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15 August 2013

Online at <https://mpra.ub.uni-muenchen.de/53593/>

MPRA Paper No. 53593, posted 12 Feb 2014 14:52 UTC

M Phil & PHd Educational Administration and Planning

National Open University Of Nigeria

Research Proposal

**Professional Update For Teachers: A Tool for Achieving National
Development Plans In Nigeria**

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August 2013

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Introduction

What is Professional Update For Teachers ?

Professional Update is a scheme of continuous accreditation for teachers. The Key purpose of professional update is to

- (a) improve, maintain & support the quality of Nigerian Teachers as outlined in the Professional Standards e.g the 1989 Education Act (Amendment Act 12 Of 1993) & Teachers Registration Council Of Nigeria Act (Act 31 Of 1993).
- (b) establish a connect between the contents of the education and the development needs of Nigeria, so that meaningful development will take place. There is a need to familiarize practicing teachers and curriculum planners with the various development plans of the government from time to time. There is no gain in the annual production of certificate holders white-collar competences in a country like ours that requires blue-collar competences and technical manpower for its development.
- (c) support and maintain teachers' continued professionalism and the reputation of the teaching profession in Nigeria. This can be achieved by ensuring that all practicing teachers seek professional recognition (accreditation by the TRCN) including other qualified teachers who are not currently practicing but wish to

maintain their professional skills for the sake of future employment. The TRCN should organise on-the-job-training to improve practicing teachers' intelligence, aptitudes, interests and skills on the effective use of teaching methods to enhance the learning and application of education contents by pupils.

- (d) bring the accreditation (registration) process to doorstep of teachers i.e all schools in the thirty six (36) states and Federal Capital Territory. It should be **free**. All the personal data of teachers will be collected. The exercise will involve the use of qualified **persons** and materials in large numbers.
- (e) keep teachers abreast the newest development and current good practices so that they can adapt to the changes in environment such as ICT & use of modern instructional materials.
- (f) liaise with all employers in the country to consider only accredited teachers for new teaching jobs. Accreditation of old teaching staff should be a criteria for continuation of employment and promotion.

What Professional Update Is Not?

Professional Update is not a tool to get rid of teachers. It is anticipated that professional update will focus on continuous improvement rather than on determining whether or not a teacher is or has remained competent.

Proposed Study

The Research Aim

The aim of this study is to

- (1) generate a substantive theory regarding professional update of teachers as an effective tool for achieving the development plans in Nigeria.
- (2) gather information about the practical operation of professional update of teachers and how it could support teachers in achieving continuous professional development, professional recognition, self evaluation and to sparkle practitioner enquiry about current practices in their disciplines.

This study is an enquiry into the values, purposes and practical operation of the professional update scheme. It requires the study of the perspectives of teachers, Employers of Teachers and the Teachers Registration Council Of Nigeria.

Background

Theoretically, development plans are deliberate efforts of government to speed up the process of economic and social development. A development plan is a conscious activity regarding the rate and direction of economic growth and expansion of infrastructural facilities.

The history of development plans in Nigeria can be traced to the colonial period in which colonies were mandated by the British Colonial Office to prepare development plans for the disbursement of the Colonial Development Welfare Fund in 1940. In 1946, the colonial government introduced a Ten Year Plan of development and welfare for Nigeria. Afterwards the National Economic Council was formed in 1955 to coordinate the nation's growth according to World Bank's recommendation. The main reasons for development plans are efficient allocation of available resources to eliminate waste and equitable distribution of income.

Since independence, Nigeria has experienced a variety of development plans such as :

- 1st National development plan, formulated for 1962-1968 by Nnamdi Azikiwe
- 2nd National development plan, launched by General Yakubu Gowon in 1970-1974 and the **3rd National development** plan in 1975-1980
- 4th National development plan, formed by Alhaji Shehu Shagari between 1981-1985

- 5th National development plan by General Ibrahim Babangida - a 20 years rolling(perspective) plan with several phases e.g Structural Adjustment Programme (SAP 1986-1988)
- 6th National development plan by General Sani Abacha for Vision 2010 formulated on 18th September, 1996
- The Obasanjo Administration launched

*NEEDS – National Economic Empowerment Development Strategy (2004 -2007) in order to redefine Federal Government’s economic role(i.e. promotion of privatization)

*SEEDS – State Economic Empowerment Development Strategy- Its aim is to involve the states in tne actualization of NEEDS.

*LEEDS – Local Government Economic Empowerment Development Strategy- Its aim is to involve the local governments in tne actualization of NEEDS.

- President Umar Yaradua introduced the Seven Point Agenda to run from 2007 to 2015. Its target sectors are *Power & Energy, *Food Security, *Wealth Creation, *Transport Network, *Land Reforms, *Security & *Education
- President Goodluck Jonathan formulated the Transformation Agenda expected to run between 2011-2015 intended to make Nigeria one of the top twenty economies in 2020 (Nv.202020) with 900 million dollars in GDP.

Despite these plans, the Nigeria situation has remained a nation with high unemployment rate, monoculture dependence on oil, little industrial infrastructure and high poverty. The major reason is identified by the writer as the inability of educators to translate and interpret the National development Plans into the contents of the school systems. When the teacher designs his teaching methods to suit the achievement of national development plans, the learners internalizes it and then transmits the culture to family circle and the

society. The culture then spreads like wild fire . The Government through the Teachers Registration Council Of Nigeria (TRCN) must take conscious steps to familiarize teachers with the National development and the expected outcomes by improving their intelligence, aptitudes, interests and personal dispositions.

The history of Professional Update of teachers can be traced to the agitation by some professional teachers and other stakeholders for the establishment of a regulatory agency. This led to the establishment of TRCN Act 31 of 1993. This council was created to establish and maintain a register of teachers and the publication of the list of registered teachers from time to time. Its mission is teacher excellence and professionalism among at all levels through effective registration and licensing of teachers; accreditation, monitoring and supervision of teacher education programmes; promotion of continuing professional development; maintenance of discipline and leading the overall renaissance (revival of learning and culture) of teaching profession in Nigeria.

The achievements recorded by the TRCN in July 2013 according to a national newspaper are ; registration of over one million teachers and licensing of the registered ones; engagement of employers of teachers and other stakeholders to rid the teaching profession of quacks and improve the status, image and performance of the teaching profession; publication and distribution of Teachers Code of Conduct and professional standards; strengthening professional discipline among teachers through development and establishment of Teachers Investigation Panel across the country.

Despite these claims, it is evident that majority of persons doing the teaching jobs do not have education professional qualification and experience and are not registered with the TRCN especially in the private sector. Most of them take up the teaching job as the last resort.

Definition Of Terms

(1). Professional Update of teachers: Professional Update of teachers is a scheme of continuous accreditation for teachers with the following aims

(a)to improve, maintain & support the quality of Nigerian Teachers as outlined in the Professional Standards e.g the 1989 Education Act (Amendment Act 12 Of 1993) & Teachers Registration Council Of Nigeria Act (Act 31 Of 1993).

(b)to establish a connection between the contents of the education and the needs of the development needs of Nigeria, so that meaningful development will take place. There is a need to familiarize practicing teachers and curriculum planners with the various development plans of the government from time to time. There is no gain in the annual production of certificate holders with white-collar competences in a country like ours that requires blue-collar competences and technical manpower for its development.

(2). Teacher: A teacher is someone who has undergone training and experience and impacts such knowledge on students.

(3). Head teacher: A Head teacher is a senior teacher who coordinates the activities of a school and possesses the executive authority for the school.

(4). National Development Plans: Are time based policies formulated and designed to speed up the process of economic and social development.

(5). Accreditation: Accreditation is a process in which certification of competence, authority and creditability is presented.

Research Plan & Methodology

The following central research questions reflect the aims of this study and guide the direction of the research methodology:

- What is the relationship between the professional update and the quality of Nigerian teachers?
- What will the operational structure of professional update look like?
- What are the relationship between professional update of teachers scheme and the teachers' interpretation of National Development Plan

Theoretical Framework

The proposed study is an enquiry into the background, aims and effectiveness of professional update scheme in the improvement of teachers' intelligence, aptitudes, interests and dispositions to the National development Plans and its expected outcomes.

This Study requires a method of investigation that allows the interpretation of social phenomena. Thus an interpretive approach located within the theoretical perspective of symbolic interactionism.

Grounded theory methods of data collection and analysis are consistent with the principle of interpretivism and symbolic interactionism. The essence of grounded theory is to describe and discover the patterns which are developed through interaction.

Data Collection

The primary data of this study will be collected through interviews and use of open ended questionnaires. Semi structured in-depth interviews are useful to ascertain the understanding of teachers about of the National Development plans. Two elements of interviews techniques will be adopted: firstly ,the length of the interview will not be predetermined, secondly there will be no strict reliance on on a standardized list of questions. This will help establish a rapport with the participants. The participants of the interview are the management staff of the TRCN, teachers from a cross section of primary schools, secondary schools and tertiary institutions in Nigeria.

Data Analysis

The interview and questionnaire process will result into a huge data. Data analysis will start immediately after the first interview using content analysis. The first stage in content analysis is sampling or deciding what to select from what may be an enormous amount of material. The other stage is the construction of coding units into which information is to be categorized. After coding, the raw scores will be analyzed with measures of dispersions to indicate whether he scores are similar to each other or they spread out.

Data Presentation & Statistical Test

The information about the scores in a sample can be presented in a graph or chart. The mode of data presentation influences the choice of statistical test i.e. deciding whether the data were obtained from an experiment in which some aspect of the situation (Independent variable) was manipulated in order to observe its effects on the dependent variable.

Proposed Timeline

YEAR 2014

- Obtain approvals
- Obtain and analyze official records and public documents from the various state and national government departments
- Draft background chapter
- Draft methodology chapter
- Continue literature review

YEAR 2015

- Complete methodology chapter
- Complete literature review
- Send letter to TRCN and school managements seeking permission to request participants
- Send email requesting interested participants
- Make initial telephone contact with responding participants
- Send information and consent forms to prospective participants homes
- Contact initial participants and arrange interviews
- Conduct interviews
- Obtain and analyse documents from participants
- Code and analyse data
- Write findings

YEAR 2016

- Prepare first draft of thesis
- Subsequent drafts
- Submit final thesis

Facilities (Supervision)

The Programme Coordinators will bring significant experience and knowledge.

Special Equipment

Interviews will be recorded on an audio recorder, which will be the only special equipment required for this study.

Confidentiality

Confidentiality will be assured to all participants. All transcripts, notes and audiotapes will be stored in a lockable cabinet at the researcher's home. Names, addresses and other identifying information will be kept in a secured place, but separate to the transcripts. The names of participants will be disguised in all research data to provide anonymity. The initial permission for participants will be sought from the Management of TRCN and educational institution. When this consent has been obtained an email will be sent seeking participation from lecturers. Consent will be obtained from all participants in writing. Each participant will receive a information letter outlining the study and the confidentiality arrangements, with a consent form to be returned to the researcher as well as a copy for their records. A postage paid pre-addressed envelope will be provided to facilitate the collection of consent forms.

References

Teachers Registration Council Of Nigeria, (2010), Professional Standards for Nigerian Teachers. LAGOS: Policy and Legal Advocacy Centre

Taylor, S. J., & Bogdan, R. (1984). Introduction to qualitative research methods. New York: John Wiley & Sons.