

Research Article

Education and Training as a Tools for Sustainable Development among Secondary School Teachers in Southwest Nigeria

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ABSTRACT

The educational methodologies that might be used to manage education and in-service training among secondary school teachers in southwest Nigeria were mentioned in the paper. The degree of in-service training and academic qualifications of secondary school teachers in Southwest Nigeria were investigated, as well as male and female teachers' impressions of in-service training and re-training by the government. The study employed survey-style descriptive research. In southwest Nigeria, the population was made up entirely of teachers. The study's sample included 200 teachers who were chosen using a multistage sampling approach that included both simple random sampling and stratified random sampling techniques. The study found that secondary school teachers in southwest Nigeria have a low level of in-service training and a high level of academic qualifications and that there is no significant difference in perceptions of in-service training and academic qualifications between male and female secondary school teachers in southwest Nigeria. It was suggested that the government step up their efforts to organize in-service training for secondary school teachers, such as conferences, seminars, and workshops, in order to impart the necessary knowledge to students in order to achieve sustainable development goals. Additionally, necessary types of machinery should be put in place to improve the performance of the ministry of education and local education authorities in order to upgrade teachers and enhance their performance. In conclusion, there is a lack of teacher training and retraining in southwest Nigeria, as well as a high level of academic qualifications among secondary school teachers.

Keywords: Education; Educational Approaches; In-service Training; Teachers; Sustainable Development;

1. INTRODUCTION

Teachers are trained to impart knowledge to students, but if they are unable to keep up to date on current issues through in-service training and re-training related to the environment and society at large, the students studying under those teachers may struggle to function or adapt to environmental determinism, putting the issue of sustainable development in jeopardy. According to Fabiyi (2000), Nigerian teachers have been chastised by the very society that they labor to develop, and most official announcements addressing teacher welfare have been empty promises. Teachers have endured a great deal in terms of their well-being, and they have also been abused by the authorities who are directly responsible for their well-being. Most teachers in the educational system, particularly in public schools, are dissatisfied with their circumstances, and as a result, they have a negative attitude about their professions. Jibowu claims that (2004). According to studies such as Arikewuyo (2006), secondary school teachers in Nigeria are not only unsatisfied with their jobs, but also have terrible attitudes toward their jobs. Teachers consider teaching to be a low-status profession that receives little public respect. Teachers' dissatisfaction with their jobs is one of the most serious dangers to secondary education in Nigeria. Teachers' dissatisfaction with their jobs contributes to tensions in Nigeria's educational system. In the opinion of Nwadiani (2008), the working environment of Nigerian teachers has been demoralized and appears to have been rejected over the years.

Their wages are insufficient and are not paid on a regular basis. Teachers have gone on strike on a regular basis as a result of this situation. Teachers were on a shoestring budget. "Their reward is in paradise," other members of the public mock them. Teachers in Nigeria are doomed to live in abject poverty for the rest of their lives. The 36 states of the federation, including the Federal Capital Territory (FCT) Abuja, announced a nationwide teachers' strike in 2008. It arose as a result of a number of issues, including the lack of an in-service training program for teachers, a poor salary structure and allowances, the lack of a functional welfare scheme, including staff pensions, poor working conditions, a lack of teaching and learning resources, a lack of a conducive teaching and learning environment, and inadequate incentives (Newswatch Newsmagazine, 2008).

In-service training, according to Nakpodia (2008), is a mechanism for keeping teachers' knowledge, abilities, and interests current in their chosen disciplines. It is a form of continuing professional development that motivates teacher educators to provide technical support. In-service teacher education is an important component of staff development. The advantages of in-service teacher training, according to Nakpodia, include: i. enabling teachers to obtain higher academic and professional qualifications in order to improve their positions in the school system; and ii. Assisting teachers in acquiring more conceptual and technical knowledge, skills, and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction. iii. to ensure that teachers are appropriately prepared to deal with the new changes in the school system in the twenty-first century.

In a previous study, Akinbode (1996) found that investment in the form of in-service training was a key determinant in the development of job commitment. The study found that teachers who had a low level of commitment to the profession prior to training were extremely committed after being given the opportunity to participate in in-service training. As a result, in-service training helped to raise teachers' morale, which resulted in better work performance. In-service training, as defined by Aitken (2004), is continual training for practicing teachers that is often arranged by the school boards that hire them. He claims that New Zealand's Education Review Office (ERO) conducted a case study of in-service training in schools across the country.

The study was based on direct observation and discussion between review officers and stakeholders, documentary materials, including self-review information provided by the schools and information provided by previous reports on the schools, as well as documentary resources. The study's goals were to see how successfully re-training in schools was currently managed in order to advise government policy on in-service training and to give information on best practices that would help schools employ in-service training more effectively. According to the reports, in-service training has a variety of goals, including specific learning activities tailored to teachers' and schools' development needs, as well as the delivery of nationwide courses funded by the Ministry of Education to prepare teachers to deal with curriculum and other changes. The following are some of their findings: effective in-service training improves teacher performance, which in turn improves student achievement; in-service teacher training is the key mechanism for equipping schools to respond to so many challenges. It was also discovered that, unlike pre-employment training, in-service training can affect all practicing teachers, resulting in a broader and more immediate impact on the effectiveness of the entire teaching workforce.

At the end of the United Nations Decade of Education for Sustainable Development (2005–2014) and the start of the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD). Many countries are getting ready to ramp up their ESD efforts (UNESCO, 2014). ESD evolved and expanded during the Decade. Raising awareness was the first step, followed by capacity building, experimentation, and eventually the application of best practices. The Decade effectively served as proof of concept for formal and non-formal educational contexts, as well as public awareness and training. Now that the GAP has been established, UNESCO and the ESD community are working to expand successful programs and engage additional schools and institutions in ESD. Despite ESD's extensive adoption and success, its growth into elementary and secondary school will necessitate the ESD community providing evidence that it is beneficial and contributes to overall educational quality.

Information is readily available in today's interconnected world. Facts that once required years of study by professionals are now freely available on the Internet. Today's education necessitates the ability to analyze information, make sense of its abundance and complexity, collaborate with others to synthesize data, and communicate the results. As a result, quality education is no longer solely based on the acquisition of facts. Along with these policy reforms, educational initiatives for global citizenship are implemented, fostering analytical and comprehension abilities, empathy and efficacy, and promoting sustainability and justice. A rise in interest in global citizenship and development education can be attributed to a variety of factors, including the growing multicultural nature of society and the work of international development organizations (Baily, O'Flaherty, and Hogan 2017; O'Flaherty et al. 2017). The importance of emphasizing the world's inequities and the role we all play in producing or eliminating such discrepancies has increased. McMorow, Yuko, and Rosalyn, Robert, Yuko, and Rosalyn, McMorow, 2006). A goal focusing on learners obtaining the essential information and skills to promote sustainable development is included in the United Nations' Sustainable Development Goals (UNESCO 2015). The United Nations Decade of Education for Sustainable Development (UNESCO 2012) and the United Nations Sustainable Development Goals, which state in goal 4.7 that by 2030, all learners must have acquired the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, and other means. The United Nations in 2015.

Development education is a type of education that aims to raise knowledge and comprehension of a world that is fast-changing, interdependent, and unequal (Irish Aid 2006) UNESCO 2002 defines education for sustainable development as "a new vision of education that allows learners to take responsibility for building and enjoying a sustainable future." Surely, the ultimate result of these purposeful education interventions would be a just, peaceful, and sustainable society, and since this has not occurred, the question remains as to where these deliberate education efforts specify their good impact. Is it through the development of problem-solving skills and empowerment? Is it via the actions that arise from learning that a just world can be created? Or does it lay in the substance, as measured by global problem knowledge and comprehension ?. Because development education is defined as the inclusion of global development subjects in education that reflects a specific educational focus, it is critical to question the notion of 'effect of these educational experiences.' In a classical research meaning, the term 'impact' fits with ideas of measurement and evidence to support the influence or effect of a given treatment on a certain group. Randomized experiments are considered best practice in the social sciences when conducting research to determine positive outcomes as a result of an intervention. O' Donnabháin and Gleeson (2009).

The Problem is Stated

Education and teacher in-service training is one of the tools for long-term development in any country. Any country's destiny is determined by the quality of its instructors and their educational attainment. The quality of knowledge that pupils could receive from teachers would be determined by their experience, training, and retraining. The education of teachers in Nigeria as a country requires attention. It appears that teacher training and retraining, particularly for secondary school teachers, is insufficient in Nigeria, and the quality of secondary school students' education will largely determine their performance in future engagement, particularly in the area of sustainable development, because those students are the majority of the society's youth.

The Study's Objectives

This study will look into the degree of secondary school teachers' in-service training and retraining in Southwest Nigeria, as well as their academic qualifications.

The Questions of Research

1. What is the status of secondary school teachers' in-service training and retraining in southwest Nigeria?
2. What is the average academic level of secondary school teachers in southwest Nigeria?

The Hypotheses

1. In southwest Nigeria, there is no substantial difference in teacher perceptions of in-service training and re-training between male and female secondary school teachers.
2. In southwest Nigeria, there is no substantial difference in academic qualifications between male and female secondary school teachers.

2. RESEARCH METHOD

The survey type descriptive research design was used in this study.

The study's participants were all secondary school teachers in southwest Nigeria.

Techniques for Taking Samples and Sampling

The study's sample consisted of 200 people who were chosen through a multistage selection technique. The first stage entailed selecting Oyo State from six states in southwest Nigeria using a basic random sampling technique. Second Stage: A simple random sample technique was used to choose two local governments, including Ibadan north and Ibadan north-east. The final stage involves selecting 100 male and female instructors from selected schools in the two local governments using stratified random sampling procedures.

Instrument for Research

Assessing the degree of Education and Training among Secondary School Teachers in Southwest Nigeria Questionnaire was created by the researcher (AETSSTQ). There are two components to the instrument. Section A asked for the respondents' biographical information, such as their gender, job title, highest educational qualification, and school name. Thirty (30) structured components make up Section B. It assessed respondents' overall knowledge and familiarity with in-service teacher training and retraining. The scale used a four-point scale with the following ratings: Low, Moderate, High, and Very High.

Experts in Tests, Measurement and Evaluation determined the instrument's validity.

The instrument's reliability was determined by trial testing using Cronbach Alpha. Twenty male and female teachers conducted the test (AETSSTQ). Teachers were selected from secondary schools in the state of Osun. Cronbach Alpha was used to estimate the items' internal consistency based on the responses of the respondents. The reliability coefficient was 0.76, which was deemed high enough to make the instrument reliable and useful for the study. A research assistant was trained to assist with the distribution of instruments to respondents. The researcher went to the schools that would be used in the study to get permission from the students. With them, the researcher also explored the research's relevance. The researcher administered the instrument to the respondents with the assistance of a qualified research assistant. The researcher was able to get all of the questionnaires from the respondents right away. Both descriptive and inferential statistics were used to analyze the data. To address the study questions, descriptive statistics such as percentage, mean, and standard deviation were employed, while the hypotheses generated were tested using inferential statistics such as the t-test. At the 0.05 threshold of significance, all hypotheses were tested.

3. RESULTS AND DISCUSSIONS

Examination of the Research Issues

Research Question 1: What is the level of secondary school teacher training and retraining in southwest Nigeria ?.

Table 1. Shows the Level of Training and Re-training of Teachers

	Frequency	Percentage	Mean	St. Deviation
Low	168	84	1.18	0.374
High	32	16		
Total	200	100.0		

The level of training and re-training of secondary school teachers as shown in table 1 revealed that 168 (84%) of the respondents confirmed that there is low training and re-training of teachers while 32 (16%) of respondents sampled had high level of training and re-training of secondary school teachers (1.17+_0.372). According to this finding, secondary school teachers in southwest Nigeria receive insufficient training and retraining.

Second Research Question: What is the academic level of secondary school teachers in southwest Nigeria?

Table 2. Shows Secondary School Teachers' Academic Qualifications.

	Frequency	Percentage	Mean	St. Deviation
Low	43	21.5	1.27	0.456
High	157	78.5		
Total	200	100.0		

Table 2 shows that 43 (21.5%) of the respondents have low qualifications of Nigeria Certificate in Education (NCE) while 157 (78.5%) of the respondents have high qualifications of B.Ed. and Master's Degree (1.29+_0.453). This indicates that the academic qualification of teachers in southwest Nigeria is high.

The Research Hypotheses Have Been Analyzed

Hypothesis 1: In southwest Nigeria, there is no significant difference in perceptions of teacher training and retraining between male and female secondary school teachers.

Table 3. Shows the results of the t-test. Teachers' perceptions of teacher training and retraining are compared between male and female teachers.

	N	Df	Mean	Std Deviation	T	Sig	Remark
Male Teachers	100	198	10.21	2.258	0.300	.618	Not sig.
Female Teachers	100		10.57	2.549			

Independent t-test was used to examine sex difference of secondary school teacher's perception towards training and re-training of teachers. The result revealed that there was no significant difference in perception towards training and re-training of teachers ($t(df=198) = 0.618, p > .05$). This implies that the mean of male academic staff (mean= 10.21, SD=2.258) is significantly different from the mean of female academic staff (mean=10.57, SD=2.549). The null hypothesis, on the other hand, was kept. According to the table, there was no substantial difference in teacher perceptions of training and retraining in southwest Nigeria between male and female teachers.

Hypothesis 2: In southwest Nigeria, there is no substantial difference in academic credentials between male and female secondary school teachers.

Table 4. Shows the results of a t-test comparing male and female teachers' academic qualifications.

	N	Df	Mean	Std Deviation	T	Sig	Remark
Male Academic Qualifications	100	198	10.64	2.097	0.23	.027	Not sig.
Female Academic Qualifications	100		9.98	2.654			

Independent t-test was used to examine sex difference of male and female teacher's academic qualifications. The result indicated that there was no significant difference in both male and female teachers' academic qualifications ($t(df=198) = 0.027, p > .05$). This shows that the mean of male non-academic staff (mean= 10.64, SD=2.097) is not significantly different from the mean of female academic staff (mean=9.98, SD=2.654). The null hypothesis was equally retained. Based on the table 4, the result revealed that there was no significant difference between male and female secondary school teachers' academic qualifications in southwest Nigeria.

Discussion

The data found that secondary school teachers in southwest Nigeria receive little in-service training and retraining. This may be due to the government's casual attitude toward teacher in-service training in Nigeria. The data also found that in southwest Nigeria, teachers had a high degree of academic qualification. This research backs up UNESCO's (2012) recommendation that education receives 25% of budgetary allocation; this may encourage teachers to upgrade their skills in the area of additional qualifications in order to benefit from educational funding. The results of this study revealed that there is no significant difference in teacher perceptions of in-service training and re-training between male and female teachers. Because some male and female teachers received government in-service training, this may be conceivable. The findings also revealed that there is no significant difference in academic qualifications between male and female secondary school teachers in Nigeria. This could be due to the fact that both male and female teachers are upgrading themselves as a result of the new Teachers Registration Council of Nigeria rules, which require all teachers to be registered.

4. CONCLUSION

According to the findings of this study, there is a lack of teacher training and retraining in southwest Nigeria, as well as a high level of academic qualifications among secondary school teachers. In southwest Nigeria, there is no significant difference between male and female teacher perceptions on teacher training and retraining, and there is no significant difference between male and female teacher academic credentials.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study: 1). The government should make a greater effort to organize secondary school teachers' conferences, seminars, and workshops, 2). In order to upgrade teachers, necessary machinery should be put in place to improve the performance of the ministry of education and the local education authority of each local government. 3). The government's finances for various secondary schools in Nigeria should be utilised wisely by school authorities. 4). The budgetary allocation to Nigeria's educational system should be increased from 11% to 25%, as suggested by UNESCO.

AUTHOR'S CONTRIBUTIONS

All authors have contributed to from the start to final manuscript.

CONFLICT OF INTEREST

No potential conflict is reported in this study.

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