021). Non- formal education programmes serve as a complementary option for

educational needs of disadvantaged, marginalized, hard to reach children, out-of-school youths and adults (rural and urban). This move is also in compliance with the Education- for- all goal and the SDGs 2030 Target of Goal 4 in Education as stipulated by the United Nations (UNICEF, 2024). Clientele of non-formal system might include university graduates who need new information and competences, but not for certification purposes. This is a vast space for innovation, professional training, modern languages courses, after school programmes, summer schools/camps, moral education, leadership education, and training for companies.

Teachpreneur and Change

Covid-19 induced pandemic has done a lot to set teachers thinking for change and a better way to stay on the job without being affected by global post-pandemic crisis (Sadler, 2021). During the months of lockdown, schools were not functioning traditionally because movements were restricted. Teachers in public and private schools stayed at home for the entire period. Though, teachers in public schools got their salaries, the private school teachers were neglected and at the mercies of their employers. In the heat of the crisis, many teachers left the teaching profession to look for other means of survival. But a number of teachers decided to think creatively (innovate) and begun the use of technology to teach. The platforms that enabled teaching and learning to go on during the lockdown are: Zoom, WhatsApp, Telegram, Google classroom, Facebook, YouTube, Video conferencing and other audio/visual pre-recorded lessons (Schleicher, 2020). While many teachers were aggrieved because they could not earn salary for months, others were excited because the challenge they encountered made their lives better. Teaching and learning after Covid-19 were held online, taking different innovative dimensions on various platforms. It was shortly after the Covid-19 era that the authors decided to train and re-train teachers and school administrators on Edupreneurship. The birth of Teachpreneur and The Teacher's Voice Campaign has made a number of teachers to see possibilities in the education industry through training, retraining and supervision using various on-line educational platforms.

Conclusion and Recommendations

The need for regular and targeted continuing professional development for teachers cannot be over- emphasized. It has become expedient for teachers and other stakeholders in the educational sector to improve on ICT skills, pedagogical knowledge, and digital literacy skills. Opportunities could be in form of symposia, conferences, workshops, short-term courses, online educational resources and platforms, and collaboration with educators in other climes. Doing so,

the teachers' self and public image and confidence level could be boosted and subsequently leading to improved students' performance. When the teacher decides to be creative deploying various image-building qualities and transmitting subject's contents in ways that are valued by all classes of learners, teaching becomes an enterprise. Different contemporary strategies can be deployed to achieve this noble ideal. The teacher will not have to be glued to one source of income that has not been sufficient in meeting needs. It is very important to understand global trends in education so as to make teacher education and training of high quality. It has become an imperative for institutes of education to attract intelligent students to aspire to become teachers. Gone are the days when teaching is 'all-comers' affairs. Bright minds need to be attracted to the profession through policy overhaul where teachers in-training and teachers in practice need to be encouraged through enhanced welfare packages. Teachers on the job should be retrained so as to become skilled and highly effective on the job as they deliver instructions. This is a 'must-do' for the education industry if individual and national goal of the nation are to be actualized.

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