

**STAFF DEVELOPMENT POLICIES, PROGRAMMES AND FACILITIES FOR
TEACHER EDUCATION IN NIGERIA**

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Abstract

This study assesses the policies, programmes and facilities for training and re-training teachers in Nigeria. Specifically, it highlights the nature, rationale, programmes and facilities available for pre and in – service (mature) teacher education programmes in Nigeria. The study reviews the modes, principles, methods, structure and management of in - service training programme before delving into its prospects and problems. It reports that there is: (i) a phenomenal influx of immature, non teacher, non worker applicants with prerequisite Ordinary Level grades despite being “JAMB rejects”; (ii) high response to in-service training courses even as general interest in the teaching profession is waning; and (iii) admission of reluctant applicants. Principal among the problems are overpopulated classes, stressful teaching and examination schedules, health hazards and deaths of teacher trainees in addition to shortage of teaching, library and boarding facilities. The study recommends that despite their shortcomings, teacher education development programmes in the institutions should be rejuvenated so as to improve on quality and relevance. Among other things, it recommends rigorous selection processes, matching of admissions with available resources, effective monitoring of teaching and learning processes, school practice and evaluation processes and prompt sanctioning of unethical practices among students and staff to ensure high standards, innovations and best practices in facilitating teacher education policies and programmes in Nigerian teacher-training institutions.

Introduction

The National Policy on Education had undergone many reviews since inception in 1977. Even in its latest 2004 edition, the fact has been stressed again that “no education

- d. (i) Teaching is a legally recognized profession in Nigeria and government has set up the Teachers' Registration Council to control and regulate the practice of the profession (ss. 78a);
(ii) Those already engaged in teaching but not professionally qualified shall be given a period of time to qualify for registration or leave the profession (ss. 78b);
(iii) Newly qualified teachers shall serve a period of internship of one (1) year for degree holders and two (2) years for NCE holders (ss. 78c).

.There are *pre-service* and *in-service* training programmes for prospective and confirmed education workers (namely, class teachers, inspectors and supervisors, counselors, etc.). These two extremes encompass staff training and re-training programmes for workers as it may not be enough to employ workers but is important to keep re-training or update them as often as the need arises.

Facilities for professional training and development of teachers abound in Nigeria. According to ESA (2003) and the NPE (2004), the institutions saddled with the duty of giving required professional training to teachers include: colleges of education (for primary and junior secondary schools), the faculties and institutes of the universities (for senior secondary schools) and the National Teachers' Institute, Kaduna for continuing teacher education (currently for teachers of basic education). Equally, some polytechnics with schools of education also produce teachers of technology at the secondary school level. There are also the National Institute for Nigerian Languages in Enugu and the National Mathematical Centre in Abuja.

Pre-service Training: Meaning and Purpose

Training is defined as "the process of developing qualities in human resources that will enable them to be more productive and thus contribute more to organizational goal achievement". Training is essentially to increase the productivity of employees by influencing their behaviours. The training given to a person (or an employee) varies in type and extent and according to the nature and skills of the jobs involved as well as the experience of the employees concerned (Certo, 1997 and Arikewuyo, 2006). The aim of training is "to equip individuals with the necessary skills to enable them to find employment, to gain promotion and to have reasonable expectation of redeployment in the event of their being made redundant" (Ojofeitimi, 1992 and Arikewuyo, 2006).

Competences Required

To start any training venture, certain skills and competencies are necessary. Katz (1955) and Peretomode (1999) identified them as (a) *technical*, (b) *human* and (c) *conceptual*.

a. *Technical skill*: This refers to the proficiency or ability to use tools, methods, processes, procedures and techniques of a specialized field (in this case, teacher education) to perform special tasks. The school counselor, supervisor / inspector / administrator need enough technical skills to be able to accomplish the mechanisms of the job he/she is responsible for.

b. *Human skill*: This refers to interpersonal skills. It is the trainee's ability to work effectively with, and through other people on one-to-one basis and in a group setting. This requires an understanding of one's self and group dynamics, and the ability to motivate other people either as individuals or groups.

c. *Conceptual skill*: This is directly associated with knowledge because, in order to conceptualize, individual trainees must possess or have access to a wealth of cognitive and organized information (Lipham and Hoer, 1974). *Cognitive skill* refers to mental ability to coordinate and integrate the entire interests and activities of the organization

and apply information and concepts to practice. This involves the trainee's ability to see the organization (like the school, the school community and the educational programme) as a whole and understand how the various parts of the organization depend on one another and how a change in any of them can affect the whole system.

Peretomode (1999), quoting Abbot's (1974) definition, refers to *conceptual skills* as "the ability to discern meaning in, and establish relationship between events and bits of information which, at first glance, would appear to be discrete and unrelated. It also involves diagnosis and analysis (the ability to quickly get a true cause of a certain situation through a maze of data), observation and facts. Conceptual skills in training are most difficult to acquire because they require sufficient time and a certain amount of intellectual ability.

The Case of Nigeria

With reference to Nigeria, normal training programmes of education workers namely: class teachers, principals, headmasters / headmistresses, supervisors and inspectors, counselors, evaluators and technologists are offered at different post-secondary institutional levels. We used to have *Grade II Colleges* (between 1-2 years). Now there are Colleges of Education (Conventional, Technical or Special for 3 to 4 - year courses depending on the mode of entry whether "direct" or "preliminary"), at the University level where trainees interact with a variety of academic and practical training programmes before certification and employment.

For some time in Nigeria, experts and authorities in and out of school have resolved to encourage enrolment into teacher education programmes to enhance adequate supply and total professionalization of the education work force. Also, the NCE certificate is already accepted as the minimum level approved to be possessed by a teacher in the professional employment of schools (NPE, 2004:S.8, ss.70b).

Professionalization efforts and legislation

The Nigerian Union Teachers, NUT took advantage of the new democratic dispensation to take the initiative and explore the establishment of the Institute of Certified Teachers of Nigeria, ICTON "as a gate way of professionalism" and "to mobilize men an equipment for the job of establishing a befitting database for its membership and ensuring that those it hopes to serve are made aware of its aims and future plans" (ICTON, 2001, *Editorial*).

After many meetings of the seven - member committee to examine the memorandum and articles of association of the proposed body (ICTON), the NUT finally adopted the *Institute of Certified Teachers of Nigeria (ICTON)* as a gate way to professionalism in teaching in Nigeria. It was registered on May 20, 2000 (RC 384,181/3) and was notified by the Corporate Affairs Commission on July 11, 2000. On 25th May, 2000, the NUT arranged a national workshop in Akure) for its members to deliberate on the *Teachers' Registration Council Decree 31 of 1993* which was crafted to empower the Teachers Registration Council (TRC) - a body set up to regulate entry into the teaching profession in Nigeria.

Nature of the Professional Associations

According to ICTON (2001), both ICTON and TRC were neither established, run nor financed by government but were established by law (for example, that of *ICTON of May 20, 2000, Inc. July, 2000*).

Reasons given for not being run by government are that:

- Governments are becoming grossly inefficient in running its own agencies and parastatals, not to talk of adding an extra burden of running professional associations.

- In time of dispute with government, he who pays the proper will dictate the tune.

Functions of ICTON

This Institute is to:

1. give expert and independent advice to governments (It cannot do that as an extension of government ministries);
2. run intensive weekend, week day courses on frequent basis for members in designated locations in the land;
3. organize lecturers under the agencies of the professional body;
4. keep a register of its professional members even if government or any of its agencies do so already;
5. fix an acceptable level of teacher qualifications for teaching in its area of jurisdiction;
6. stop unqualified persons from coming into teaching at any level; and, like its sponsoring parent,
7. ensure that teaching ends up as a (The NUT) and in conjunction with it unified service in Nigeria.

Teachers have taken the first bold and helpful step by forcing themselves into a professional body *ICTON* that will hopefully include all levels of teachers in the country. When this is concluded, the re-engineered teaching service will be professional, strong, and respectable. As at May 2001, of over 150,000 applications for membership received, over 75,000 forms were already processed into the association's database. More encouragement is being given by the NUT to over 600,000 others at all levels of the system to enlist. In fact, up to the University level, forms were already distributed to all practitioners and those who are yet to professionalize fully are being mandated to do so with ultimatum attached to it.

Membership

Membership is open to serving teachers in public and private institutions, university teachers in departments and institutes of Education, Consultants and other providers of educational services. It is also open to retired and other persons with requisite qualifications who are desirous of contributing to the process of professionalizing teaching in Nigeria.

Qualifications for Admission

A person shall ordinarily be deemed eligible for admission to the *ICTON* if he/she holds any of the qualifications listed below from an institution approved by the Teachers' Registration Council (TRC). These are:

1. The Grade II Teachers' Certificate provided the holder is teaching and has been in teaching continuously for not less than 5 years before the commencement of registration for membership of the Institute;
2. Other Certificates not higher than the Nigerian Certificate of Education (NCE) for which the Grade II Teachers' Certificate is a pre-requisite.
3. The NCE or its equivalent;
4. A First degree of an approved University in Education;
5. A First degree of an approved university or its equivalent in addition a post graduate qualification in Education obtained in not less than nine months of studies;
6. A Master's degree in Education for which a first degree or a postgraduate qualification in Education is a pre-requisite, and
7. A Doctorate degree in Education.

Or

In case of a non-Nigerian, if a person holds a qualification granted outside Nigeria which for the time being is recognized by the TRC and is by law entitled to practice as a

teacher in the country in which the qualification was granted, provided the country accords Nigerian professional teachers the same reciprocal treatment and that he/she has had, in the opinion of the Institute, sufficient practical experience as a teacher.

Or

Any other qualification as may be determined by the TRC as being acceptable for teaching in Nigeria and are acceptable to the ICTON.

In addition, persons who do not have the listed admission qualifications will be able to apply at a later date to be admitted as students of the ICTON in order for them to complete their preparations for acquiring any of the listed qualifications.

Objective

Article 3 (a) of the ICTON puts the main objective as:

To advance the science of pedagogy, the art of teaching educational practice, school management and cognate subjects as applied to all or any of the professional services provided by teachers whether engaged in public schools, industry and commerce or the public service, to promote the highest standards of competence, practice and conduct among members of the Institute of Certified Teachers herein after referred to as the Institute) so engaged, to protect and preserve their professional independence and to exercise professional supervision over them, and to do all such things as may advance and protect the character of the profession or as applied to service in industry and commerce or public or private service.

Teachers' Registration Council (1993-2002).

As if waking up from a long slumber, a handbook of the Council was published in 2002 during which registration forms were also distributed to schools and institutions towards professionalism. The fourteen paged document has twenty-two sections covering issues like the TRC's duties, membership, registrar's duties, departments registration of teachers, approval of qualification, teachers disciplinary committee, state teachers investigation panel, constitution of the panel, making rules, award of honorary membership, falsification offences, punishment for offences, what teaching is, who is a teacher? Others are institutions in Nigeria offering approved professional training in education, means of raising standard of teachers, categorization and registration fees, registration and training, centers for collection and return of registration forms, mode of registration, registration documents and documents to be issued to duly registered members (pp.1-4).

Hope is rising steadily in the appreciation of the profession by citizens and authorities considering the increasing trend of enrolment into teacher training programmes in Nigeria's tertiary institutions including the programmes of the National Teachers' Institute (NTI), Kaduna, set up by the Federal Government. There are also several education degree-awarding Colleges of Education and the first of its kind, the upgraded Tai Solarin University of Education in Ijebu-Ode, Ogun State, Nigeria.

In-Service Training: Meaning and Rationale

It is also called post-employment training. Akinyemi (1991) defined it as all activities and courses aimed at extending the professional knowledge and skill of a serving teacher (or inspector or supervisor or head teacher, etc). According to him, after acquiring the necessary know-how, a teacher (a supervisor, a counselor or significant others) needs to improve on his standard from time to time so as to prevent the quality of his teaching from diminishing and to improve it. He has to update and upgrade his knowledge so that such knowledge may not become out-modeled and stale. In-service training serves some rationale.

According to Akinyemi (1991), a well-designed in-service education could help to revitalize the practicing teacher or teacher educator (or supervisor), hence the need for continuing education of the practicing teacher. He reiterated Smart's (1973) suggestion

that the education of the teacher be made continuous, obligatory and undertaken at different periods.

In Nigeria where the system of education is deregulated since 2003, many private schools springing up tend to be having many unqualified and in-experienced teachers in their employment. So, if such are to be effective, the need to train and re-train becomes imperative and un-negotiable. The following objectives are identifiable:

1. To expose serving teachers, supervisors, inspectors and counselors at primary and secondary and post secondary levels to the content and most modern methodologies of teaching all school subjects.
2. To make them prepare for new roles as Headmasters/Headmistresses, Principals, Supervisors, Administrators, Senior Inspectors, Counselors, etc.
3. For serving workers who have to work in new areas at new levels with different types of students, there is need for in-service education to give necessary confidence and avoid trial and error.
4. Teachers with out-dated teaching techniques, substandard knowledge of subject-matter and former teachers returning to teaching after a prolonged absence would need to update their knowledge through orientation and other in-service activities.
5. It creates avenues for serving teachers to make up for their deficiencies in the area of newly-introduced subjects in the school curriculum like Integrated Science, Social Studies, Computer Science, Test Construction and Evaluation Techniques, Record Keeping, Teaching and Learning Aids Improvisation, Communication and Language Training, Crisis Management, Peace and Conflict Studies, Coping Strategies and Caring for Special Children, First-Aid Education, Population and Gender Studies, HIV/AIDS Education, etc.
6. To enable serving workers to improve academically and professionally at lesser cost to them and at little or no cost to government.
7. Staff members work together through in-service programmes such as workshops, conferences, and study groups in areas of common interest in order to enhance their professional growth and competences.

Modes of In – Service Training

Akinyemi (1991) equally listed the modes contained in the Federal Teachers' Service Manual of 1977 as:

- i. Evening courses
- ii. Day release
- iii. Short full time courses
- iv. Vacation courses
- v. Workshops and Seminars
- vi. Teachers' Center-based courses
- vii. Radio-TV Courses
- viii. Correspondence / Open / Distant Learning
- ix. Study leave with pay
- x. Sabbatical leave
- xi. Others

Arikewuyo (2006) identified some other forms of training of the employee which begins with orientation programme. This involves introducing and guiding the new employees to the organization and the various units. It is important that new employees familiarize with the policies, procedures and performance expectations.

Other *in-service* training modes discussed by Oshionebo (1992) and quoted by Arikewuyo (2006) are:

- a. Coaching – the trainee is put under the guidance of an experienced employee who shows the former how to do the job;
- b. Job rotation – the trainee is given several jobs in succession so as to gain experience on a wide range of activities;
- c. Temporary promotion an individual is promoted into a higher position while the latter is absent or on leave or for some other reasons. This enables the individual to experience the demands of a more senior position;
- d. Assisting – a junior officer with good potentials may be appointed as assistant to another top officer to gain experience of how the organization is managed at the top, and
- e. Committees – trainees might be included in the membership of committees to enable them gain an understanding of inter- departmental relations.

Furthermore, the means or modes or mechanisms of acquiring on-the-job training have been summarized into three by Szilagyi Junior. (1981) and outlined by Peretomode (1999:5) as:

- a. Education – which involves undertaking undergraduate and graduate studies (in universities and training institutes).
- b. Experience- which involves exposure to a variety of situations, problems and demands. It involves time and entails maturity on the job.
- c. A mentor – mentee relationship which involves a young administrator learning a set of administrative skills by (apprenticing) observing, working with (associating) and relating closely to a more seasoned higher administrator (or supervisors).

Principles Guiding In-Service Training Programme

A good in-service education should be based on the following principles outlined by Akinyemi (1991), Peretomode (1991) and Arikewuyo (2006):

- i. The needs of the school and the community.
- ii. the needs of the personnel – individuals and groups
- iii. the improvement of the quality of instruction
- iv. continuous process of evaluation and revision of educational programmes.
- v. Teacher's interest in in-service education either through personal conviction or supervisor stimulation or prompting)
- vi. Prospect of keeping personnel abreast of research and advances in education
- vii. Design of training programme to meet the needs identified.
- viii. Identification of essential skills to be imparted or acquired namely: technical human and conceptual.

According to Katz (quoted by Peretomode (1999:4), although the three skills are quite essential, to successful administration, their relative importance depends on the level of administrative responsibility.

three days, one week or two or longer. Again, Akinyemi identified the following types or in-service methods which are commonly organized in Nigerian schools:

1. *Induction*: It is a systematic programme for professional initiation guided by experienced and further study. For teachers, it is acquired in the first year of teaching after the initial training to help the new professionals to become more skilled. Usually, an inductee is assigned to an experienced staff or college tutor closely connected with the initial training. But often, an on-the-job training scheme is organized for the employee to be supervised by an experienced staff in the same field, and in some other cases, the assistance of an expert from outside is sought.

For instance, when some new equipment is introduced to a job, the manufacturing company can detail a representative to train one of the employees of the purchasing institution on how to effectively operate the new equipment. Also, when college and university education students are about to proceed into the mandatory teaching practice period of their courses, induction courses are organized by their schools or faculties in which seasoned course teachers or lecturers present seminars to these student-teachers on topics like classroom management, discipline continuous assessment, school records, lesson notes preparation, teachers' personality, and so on. All these are to prepare the student-teachers on practice for eventual adjustments. Such a programme may last for one or two days. (Akande, 2001: 27-41 and Awoniyi, 1979: 63-67).

2. *Orientation*. This is a systematic effort an organization makes to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity. It is to avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management. During such a programme, teachers need to be informed about school regulations, organizational patterns, structure, the curriculum plans, instructional materials and equipment, pupil services, day-to-day activities, curricular activities, school records and procedures for keeping them, and so on. Some organizations adopt the procedures of printing curriculum guides, handbooks and appointing a special committee to handle such matters and report back to the school head.

3. *Workshops / Seminars*: This is done to update knowledge and improve the skills of staff in their subject areas, especially whenever a new curriculum is introduced. It is to acquaint employees with the new procedures, new communication systems, new topics or subjects, new policies, etc. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resource persons from outside especially from universities and or ministries of education come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue. Many times too, the organizers of such programme give pre-programme tests or questionnaires to participants to assess their entry knowledge or skill and, at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. Reports generated from such exercises are normally useful for planning and policy purposes. In this respect, Nigeria is richly served by two institutions: the *National Institute for Educational Administration and Planning, Ondo, Ondo State* and, the *Lagos State Post Primary Staff Development Commission LSPPSDC Magodo, Lagos*.

4. *Professionalization*: This is done through in-service education for graduates of non-education institutions like Polytechnics and even Universities who, having teaching appointment or needing to start their own schools, need to professionalize. They can be called "*non-professional practitioners*". They are compelled to train and update their knowledge else, they lose their jobs. Teaching in Nigeria is currently witnessing a lot of revival in many respects and, in due course, it would be an aberration to find any teacher in Nigerian school, whether at primary, secondary or tertiary levels not having a professional teaching certificate. There are notable programmes in place for these categories of 'teachers'. For HND holders, the Federal College of Education (Technical)

in Akoka – Lagos, a special one-year intensive postgraduate course exists to which many are subscribing. The Postgraduate Diploma Programme in Education (PGDE) which is designed for non-education university graduates exists for full - time or sandwich programme for one or two sessions respectively, In the University of Lagos, the Faculty of Education commenced, around 2004, a special in–service training programme packaged for academics in other faculties in the University who teach but without knowledge of the pedagogy. The programme which received some warm embrace and was widely subscribed had hence been stalled for whatever reasons.

5. *Higher qualifications:* Even as professionals, a teacher may desire to obtain higher degrees to qualify for higher responsibilities and improved earnings. Such may be *Grade II* holders gunning for the NCE certificate, NCE holders seeking First Degree certificate, B.Ed. or B.A. (Ed.) or B.Sc. (Ed.) holders going for Masters and Masters Holders running PhD Programmes in their choice institutions.. All these programmes exist in full-time, part-time, sandwich, correspondence or distant learning modes.

While reviewing the work of Cook (1994), Omoregie (2004) listed other types or methods which are briefly explained below:

6. *In-basket training:* After trainees have been given background information on a hypothetical school, each product, organization and school personnel, they are provided with myriads of assorted memoranda, requests and data pertaining to the school. The trainee must make a sense out of these papers, prepare memo and make notes.

7. *Case studies:* These are actual cases collected from other organizations. The trainee must identify the major and minor problems in each case, filter the significant from the insignificant, analyze the issues involved, logically fill in the missing links and arrive at some means for solving the identified problems.

8. *Role playing:* The trainee is asked to play a part in a problem situation requiring interaction with others.

9. *Behaviour modeling:* It is a structured approach to teaching supervisory skills. It is related to role-playing but is more structured.

10. *On-the-job experience:* This is learning from experience. It relates to interaction with fellow professionals on the job and provides a source of both motivation and information.

11. *Position rotation:* This involves moving from one section of the organization to the other for the purpose of gaining a broad knowledge on all aspects.

In-Service Programmes: Structure and Management (NCE, B.Ed. /B.A..(Ed.), PGDE and M.Ed.)

The NCE primary sandwich programme which is run by Colleges of Education has two categories of students:

- The *Grade II* teachers who spend five years.
- The *Associateship Certificate in Education (ACE)* holders who spend four years to qualify. Courses are designed from 100 to 400 or 500 levels. An academic session is divided into three terms of three weeks each during which a 15 two-hour lectures are covered. Such programmes usually utilize the long vacation periods of the primary school calendar, hence participants travel to programme centers for full-day engagements in lectures, group discussions, tests and examinations.

At the end of every session of teaching, a break of about two to three weeks is observed to allow effective study before students are recalled for examinations, usually programmed into two consecutive week-ends. Sometimes, a week of rest is allowed in-between the two Saturdays of examinations. Examinations carry 70% while Continuous Assessment (C.A.) carries 30% for each course offered. Students also have two special teaching courses (like Mathematics, English Language, Geography, History, etc.) and

other subsidiaries (like Language and Communication Skills, General Studies, etc.) which they combine with their Primary Education Studies (P.E.S).

For semi-finalists and finalists, a six-week teaching practice exercise is organized. They are expected to “practice” in their respective work stations and graded by visiting supervisors (who are their college lecturers). In case where such places are not easily accessible, students-teachers are advised to arrange to stay in near-by schools. The first week of the exercise is used for students’ preparation while the last week is devoted to visitations by external examiners from superintending institutions (universities), who visit sampled locations to confirm certain reports returned by “TP” supervisors to round up the entire exercise.

The B.Ed., B.A. (Ed.) or B.Sc. (Ed.) sandwich programme is for NCE teachers (and recently for non- NCE holders in some institutions like the University of Lagos). This is a development from the increasing rate of disappointments suffered by applicants for the regular degree programme through the *University Matriculation Examinations (UME)* conducted by the *Joint Admissions and Matriculation Board (JAMB)*. The long vacations are utilized for intensive lectures and continuous assessments. These normally last for about six to eight weeks running between 8 am to 6 pm daily, including weekends, depending on exigencies. Many universities are involved in this lucrative business especially in city-centers where the demand continues to increase.

Also, for the Postgraduate Diploma and Masters programmes in Education, the programme runs. Applicants for the Masters programme are education graduates with or without PGDE while applicants for the PGDE programme are mainly non-education graduates who desire to convert to the teaching line to make a career. These programmes run full-time, part-time or sandwich in the Faculties of Education nationwide. They last for two, three and four semesters respectively.

Findings on General Response to In-Service Courses

Student response to in-service courses is growing fast with increasing awareness of inherent benefits like the opportunity to advance on the job without necessarily resigning for further studies, job security, financial support in the absence of limited scholarship or bursary programmes and, of course, the psychological relief, self realization and actualization enjoyed by participants, among others.

As a result of these and more, both old and young teachers keep enrolling even when it is evident that having the certificates has little or no impact on their earnings and promotion. A recent development in the Faculty of Education Sandwich programme, University of Lagos, is that a sizeable number of participants are “*JAMB rejects*” who had to switch to the sandwich programme after many years of admission disappointments in the regular programmes of the university. Many of these new generation of participants are so young, not even married nor are they yet employed as teachers in schools!

Associated Problems

Most participants in in-service programmes suffer a major displacement from their families while the courses run. As married adults, they undergo a lot of stressful activities. Mothers among them have had to nurse their babies in class or in examination halls, in addition to the demands of their course work. Some pregnant mothers among them find the course some how tough as they have to shuttle between clinics and classes and also have to contend with the stress of getting seats and preparing their course assignments. Many a time, because of long departure from home, these participants who are mostly low-income earners still are forced to rely on the service of house-helpers with attendant adverse consequences on family stability and health.

Socially, participants are hindered from having time for pressing social engagements. Also, the problems of weak social support, poverty and finance, low concentration and low retention rate (associated with ageing) high cost of procuring of standard textbooks and other reading materials, over crowded lecture rooms and limited hostel accommodation, poor library and laboratory facilities for research, poor guidance and counseling facilities, frequent cases of missing grades, physical and emotional stress causing break down, limited first-aid and medical services and sicknesses causing many to miss their vital examinations. These are some of the most crucial challenges confronting participants of in-service programme.

Conclusion

Training and development of education workers (administrators, supervisors, inspectors and teachers) is “a task that must be done” and sustained if the system is to rejuvenate and revive for relevance. For instance, Omoregie (2004) noted that “good administrators are developed.” and that:

There is nobody that comes into any organization as a finished product, a perfect match. Workers, at one stage or the other has to pass through some form of training and development... these involve activities set to chance behaviour of people in the school system so that performance can be improved upon. Development refers to provisions made by an organization like the school system for improving the performance of school personnel from initial employment to retirement (p.154).

The above submissions really capture the essence of this study. As school workers in a dynamic educational environment, continuous exposure to new ideas, methods and skills will keep us relevant and productive.

Recommendations

The efforts to shove up the quality of teacher preparation and development becomes more imperative because of the popular policy statement that correlates the quality of standard of education in a nation with the quality and standard of its teachers as no one can offer that which he has not. Therefore, the following quality control and quality assurance measures must be ensured:

To redeem the profession from that of “the last resort” or “a stepping stone” to other fields rigorous written, oral and physical interviews and examinations to attract only the best and the interested while at the same time “improve teachers’ salaries and adopt effective supervision in schools” Owolabi (2007).

Authorities must match admissions with capacity and resources;

Serious planning and monitoring of academic processes like teaching, teaching practice, evaluation processes and ;

Sanctioning of unethical practices among staff and students involved in any form professional misconduct and examination irregularities.

In this period of “mismatch between teacher production and teacher requirement” or what is simply tagged “the demand-supply variables”, Owolabi (2007) suggested the adoption of the queuing model as technique to strike a balance by minimizing excesses or eliminating wastages. He also advised that the curriculum of teacher training institutions be revised regularly to address the content, skills, attitudes, values student teachers have to learn while in the training institutions to ensure relevance and effectiveness of training. The issue of teacher disengagement is also paramount and must be revisited. Like elsewhere in the developing countries, the rate at which Nigeria is losing experienced teachers to retirement is high even when

it is evident that many are still physically fit and mentally alert to contribute more than a new comer.

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