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## MKM227 Postgraduate Dissertation

Student Number: U1327115

	Comments	Max Mark	Actual Mark
<p><b>Introduction</b></p> <p><i>Identification of a valid topic, research question and objectives framed to Masters Level standard with academic rationale developed, clear industry contextualisation of the research topic</i></p>	Supervisor Comments:	10%	
	2 <sup>nd</sup> marker Comments:		
<p><b>Critical Literature Review</b></p> <p><i>Depth and breadth of literature search, engagement with seminal authors and papers, evidence of a critical approach toward the scholarly literature</i></p>	Supervisor Comments:	25%	
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<p><b>Research Methodology</b></p> <p><i>Evaluation of research philosophies and perspectives. Justification of methodological approach, sampling strategy, data analysis and reliability and validity measures as applicable</i></p>	<p><b>Supervisor Comments:</b></p>	<p><b>15%</b></p>	
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<p><b>Data Analysis and Interpretation</b></p> <p><i>Evidence of rigor in data analysis and interpretation procedures, identification of key patterns and themes in the research data, integration of academic theory into explanation of findings</i></p>	<p><b>Supervisor Comments:</b></p>	<p><b>35%</b></p>	
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<p><b>Conclusions and Recommendations</b></p> <p><i>Research question and objectives addressed with implications to theoretical and managerial concepts considered. Recommendations provided for theory, practice and future research</i></p>	<p><b>Supervisor Comments:</b></p>	<p><b>10%</b></p>	
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**TRAINING AND DEVELOPMENT IN THE NIGERIAN PUBLIC SECTOR: A CASE STUDY  
OF THE PUBLIC SCHOOLS.**

A dissertation submitted in partial fulfilment of the requirements of the Royal Docks Business School, University of East London for the degree of **International Human Resources Management.**

**September 2014**

**14,615**

I declare that no material contained in the thesis has been used in any other submission for an academic award

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### ***Dissertation Abstract***

The study focuses on training and development of teachers in the public education sector. The study will use a case study research design. This research design is important for this purpose because it allows the researcher to test whether theories on training and development are applicable in practice as they are said to be in theory. Additionally, the research design allows the researcher to explore the issues under research in an in-depth manner (Mustafa, 2008, p.17). The study will focus on teachers in public schools in Nigeria. The choice of this study population is guided by the need to correlate the findings of the study with governmental policies in teacher training and development in the public education sector.

In order to collect the information required for the study, the researcher will use a questionnaire. The questionnaire will be developed to collect information in a quick but effective manner (Cargan, 2007, p.116). The variables of the study will be gender, the highest level of education, age, and length of stay at the school, previous trainings and their impact on ability to teach. Through a questionnaire, the researcher will get information on the take of the study population on the importance of training and development on their teaching career.

The data from the study will be analyzed using the Statistical Package for Social Sciences. It is an appropriate tool for data analysis because it enables the researcher to manipulate the data in order to draw correlations between the variables of the study (Griffith, 2010, p.91). The data from the study will offer insights in the formulation of policies on training and development in the public education sector. Additionally, the case study will test the working of policies on teacher development and training and the attitudes of the teachers towards the programs.

### **Acknowledgement**

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## Chapter1

### Introduction

#### **1.1. Background of the study**

Training and development is an important dimension of Human Resources Management (HRM) and this has to do with the sustainability of performance of the employees, training and development of their ability to increase the institutional, firms, and national growth(Li et al, 2012, p. 2995).

The current work environment, both for the public and private sector, requires constant training and development for staff and management. This requirement is not only important for the acquisition of high levels of productivity, but also for the achievement of competent and satisfied staff. Training staff ensures that organizations have current as well as future capabilities, both in the execution of minor roles as well as major functions (Okotoni and Erero 2). Thus, it is important for any sector to understand the importance of training and development, and incorporate it in its resource allocation efforts.

Nigeria's public sector is not unique in the requirements it has for its staff with regard to training and development. As a provider of services, the sector requires training for its staff to acquire specialized skills for the range of services available. However, the response by the government and the other stakeholders has constantly been below expectations. While Nigeria expresses a clear desire to boost the capabilities of its public staff through training and development, it has failed to make any substantial progress in achieving the identified goals for its public sector (Okotoni and Erero 5).

Institutions take an integral part in developing and training staff in Nigeria. The Administrative Staff College of Nigeria plays an integral part in staff training, making substantial efforts towards eliminating the deficiency of staff capability (Okotoni and Erero 9). However, some public servants require specialized training, such as the training provided for teachers. The Nigerian teachers require certification by the National Teachers' Institute (Härmä 550). However, public schools proceed to hire teachers from universities and some even use secondary school graduates. This phenomenon causes the level of staff quality to decline, as well as the efficiency in the provision of teaching services. Despite the government efforts to change the situation in most public institutions, the staff may be unwilling to take part in the

training. The staff may also be willing to participate, but the management misuses the allocated funds in the provision of training and development. Thus, the Nigerian education system as well as the entire public sector suffers from a myriad of problems, most of which come from misappropriation and poor organization (Aluko and Aluko 165).

The public education sector in Nigeria has transformed since the 1970s and 80s. Back then, public education was valued, with highly competent staff and equipment, enabling teaching for students of all social classes to take place (Adesulu). However, with the onset of private schools, public education has lost its value. Teachers have no interest in their work, as most of them do not have their children attending the same schools. In addition, the teachers have had to deal with a heavy influx of students, causing their classrooms to be overcrowded and their resources stretched (Furlong, Cochran-Smith and Brennan 312). Evidently, these teachers would need special training to deal with the new pressure on their capabilities and their resources.

There have been specific claims towards the fact that most teachers did not intend to be teachers, choosing the career only because it was available. This has led to a position where the staff in most public schools lacks the basics of education; with their only skill being the general knowledge in the areas they teach (Hanson and Kararach 184). Based on the high level of unemployment in Nigeria, as in most third world countries, the public sector is full of these cases.

Most people lack the specialized knowledge to handle service provision to the public in an effective and efficient manner (Prince and Ajayi 84). Thus, the public sector requires training its staff for them to achieve expected standards of performance. This paper seeks to determine the state of training and development of the public sector in Nigeria based on the specific nature of the public education institutions. It will seek to determine whether sufficient effort is evident in the sector and identify the areas that have caused lapses and wastage in the efforts to develop staff for Nigeria's public sector.

## **1.2. Problem Statement**

The Nigerian government often states in its official papers the need to train and develop staff in order to maintain efficiency in service provision to the public (Adesulu). However, despite the vocal declarations, there is very little effort towards accomplishing training for its staff. In the public education sector, teacher training

and development has emerged as a minor area in resource allocation. As with most Public officers, most teachers do not train to be teachers but end up in these positions due to loss of professional options.

The staff has little choice regarding the form of training they can access, as well as the time availed by management for their training. Most managers are too focused on personal development to concentrate on developing their staff, which makes it hard for them to improve their staff development efforts. Evidently, the training and development efforts in Nigeria require improvement as well as a better approach to resource allocation, especially with the teachers in public schools. The funding allocation and the speed of training in the Nigerian public sector are too slow to achieve any comprehensive results, causing a general state of inefficiency.

### **1.3. Research Objectives**

The research will be based on one main objective and specific objectives. The main research objective is to determine the efficiency of the training and development efforts in the Nigerian public sector, based on the public school findings. The specific objectives of the research are:

1. To determine the regularity of training and development sessions for public school teachers in Nigeria
2. To determine if the training and development offered to teachers and public sector officers is sufficient to improve their professional performance
3. To understand the relevance of the training offered to teachers and other public officers to their eventual career options and professional development

### **1.4. Research Questions**

The research questions are intended to accomplish the objectives of the research. As such, the questions seek to find answers for the specific objectives. Thus, the research questions include:

1. How regular are the training and development sessions for the public servants in the Nigerian public schools?
2. Are the teachers able to meet the required educational standard with the qualification(s) they have and experience they gained?
3. Is the training and development offered to the staff, especially teachers, sufficient to meet the requirements of service provision in Nigeria?
4. How relevant is the professional training and development offered to professional use by the staff in the public schools?

## **1.5. Purpose of the study.**

### **1.5.1. Methodology**

To collect sufficient data, the researcher utilized the descriptive method, with intensive use of both qualitative and quantitative approaches. The research also makes use of various instruments for data collection, which adopted a survey approach to developing the case study. This chapter will show the approaches to data collection, as well as the ethics followed in achieving a comprehensive study.

### **1.5.2. Research Method**

The study made use of the descriptive approach. A descriptive approach enables a description of the current situation, and interpretations drawn from the descriptions made. Thus, the method seemed appropriate for this research as it would enable the researcher to collect data to describe the training and development situation in Nigeria's public sector.

### **1.5.3. Research Design**

The research made use of the survey design in collecting data. This design was direct in approach, adopting only two methods of direct data collection. The design made use of both the qualitative and quantitative approaches to collecting data. The chosen quantitative approach was the use of questionnaires, which were provided to teachers and management in public education institutions.

The questionnaire comprised of 14 questions, each of which aimed at achieving the objectives of the research and answering the main research questions. Adoption of the questionnaire is appropriate as the research was dealing with a large number of people. Questionnaires would save time and costs as the data could be collected from several people at the same time. The research administered a total of 115 questionnaires, this being a representative sample of the public service staff population in the schools used.

The qualitative methods applied included focus groups and interviews. The qualitative methods used the questionnaire as the basis for the questions to be used in discussion, with allowances made for clarification questions. The qualitative methods allowed for respondents to give answers loaded with opinions, as well as enabled the researchers to seek clarification. In addition, the focus groups allowed

the participants to argue regarding the depth of their opinions and contribute possible recommendations.

A total of 60 people took part in the face to face and telephone interviews offered. An additional 100 people participated in the focus groups, which comprised of groups of 10.



The arrow points to Abuja, in Nigeria where the public schools are located.

#### 1.5.4. Sampling

The research made use of a total sample of 275 people. The research made use of random sampling, which gives each of the members of the population an equal chance to participate. The entire public service staff in the education department was hard to compute. This difficulty came by because even though staff records do exist, some of the staff is rarely available, and most of their whereabouts are unknown. Thus, the research dwelt on schools in most urban areas and those that could be accessed through telephone. To ensure the sample was representative of the population, researchers made additional efforts to reach schools in rural areas. From the total sample, 165 were men while 110 were women.

#### 1.5.5. Research Ethics



The collection of data required the application of various ethics to ensure that there is no violation of the rights of the respondent. One of the ethical considerations was the obtaining of informed consent from all the participants. The consent was obtained, and consent forms signed by all the participants. The researcher also ensured that the respondents were safe from harm. This assurance means that the place that the interview took place had to be safe for all the respondents, and if they were not comfortable, they could suggest a location they preferred.

Data collection also preserved the anonymity of the participants. None of the respondents to the questionnaire were required to fill out their names, and no use of video recordings. In addition, the data collection took place in a discrete manner, and all the data stored in safes that only the researcher could access.

The researcher made sure to remain honest in giving the reason for their data collection. This feature was important so that all the participants knew the content of the research before taking part in it. If they changed their mind in the middle of data collection, then they could withdraw from the research. Withdrawal from the research came with the right to have all the data returned to the respondent. They could also request destruction of data and evidence of its destruction returned to them.

## **Chapter2**

### **Literature Review**

#### **2.1 Introduction**

Various researchers have indulged in research regarding the training and development in Nigeria's public sector. This review will compile the data from this previous research, and unveil the current state of the Nigerian public sector's training and development. Nigeria's educational system reflects a peculiar situation, characterized by unemployment and employed but unqualified staff. The pervasiveness of corruption in Nigeria's public sector also contributes to the current state of teacher T & D. This review will take a format of four sections; government's inability to support T & D, the use of advanced technics in teaching major subjects, recruitment of appropriate staff and improvement of teacher capabilities.

#### **2.2 Government's inability to support or enhance training and development**

Like most third world countries, Nigeria's population relies strongly on the government for the provision of education. While Nigeria has successfully managed to increase the admissions into school for its students, it has not demonstrated any outstanding capability in training its teachers. The government's inability to promote or enhance training and development among teachers is associated with its funding activities. In a country that operates in a federal manner, the government responsibility takes two perspective, state and national funding (Arikewuyo, 2010, p. 29).

##### **2.2.1 Low funding for school facilities**

The Government of Nigeria has demonstrated a constant inability to avail the required funds for the process of training and development. Okotoni and Erero (9) explain that there is a marked difference between the money allocated to training and development and the money that gets released for this purpose. The shortage in funds is existent at all levels; with both state and federal governments holding back some of the allocated funding. The highest release for the purpose of public T & D is 72%, indicating a serious shortage (Aluko & Aluko, 2012, p. 169).

In Samuel 2006 (p.67), Nigeria has struggled to meet the 26% requirement for funding towards the training and development of teachers. This requirement was provided by UNESCO as a standard for the training and development portion in the overall budget for every country. However, this struggle has not been successful, as Nigeria only achieved funding of 11% in 2012 in its overall budgetary provisions (Aluko & Aluko, 2012, p. 170).

The poor funding in Nigeria's training and development approach accompanies a reflective poor condition of training and development facilities. Ololube (2007) explains that Nigeria suffers from constant underfunding, and the funds that are available are misused by corrupt officials charged with such projects. "Education is an essential service that must be scrutinized, monitored and constantly evaluated and fully exorcised from the grip of corruption if we are ever going to attain the education for all (EFA) goals" (Samuel 2006, p. 69). The importance of the training activities calls for the presence of monitoring bodies to ensure the country's stringent funds are well used.

The federal government also has a role to play in making fund allocation for the training and development of employees in the public sector. The Nigerian government has great capability to provide funds and resources for training, regardless of the specific departments in the public sector. The government's income is separate from the state revenue, which makes its responsibilities minimized (Hanson & Kararach, 2012, p. 271). Based on the lack of proportionality in development requirements and the level of income, then the government gets a better position to avail funding to training public staff.

According to Okotoni and Erero (p.7) a state like Osun within Nigeria have complied to the 10% requirement in emoluments to be set aside for personnel training and development. This state in particular has often issued more than 15 billion annually towards developing its staff (Okotoni & Erero, 2005, p. 8). While states do not have equal capabilities, most of the other states have production ranging in the same area. This situation implies that all the states have the capability to give about 20 billion to train its staff, which most of them have adamantly declined to produce (Okotoni & Erero, 2005, p. 7).

The funding in Nigeria's educational sector is not only poor in the provision of training and development, but also exhibits poor performance in funding for individual schools. The fact that most of Nigeria relies on the federal government to

develop its teachers makes it even harder for efficient development of teachers skills. The new states in Nigeria, especially, have remained poor after their formation. This situation has translated to constant failure of the states to provide sufficient funding for efficient training and development (Olujuwon 2003, p.5).

However, the government and its implementation institutions do not take all the blame for the diminished capability to provide sufficient teacher education. Due to the economic depression, the money budgeted for teachers' education for production of high quality of teachers is no longer available for the government (Arikpo, Arikpo, Inaja, & Arikpo 2014, p.5). The depression has also caused problems with putting in place as well as articulating policy implementation machinery (Arikpo, Arikpo, Inaja, & Arikpo, 2014, p. 5). With the low funds, money is no longer available in the desired amount to realize a good number of government policies for the production of good caliber of teachers (Adesulu, 2010).

It is also possible that most of the funding allocated to Nigeria's public sector staff's training and development does not go to its intended purpose. The funding is lost to the government, be it the state or the federal government. Those funds that reach the schools are put to other uses, such as the acquisition of equipment and additional staff (Aluko & Aluko 2012, 170). Thus, fund and resource allocation can be blamed for poor training and development.

According to Ogidan, Nse, & Adeoye (2003, p.15) most Nigerians have played an important role in making it impossible for the government to adequately facilitate funding. Those charged with availing the funds to schools adopt projects that are enough to facilitate the diversion of these funds into private use (Arikpo, Arikpo, Inaja, & Arikpo 2014, p.6). The research goes on to stipulate that the absence of checks and balances within the entire educational and public financing system is an integral reason for the wasted funds (Ogidan, Nse, & Adeoye 2003, p.15). This data is consistent with Samuel (2006), who demonstrates the need for measures to curb corruption in the use of funding for teacher training and development.

### **2.2.2 The use of advanced Technology for teaching major subjects in schools**

Liverpool (2002, p.85) explains that even though IT has become a major part of education globally, it is taking a very slow pace to develop in Africa. The presence of ICT presents an opportunity for the people capable of responding to new approaches, but threatens those that are inclined to retaining the old approaches.

Nigeria's educational sector is not unique among the African countries, with only few institutions equipped with sufficient technology for modern approaches to teaching (Adesulu, 2010).

Additional data reveals that teachers have very little variety in teaching techniques in the classroom. The teachers tend to implement the basic formats only, with very little use of advanced teaching methodologies existing in the classroom (Prince & Ajayi, 2012, p. 85). There is no effort from the teachers to manage their interaction with their students, and they use poor approaches to introduce lessons and ensure effective conclusions (Prince & Ajayi, 2012, p. 87). This feature reveals that most Nigerian public school teachers require additional training in order to achieve global standards.

According to (Härmä, 2013, p.456), "The Nigerian educational system has been under serious challenge by the inadequacy of qualified teachers in Mathematics and Science subjects. This is accompanied by the very low skills on the use of information and communication technology among both teachers and pupils." This stipulation illustrates that while science subjects are structured and require additional techniques for effectiveness, teachers in Nigeria are unable to adopt these techniques. The situation compounds the fact the pupils are not familiar with the alternate techniques either, reflecting a necessity for their incorporation in education (Hanson & Kararach 2012, 319).

The progress towards attaining better teaching techniques for major subjects in Nigeria is hindered by the perceptions of teachers. Most teachers feel no need to seek additional training and development once they secure their jobs. This reluctance is attributed to the lack of benefits associated with improved education as they are not added compensation once they complete their training (Adesulu, 2010). In addition, the teachers complain of the additional requirements made for them to attend training and development sessions, especially those involving ICT. They voice problems of bribery required, which discourages them from attending the sessions (Furlong, et al., 2013, p. 273).

Current approaches in teaching major subjects are outdated and fail to incorporate recent research findings. For instance, the teaching of social studies in Nigeria still takes an expository perspective, while findings indicate that the adoption of an inquiry approach is more effective (Liverpool 2002, p.90). Olakulehin (2007) elaborates that all subjects can be taught with the use of ICT. However, the most

structured subjects like mathematics would benefit most as ICT would be useful for the delivering of visual and instructional lessons.

The use of computer graphics and techniques would be effective to overcome some of the shortcomings that arise from the instructor's flaws (Olakulehin, 2007). For instance, in the delivery of mathematics lessons, illustrations are better displayed using graphical images rather than those drawn by the instructor. Researchers, however, emphasize that the techniques would not be replacements for the instructor (Liverpool 2002, p.87). They would, in fact, act as additions to the existent approaches to increase effectiveness of Nigerian education.

(Olakulehin, 2007) recommends, "The use of ICTs for professional development of teachers who had already completed their training but need to be introduced to new methodologies and innovations in their subject areas must be seriously explored." This idea restructures education and incorporation of modern practices; shifting from the use of alternative techniques to teach major subjects only to incorporation in training and development (Adesulu, 2010).

It would, however, be impractical to expect all the teachers to go back to school and learn to use these new techniques and ICT methodologies. The solution lies in the use of online and distance learning for teachers, which could also be useful for use in enhancing higher education teaching (Arikpo, Arikpo, Inaja, & Arikpo 2014, p.4).

The government and all policy makers in the country, such as non-governmental and international agencies, could set policy agenda for introducing an ICT driven education system for Nigeria (Olakulehin, 2007). The system does not have to be for all subjects, although even unstructured subjects like music would benefit from the use of the ICT approach. The merits of joining communication and information technologies are visible in many areas of life, especially the business field. As teachers are the custodians of knowledge in the modern era, then it is suitable for them to adopt ICT and share in the benefits of this development in their professional practice (Prince & Ajayi 2012, p.89).

### **2.2.3 Recruiting Appropriate Staffs**

Most literature indicates that training and development sessions in Nigeria are insufficient to accommodate the state of education in Nigeria. This finding is reflected by findings from (Furlong, et al., 2013, p. 312) and (Adesulu, 2010), who elaborate that training and development is ignored and insufficient to meet the demands of the

Nigerian school system. This situation has resulted in hiring of staff that is considered unqualified or inappropriate to respond to the country's needs.

#### **2.2.4 Lack of Employment in the Country Leads to Unwanted People**

While the rest of the world perceives Nigeria as largely economically stable, the common Nigerian population has serious problems with acquisition of income. In Nigeria, most of the population relies on the oil industry; with the contribution to gross income from the sector amounting to 20%. However, most of Nigeria's youth face problems in unemployment and schools have a serious shortage in teachers (Aluko & Aluko 2012, p. 170). The jobless youth has constantly sought teaching as an alternative to remedy their lack of employment and income.

People who do not have knowledge and values to perform financially highly rewarded activities are not usually employable (Ogidan, Nse, & Adeoye, 2003). As employers seek to reduce the cost of acquiring labor, they tend to locate their businesses where appropriate human resources are available (Ogidan, Nse, & Adeoye, 2003).

The training system in Nigeria is inadequate and inappropriate for the production of effective teachers for public schools. As Furlong, Cochran-Smith and Brennan (87) indicate, there is very little effort made towards accomplishing effectiveness among the teachers during their graduate studies. Most of the teachers have very little knowledge and cannot synthesize information in their knowledge areas (Adesulu, 2010). Nigeria's system of training and development also fails to inspire career development, with most of the teachers reluctant to pursue to training as they do not see any positive prospects (Furlong, Cochran-Smith, & Brennan 2013, p.88).

Some of the regions in Nigeria do not have very high populations of educated youth, this being common due to the equally poor educational facilities. As the youth from states with high labor supply seek employment, they move to these states and take up teaching jobs (Hanson & Kararach 2012, p.215). This adaptation is regardless of whether they hold any teaching qualifications, as their degrees in any areas of professionalism are accepted for employment.

According to Furlong, Cochran-Smith and Brennan (123) the overall quality of teachers in Nigeria is very low, which also compounds the precarious balance between the qualified and unqualified staff. The research proceeds to explain that even though most teachers have papers to show their qualification, the papers do

not always indicate their competence. Most teachers get employment without sufficient competence in their knowledge areas (Hanson & Kararach, 2012, p. 319). This situation leads to numerous reports of incompetency, resulting in constant requirements for improvement.

More alarming data on the quality of teachers exists regarding their ability to understand information. In a survey to assess the need for training and development by teachers, it became evident that only 40% of the teachers could read and derive information from the reading (Aluko & Aluko, 2012, p. 165).

The data also revealed that among those that could not read and derive information, most of them held university degrees. Evidently, the training offered to teachers in the Nigerian system is either inadequate or inappropriate. Aluko and Aluko (167) explain that the decline in quality teachers has become a national issue, causing a near-crisis in determining the best policy approach to use for successful training.

The irony of the Nigerian situation is depicted by the fact that the country has unemployed teachers, yet it makes use of unqualified personnel. (Härmä 2013, p.555) explains that most public schools' administrators prefer to use the unqualified teachers as they require lower compensation. The government has a constant requirement for levels of payment for all teachers, which makes it hard to lower their salaries. Thus, as young people are willing to work as teachers for a lower fee due to lack of qualifications, then the public schools make use of many of these services.

### **2.2.5 Improvement of Teachers Abilities through Career Talks and Conventions.**

People that intend to become teachers or those that are already teachers need help either through pre-service or in-service teacher education programs (Adesulu, 2010). These programs are essential as they help to develop their content knowledge, their pedagogical skills or the realization of certain practices (Arikpo, Arikpo, Inaja, & Arikpo 2014, p.5).

Adesulu (2010) proceeds to elaborate that through teacher education and preparation, the pre-service teachers are able to learn from demanding professional development courses in education. The teachers can access the training through short career talks as well as structured conventions, which can be facilitated by the government funding.



It is in these courses that the teachers learn concepts in their subject areas, ensuring they do not face challenges or appear unqualified in the classroom. The teachers also get the opportunity to learn strategies for teaching their subjects, incorporating modern techniques to teaching major subjects in schools. They have the opportunity to practice some of the skills required for teaching during micro-teaching and peer-teaching (Aluko & Aluko 2012, p.170).

Some governments are hesitant to apply training and development due to insufficiency in resources, or a shortage of funds due to other obligations. However, the government of Nigeria has more than sufficient capability to train its public servants, and especially provide for training and development of teachers for public schools (Adesulu, 2010). The Nigerian government takes a federal form, which means that resource allocation varies per state. A similar situation exists in fund allocation for the training and development function in the public sector (Furlong, et al., 2013, p. 343).

Prince and Ajayi (85) explain that even though the Nigerian public sector and education have not experienced enormous success in training and developing their staff, they still display substantial progress in their accomplishments. The country has specific outlines regarding training and development as it should be applied to the public sector (Furlong, et al., 2013, p. 392). This outline is beneficial, as it will form the basis for any improvements for the future of developing staff.

In Okotoni and Erero (2005, p.8) Nigeria offers curriculums and methods that are not sufficient to meet the job requirements. This feature makes the programs irrelevant and fails to improve the nature of the teachers' capability. In addition, the training for Nigerian teaching staff takes place with minimal consideration for training needs. The TNA takes place in a manner that does not allow complete data collection, causing poor policy and program formulation (Furlong, et al., 2013, p. 283).

Nigeria's government, however, makes efforts to ensure that Nigeria's teachers can access suitable training forums and seminars. Aluko and Aluko (168) says "education plays an important role in the creation and improvement of human capital, and its relevance and importance to economic growth and development are now very well recognized in development planning." This assertion is promoted by the illustration of the white papers from the Nigerian government, indicating the need

to continuously develop the staff within its public sector and make more opportunities for them to access training (Härmä, 2013, p. 555).

However, government efforts illustrate a need for change to achieve effective improvement of abilities in the use of talks and conventions. So far, the government constantly makes use of consultants in training staff especially in the educational sector. The staff does not always have sufficient qualification, which causes a decline in the overall quality of training. Politics contributes to the appointment of staff, causing the appointed specialists to comprise of only party loyalists and not based on merit (Adesulu, 2010).

This problem increases due to the high cost of delivering training and development. The high cost comes from corruption among the officials charged with training and development for public school teachers (Okotoni & Erero, 2005, p. 10). The outcome is poor quality of training, leading to low participation and poor quality of teachers.

The costs are multiplied by the fact that training needs are not well assessed, making talks and conventions ineffective (Adesulu, 2010). TNA should be conducted in a strategic manner, ensuring that the training needs analysis takes place effectively (Adesulu, 2010). This strategy will ensure that the staff is trained in the areas that they require additional skill, and that the time they spend in training is not irrelevant.

However, it is still possible for improvements to the current capabilities in Nigeria to achieve desired outcomes. Nigeria has institutes for professional development, including the National Institute for Teachers (Härmä, 2013, p. 556). Other institutes specifically devoted to training and developing public sector staff include the Administrative Staff College of Nigeria, Centre for Management Development and the Industrial Training Fund (Okotoni & Erero, 2005, p. 6). The public funds available could improve the work of these institutes, which could then take an integral part in promoting the improvement of teachers' knowledge, skills and abilities.

## **Chapter3**

### ***Methodology***

#### **3.1. Introduction**

A dissertation methodology outlined different elements that embody the research process. The methodology in this proposal outlines elements such as research design, target population, the location of the study, study variables, sampling and sampling techniques, data collection and techniques, data analysis and presentation, training of the research assistants and the ethical issues that the researcher will consider before, during and after the study. The dissertation methodology will guide the researcher in the various elements that make up the study. It also outlines different elements that make up the study process.

#### **3.2. *Research design***

This study will incorporate the cross-sectional descriptive research design. This research design is appropriate since it involves the collection of information without necessarily altering the environment. Unlike experimental designs, the cross-sectional descriptive design does not require the manipulation of the environment. In order to explore the issues on the training and development in Nigerian public schools, it is important to delve into the perspectives of the respondents. In this regard, the study requires the collection of in depth information regarding the training and development for teachers in the public sector education in Nigeria.

In order to achieve this, the study will use the case study research method. This method is very appropriate when studying complex issues, and depth in information is required. Case studies accentuate the in depth contextual analysis of conditions, events and the relationships that they exhibit. The case study research method investigates contemporary issues within their life contexts through empirical inquiries. This research design is important for this purpose because it allows the

researcher to test whether theories on training and development are applicable in practice as they are said to be in theory. Additionally, the research design allows the researcher to explore the issues under research in an in-depth manner (Mustafa 17).

### **3.3 Data Collection Tools and Procedure**

The data collection process for this study will entail the use of both qualitative and quantitative approaches.

#### **3.3.1 Quantitative Data Collection Tools**

The quantitative approach is necessary for this study. This is because the numerical data derived can be manipulated statistically in order to get the correlation of variables. Additionally, quantitative data can be used to qualify or challenge existing theories and perspectives on teacher training and development programmes. For the data collection purposes in the quantitative approach, the researcher will use a standard questionnaire. The use of a questionnaire is appropriate for the study because as a data collection tool, the questionnaire is easy to administer (Panneerselvam 14). The questionnaire is cost effective. Given the fact that the study is capital intensive, the questionnaire comes in hand as an effective but inexpensive data collection tool (Cargan 116).

#### **3.3.2 Qualitative Data Collection Tools**

As stated earlier, the study will also incorporate qualitative approaches. Given that the study employs a case study research method, it is important to incorporate qualitative data collection methods. This is because they enable the researcher to get in depth information regarding the effectiveness, appropriateness and impact of teacher training and development programmes on the ability of the teachers in the public education sector to deliver in their mandate. In this regard, the researcher will use interview schedules and focus group discussions (Hennink 3).

### **3.4 Data Analysis and Presentation**

Statistical manipulation of data is important in studies in order to make meaning of the data collected.

#### **3.4.1. Data Analysis**

The researcher will use the Statistical Package of Social Sciences for data analysis for the purposes of this study. The Statistical Package of Social Sciences is appropriate for the analysis of the quantitative data collected from the study. The Statistical Package of Social Sciences is compatible with many other data analysis software. This makes it easy to import and export data to other programs. Additionally, the Statistical Package of Social Sciences allows the researcher to manipulate the data in order to establish the relationship between different variable of study (Griffith 91). Quantitative data will be analyzed using standard deviation, mean, mode, analysis of variance and t-tests. The qualitative data will be analyzed using content analysis (Krippendorff 200).The researcher will look for similarities in perspectives, common themes and varying perspectives.

### **3.4.2. Data Presentation**

The data will be presented using pie charts, graphs, histograms and tables (Rubin 59). This is important in order to give graphical presentation of the data (Healey49). It also aids in the discussion of the data. For instance, it is easy to establish trends when data is presented in tables (Willis 52).

### **3.4.3 Sampling and sampling techniques**

Sampling is a very important phase in any study. It is through sampling that the researcher recruits the participants of the study. Arguably, a successful sampling process places the researcher in a better position to achieve the objectives of the study. A good sampling technique is sensitive to the inclusion and exclusion criteria outlined in the study methodology.

The sample size is very significant in any study. The sample size is a determining factor in whether the results of a study can be generalized in other populations (Sekaran & Roger 296). Generating a sample for a study is important because the researcher cannot include the entire study population in the study. In this regard, it is important that sample that is generated is representative. This is in order to ensure that the views generated from the study are closer to the views of the study population. By definition, the sample size in case studies is small. This is because this research method focuses on in depth information from the participants. Because of this, case studies consider small sample sizes (Isibor 36). For the purposes of this study, the researcher will take five teachers from each school. The researcher will

also identify ten schools from the school district. It is from these schools that the sample will be derived.

#### **3.4.4. *Sampling techniques***

The researcher will employ the systematic sampling technique for this study. The systematic sampling technique involves the selection of participants from a sampling frame that is ordered in a systematic manner. This sampling technique is appropriate for this study. This is because the sampling technique brings about an element of probability into the sampling technique. Although it is a case study, the inclusion and exclusion criterion ensures that the accessible population for the study is made up of people who are eligible to participate in the study. Given this, it is important to ensure that the participants have an equal chance of participating in the study. Unlike the random sampling where the probability for selection is not known, the chance that a person from the sampling frame will be selected to participate in the study is described by a constant factor (Babbie 228).

#### **3.4.5. *Sampling procedure***

The researcher will prepare a systematic sampling frame (Lohr 197). The sampling frame will contain members of the teaching in the sampled schools who are eligible to take part in the study. This should be done in strict adherence to the inclusion and exclusion criteria that are outlined in the methodology. After determining the study population that is eligible to participate in the study, the researcher will determine the skip or the sampling interval for the study. It is important to note that the sampling interval will vary from one school to another depending on the effects of the inclusion and exclusion criteria on the study population (Mukhopadhyay 145).

In order to get the sampling interval, the researcher will divide the number of teachers in the sampling frame by five. This will give the sampling interval that will be used to determine one member of the study sample from another. The researcher will then assign the members in the sampling frame systematic numbers. The researcher will pick a random number from the assigned numbers and start the

sampling process by adhering to the established sampling interval. This will be done for the ten schools from the chosen school district.

### **3.5. Study locale**

The study will be carried out in Nigeria. Nigeria is a country situated in West Africa, eight degrees north of the Equator and ten degrees east of the Prime Meridian. The other neighboring countries include Chad, Benin, Niger and Cameroon. The country is made up of thirty six states. The federal capital of Nigeria is located in Abuja. Nigeria has the biggest population in Africa with an estimated one hundred and seventy four million people. There are over five hundred ethnic groups. Three of the largest ethnic groups in Nigeria include Hausa, Igbo and Yoruba. The two biggest religions in the country are Christianity and Islam. The country has the largest economy in Africa, with a projected gross domestic product of over five hundred billion dollars.

#### **3.5.1. Study population**

The study will be carried out on the teachers in public schools in Nigeria. The aim of the study is to explore the training and development of teachers in the public education sector in Nigeria. In this regard, it is important to get the perspectives of the teachers since they are the beneficiaries and recipients of training and development programmes. It is important for the study to get their perspectives on the availability, effectiveness and appropriateness of training and development programmes. The choice of this study population is guided by the need to correlate the findings of the study with governmental policies in teacher training and development in the public education sector.

#### **3.5.2. Inclusion criteria**

An inclusion criterion is an important component of any study. The inclusion criteria establish the characteristics that individuals who can participate in the study must exhibit. The common elements that form the inclusion criteria include age, gender and other personal traits. For the purposes of this study, the inclusion criteria will include people in the teaching profession. This implies that the participants in the study have to be professional teachers (Loue 76).

#### **3.5.3. Exclusion criteria**

The exclusion criteria are also an important component in any study. Together with the inclusion criteria, they establish standards and guidelines that determine who can participate in a study. The exclusion criteria for this study will not include teachers who do not serve in the Nigerian public education sector. This implies that teachers who serve in the private education sector cannot participate in the study (Card 38). The exclusion criteria for this study also specify that teachers who are not professionals cannot participate in this study. This implies that untrained teachers cannot participate in the study. This also implies that the participants of this study have to be certified by the National Teacher's Institute or another equivalent teacher's institute.

#### **3.5.4. *Study variables***

The variables of the study will be gender, the highest level of education, age, and length of stay at the school, previous trainings and their impact on ability to teach. As stated earlier, the study seeks to understand the availability, effectiveness and appropriateness of teacher training and development programmes. In order to achieve this, this study will correlate this information with the gender of the participants. The study will seek to understand the gender divide between those participants who were recipients of training and development programmes. This will be correlated against the length of the time the participants have been working in the schools.

This is to establish the frequency with which these teacher training and development programmes are rolled out. Through the analysis of the variables, the study will be able to establish whether the teachers have benefited from teacher training and development programmes since their employment. This information can be used to make inferences on the impact on their ability to teach. The study will also seek to establish whether there have been previous trainings and who was responsible for organize them. This is important in determining who is responsible for organizing teacher training and development programs.

#### **3.5.5. *Pre-testing of Data Collection Tools***

It is important to pre-test the data collection tools before the actual study in order to determine whether the data collection tools can collect the data they are



designed to collect. The pre-test will be carried out on the targeted population. However, it is important to note that the sample that is used in the pre-test should not be included in the actual study. Data from the pre-test will be analyzed in order to ensure that the tools are ready for use in the study. From the results of the analysis, any alterations on the data collection tools and procedures will be made before the actual study (Axinn & Pearce 38).

### **3.5.6. *Training of Research Assistants***

The researcher needs to train the research assistants who are going to take part in the data collection process. The research assistants will be trained on the data collection tools. This is to enable them to effectively administer the data collection tools to the respondents. During the training of the research assistants, they will also familiarize with the data collection tools. They will also assist in identifying inadequacies in the data collection tools (Ware & Brewer 266).

### **3.6. *Ethical Considerations***

There are a variety of ethical issues that the researcher needs to consider. For the purposes of this research study, the researcher will seek an informed consent from the participants before the data collection tools are administered. The researcher will explain the purpose of the study to the participants and respond to all their questions. The researcher will also explain to the participants that they can withdraw from the study by explaining that their participation is voluntary. It is only after explaining these aspects that the researcher will ask them to append a signature or a thumb print on the consent form (Gregory 22).

The researcher will also institute other measures to ensure that the confidentiality of the information and respondents is guaranteed. The researcher will ensure that during the data cleaning, coding and analysis phases, all identifiers are removed from the data. Additionally, any personal information will be availed to the research team on a need-to-know basis. Such information will also not be availed to any member outside the research team. The researcher will also offer feedback to the respondents regarding the findings of the study. The researcher will also seek permission from the school board and other relevant authorities. These include the administrators of the sampled schools in addition to the local authorities (Van 95).

### **3.7. *Conclusion***

This study delves into the teacher training and development in the public education sector. The researcher will carry out a cross-sectional descriptive study using the case study research method. The researcher will be testing whether the current theories on teacher training and development are practiced in Nigerian schools. The study will be carried out in Nigeria. The researcher will establish a correlation between the variables of study. The researcher will use a simple systematic sampling technique in order to obtain a representative sample. The researcher will use questionnaires, focus group discussion and interview schedules. The data analysis will be carried out using the Statistical Package of Social Sciences.

## **Chapter4**

### **Data Analysis**

#### **4.1. Introduction**

The importance of training and development in any sector cannot be underscored more. The work environment requires that the staff is taken through periodic training and development sessions so that they can hone more skills in order to deliver their mandate. According to Okotoni & Erero (2005, pg.2), training and development ensures that employees can execute both major and minor elements of their mandate. In this regard, it is important for that all the players in both the public and private sector acknowledge the need for training and development in all work related programs. This dissertation focused on training and development in public schools in Nigeria.

This is based on the low response by stakeholders involved in the public education sector in Nigeria. Okotoni & Erero (2005, pg.5) argue that the below par performance of the government and other stakeholders with regards to teacher training and development in the public education sector is not because of a lack of will to capacity build the teaching staff, but a failure to make considerable efforts towards meeting the goals that are identified for teacher training and development in the public education sector. In order to ascertain this, this dissertation report findings and results from a case study of public studies in Nigeria.

As outlined in the methodology, the researcher sampled sixty-two respondents from various schools in the identified area of study. The sampled population was from teachers in L.E.A Primary School, Lugbe Primary and Junior Secondary School in Garki School District in Abuja, Nigeria. The following is a presentation and exploration of the data collected from the questionnaires that were

filled by the respondents. The presentation of results will be ordered according to the variables explored in the data collection instrument used during the research.

## 4.2. Results and Findings

The following section features the presentation and analysis of the data collected during the study.

### 4.2.1. Age

The researcher wanted to establish the age groupings of the teachers in the public education sector in Nigerian schools. This variable is important because it relates to experience and teaching skills.

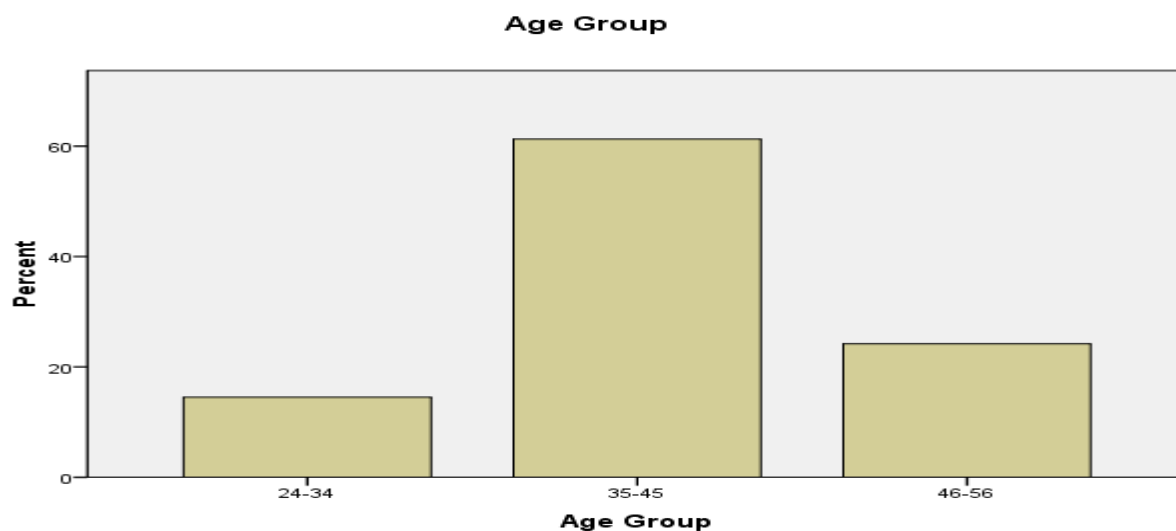
#### Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24-34	9	14.5	14.5	14.5
35-45	38	61.3	61.3	75.8
46-56	15	24.2	24.2	100.0
Total	62	100.0	100.0	

*Table 1.0 showing the frequencies and percentages for the age groups*

From the table above, 14.5% of the respondents were aged between twenty-four and thirty-four years. The majority of the respondents were aged between thirty-five and forty-five years. Of the sixty-two teachers who were sampled, 61.3% were aged between thirty-five and forty-five years. The final age group was forty-five to fifty-six years. 24.2% of the respondents featured in this age group. This shows that the majority of the teachers in the public education sector in Nigeria is in their middle ages. This is closely followed by teachers looking towards their retirement. However, the number of teachers who ideally are fresh graduates from teacher institutes is low, as evidenced by the low frequencies in the twenty-four to thirty-four age category. This is illustrated in the bar graph below:

Fig 1.0 showing a bar graph of the age groups



#### 4.2.2. Length of Period Working at School

The researcher wanted to establish the period for which the teachers had been working in their respective schools. This is important because the research also seeks to establish whether the schools had organized any training and development programs for the teachers.

#### Length of Time One has Worked at the School

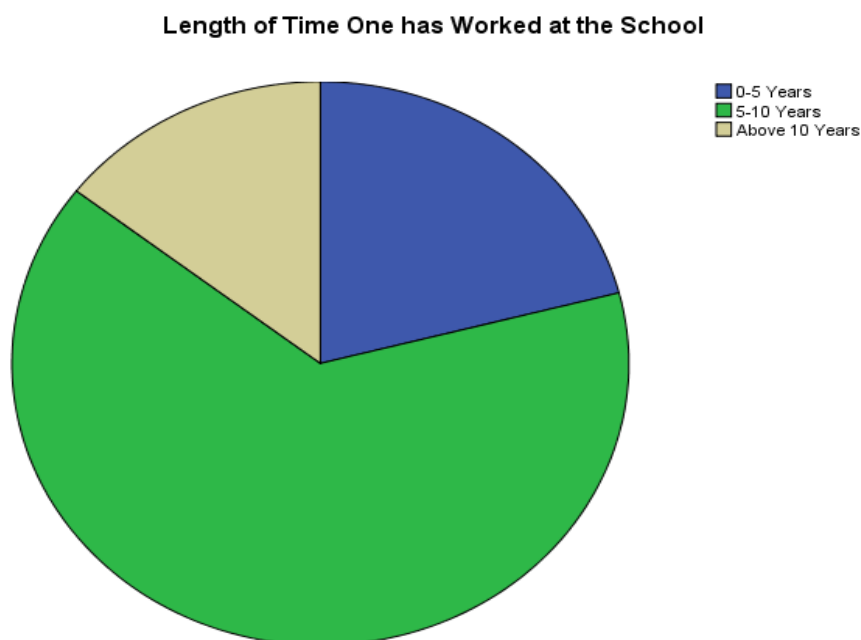
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5 Years	13	21.0	21.0	21.0
5-10 Years	40	64.5	64.5	85.5
Above 10 Years	9	14.5	14.5	100.0
Total	62	100.0	100.0	

Table 2.0 showing the Length of Time One has Worked at the School

From the analysis of the variable, most of the respondents had worked in their respective schools for between five to ten years. The precise number was proportional to 64.5% of the total respondents. 21% of the respondents reported to having worked for a time less than five years in their respective schools. This is

comparable to 14.5% of the respondents who reported to having worked for more than ten years in their respective schools. The length of time can be correlated with training and development programs attended. Ideally, the longer the period an individual has worked in a school, the more the training and development sessions one is supposed to have attended. The graphical presentation below shows the divide between the lengths of time reported by the respondents.

*Fig 2.0 showing a pie chart of the length of time that the respondents have worked in their schools*



**4.2.3. Gender**

The gender split between the respondents is an important factor in any research. The following is the gender split between the respondents sampled in the study.

**Gender**

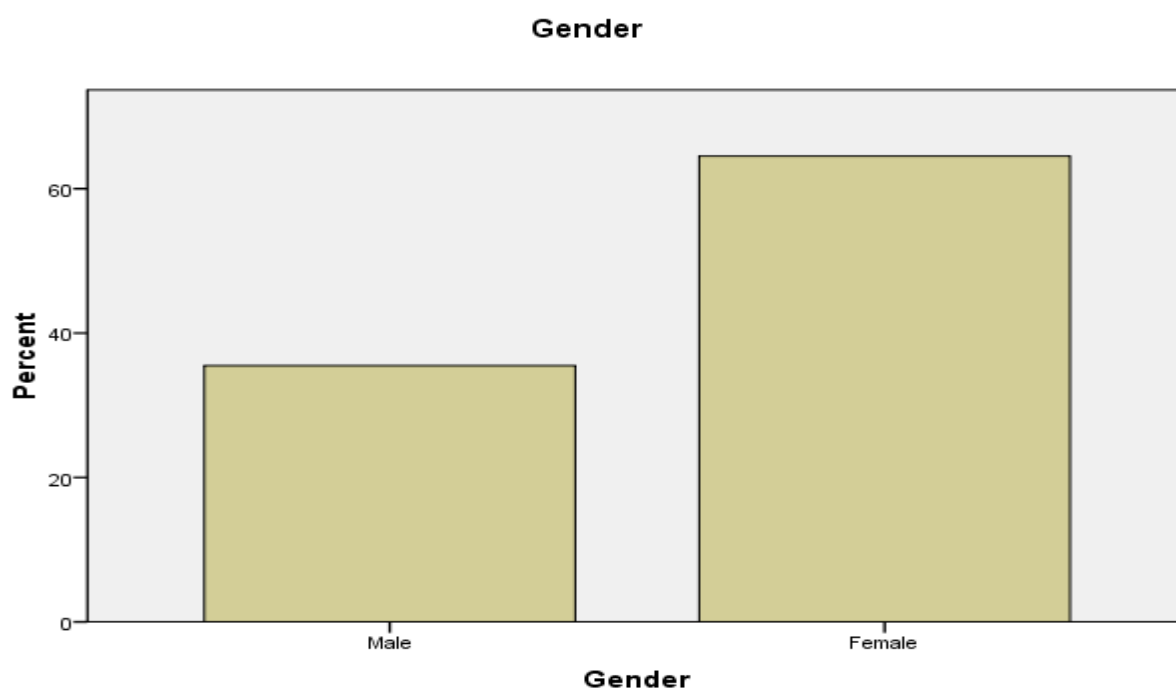
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	22	35.5	35.5	35.5

Female	40	64.5	64.5	100.0
Total	62	100.0	100.0	

*Table 3.0 showing the gender of the gender of the respondents*

From the table above, there were more female respondents compared to males. This is an indication of the number of female teachers vis-à-vis the male teachers in the public education sector in Nigeria. The female respondents in the study accounted for 64.5% of the respondents compared to 35.5% males. The following is a graphical representation of the gender of the respondents:

*Fig 3.0 showing the gender of the respondents*



#### 4.2.4. Employment Status

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Teachers can be employed on a temporary basis or a permanent basis. The employment status of a teacher has often been a determining factor of the benefits one enjoys. The researcher wanted to establish the employment status of the teachers in the public education sector in Nigeria.

### Employment Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Full time	61	98.4	98.4	98.4
Part time	1	1.6	1.6	100.0
Total	62	100.0	100.0	

*Table 4.0 showing the employment status of the respondents*

From the table above, more teachers in the public education sector in Nigeria are employed on a permanent basis. From the study, 98.4% of the respondents were employed on a permanent basis compared to a mere 1.6% that were employed on a part time basis. The graphical representation below shows the employment status of the respondents.

*Fig 4.0 showing the employment status of the respondents*





#### **4.2.5. Highest level of education**

The highest level of education is very important to the performance of a teacher (Olagunju, 2014, pg.2). Ideally, teachers with a higher education qualification are exposed to more knowledge. For instance, a teacher with a master's degree is exposed to more training and knowledge compared to a teacher with a bachelor's degree. The difference in knowledge and training has an implication on the performance of a teacher. Although a higher level of education does not negate the need for teacher training and development, it is an indicator of the capacity of the teaching staff in the public education sector in Nigeria (Chronicle of Higher Education and American Public Media's Marketplace. 2012, pg.30).

#### **Highest Level of Education**

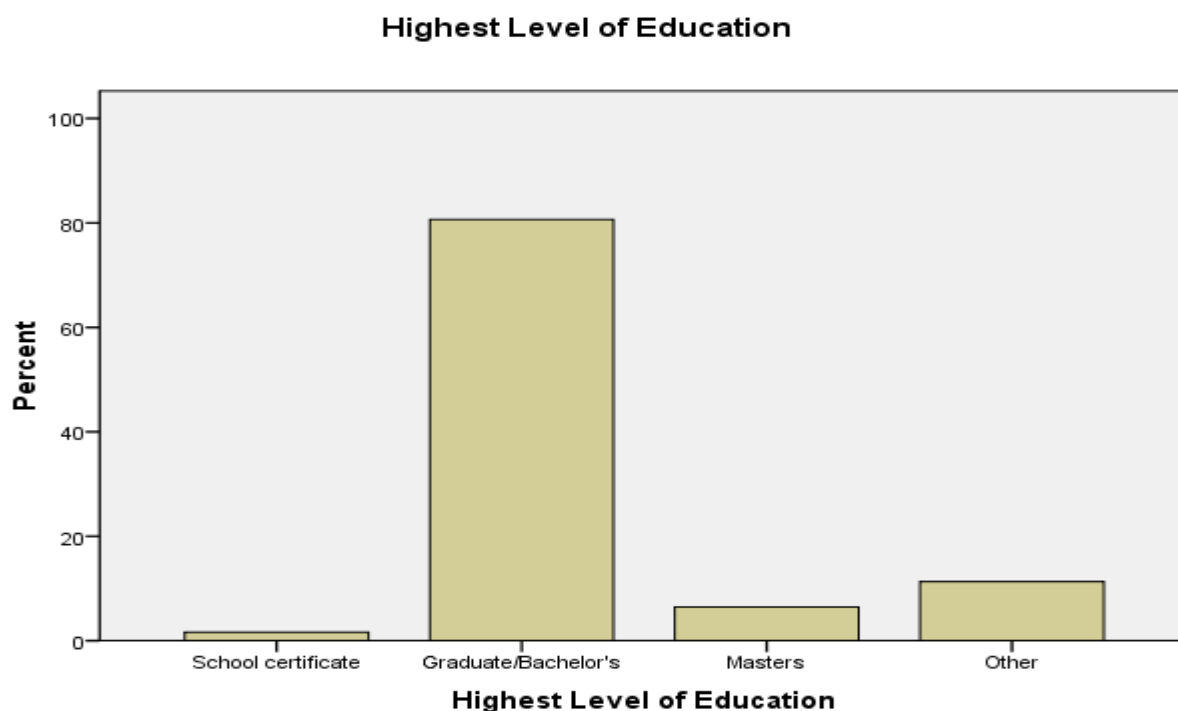
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid School certificate	1	1.6	1.6	1.6

Graduate/Bachelor's	50	80.6	80.6	82.3
Master's	4	6.5	6.5	88.7
Other	7	11.3	11.3	100.0
Total	62	100.0	100.0	

*Table 5.0 showing the employment status of the respondents*

80.6% of the respondents were graduates with bachelor's degrees. The number of respondents who had school certificates accounted for 1.6% of the respondents. This is comparable to the 6.5% of the respondents who had master's degrees as the highest qualifications. 11.3% of the respondents had other educational qualifications. The fact that 6.5% of the respondents had master's degrees is impressive. Even more impressive is the overwhelming 80.6% of the respondents who had bachelor's degrees. This shows that the teaching staff in the public education sector in Nigeria is sufficiently trained. The following graphical presentation shows the employment status of the respondents of the study.

*Fig 5.0 showing the highest level of education of the respondents*



#### 4.2.6. Teacher Certification Status

Teachers who are certified by the teacher oversight authority are qualified to deliver on their mandate. More precisely, the certification of a teacher by the National Teacher Institute is a testament of their rigorous training and satisfaction in their skills and ability to deliver on their mandate as a teacher. A high number of teachers who are certified by the National Teacher Institute or an equivalent institution will show that the public education sector in Nigeria is run by qualified teachers.

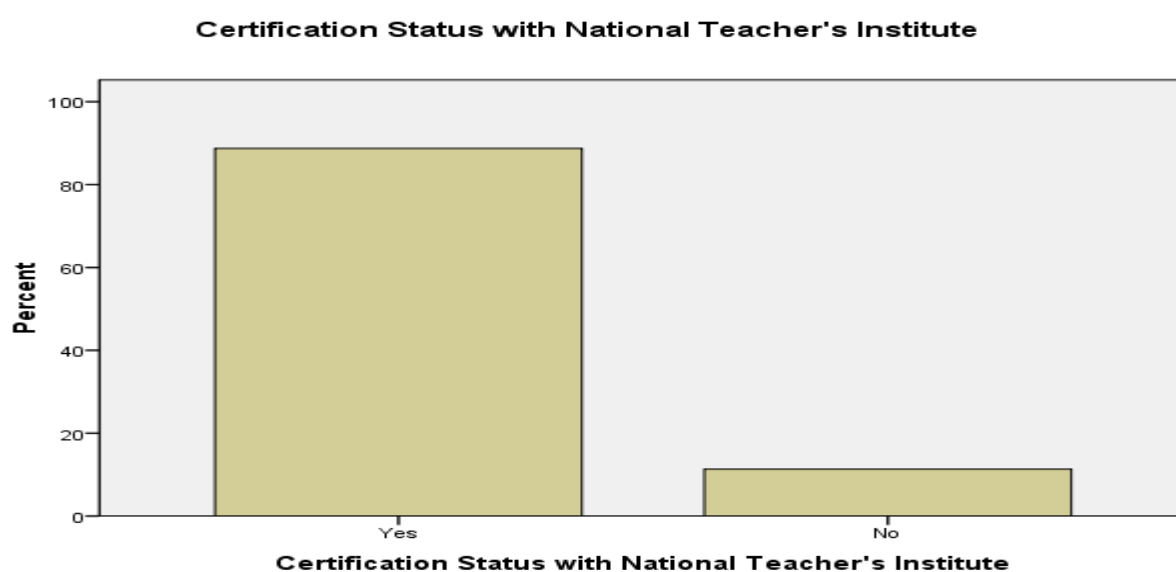
#### Certification Status with National Teacher's Institute

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	55	88.7	88.7	88.7
No	7	11.3	11.3	100.0
Total	62	100.0	100.0	

Table 6.0 showing the Certification Status with National Teacher's Institute

The table above shows that 88.7% of the respondents were certified by the National Teacher Institute or an equivalent institution. This shows that most of the teachers in the public education sector in Nigeria are certified teachers. Before teachers are certified by the National Teachers Institute, they undergo ardent training courses in certified teaching institutions. These institutions use curriculums that have been designed to adequately impart skills and develop the capacity of teachers to perform in the public school system.

*Fig 6.0 showing the highest level of education of the respondents*



#### **4.2.7. Courses Taught in Schools**

The researcher wanted to establish the courses that the respondents taught in their respective schools.

#### **The Course on is Teaching**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	7	11.3	11.3	11.3
Science	19	30.6	30.6	41.9
Technology	4	6.5	6.5	48.4
Others	32	51.6	51.6	100.0

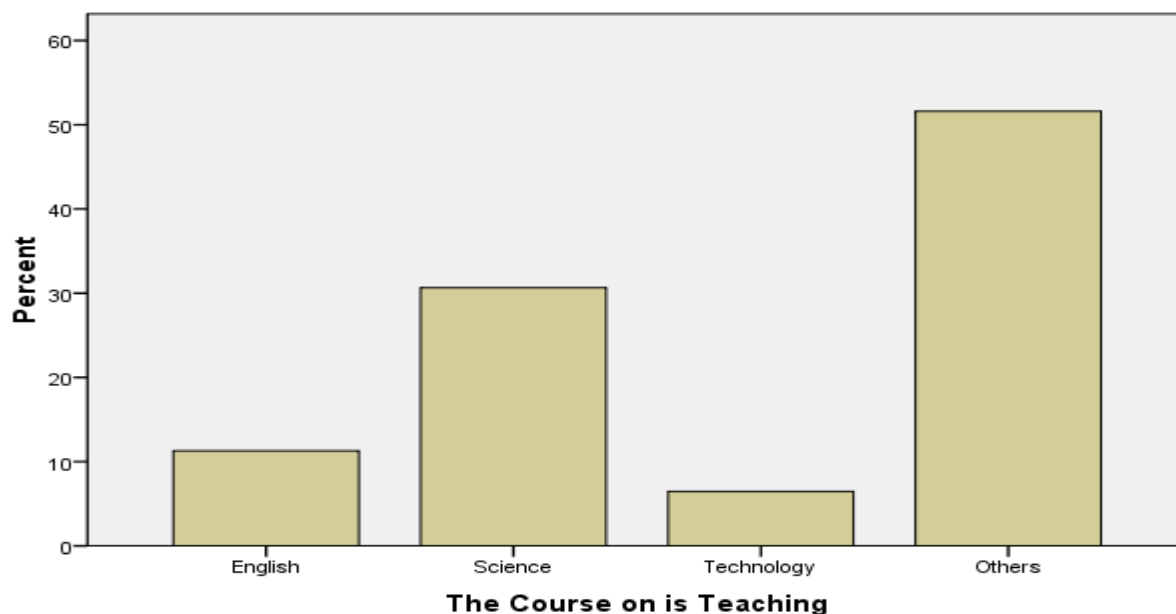
### The Course on is Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid English	7	11.3	11.3	11.3
Science	19	30.6	30.6	41.9
Technology	4	6.5	6.5	48.4
Others	32	51.6	51.6	100.0
Total	62	100.0	100.0	

*Table 7.0 showing the courses that the respondents taught*

The table above shows that 11.3% of the respondents taught English courses in their schools. 30.6% and 6.5% of the respondents taught science and technology courses respectively in their schools. Although his focus was on maritime operations the argument by Squire (2009, pg.4) that it is important to note that with new discoveries and inventions, teachers teaching science and technology courses need continuous training in order to update them with current information is valid. This vindicates the need for teacher training and development programs because, among other things, they help the teachers keep abreast with the developments in their subject areas in addition to instruction methods.

*Fig 7.0 showing the courses that the respondents taught*

**The Course on is Teaching**

#### **4.2.8. Training for Teachers Organized by Schools**

One of the objectives of this study was to establish whether the public schools organized teacher training and development programs. As such, it was important for the researcher to explore the variable during the data collection process.

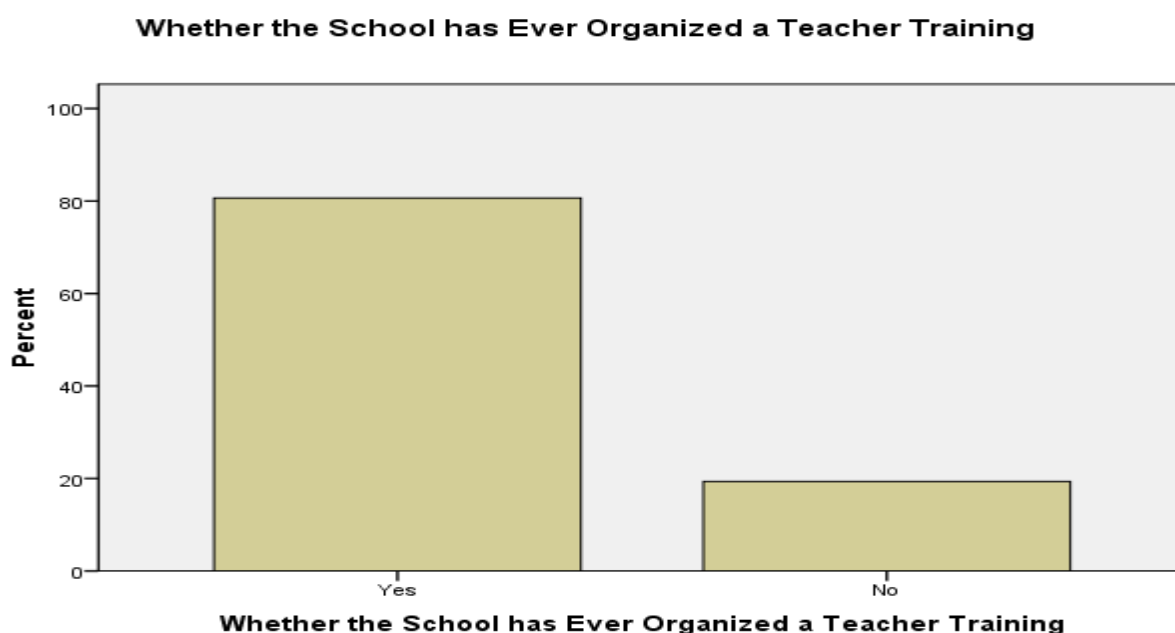
#### **Whether the School has Ever Organized a Teacher Training**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	50	80.6	80.6	80.6
No	12	19.4	19.4	100.0
Total	62	100.0	100.0	

*Table 8.0 showing responses on whether the schools had organized teacher training programs*

The table above shows that the schools in which 80.% of the respondents taught had organized teacher training and development programs at least at one point in their stay in the institution. This is very impressive compared to the 19.4% of the respondents who reported that their schools had not organized any teacher training and development programs in their schools.

*Fig 8.0 showing responses on whether the schools had organized teacher training programs*



**4.2.9. Last Teacher Training Attended**

It is not just enough to establish whether the schools had organized teacher training and development programs previously. It was important for the study to establish the last time the respondents attended teacher training and development programs. This is in order to determine whether the teacher training and development programs were frequently organized. The following are the results regarding this variable.

**The Last Teacher Training One has ever Attended**

	Frequency	Valid Percent	Cumulative Percent

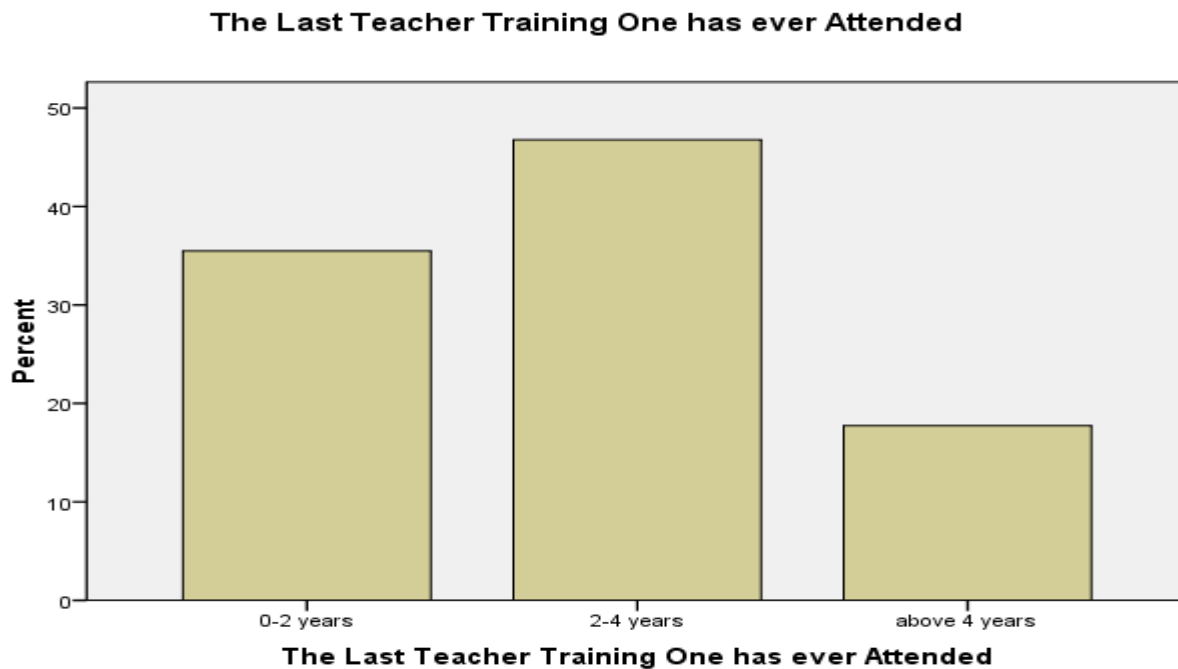
Valid	0-2 years	22	35.5	35.5	35.5
	2-4 years	29	46.8	46.8	82.3
	above 4 years	11	17.7	17.7	100.0
	Total	62	100.0	100.0	

*Table 9.0 showing responses on the last teacher training and development programs attended*

From the table above, it can be inferred that teacher training and development programs are not frequently organized in the school district where the samples were derived. This is because a large number of the respondents attended their last teacher training and development program between two and four years before this study. The precise number amounted to 46.8% of the total number of respondents sampled in the study. 17.7% of the respondents attended their last teacher training and development programs more than four years before this study. However, it is important to note that 35.5% of the respondents reported to having attended their last teacher training and development program less than two years ago. This shows that the situation is different in various schools. Based on the statistics, it can be inferred that some schools organize teacher training and development programs frequently while others take a long time before organizing teacher training and development programs for their staff.

*Fig 9.0 showing responses on the last teacher training and development programs attended*





**4.3. Similarity between Graduation Course and the Course one is Teaching**

At times, the deployment of teachers in schools is not done on a needs basis. In this regard, some schools get more teachers in certain subject areas that they require while there is a shortage in other subject areas. In such situations, school administrators exercise their discretion and reassign teachers to the subject areas where there is a shortage in personnel. While this is inspired by good thoughts, it might handicap the teacher’s ability to deliver on their mandate. For instance, a teacher who is trained to teach languages may find it difficult to teach the sciences. As such, it was important for the research to establish the differences between the courses that the respondents were trained to teach and what they actually teach.

**Whether the Course one Graduated from is Similar to the Teaching Course**

	Frequency	Valid Percent	Cumulative Percent

Valid	Exactly the same	45	72.6	72.6	72.6
	No much difference	12	19.4	19.4	91.9
	Totally different	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

*Table 10.0 showing responses on whether the course one graduated from is similar to the teaching course*

From the statistics above, it can be inferred that the deployment of teachers in the schools is done on a needs basis. This is why 72.6% of the respondents reported that the courses they taught at school were similar to the ones from which they graduated. This implies that the teachers were posted to the schools to teach the subjects that they were trained to teach in the teaching institutions. This goes directly to influence the performance of the teachers. Teachers can deliver better on their mandate when they are posted to teach the subjects for which they were prepared in the teacher training institutions. 19.4% of the respondents reported that the courses they taught in the schools were not very different from the ones they took in the teacher training institutions prior to graduation. However, and of particular concern, 8.1% of the respondents reported that the course they taught in school was totally different from the course they took in the teacher training institutions. As espoused previously, this has an effect on their performance as teachers.

*Fig 10.0 showing responses on whether the course one graduated from is similar to the teaching course*

**Whether the Course one Graduated from is Similar to the Teaching Course**

#### **4.4. Importance of Training and Development**

In addition to collecting information on how often teacher training and development programs are organized, it is important to explore the teacher's perception on the importance of the programs to their careers (Watts, 2012). This information is important to both the administrators at the school level and departmental educational offices, in order to make the public education sector attractive (Bossaert, 2003, pg.7). It would be a worrisome trend if teachers did not perceive the teacher training and development programs as important to their careers (Marks and Spencer, 2007). Such a finding would necessitate inquiries on why such perceptions prevail. The study sought to establish the perception of the respondents on the importance of teacher training and development programs. This variable as measured on a three-point scale. This tool was appropriate for rating the perceptions of the respondents.

#### **Importance of Training to Career Development**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Important	38	61.3	61.3	61.3
Quite important	23	37.1	37.1	98.4

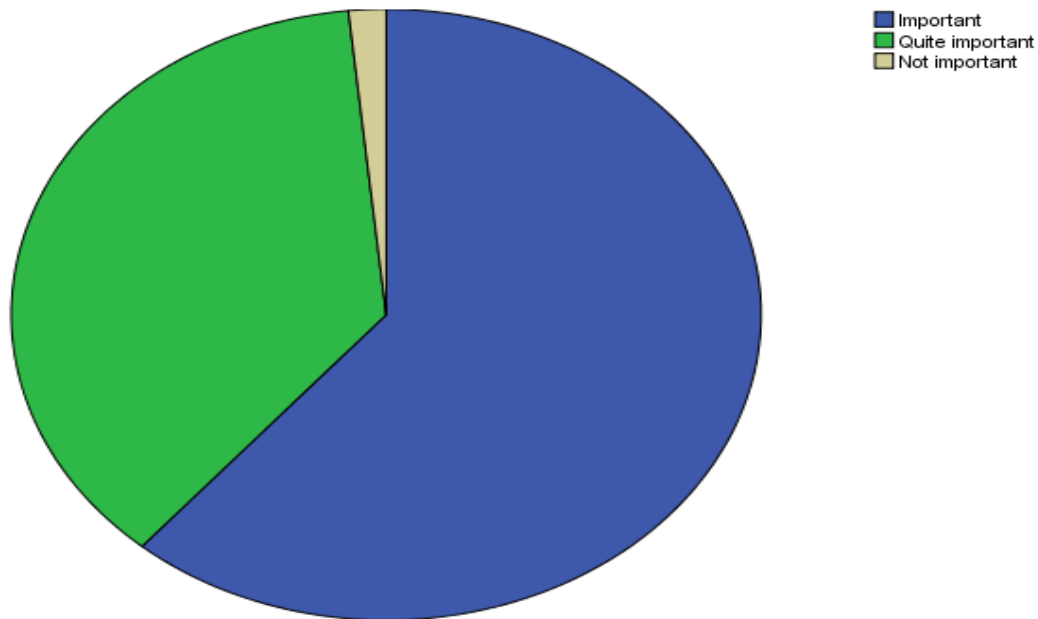
Not important	1	1.6	1.6	100.0
Total	62	100.0	100.0	

*Table 11.0 showing responses on the importance of training to career development*

The table above shows that 61.3% of the respondents deemed training and development important to the development of their careers. This shows that 61.3% of the teachers in the Garki school district would want teacher training and development programs frequently organized because they are important to career advancement. 37.1% of the sampled population thought that teacher training and development programs were quite important for their career advancement. The study found that 1.6% of the respondents did not deem teacher training and development important for their career advancement. Although this number is quite small, it is important to establish why this group of respondents thinks that teacher training is not important to their career development (Harder, National Research Council (U.S.), American Association of State Highway and Transportation Officials., & United States. 1994, pg.15).

*Fig 11.0 showing responses on whether teacher training is important to career development*

**Importance of Training to Career Development**



**4.5. Effect of Teacher Training on Teacher Performance**

It was not just enough to get the perceptions of the respondents on whether teacher training had an effect on their performance as teachers. The study sought to establish whether teacher training had a positive effect on their performance. In order to establish this, the research used a four-point scale. If a significant number of the respondents thought that teacher training and development programs enhanced their performance, this would vindicate the need for increased teacher training and development programs in the schools. This is because they enhance their capacity to deliver on their mandate (Lim, 2013, pg.28). Conversely, a significant number of respondents reporting that teacher training and development programs did not enhance their performance would call for a review of the approach and content in these programs. This is because ideally, they would not be achieving their objective.

**Whether Teacher Training Enhances Performance**

	Frequency	Percent	Valid Percent	Cumulative Percent

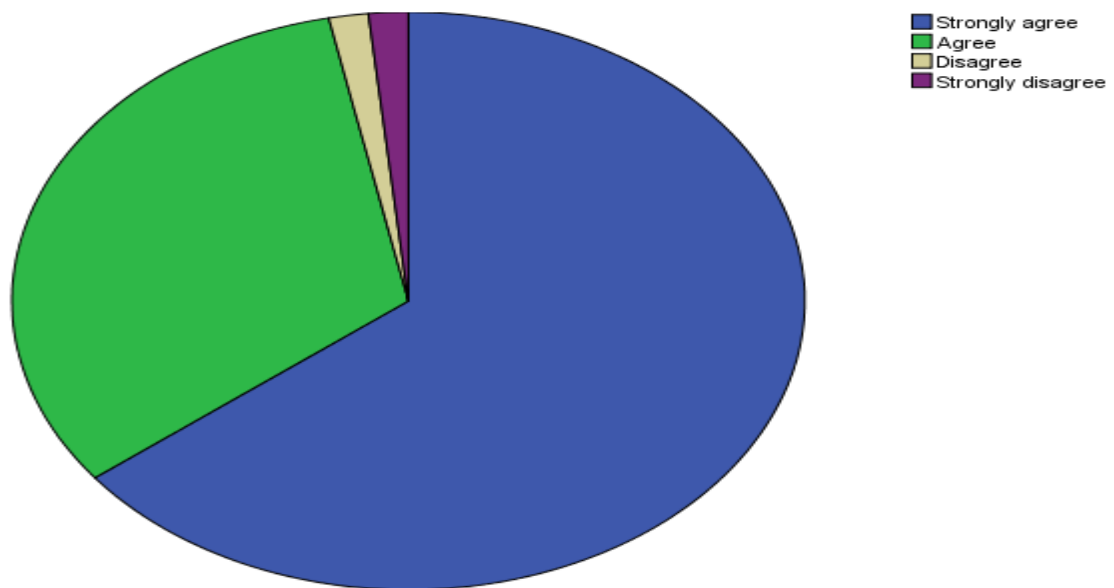
Valid	Strongly agree	40	64.5	64.5	64.5
	Agree	20	32.3	32.3	96.8
	Disagree	1	1.6	1.6	98.4
	Strongly disagree	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

*Table 12.0 showing responses on whether teacher training enhances performance*

The study showed that 64.5% of teachers strongly agree that teacher training and development enhanced their performance as teachers. 32.3% of the respondents agreed that teacher training and development programs enhanced their performance. By disregarding the degree to which the respondents agreed, the study showed that 96.8% of the respondents agreed that teacher training and development programs enhanced their performance as teachers. This vindicates the need for periodic organization of these programs in schools. This is because they build the capacity of teachers and help them perform better in the classrooms.

*Fig 12.0 showing responses on whether teacher training enhances performance*

**Whether Teacher Training Enhances Performance**



#### **4.6. Attendance of Teacher Training and Development Seminars/Programs**

The researcher sought to establish whether the respondents had attended any professional training and development seminar or conference in the last fifteen months. The study wanted to establish the motivation for attending these seminars. This is important, especially for the school administrators because they can use this information to design training and development programs that meet the needs of their staff (Sharma, n.d. pg.182).. However, it was important first to establish whether the respondents had attended any teacher training and development programs or professional seminars in the last fifteen months.

#### **Whether one has Attended Training and Development Seminar in the Last 15 Months**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	42	67.7	67.7	67.7
No	20	32.3	32.3	100.0
Total	62	100.0	100.0	

*Table 13.0 showing responses on whether one has Attended Training and Development Seminar in the Last 15 Months*

The table shows that 67.7% of the respondents had attended a training and development seminar in the last fifteen months compared to 32.3% who reported not to have attended a teacher training and development seminar in the last fifteen months.

*Fig 13.0 showing responses on whether one has Attended Training and Development Seminar in the Last 15 Months*

**Whether one has Attended Training and Development Seminar in the Last 15 Months**



#### **4.7. Motivation for Attending Seminars and Professional Conferences in Teacher Training and Development**



This part of the data collection procedure utilized a qualitative approach. The study wanted to establish the aspects that motivated the respondents to attend seminars and professional conferences on teacher training and development. As espoused earlier, this information is important because it reveals elements that can be incorporated into the training and development programs to make them suitable to the needs of the teachers (Aka, 2012, pg.187). Additionally, this section sought to understand whether the teacher training and development programs were useful to the respondents. In a more precise approach, the study sought to understand how useful the respondents found the professional seminars and conferences. The responses were gotten from respondents who reported to having attended a seminar or a professional conference in the last fifteen years. Several themes were common across the responses given by the studied population.

One of the common themes across the respondents was a consensus that teacher training and development programs were useful to their careers. This was one source of motivation for attending the teacher training and development conferences. In the opinion of the respondents, the programs helped to enhance their capacity and develop their careers. Training and development programs are extremely important for veteran teachers. The Edutopia team argues that regular and ongoing opportunities are necessary for veteran teachers. These opportunities allow them to learn from one another. Professional development on an ongoing basis helps update the teachers on new instruction methods, emerging technological tools that can enhance learning in the classroom and new curriculum resources (Edutopia Team, 2008). This offers effective motivation for the respondents to attend the professional training programs.

Another common theme across the respondents was that they were motivated by the fact that the training programs offered them personal development. Personal development entails the improvement of one's identity and awareness. Through the process of personal development, the teachers can develop their potential, talents, facilitate future employability, build their human capital, enhance the quality of the lives they lead and help their students realize their dreams and aspirations (Aubrey, 2010). In addition to career development, the respondents felt that the training programs enabled them to develop as individuals and become better people in the society.

The fact that the teacher training and development programs helped improve the teaching and learning process also served to motivate the respondents to attend the conferences (Elvitigala, n.d. pg.7). According to the Edutopia Team (2008), teacher training programs are important, especially for fresh graduates. New teachers are often posted to challenging schools. In these schools, the teachers are assigned to challenging classes, often with minimal support and supervision. Even if such teachers are well prepared from the teacher training institutions, they find it difficult to deliver on their mandate. Arguably, it is for this reason that almost half of the teachers quit the profession before the end of the first five years. Edutopia Team (2008) argues that teacher training and development programs offer the new teachers the support required to enable them maneuver the new environment (European Centre for the Development of Vocational Training, 2008). Additionally, the new teachers can pick up practical instructional methods that can be used to deliver on the contents of the curriculum effectively. This improves the teaching process and by extension the learning process for the students.

The respondents also confided that the teacher training and development programs were important in the training of English courses. This is because most of them were organized by British councils. Through the training, the teachers could acquire tested approaches on teaching English as a second language. It is important to understand that the instructional methods used to teach English to native speakers are different from those used for people using English as a second language. The use of one instructional approach for the other leads to loss in efficiency, thereby deterring learning. The respondents felt that the teacher training and development programs helped them to teach English courses better. This reflected positively on their productivity and by extension, the productivity of the students

According to the Department of Education in the United States of America, it is necessary to invest in schools in order to ensure that the teachers are adequately prepared. The return in this investment is manifested in the form increased productivity by the teachers and the retention of teachers with increased performances (Shelton, 2001, pg.40). In order to enhance this, the Department of Education encourage that the teacher training and development programs are designed innovatively in order to achieve an increase in educational productivity in the both the short-term and the long-term (Bowie & Bronte-Tinkew, 2006, pg.7).

These programs focus on developing key competencies that are requisite for the teachers to develop and sustain the effectiveness in the classrooms (Merchant, n.d. pg.12). These programs should emphasize on student outcomes, thereby refining their approaches in order to achieve improved results.

Although the study did not focus on the design of the teacher training and development programs in the public education sector in Nigeria, the endorsement some of the respondents gave vindicates their presence in the school system and the continued calls for their improvement. When the respondents were asked how they found the teacher training and development programs that they attended, the common theme was that these programs were well organized, relevant to their professions and focused on approaches that were both practical and relevant. This shows that the teachers are receptive to the training and development programs. In this regard, there is a need to ensure that the teacher training and development programs widen their coverage in order to include the 32.3% who reported not to have attended a teacher training and development seminar in the last fifteen months.

While this will be covered more adequately in the recommendations, it is important to underscore this premise, especially in consideration of the percentage of the population that had not attended teacher training and development programs. The qualitative and quantitative data collected from the study supports this premise adequately. For instance, the study found that 61.3% of the teachers in the Garki school district would want teacher training and development programs frequently organized because they are important to career advancement. Any laxities lie on the administrators' part and that of policy makers in the public sector (Nwachukwu & Ajayi, 2012, pg.85). The analysis of data shows an increased need for teacher training and development programs. The following section will correlate the findings of this study to other similar studies in the public sector in Nigeria. This will help illuminate further the importance of this phenomenon and also inform the recommendations made by the study.

## **Chapter 5**

### **Conclusions and Recommendations**

The study recognized the need for continuous training and development of the human resource in both the private and public sector. This is in line with the calls for sustained development of the economy. The public sector in Nigeria has been bedeviled by corruption. This has almost crippled service delivery in the country. There is a need to restore professionalism in the public sector in order to ensure that the services delivered to the citizens are quality (Lawanson & Adeoye, 2013, pg.188). There has been recognition of this fact for a while now. This is why there have been numerous policies outlining reforms that are required in the public sector. Nonetheless, there has been minimal activity in ensuring that reforms are implemented.

Hanushek & Wosmann ((2012, pg.2) have effectively correlated the quality of education in a country to its rate of economic growth. Economic giants have education systems that provide quality education to their populace. This directly influences the personal earnings of its citizens. The requirements of the public sector in Nigeria are not unique to those in other economies. The influence of a country's human resource is in the its economic growth cannot be underestimated. Even though the employees in any organizations are trained before they are hired, it is important to ensure that they are taken through periodic sessions of training and development in order to improve their skills.

The loss of value in public education after the proliferation of private schools is alarming. This decline is manifested through a demoralized teaching staff, most of who take their children to the private schools. This notwithstanding, there has been an influx of children due to the universal basic education programs. This has resulted in overcrowding in the classrooms (Furlong, Cochran-Smith and Brennan, 2013, pg.312). This shifts the focus on training and development for the teachers in order to help them deliver on their mandate. This is especially important in line with the changing technological field and the influence this has on education (Nwachukwu & Ajayi, 2012, pg. 82). It is important for Nigerians to not only compete favorably in the national and regional educational market, but also in the global regional market.

This study sought to understand the influence that training and development in the public education sector on the career development of public servants. The study also wanted to establish whether the training and development programs organized in the public education sector were sufficient to equip the civil servants with the requisite skills to enable them deliver services to the public. In order to accomplish this, the researcher performed a case study of public schools in Nigeria. This approach was appropriate because over and above the descriptive data, the approach allowed the researcher to delve deeper into the issues and perceptions of the teachers in the Garki school district in Abuja. Data was collected and analyzed both qualitatively and quantitatively.

One of the major findings of the study was that the respondents thought teacher training and development programs were important to their career development. There was general consensus that teacher training and development program enabled the teachers improve their instructional methods (Garet et al. 2001, pg.920). Additionally, the study found that teacher training and development programs enhanced teacher performance. This effectively vindicated the need for increased organization and participation in these programs. Their effect is not only felt on the school front, but also in the economy (Faccini, Salzano, Education for All (Project), CapEFA programme & Unesco. 2011, pg.87). As discussed after the analysis, these programs should emphasize on student outcomes.

The study also found that the teacher training and development programs that are organized in the schools are not sufficient enough to impact the necessary skill required for quality service delivery in the public sector. This calls for increased funding and investment in training and development programs. The importance of this for both the newly recruited teachers and the veterans has been explicitly illustrated in the discussion of the results. Additionally, the participation in these teacher training and development programs needs to be periodic in order to achieve the desired effect. The study established that this is not the case in the Nigerian public education sector. The school administrators do not organize teacher training and development programs often enough.

Other studies have identified small budgetary allocations as the cause. With regard to this, the study emphasizes the need for increased investment in teacher training and development. This way, school administrators will have sufficient budget

allocations to organize teacher centered training and development programs. As discussed earlier, the return on this investment is not only seen through increased productivity and performance by the teachers, but also in the increase in the retention rate of high performing teachers (Shelton, 2001, pg.40). This is very important, especially considering the fact that nearly half of professional teachers abandon their posts before the end of the first five years of employment (Edutopia Team 2008).

The study makes the following recommendations:

1. Increased investment in the teacher training programs. Every fiscal year, the federal government allocates money to various government departments. The budgetary allocations to the school districts should be increased. This will give the school administrators more financial freedom to organize teachers training and development programs (UNESCO, 2005, pg.33).
2. The study also recommends for the formulation of a universal policy to streamline teacher training and development programs for public the public education sector in Nigeria. The enactment of such a policy will provide a framework through which monitoring and evaluation of the utilization of funds availed for teacher training and development can be done. Such a policy will also streamline the monitoring and evaluation of the training and development programs for content and achievement of training goals (Cohen & Hill, 2001).
3. The study also recommends for the designing of teacher training and development programs in an innovative ways in order to avoid the one-fits-all approach. It is important that these programs are outcome based. As such, there is need for innovation in the approach in order to meet the different needs among the teaching staff. This is because the study established that veteran teachers and new recruits have different needs (Hughes, 2008, pg.132). A single approach will serve the purpose of formalities, but may not translate into improved performance and effectiveness (National Staff Development Council, 2001, pg.7).
4. The study also recommends future research on the influence of teacher training development on student performance (D'Amico, 2008, pg.26). This study has highlighted the importance of training and development to the career and personal development of the teacher. It is importance to establish whether the improved performance translates into good student outcomes

(Jacob &Lefgren, 2). This way, there is an understanding on the interplay of factors and how this finally affects the student (Kaplan & Owings, 2010, pg.446).

## **Chapter 6**

### **Discussion**

The strength of any public services is shown by the quality of its human resource (Pepple, 2009, pg.1). Developments in the economy have led to shifts in knowledge and expectation. More than ever before, the citizens are increasingly aware of the obligation that the public sector has to the citizenry. There is increased expectation for quality service delivery. As a result of this, there is more demand for better services from a public sector that is responsive to the prevailing conditions (Pepple, 2009, pg.1). Stalled development in Nigeria has been blamed on the failure to achieve development targets and goals. Scholars argue that is the result of years of neglect coupled by insensitive policies regarding capacity development.

The unavailability of resources has been taunted as the cause for the stalled capacity development in the public sector. However, Olutayo and Omobowale (2011, pg.335) argue differently. These scholars blame the current situation on poor fiscal management and administration in the public sector. The scholars argue that the post-independence Nigeria has been bedeviled by corruption, leaving public coffers short of the resources to develop the capacity of the country's human resource. This study found that the majority of teachers in Garki school district are in the 35-45 age category. This is the group of teachers who will soon transition into the veteran group of teachers.

According to the Edutopia team (2008), veteran teachers require training and development programs in order to familiarize themselves with the changing elements in the public education sector. These include technological tools used in classroom instruction and new curriculum resources. Poor fiscal management results in smaller budget allocations to the schools. This further stifles the opportunities for organizing teacher training and development programs. This affects the service delivery in the public sector. The findings by Olutayo and Omobowale (2011, pg.335) go to identify some of the courses of inadequate teacher training and development programs in the public education sector in Nigeria.

Although this study found that the number of respondents teaching technology courses to be small compared to the other courses, this does not negate the



importance of technology in the instruction of the other courses. The technological advancement in most economies has necessitated the use of different approaches in the classrooms. Ololube, Ajayi, Kpolovie, and Usoro, (2012, pg.81) argue that the advancement in technology has deemed many techniques and skills obsolete. As such, there is a requirement for new knowledge in order to stay abreast with these developments.

This vindicates the need for training programs in order to keep up with the dynamism in the current economy (Radwan, Pellegrini & World Bank, 2010, pg.40). This is not just implicational in the public education sector in Nigeria. Ololube, Ajayi, Kpolovie, and Usoro, (2012, pg.81) argue that managers in any sector need to remain competitive in order to stay in business. This can only be achieved through training and development. These sentiments are collaborated by Okujagu (2013). In line with the increasing globalization, there has been shift so that information communication and technology is an important component in any education system (United Nations & Ocampo, J. A. 2002, pg.302). However, Okujagu (2013, pg.24) argues that most of the teachers teaching technology and computed education are illiterate in computer studies.

The scholar argues that this is the prevailing situation for teachers in the basic Education programme (Ezeoke, 2011, pg.32). The scholar attributes this to the paucity of materials, gadgets and equipment on information communication and technology in the public education sector (Oni, 2012, pg.111). Through teacher training and development programs, this can be remedied. The teacher training and development provide opportunities to develop and learn new skills in different subjects. The effects of this are not just manifested at the school level, but also in the economy (Ornstein, Levine & Gutek, 2011, pg.40). This is because they result in a national human resource that is dynamic enough to compete, not only regionally, but also in the global labor markets.

Okotoni & Erero (2005) provided some insights towards the stagnation in investments in training and development of personnel in the public sector. According to Okotoni & Erero (2005, pg.1), there was an enduring belief that individuals who were engaged through a merit system should be presumed as sufficiently qualified. The enduring thought was based on the presumption that they were trained in their academic institutions. Any failure to deliver on their

mandate points towards a faulty selection system. However, and in a move to challenge this enduring school of thought, Okotoni & Erero (2005, pg.1), argue that the calls for continuous training and development are necessitated by the dynamics in the work environment that are brought about by technological advancements, increased demands and rapidly changing organizations.

Okotoni & Erero (2005, pg.1), argue that teachers should be taken through teacher training and development programs in order to develop their skills. This will enable them to deliver their services effectively, assume new responsibilities and also adapt to the dynamic work environment (Jones, George & Hill, 2000, pg.50). These scholars underscore the importance of training and development for the public sector in Nigeria. This collaborate the findings of this study. From the analysis of both the qualitative data collected in the study, the respondents though teacher training and development not only helped them improve their performance but also enhanced personal and career development (DeMonte, 2013, pg.6).

Berry, Daughtrey & Wieder (2010) highlight the extensive debate over the value of teacher training and development programs. The scholars argue that pre-service trainings increase the retention rate of new teachers (Banks & Mayes, 2012, pg.68). They also argue that pre-service training programs help to increase the effectiveness of the teachers. However, and in line with the findings of the study, Berry, Daughtrey & Wieder (2010) argue that the one-size-fits-all approach towards teacher training and development programs. This is in recognition of the various needs in skills and knowledge. These differences in needs arise because of different recruitment levels. For instance, the training needs of recruits and those of veteran teachers are different. A survey conducted by the Teachers Network found that 93% of the respondents were certified by their state for the subject they taught. The survey also found that 78% of the respondents were holders of a master's degree or a higher qualification.

This survey was carried out on larger sample and on a larger area compared to ours study. Nonetheless, the findings of the two studies were closely correlated. Our study found that 88.7% of respondents were certified by the national teacher institute compared to the 93% in the survey by the Teacher's Network. However, there was a glaring disparity regarding the highest level of

education when the two studies were compared. For instance, our study found that a mere 6.5% of the respondents had master's degree or a higher qualification, compared to the 78% reported by the study by the Teacher's Network. As discussed in the analysis of data, a higher education qualification correlates with the performance of the teacher (Richardson, 2008, pg.29). Given the low number of teachers with master's degree, there is a need for teacher training and development programs in order to augment their skills and competencies, also been noticed that the 10% of teachers whose courses studied is different from what they are teaching are likely not to have flexibility when it comes to teaching due to their low knowledge they have and this set of teachers may also fall under the set of 20% teachers whose schools don't organize training programs in order to enhance their knowledge.

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**APPENDICES**

## RESEARCH QUESTIONNAIRE

1. Which of the age grouping below do you belong?
  - a. 24- 34 [ ]
  - b. 35-45 [ ]
  - c. 46-56 [ ]
  - d. Above 56 [ ]
2. How long have you been working for the school
  - a. 0-5 [ ]
  - b. 5-10 [ ]
  - c. Above 10 [ ]
3. What is your Gender?
  - a. Male [ ]
  - b. Female [ ]
4. What is your employment status as a teacher?
  - a. Full time [ ]
  - b. Part time [ ]
5. What is your highest level of education?
  - a. School Certificate [ ]
  - b. Graduate/ Bachelors[ ]
  - c. Masters [ ]
  - d. Others \_\_\_\_\_
6. Are you a certified teacher of NTI (National Teachers Institute) or any equivalent teachers' institute?
  - a. Yes [ ]      b. No [ ]
7. What course are you teaching in the institution
  - a. English [ ]
  - b. Sciences [ ]
  - c. Technology [ ]
  - d. Others \_\_\_\_\_
8. Have the school ever organize training for the teachers?
  - a. Yes [ ]                              b. No [ ]
9. When last did you attend a teachers training?
  - a. 0-2years [ ]

- b. 2-4 years [ ]
  - c. Above 4 years [ ]
10. How similar is the course you graduated from and the course your teaching?
- a. Exactly the same [ ]
  - b. No much difference [ ]
  - c. Totally different [ ]
11. How important is training and development to your career as a teacher?
- a. Important
  - b. Quiet important
  - c. Not important
  - d. No need
12. Does the training and development enhance teachers' performance?
- a. Strongly Agree [ ]
  - b. Agree [ ]
  - c. Disagree [ ]
  - d. Strongly disagree [ ]
13. In the last 15 months, have you attended any professional training and development seminar/conference?
- a. Yes [ ] b. No [ ]
14. If 'Yes' in the previous question, what motivates you to attend seminars like that, and how useful did you find it?
- \_\_\_\_\_
- \_\_\_\_\_
- 

**School:** \_\_\_\_\_

**Designation:** \_\_\_\_\_