

**TRAINING, DEVELOPMENT PROGRAMMES AND TEACHERS, CAREER
ADVANCEMENT IN PUBLIC SECONDARY SCHOOLS IN OGUN STATE, NIGERIA**

BY

ODUNUGA, JOSEPH BAMIDELE & ADEKUNLE, AYOTUNDE AKEEM

DEPT. OF ADULT AND NON-FORMAL EDUCATION

FEDERAL COLLEGE OF EDUCATION

ABEOKUTA, OGUN STATE, NIGERIA.

Abstract

This study examines the relationship among training, development programmes and teachers' career advancement in public secondary schools in Ogun State. It was observed that teachers are rarely sent on training and this was perceived to have effect on their career progression, hence, this study is guided by three hypotheses. The descriptive survey research design was adopted for the study. The sample consisted of 250 teachers randomly selected from ten secondary schools in five local governments used for the study. A researchers' constructed questionnaire was used for data collection. Data collected were analysed using Pearson product moment correlation statistical tools. The result of the analysis showed that teacher training and professional development programmes are directly related to teachers preparation for higher responsibilities, teachers job performance and the effectiveness of the school system. It was suggested among others that as a matter of policy, teachers should be made to renew their certificates and knowledge at most three years by embarking on seminar, symposia, conferences and sandwich programmes. Also, opportunities for sponsorship as well as study leave with pay should be provided for teachers.

Introduction and Background to the Study

The achievement of organizational goals and objectives in either the public or the private requires the availability of certain inputs, in terms of human and material resources, which are otherwise referred to as the factors of production. These resources are the land, labour, capital, and entrepreneurship; of all these factors, labour, which constitutes the work force in an organization, is the most complex to manage due to individual differences and uniqueness, individual goals and aspirations, individual needs and preferences, divergent interests of the individuals compared with that of organization, as well as the individual capabilities and aptitudes (Adekunle, 2002).

From the analogy, it is evident that the success of the school system like every other organizations depends to a large extent on the ability to utilize the teachers in an efficient and effective manner; and for the system to maximize the utilization of teachers, there is the need for the training and manpower development programmes. Employees training and development is an attempt to improve their present and future performances in their jobs through learning, so as to be able to carry out assigned tasks for the purpose of attaining the goals and objectives of the school system (Olaiya, 2005).

According to Fajana (2006), training is the process that involves developing skills and learning concepts, rules or attitudes in order to increase effectiveness on a particular job. The importance of training as a means of improving productivity cannot be underplayed. Due to changes in technology, pattern of training has been conceived as a continuous exercise throughout working life.

Training can thus be described as a systematic way of stimulating efficiency and high performance through learning processes. Adeleke (2000) observed that employees' competence

on the job is acquired not only by formal education but also through the acquisition of specific skills and knowledge on the job by training and development. Greater emphasis should therefore be placed on training and development as a panacea for obtaining competent employees in the organization. Manpower development on the other hand is seen as the learning activities which are directed towards the future needs rather than present and which are concerned more with growth, career succession than immediate performance. It is a systematic process, which aims at ensuring that the organization has the effective managers it requires to meet its present and future needs. It is concerned with improving the performance of existing managers, giving them opportunities for growth and development and ensuring as far as possible that management succession within the organization is provided for (Armstrong, 1996).

Uche (1981) in Molabi (2002) emphasized that teacher training, re-training and development help to motivate teachers to evaluate their teaching skills and to keep them abreast of new knowledge. It also develops professional competence, confidence and relevant knowledge. It enables teachers to evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service. It helps teachers to advance their careers.

The Federal Republic of Nigeria (2008) submits that teaching as a profession is a form of public service, which requires from teachers, expertise, knowledge and specialized skill which are usually maintained through vigorous and continuous training. The Professional Development programme will provide the teachers with the tools to meet the challenges; ensuring that they are up to date with information that will match the test of time.

The National Policy on Education (2004) provides that since no education system may rise above the quality of its teachers, education shall continue to be given major emphasis in all educational planning and development. The policy document further provides that all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties, ICT training shall be incorporated in all teacher training programmes. In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies, and that promotion opportunities will be created which will make way for professional growth at all levels.

The best way of raising the quality of teachers is by means of constant in-service training for serving teachers, there is therefore the need for seminars, workshops and conferences for the entire population of teachers in the world in general and Nigeria in particular. This will help the teacher to open up to new ideas around the globe. Professional development avails teachers the opportunity to develop and demonstrate their professional competence against set standards (FRN, 2008).

In the same vein, Adeyemo and Fok (2005) state that staff development is necessary to prevent redundancy and obsolescence. It also improves deficiencies in former training, to develop more confidence in the teachers and to improve on performance of teachers. Some of the staff development programmes available for teachers in Nigeria include sandwich programmes, workshops, conferences, seminars, study leave with pay or without pay. The school administrator should therefore encourage the staff to take part in staff development programmes for their growth in the system.

Corroborating the above assertion, the FRN (2008) states that a professional development programme is the most valuable channel for updating professional status. The TRCN will initiate and encourage teachers to attend in-service training, seminars and workshops, employers are

advised and encouraged to sponsor teachers for such programmes. The programme needs to be taken seriously by both teachers and stakeholders, as it is designed to sharpen the skills of teachers which in turn will enhance better performance in their duty and thus higher quality education.

From the foregoing, it can be concluded that training and development programmes in education help individual teachers to attain competence in their present and future work through the acquisition of appropriate skills, knowledge and attitude that will bring about effective teaching and learning process in the school system. This is very important in order for the teachers to update their knowledge, so as to meet the changing technological development all over the world.

Statement of Problem

Despite the provision of the National Policy on Education (FRN, 2004) that “in service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies, as well as the Teachers Registration Council (FRN, 2008) advising and encouraging employers to sponsor for teachers for in-service training programmes, it has been observed that school managers especially at the secondary education level are non-chalant to the training, re-training and development of their employees. This problem is to some extent noticeable in the Ogun State teaching service commission where teachers are rarely sent on in-service training and development programmes. Also observed is that teachers are not sponsored to attend training and development programmes even when they are sent on such programmes which are always on short-term basis, little or no room is given to them to display the skills acquired through promotion or increased remuneration.

It is as a result of these that the study examines issues involved in teacher training and development in relationship with their career advancement with particular reference to public secondary schools in Ogun State, Nigeria.

Research Hypotheses

The following hypotheses were formulated to guide the study:

- H⁰₁:** There is no significant relationship between teachers development programmes and teachers preparation for higher responsibility.
- H⁰₂:** Teachers’ professional development programmes do not predict their effective job performance.
- H⁰₃:** Teachers’ professional development programmes do not have significant influence on the effectiveness of the school system.

Methodology

The descriptive survey research design was adopted for the study. The sample consisted of two hundred and fifty teachers selected from five local government areas in Ogun State. In each of the local governments, fifty teachers were selected from five secondary schools, and each school, ten teachers served as subjects for the study. Stratified and simple random sampling techniques were used. The stratification was based on school type (senior or junior), school location (rural or urban), sex, professional qualifications, teaching experience.

A researcher questionnaire tagged “Training, Development and Teacher Career

Advancement Questionnaire” (TDTCAQ) was used for data collection. Instrument was validated by experts in instrumentation, adult and non-formal education, educational administration and educational test and measurement. The reliability of the instrument was ensured through pilot study. Data obtained were analysed using Pearson product moment coefficient correlation tool.

Results

H₀₁: There is no significant relationship between teachers development programmes and teachers’ preparation for higher responsibility.

Table 1: Teachers’ development programmes and teachers’ potentials for higher responsibility

Variable	Mean	Sd	Nf	Df	r-cal	r-critical
Teachers development programme	28.12	6.48	250	248	0.64	0.14
Teachers preparation for higher responsibility	23.32	5.32				

P < 0.05

Table 1 shows that the r-calculated value of 0.64 is greater than the r-critical value of 0.14 given at 248 degrees of freedom and 0.05 level of significance. Therefore, null hypothesis is rejected. It then means that there is a significant relationship between teachers’ professional development programmes and teachers’ preparation for higher responsibility.

H₀₂: Teachers professional development programmes do not predict their effective job performance.

Table 2: Teachers’ professional development programmes and teachers’ effective job performance

Variable	Mean	Sd	Nf	Df	r-cal	r-critical
Teachers’ professional development	28.12	6.48	250	248	0.87	0.14
Teachers ‘preparation for higher responsibility	19.38	4.07				

P < 0.05

Table 2 above indicates that the r-calculated value of 0.87 is greater than the r-critical value of 0.14 given at 248 degrees of freedom and 0.05 level of significance; therefore, the null hypothesis is rejected. It then means that teachers’ professional development programmes significantly predicts teachers’ effective job performance.

H₃⁰: Teachers professional development programmes do not have significant influence on the effectiveness of the school system.

Table 3: Teachers' professional development programmes and effectiveness of the school system.

Variable	Mean	Sd	Nf	Df	r-cal	r-critical
Teachers' professional development	28.12	6.48	250	248	0.73	0.14
Teachers' preparation for higher responsibility	19.98	5.02				

$P < 0.05$

Table 3 above shows that the r-calculated value of 0.73 is greater than the r-critical value of 0.14 given at 248 degrees of freedom and 0.05 level of significance. Therefore, the null hypothesis is rejected. It then means that teachers' professional development programmes have significant influence on the effectiveness of the school system.

Discussion of Findings

A significant relationship was found between teachers' professional development programmes and their preparation for higher responsibilities. This means that when teachers engage in professional development programme, it is an avenue to get them prepared for greater challenges and responsibilities of them in the career progression. This finding supports the earlier finding of Adekunle (2002) that training and manpower development programmes increase learning power, tend to prepare employees for advancement and greater responsibilities in their place of work and enhance their self respect, increase feeling of security and economic independence.

Also, teachers' professional development programmes were also found to predict teachers' effective job performance. This means that teachers' professional development programmes give teachers adequate opportunity to learn the duties and responsibilities of their jobs so that they will be able to perform their job as it is expected of them. This finding is in support of Adewumi (2004) that a well trained employee will not be only efficient on the job but will be confident and happy because he possessed the wherewithal to enjoy what he is doing. At the same time, he is better placed to realize his maximum contribution as well as make the maximum contribution to the organization.

Similarly, the finding showed that teachers' professional development programmes have significant influence on the effectiveness of the school system. This is an indication that the teachers' professional development programmes are instrumental to the realization of goals of the secondary education, this is because the more teachers are encouraged to engaged in development programmes, the more productive they would be and the more effective the school system would be. Adeyemi (1999) supporting this finding states that every organization such as the school that has regard for quality and service should encourage staff development in order to improve the continuing educational growth of the teachers, which will in turn enhance the continuing growth of the school.

Conclusion

The study has examined the relationship between teachers' professional development programmes and teachers' career advancement. The study has clearly established the significance of training and development programmes in the preparation of teachers towards higher challenges as well as giving them opportunity to exhibit acquired skills, knowledge and

attitudes on the job, thus bringing about efficiency in the discharge of their responsibilities. It also increases the quality of school performances.

Recommendations

In order to enhance improvement in the job performance of teachers as well as in the realization of goals of secondary education through teachers' professional development programmes, the following measures are hereby suggested:

1. Issue of teacher in-service training and development should be taken with utmost seriousness it deserves.
2. As a matter of policy, teachers should be made to renew their certificates and knowledge at most every three years by embarking on one training programme or the other for example, seminars, conference, symposia, etc.
3. Career progression in the teaching service should be tied to possession of requisite qualification.
4. Opportunities for sponsorship and study leave with pay should be provided for teachers in order to embark on professional development programmes.

References

- Adekunle, A.A. (2002). "The Effect of Training and Development on Employees' Job Performance in the Nigerian Ports Authority". Unpublished Professional Membership Diploma Project, Chartered Institute of Personnel Management of Nigeria.
- Adeleke, A. (2000). The Role of Training and Development in Enhancing Corporate Growth and Survival". *Journal of Human Resources Management* 10 (5). 30-38.
- Adewunni, W. (2004). "The Cost Benefit of Industrial Training. A Case Study of the Nigerian Banking Industry". *Journal of Institute of Personnel Management of Nigeria*, 9 (12) 16-28.
- Adeyemo, B. (1999). "Managing Teachers Professional Growth and Productivity in the New Millennium: In N.O. Sodipe, O.J. Nwanyanwu, K.A. Salawu, K. Ojelade and B.K. Asade (eds). *Education in Nigeria. A futuristic reflection*. Abeokuta: Visual Resources Publishers.
- Adeyemo, B. and Folajin, T. (2005). *Essentials of Educational Management*. Abeokuta: Goad Educational Publishers.
- Afolabi, A.S. (2002). 'The Role of Administrators in In-service Teacher Education. *Olumo Journal of Education*, 1(1) 80-86.
- Armstrong, M. (1986). *A Handbook of Personnel Management Practice*. London: Kogan Page.
- Fajana, S. (2006). *Human Resources Management: An Introduction*. Lagos: Labofln and Company.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Lagos: NEERDC.
- Federal Republic of Nigeria. (2008). *Management of the Mandatory Continuous Professional Development Programme for Registered Teachers in Nigeria*, Abuja: Teachers Registration Council of Nigeria.
- Olaiya, R.O. (2005). *Lectures in Personnel Management*. Unpublished Mimeograph, Chartered Institute of Personnel Management of Nigeria.