

**"Teaching in Freedom, Empowering
Teachers": Assessing Contemporary
Nigerian Educational Climates**

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Abstract

Examining the issues of development in all ramifications cannot escape the consideration of the necessities of education. When education is looked upon as a factor of development, the society cannot but evaluate what determine its weaknesses, strengths and prospects. Hence, the essential nature of the teaching profession and the ethics of its professionalism to affect such educational development are always necessitated along with the evaluation of qualitative and quantitative education that a society possessed. It is the concern of the United Nations Educational, Scientific and Cultural Organization (UNESCO) always when considering the themes for the celebration of World Teachers' Day. The 2017's World Teachers' Day indicates the indispensable and necessitated the importance of "teaching in freedom". Empowering teachers through creating a professional and enabling environment for them to exercise their occupational freedom for better achievements of the learners, who are at the receiving ends from the results of nature of teachers' welfare, training, retraining and general development. The methodology adopted in this paper is analytical and descriptive. It specifies the condition and challenges of "teaching in freedom" in contemporary Nigeria. Also, it recommends that enabling environment should be created or guaranteed by governments and other related agencies, for the teachers to professionally work and perform their responsibilities in freedom. Hence, empowering them for the achievement of integral and sustainable developments that are contemporarily desired. Finally, proper information should be given to teachers by the government about their responsibilities to teach in freedom for the holistic formation of the learners is integral for national development.

Keywords: *teaching, freedom, empowerment, Nigeria*

Introduction

We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, that we need when we come to man's estate, is the gift of education. - J. J. Rousseau

Recalling the power invested in the above wordings by J. J. Rousseau, we cannot but understand the essential nature and placement of education in and for human and societal development. When education is inferred, the issues of teaching and learning are necessarily and indispensably presupposed. With education, the institution of the social contract between the State and the peoples is appropriately defined, knowing the developmental relevance for respecting, promoting and protecting human rights and specifying social duties and responsibilities, including the human right to quantitative and qualitative education and the various responsibilities towards achieving it. So specifically, it takes good teaching to have good learning that will affect meaningful and sustainable development that is so generally desired, and the professional nature of teaching suggests the culture of freedom, objectively integral, for teachers to work well in knowledge acquisition and delivery.

In education, to teach in freedom means the provision or the sustenance of safe conditions for teachers to impact knowledge in learners through duly exercise of their professional services and maintaining their professional ethics, along with the prescribed educational policies. To teach in freedom requires that the teachers are not subjected to conditions that detrimental to their rights and existence.

Hence, the major theme of this paper: "Teaching in Freedom, Empowering Teachers" was the central theme for the celebration of the World Teachers Day 2017. It is a day in every year (every 5th of October) that is set aside as recommended and classified by United Nations Organization (UNO), through UNESCO, to celebrate teaching profession, as a profession that defines other professions and trades. This practice has been on for over two decades now. It was the theme that helped to recall the nexus between giving teachers the necessary and indispensable authorities associated with their training and welfare, and the freedom to exercise their authorities to impact knowledge, based on their code of conducts. It brings to bear the fact that when human actions are termed "free," it indicates human satisfaction, "freedom is part of man's very nature as a rational being ... freedom is inseparable from rationality, to be a rational being, therefore, is to be a free being" (Ojong, 2011, p. 374). The theme directly made us recall the placements of the necessary conditions of teachers and their professional roles for effective knowledge acquisition, with reference to Nigerian educational and developmental landscaping. As Nnoruka (1988) asks:

It is now ripe for us to ask the question: What kind of education can contribute to African development? That is, what kind of education can enable us to develop our Africa of today? It is education that gives one sufficient exposure beyond his African horizon while at the same time prepares him to appreciate cherished African values. The recipient of this education becomes authentically African, while, at the same time, open to and appreciates other cultures. The beneficiary appreciates African values such as solidarity, hospitality, communalism, and respect for elders (p. 245).

UNESCO, with its objective: "Building peace in the minds of men and women;" the theme for the 2017 World Teacher Day celebration is appropriately aimed at commemorating the 20th anniversary of the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel towards the realization of sustainable development globally. It was: "Teaching in Freedom, Empowering Teachers" as the theme of proper directedness of interest for the global restructuring of teaching profession within the ambit of freedom and responsibility that peace can be built correctly in the minds of men and women in the world. Thereby, for the realization of sustainable development, we mainly talk about lack of African values, because, our educational systems have not been culturally based or seated. To be added, that adequate intentions have not been drawn to educational development by her leaders, over the years. Here, if the necessities of these values are to be understood in sectional and situational manners of classification, some questions for African development should be particularly referenced to the questions about the development of Nigerian educational climates. When such questions are asked, proper intentions should be directed to the issues of teachers' education and welfare to understand other questions that are begging for answers. It is eminent, as David Mary Odunsi will associate it with the tillage of Nigerian national development as a reference point to analyze what has seen to be globally epidemic, that;

If we pass from the school of theory and concept to the reality of life in Nigeria today, just for example, a conclusion becomes inevitable. Nigeria has suffered a lot of economic and socio-political setbacks, which could have been avoided, had the human subjects of development been morally informed (2007, p. 56).

From this assertion by Odunsi, it is explicated that the Child Educational Socialization should be fashioned in an ethical and sociable manner to produce morally sustainable individuals. In Nigeria, it has been very much comfortable to ask questions regarding general demands of meaningful, integral and sustainable development; but, at the same, very difficult to answer. Since the nature and objectives of policies are always beclouded with the cultural affiliation of the policymakers. For the issues of development, "educational philosophies, policies and curricula have more often than not been proposed or implemented along the lines of some vested human interests, as their determinant" (Ojong, 2011, p. 373). Nigeria, as a nation is of great understanding and big brains. Many of the big brains seem to know the problems amongst them. Unfortunately, it is a nation of faded and epileptic doors and with difficulties in opening them - more difficulty when they are related to the issues of education.

Under normal circumstances, for some, the school is one of the safest places next to the home in the child's life. Hence, one wonders if this is still the case in present-day society. The ever-increasing spate of violence in school are seriously threatening both the learners and the teachers. Then, one would ask: are we still teaching in freedom? Has our teaching been impactful and skill-oriented on our target audience? If no, how then can teachers be empowered so that they become more productive and relevant? Empowering teachers is the concern of all its stakeholders. The teachers themselves need to be interested in being empowered to exercise professional judgment about what and how to teach. Also, other non-governmental educational institutions and

parents should be willing enough to invest in teachers and the teaching profession. With their involvement, they make use of their right to participate in the determination of school goals and policies more felt.

Points of Societal Consideration

The two operational vital words are "freedom" and "empowerment," and they mutually dependent on understanding the conceptual, contextual and pragmatic interconnectedness of education and human liberation. To be free is understandably taken as not being bound, (free from or free to). For Ojong (2011), "the notion of freedom does affect most of our daily human behavior, especially in a situation where decisions have to be made between alternative courses of action" (p. 373). Teaching in freedom, therefore, means contextually, all about the realization of safer and friendlier schools aimed at recording optimal academic achievement of the students and the satisfaction of the teachers on employer's motivational attitude and the students' performances. The sense of freedom in teaching is about the authorization of teachers' interests in exercising professional zealously and abilities healthily, effectively and ethically (Umoren, 2011a, p 405; Umoren, 2011b, p. 430).

At this juncture, the question that comes to mind is for what purpose(s) are schools established? Is it not for the development of society and for the formation of minds in overcoming challenges? It could be answered thus: All over the world, the purpose of the school is to allow students of developing their potentials to become citizens in the future. For more holistic development, the known domains of education come to the fore, which are: cognitive, affective and psychomotor domains. As for

the quest to indispensably link the educational policy formulation and national developmental planning, Afariogun (2011) posits that;

The policy on education as we may say is the statement of educational goals of a people, community, state, and nation and so on. It means a procedure and method of implementation, content, and guideline of education and the agents responsible for formulation and implementation of the educational goals. It could also mean the general rules or guidelines which direct or governs decisions relating to school admission, results, finance, recruitment, management, structure and other related matters. It also extends to objectives, philosophy, goals, evaluation, implementation, content of the education process and the way to achieve the objective and goals (p. 70).

In other ways, the dominant importance of empowerment concerning human development is centered on what the individual can do in maximizing his or her essence. The workability of education has placed the quest for development within the meaningful human empowerment. Empowerment, in this paper, means a deliberate act of investing in a person or group of persons. It paves for the opportunity to participate in the determination of an organization's goals and policies as it opens the chance to exercise professional judgment about what and how to carry out their assigned duties. Hence, to be empowered is to be free, it means to be ethically guided in carrying some duties professionally. Put together, empowerment of teachers means the situation when school administrators (government and her agents) use 'professional tactics' to increase teacher morale, and confidence and competence in their abilities, as well as classroom instruction improvement. For Ojong (2011),

The freedom of the teacher in the process of education could be analyzed from various perspectives. ... freedom from the point of view of a servant of the State, or whatever agency that hires his or her services, ... from the point of view of being the source of authority in maintaining discipline in an educational situation, ... and freedom of the teacher to express his personal opinions in the process of education (p. 379).

Considering these three dimensions of teachers' freedom or "teaching in freedom" specified the natures of every educational policy. Educational policies are designed and considered or directed to achieve meaningful and sustainable development on the availability, training, retraining and welfare of teachers. Hence, the direction of this paper is to put into a retrospective voyage by first bringing to our remembrance the National Policy on Education (NPE), as objectives, showing the rationale for its establishment of the various levels of our school system which include:

- a. to respect for the worthiness and dignity of the individual as a person
- b. to have faith in one's ability in making rational decisions
- c. to develop moral and spiritual principles in interpersonal and human relations
- d. to have shared responsibility for the common good of the society
- e. to promote physical, emotional and psychological development in all children
- f. to acquire competencies that are necessary for self-reliance.

Therefore, these rationale are hinged explicitly on the NPE's goals

on Teachers Education, which are the following:

- (a) to produce highly motivated conscientious and efficient classroom teachers for all levels of our education system
- (b) to encourage further the spirit of enquiring and creativity in teachers;
- (c) to help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals
- (d) to provide teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations and
- (e) to enhance teachers' commitment in their teaching profession.

Based on the compass presented above, the goals of "teaching in freedom" reveal that it is not only entirely laudable, but it is fully attainable through functional and sustainable phases. These phases are Early-childhood/primary schools, Basic and Senior Secondary Schools and Tertiary institutions (Colleges, Polytechnics/Monotechnics and Universities). At each of the levels, there were clear cut expectations and desires. For example, the pre-primary ought to create room for the child to smoothly transit from home to the school and prepare the child for primary school level of education. Also, social norms, the spirit of inquiry, creativity through nature exploration, the environment, art, music, and playing with toys, and the likes are inculcated in the child.

The process of achievement based on the training of students given by the teachers and evaluators permeates all levels of education. In the same vein, Aluede (2017) while articulating the roles of counselors

and counseling in schools opined that a sense of cooperation, and team spirit, as well as good habits, are learnt; permanent literacy and numeracy, as well as effective communication skills, are learnt at the primary school level. He added that a sound basis for scientific and more reflective thinking ability, character molding as well as morals are developed in the child. The opportunities for the development of manipulative skills in the child that will enable the child to function well in the society within the limits of such a child's capacity are purposefully developed too.

In a demanding level of achievement and innovation, that is, the tertiary level, the young adult developed among other things, proper values for the survival of him/herself, for the overall survival in the larger society. This includes but not limited to the positive character, capital investment and behavioral traits, exemplified through virtuous acts (courage, trust, truth, honesty, tolerance, integrity, temperance, patience, diligence, chastity, etc.); intellectual capacity of the individuals to comprehend and appreciate both local and external environments; acquisition of both physical and intellectual skills which, will enable such individual to be self-reliant and useful members of the society. Here lies the hub of empowerment/entrepreneurship. Also, scholarship and community service are promoted and seriously encouraged. Overall, national identity is cemented, thereby promoting both national and international understanding and refreshing interaction freely without harassment.

Teaching in Freedom: Some Reflections on the Essence of Education

It is always philosophically accepted that teachers cannot control

everything and expecting them to do so would prevent them from becoming empowered and teach in freedom. In this view, being an empowered teacher means having access to information and materials and being free to use resources in a way that meets students' needs and targets. Empowered teachers are encouraged and enjoy some supports necessary to take risks and engage in continuous professional development while collaborating with their colleagues. It is educationally recognized that this process of collaboration is essential to the overall success in education established within an enabling environment. For Kabuk (2018), analyzing the moral conditions for authentic learning and teaching asserts that;

On the ground of moral standing of teaching and learning in education, if the concept of education is employed to designate the consciously planned and systematically applied formal education or training through various educational agencies, then the idea of discipline becomes paramount. This is because, both teaching and learning require high level of discipline and morality; hence, teaching is characterised as a profession that has moral or ethical codes for the teachers to follow (p. 448).

Teaching in freedom presupposes exercising the teaching profession along with ethical dispositions that ensure the right acquisition of knowledge. The running theme in all the goals of schools, according to Aluede (2017), is the fact that the school is an avenue to learn about the ways of solving simple social problems and able to enjoy a meaningful social life. Inevitably, teachers and school authorities are identified as keys to improving the learning conditions and safety of all categories of students and teachers. However, professional development

opportunities that build these capabilities seem to be missing. In the wisdom of those in charge of framing a theme for the year 2017 World Teachers' Day Celebrations, entitled "Teaching in freedom, empowering teachers", corroborates Aluede's position which hacked on a deliberate effort at establishing and strengthening the organs responsible for the services both in school and out-of-school with a view of protecting both the teachers, students, and the larger society against all forms of school violence.

It is therefore not in doubt that the world over, both teachers and students are faced with many challenges that serve as impediments to the full realization of their desired school attendance, participation, teaching, and learning. Aluede et al. (2018) posit that the easily identifiable source(s) of these challenges include but not limited to poverty, oppression, discrimination, war, migration, misinformation and trauma. Their severe manifestations are observed on both students and teachers' mental health, motivation, tolerance for risk, trust, emotional self-regulation, pro-social skill and belief in the future. When these social constructs are met through education, then peace and justice are ensured. For this social conditioning, Lowery (1985) described that;

Peace as not necessarily a mere absence of war, strife or hostility; but rather a state of tranquility of mind, harmony and serenity; first in the right relationship with God and secondly, in right relationship between and among individuals and communities. In addition, the presence of justice, equity, freedom, and fairness, are peace promoters in no small way.

A discourse on "Teaching in Freedom," therefore, suggests that there exist situations where freedom is either absent or seriously

threatened for those in the teaching profession. Differently put, the threat to freedom is a looming violent atmosphere. It translates to an unsafe school condition. When a school is unsafe, it negates the approved and acceptable mission in which schools are established in the first place. As such, it is essential to build a positive school climate. Since, it would guarantee cooperative learning, group cohesion, respect and mutual trust, character education, mental health and social-emotional learning.

Flowing from the above remarks, to 'teach in freedom' further means that there is a positive school climate that is critically linked to effective risk prevention as well as health promotion of efforts which are correlated with safe, care, participating, responsive and free school climate. Summarily, a school where a teacher is expected to teach without the threat of any kind is put attains the school's objectives. For Aluede (2017), "the main objective of the school is to develop the students as learners through knowledge acquisition so that he/she may become a social being" (p. 12). Becoming a social being is interpreted to mean that the students are expected to learn how to relate with fellow students as collaborative learners and significantly, with others in the school, (teaching and non-teaching staff), and live harmoniously in the society. More importantly, the school is expected to be a place where students and teachers feel safe and secure, and where they can count on being treated with respect reciprocally.

Threats to "Teaching in Freedom" and its Attendant Effects on Teachers' Empowerment

Issues concerning peace, security, and safety are some of the concerns that contemporary living conditions encounter. In these

situations, it is sad to know that the teaching profession has become one of the 'free for all comers' professions. In the wake of the proliferation of schools where private ownership is certified and unfortunately celebrated as a welcome development, there exist a harvest of 'cheats' mistaken for teachers, and this is a significant cankerworm in the industry. In the teaching profession, the involvement of untrained or un-certificated hands (both in character and in learning), calls for worry for every concerned stakeholder. For, 'no one can give what he/she has not.' This statement of fact comes into play here, especially when it relates to the issues of professionalism. The products of the unprepared hands in the teaching business would have been better imagined than experienced.

When a school system accepts as a norm that 'a student must not fail' so long as the fees are paid to the proprietor, genuine teachers are disempowered. The few teaching jobs are given to un-qualified and un-trained teachers because they are willing to be engaged in any practiced for employment. Therefore, learners are miseducated. This practice reminds me of this ageless statement credited to John F. Kennedy, "A child miseducated is a child lost."

On another note, the balkanization of the 'supposed unifying body of the professional teachers is also a threat to the teaching in freedom campaign. I likened it to the parable of the insect that eats the vegetable living in the vegetable. Have we not become a threat to ourselves in most cases? How else can one explain the activities of some of us who take pleasure in backstabbing colleagues all in the name of becoming relevant in the scheme of things? Charging up the atmosphere unnecessarily for gains that are transient before the government whose

responsibility it is to provide qualitative and quantitative education for the citizens but threatens the freedom of most of us. It is an emerging unhealthy office politics that is begging for a change - from personal attitudes to professionalism. "Teaching in freedom" should remind all of us that we need one another, sincerely speaking.

On a serious note, the questions of teaching in freedom lead to the consideration of the issues of insecurity in Nigeria, especially within the educational climate. The cases of kidnapped teachers across the country at one time or the other, and the major infamous Chibok Girls' saga in the North-East zone of our dear country are still very fresh in our minds, and so recently, the issues of Dapchi Girls. Though teachers are not supermen, they can play a defensive role in making sure radicalization that could lead to violent extremism and full-blown terrorism is talked on minimally. This responsibility may, however, be taken as an extra task for them. The financial burden and emotional pains suffered by the victims of harassments and kidnap is not a thing that one should even wish anyone, irrespective of the nature of the relationship. For any kidnapped teacher whose been robbed of their freedom and grossly wounded, the desire to zealously impact the well-being of the students under their care diminishes. We cannot forget the importance of security of lives and properties, following the conviction of Friday Ndubuisi (2008), when he asserted that;

Guaranteeing security of lives and property remains the primary purpose of the State. This is the heart of the contract between the State and the people. Nothing works in any environment plagued with insecurities (p. 111).

Closely following the above unfriendly occurrence, it shows the case of

cultism that has severely affected the peaceful atmosphere in which teachers and students interact. They (cultists) are violent oriented. It degenerates to the point that some teachers being attacked in their homes by students who are cultists. It is a blatant attempt to sow fear in the teachers so that they can continue their nefarious activities within the school premises. In such a situation, the school is not only made un-free for the desired activities but unsafe. In a violent situation, no meaningful empowerment can be achieved. It affects the students negatively. Sometimes, it leads to incarceration, rustication or expulsion of both innocent and the students who are members. Worst case, it leads to the full closure of the whole school. Aluede (2017), in a report, noted that school violence has many faces. It shows the condition of education so much so that the Federal Ministry of Education accepts the assessment. The presented list of violence committed in school includes gang activity, locker thefts, bullying, intimidation, gun use, assaulting. It is just about anything that has a victim. These activities target anybody- a student, teacher, and other school staff. Its underlying cause stems from intentional vendettas to just accidental killings of bystanders. Unfortunately, school violence is not just about learners or about the educators being harassed or beaten up by the learners. It goes well beyond that. It also takes the form of sarcasm or aspersion cast on either of the persons involved. Any of these can become a severe threat to the expected peaceful teaching and learning environment.

Another critical concern involves the unhealthy infiltration of cattle rearers in some schools. Whether with or without perimeter fence, cattles are going not only at the playground of the school but also in the classrooms. The cattles chase the students, as well as the teachers. In

some of our rural communities, the cattle rearers use the classrooms to harbor their cattle, and the teachers who dared to question them are harassed. It is worrisome to be very honest. The freedom of the teachers in such schools is seriously threatened. In a terse situation, confusion ensues. Both the teachers and the students are kept in fear. They are afraid of being wounded physically either by the animals or the keepers who are often violent.

There is also this strange dimension of making the school system unsafe by the parents or guardians of the students under the teachers' care. Parents have harassed some of our teachers for attempting to correct a misbehaving student. Some have suffered police arrest and some forms of dehumanization in the hands of arranged thugs. It is uncivilized and unacceptable in this age and time. If one's children must be schooled, following the specified educational principles or directives in achieving the objectives of any of education and following the expected commitment of teachers in that regard, the parents should be ready to relinquish some instructional authorities to the teachers for the benefits of children and wards.

Another is the issue of salary and wages. There is this maxim, "A full day's job deserves a full day's pay." The government on whose shoulder the running of the education system resides, should assure the teachers of their "teaching in freedom" and by extension, empowering them duly, by paying the salaries and wages regularly, constitutionally and adequately. For, if the wages of teachers are not paid when its due, those who patiently wait for it (their spouse, children, relatives and wards as the case may be) are also disempowered. It takes an empowered

teacher (morally, financially, refresher courses, and other) to empower his home front, the students and the larger society.

Analyzing Some Questions of Common Educational Interests

We have attempted to examine the conditions of the safe school system for the teachers. With professional freedom and authorities, as well as, the students for optimal productivity, authentic learning is achieved. It is the right time we come to terms with the fact that freedom can be very fragile. Hence, it should be handled with extra care. "Teaching in freedom, and then empowering teachers" is a responsibility of all: the teacher, the parents, the students, and above all the government." The realization of the fact that where your freedom ends, there another person's begins, would help to appreciate better the free and safe workplace we have at our disposal. To this end, freedom is not without limitations. Every organization has its own culture, and those within such an organization need to abide by the culture. Teaching is not an exception. We wish to suggest that for our schools to be safe and free from the rampant violence that is rampant in most schools the world over, the slogan 'no teacher, no nation' should be internalized. We say because, not until we come to terms with the enormous expectations from the teachers, the empowerment drive that is the central theme in the lips of every education manager these days, will end at its conception and never to materialize.

That one can teach in freedom does not imply that the students should be indoctrinated. When a student confides to the teacher, the latter is expected to keep the trust and not betray it. All because freedom is perceived to be all yours. To take undue advantage of the students can

threaten your freedom in teaching, and such student cannot be empowered in any way. So, do your best so that your freedom will be appropriately used to make yourself a model of empowerment in this skill-driven school system where both the certificate and skill acquired will indeed be meaningful. The revival of counseling units both for staff and students in our schools is better done now than never. Remember that the Counselor also needs to be counseled. In a nutshell, the school administrators, working with the governments in general, and with the principals and school heads in a, should take their responsibilities more seriously in the following areas:

- I. Create an environment conducive for thorough empowerment. Necessitated and mandated welfare schemes should be adequately formulated and implemented to keep qualified teachers in the teaching business. It is a condition for national hope for better and fruitful future generations.
- II. Demonstrate empowerment ideals. Creation of ideas necessitates the culture of invocation and creativity. The teachers should be adequately empowered to exhibit their innovative and creative for their students' performance and development.
- III. Encourage all efforts towards empowerment. Empowering teachers demand the teachers receive training on how to exercise the essential skills of teaching and learning. Education as an art of exercise leaves by the teacher, and it is incomplete if the teacher is not trained in education as a discipline, and worth still to handle

education at all levels that needs careful monitoring (Egbo, 2011; Gimba, 2011; Fasuyi, 2017, p. 140-141). And on the necessity to applaud all empowerment successes to initiate occupational and professional encouragements through due promotions, appraisals and other incentives.

Conclusion

From the foregoing, we have been analyzing the freedom of teachers to exercise their professional authority in the educational climate that is conducive and safe. Empowering teachers presupposes their educational and professional development for effective delivery and performance. All teachers should be allowed their professional authorities that necessarily enhance teamwork and oriented-purposes (See Umoren, 2011a, p. 419; Umoren, 2011b, p. 428). It is a given unconditional fact that, any trait of authoritarianism in school head creates boredom, resentment and unhappiness. Because of this situation of unchecked exercise of authorities, many teachers wake up in the morning and say, 'I really don't want to go.' Many of them even contemplate leaving the teaching profession all together. It is the absence of the needed empowerment that makes the greatest threat to teaching freedom. The freedom in teaching is not exclusively resides for teachers, as Gutmann (2003) asserts that;

What about a state that insists on exclusive authority over children so they will not create the same problem for the next generation? The claim to exclusive authority over children is too great to entrust to a state, or to any authority (including parents, as we shall see when we consider the state of families). The freedom to raise children entails discretionary authority over the education of our children within

family. Although that discretion is far from limitless and must leave room for public education -for free and equal citizenship. Children are future citizens, but that does not make them mere creatures of the state (p. 399).

Conclusively, the purpose of healthy freedom in educating children as learners is to develop future generations that will be innovative, creative, integral and sustainable. The fragile nature of freedom should be acknowledged (freedom from and to) to evaluating the placement of any profession and its ethics of professionalism, especially those professions that are tailored in moulding the lives of the individuals and the society that they lived in. It calls for extra care if it will be sustained. You must guide against indoctrination of the children as you teach in freedom. Do not take an undue advantage of the students; all because you assumed to be free. Caution and discretion are expected to be maintained. Ultimately, the betterment of future human generation will be always and indispensably resides and depends on the nature of education we are acquiring now, and such education cannot but the levels and quality of teachers we have. So, the empowering of teachers will remain un-debatable and inevitable; if meaningful and integral human and national development must be realized.

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