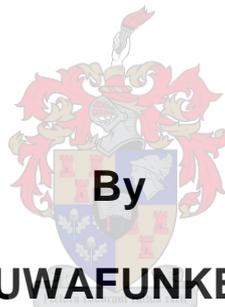


Continuing professional development of Accounting teachers in Nigeria: Implications for democratic citizenship education



RUTH OLUWAFUNKE AYOOLA

*Thesis presented in fulfilment of the requirements of the degree of
Master in Education in the Department of Education Policy Studies in the
Faculty of Education at the University of Stellenbosch*

Supervisor: Dr Nuraan Davids

March 2017

Declaration

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

SIGNATURE: Ruth Ayoola

DATE: March 2017

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Abstract

This thesis provides a thoughtful insight into continuing professional development of Accounting teachers in Nigeria and its implication for the development of democratic citizens. The explicit aim of this study was to understand the policy provision for continuing professional development training of Accounting teachers, and the extent to which teachers' participation in the continuing professional development programmes have the potential to develop democratic citizens in the classrooms. The conceptual theories of Benhabib, Gutmann and Thompson on deliberative democracy were used in the present study to support the argument for the inclusion of democratic citizenship education in teachers' continuing professional development programmes. The theoretical section draws upon literature on the concept of education policy, analysis of the Professional Standards of Nigerian Teachers (2010) document with a focus on teachers' continuing professional development, and a situation analysis of teachers' continuing professional development in Nigeria. The data for this research were constructed through document analysis, observations and semi-structured interviews. Data analysis, interpretation and discussions were guided by using a qualitative research design and an interpretive paradigm that values the subjective understanding of the teachers.

Data revealed that what is contained in the Professional Standards of Nigerian Teachers (2010) document about the provision and implementation of teachers continuing professional development is actually a sharp contrast to what the teachers' experience. More so, the teachers' responses indicated their lack of awareness of the Professional Standards of Nigerian Teachers (2010) document. Consequently, it was found that teachers' exclusion, lack of democratic engagement and deliberation in the planning and implementation of their continuing professional development programmes have an influence on how teachers teach and inculcate democratic values in the classrooms. Hence, some of the participating teachers concluded that democratic citizenship is not achievable in the classroom. These teachers made limited effort to cultivate a classroom of respect, inclusion, active participation and democratic deliberation, which poses serious implications for democratic citizenship education.

The study submits that the school is one of the most important sites to cultivate democratic citizenship. However, enabling teachers to exercise democratic values through their continuing professional development programmes will make it less difficult for teachers to develop active citizens with critical thinking skills and who can engage in democratic deliberation towards

demanding for accountability from fellow citizens and make positive contributions to the society.

Keywords: continuing professional development, democratic citizenship, deliberative democracy, Professional Standards of Nigerian Teachers (2010).

Abbreviations and Acronyms

B. Ed	Bachelor of Education
CATI	Community Accountability and Transparency Initiative
CPD	continuing professional development
FME	Federal Ministry of Education
ICAN	Institute of Chartered Accountant of Nigeria
ICT	Information Communication Technology
IFTRA	International Forum of Teaching Regulatory
MCPD	mandatory continuing professional development
MCPE	mandatory continuing professional education
NCE	National Certificate in Education
NGO	Non-governmental organisation
NINLAN	National Institute for Nigerian Languages
NMS	national minimum standards
NPE	National Policy on Education
NTEP	National Teacher Education Policy
NTI	National Teachers Institute
NUT	Nigeria Union of Teachers
OECD	Organisation for Economic Cooperation and Development
PD	professional development
PGDE	Postgraduate Diploma in Education
PSNT	Professional Standards of Nigerian Teachers

PSNTC	Professional Standards of Nigerian Teachers Checklist
PTA	Parent-Teacher Association
PTF	Parent-Teachers Forum
SSS	senior secondary school
TLIS	Teaching and Learning International Survey
TRCN	Teachers Registration Council of Nigeria

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CHAPTER 1

Overview of the study

1.1 Introduction

This study comprised an investigation into the understanding and perception of in-service Accounting teachers towards continuing professional development (CPD) and its implication for democratic citizenship in Nigeria. Teachers, irrespective of the subjects they teach are considered to be of great value to the development of good citizens and the overall growth of the economy, thereby making the focus of their continuing development to take a central stage in countries across the world. In recognition of the indispensable value of teachers, Nigeria's National Policy on Education (NPE) (2004:33) declares that no education system can rise above the quality of its teachers, and in so doing, it gives teachers the responsibilities of achieving the five main national goals of Nigeria, which are the building of: a free and democratic society, a just and egalitarian society, and a great and dynamic economy, a land full of bright opportunities for all citizens, and a united strong and self-reliant nation (NPE, 2004:2). In order to deepen the democratic culture of inclusion and encourage qualitative participation of the average Nigerian in the governance process further, the Nigerian teaching body was charged with the responsibility of inculcating the right kind of values through effective teaching (NPE, 2004:2).

For Nigeria to align itself with the global trend of developing world class individuals who understand their responsibilities and exercise their rights as democratic citizen, the need to update teachers' knowledge through CPD programmes became necessary. In recognition of the above, the Teachers Registration Council of Nigeria (TRCN) was established in 1993 through the TRCN Act 31 of May 1999. The establishment of the TRCN was expected to mark the beginning of a new era in providing for the professional status of teaching, articulating the visions of teacher education and ensuring its proper coordination in Nigeria. It was also expected that the TRCN would provide every teacher with the opportunity for continuous development in order to remain significant as professionals in the present global age (Fareo, 2013). However, Ejima (2012:4) reports that a lack of governments' commitment and the inability of the TRCN to regulate the teaching profession have marred the quality of the teaching force in Nigeria. One of the major shortcomings of the TRCN as observed by Ejima (2012:4) is the inability of the body to implement the National Minimum Standards (NMS) for

and execution of Mandatory Continuing Professional Development (MCPD), both of which are meant to ensure that teachers are well-informed of changes in the theory and practice of the profession, and most importantly the development of democratic citizens in their classrooms.

The above challenges identified in literatures steered me to want to understand how teachers perceive and experience CPD, as there appears to be challenges in its full implementation, as well as to ascertain whether teachers' participation in CPD programmes has an impact on the development of democratic citizens in Nigeria.

This chapter therefore provides insight into the context and motivation for this research, as well as an overview of the background to the study. The aspects of the research problem, research questions, research design, methodology and data construction methods are also discussed.

1.2 Motivation for research

My research interest in the professional development of teachers was motivated by the outcomes of studies, which I completed for my undergraduate research project, and in the Environmental Education module, as a BEd honours learners. In both studies, the focus was on human resources in education and continuing training for personal development and improved service delivery. In the Environmental Education module, one of the themes focused on the structural features of professional development, its advantages and its guiding principles. My engagement with this theme gave me an insight into the inadequacy with which teachers' professional development programmes is conducted in Nigeria. I presume that this inadequacy constitutes a potential factor within the school that might impede on the quality of teachers, which in turn might have an impact on the development of democratic citizens in the classrooms.

My choice of Accounting teachers is largely motivated by my background knowledge acquired during my first degree in Education Management and Accounting. In addition, I have also acquired deep knowledge of accounting through the Institute of Chartered Accountants of Nigeria (ICAN) examinations. I am currently completing the final stage of qualifying as a chartered accountant.

Through this study on the CPD of Accounting teachers in Nigeria and its implications for democratic citizenship education, I intended to gain deeper insight into the perception and

experiences of in-service Accounting teachers in terms of CPD in relation to developing democratic citizens in Nigeria.

1.3 Problem statement

In Nigeria, the CPD of teachers has continued to gain prominence since the establishment of TRCN (in 1993), culminating in the development of several policies and frameworks on teacher education. Yet, the International Forum of Teaching Regulatory Authorities (IFTRA) report (2014:55) on CPD in Nigeria reveals that 40% or fewer Nigerian teachers participate in CPD programmes. The report also shows that execution of CPD in Nigeria is irregular and poorly coordinated, resulting in a great deal of duplication and poor control on quality and the nature of CPD content (IFTRA, 2014:65).

In addition to professional development programmes, which are poorly organised with inadequate participation by teachers, there are also no follow-up initiatives or programmes for the participants to determine the effect or usefulness of the CPD programmes. This reflects a wide gap between the stated objectives of CPD to engage teachers intellectually in developing their field and to maintain their competence and relevance in the educational system, thus enabling them to perform better in their classrooms (PSNT, 2010: 57).

The problem for this study therefore was to understand how teachers experience CPD programmes, and whether the implementation of what they had learnt in the CPD programmes fostered development of democratic citizens in their classrooms. The development of democratic citizens in Nigeria is important because these citizens are central to its national goals on education, and Nigeria being a young democratic country needs citizens who understand their rights and responsibilities and, most importantly, citizens who are able to hold authorities accountable.

1.4 Significance of the study

Education is perceived as crucial to most of life's opportunities, and it prepares individuals for roles that enable them to shape society around them (Uchendu, 1993). Education is therefore considered a great investment that any nation can make for development of its economic, political, social and human resources. To achieve this, quality teachers become one of the

determining factors in preparing learners to be responsible citizens. In Nigeria, there has not been much discussion around the need to develop democratic citizens. Apart from the National Policy on Education (FME, 2004) which includes democratic citizenship as one of the goals of education, no other policy document has emphasised this need. It is therefore my aspiration that this research on CPD and its implications for democratic citizenship education will inform concerned CPD service providers in terms of a better way of organising and implementing CPD programmes towards educating teachers on developing democratic citizens in their classrooms. It is also my hope that this research will enhance and improve teachers' participation in CPD and consequently teachers' service delivery towards developing active citizens.

This research will also inform the Ministry of Education and the TRCN on rethinking provision of CPD for democratic citizenship in existing policy documents.

1.5 Background to the study

Since the emergence of its democratic government in 1999 and the adoption of the nation's constitution, Nigeria has continued to be a democratic society that values freedom of speech, meaningful participation, equality and justice for all (NPE, 2004:1). As a means of developing its economy, Nigeria recognises education as an instrument for effecting national development, thus ensuring that its educational goals in the National Policy on Education (NPE) adequately meet the needs of the individual and those of society (NPE, 2004:4).

The first edition of the Nigerian National Policy on Education was published in 1977 and was revised in 2013 – in line with achieving its goal of the adequate preparation of teachers, so that they might be prepared to contribute to and participate in a changing global economy. According to the National Policy on Education (NPE, 2004), teacher education programmes in Nigeria are to be offered at colleges of education, the National Teachers Institutes (NTIs), faculties of education, institutes of education, schools of education in polytechnics, the National Mathematical Centre, and the National Institute for Nigerian Languages (NINLAN) (TRCN, 2010:4).

The stipulated goals of the NPE (2004:1), among others, are the building of a free and democratic society, a just and egalitarian society, and a great and dynamic economy. In 2009, the National Teacher Education Policy (NTEP) was developed to articulate the vision of

teacher education in Nigeria further towards producing quality, highly skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes which are able to raise a generation of learners who can compete globally (PSNT, 2010:11).

Fareo (2013:3) explains that, in order to provide for the professional status of teaching and to ensure its proper coordination in Nigeria, the federal government of Nigeria established the Teachers Registration Council of Nigeria (TRCN) as an agency of the Federal Ministry of Education (FME) (through Act 31 of May 1993, the Teachers Registration Council of Nigeria Act). The mandate of TRCN is to regulate and control the teaching profession in all aspects and ramifications (PSNT, 2010:1). In addition, it was expected that the TRCN would provide every teacher with the opportunity for continuous development in order to remain significant as professionals in the present global age.

However, Ejima (2012:4) asserts that the major shortcomings of teachers' professional development in Nigeria over the years have been due to government's lack of commitment, and the inability of the TRCN to regulate entrance into the profession. Consequently, the profession is not regulated, and teachers are necessarily required to have teaching qualifications in order to teach. In addition, Ejima (2012:4) explains that the TRCN as a professional body has been unable to monitor and regulate the quality of professional development programmes. The TRCN has also struggled to implement the National Minimum Standards (NMS) for and execution of mandatory CPD (MCPD), both of which are meant to ensure that teachers are well informed of changes in the theory and practice of the profession.

The NMS for the execution of MCPD refers to the list of courses, themes and topics which CPD providers could use in the course of their programmes. These standards are subject to review by the TRCN from time to time (PSNT, 2010:59). In terms of the MCPD, teachers are required to obtain a minimum CPD credit unit of 130 within three years (PSNT, 2010:58). The minimum credit unit is defined by the number of hours spent on qualitative training.

Ememe, Aitokhuehi, Jegede, and Ojo-Ajibare (2013:278) observe that, of all the requirements that are needed to improve the quality of teachers, CPD has been perceived to be a major challenge. They argue that the CPD programmes does not only expose teachers to the necessary knowledge and skills to be good teachers, but also equips them to cope with the daily encounters of the teaching profession.

In view of the need to have functional citizens who have been developed for thoughtful and responsible participation in political, economic, social and cultural life, it is essential to examine and understand the influence of CPD on teachers, and indeed, whether their CPD is assisting them in cultivating classrooms that promote understanding and practices of democratic citizenship education.

1.6 Research questions

In view of the afore-mentioned, the main research question was:

- What are the implications of Accounting teachers' CPD programmes for democratic citizenship education in Nigeria?

The sub-questions were:

- What is the policy provision for CPD training of Accounting teachers?
- Which types of CPD programmes are available for in-service training of Accounting teachers?
- To which extent does teachers' participation in the CPD programmes have the potential to develop democratic citizens in their classrooms?
- Are there any other best practices to enhance an improved CPD for in-service training of Accounting teachers?

1.7 Research context

The context of this study was Lagos State located in the southwestern geopolitical zone of Nigeria. The administrative structure of Lagos State schools consists of six districts. Each district is made up of a number of local governments. One district (District Six), which comprises two local governments, was considered for this study. The local governments are Oshodi and Alimosho. Four schools were selected to participate in the study: two schools from the Oshodi local government and two schools from the Alimosho local government. For even distribution, two public schools and two private schools were selected for this study. The term public schools refer to institutions owned, managed and funded by either the state or federal

government of Nigeria. On the other hand, the term private schools' refers to institutions owned, managed and funded by private individuals or organisations. I decided to use both public and private schools to gain an understanding of what is obtainable in relation to teachers' CPD and the development of democratic citizens in both sectors.

1.8 Research design and methodology

This section provides information on the research design and methodology used in analysing the data obtained in this study.

1.8.1 Research design

By nature, this study comprised qualitative research, and the qualitative research design within the interpretive approach was used. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experience (Babbie & Mouton, 2006: 273). Through this study, I intended firstly to gain an understanding of how teachers experience CPD programmes in Nigeria, and secondly how they evaluate the effect of the CPD programmes on the development of democratic citizens in the classrooms.

1.8.2 Methodology

McMillan and Schumacher (2001:9) define research methodology as a design through which the researcher selects data and analyses procedures to investigate a specific research problem. The aim of the research methodology, according to Kaplan (1988) cited in Cohen Manion (1994:39), is to help researchers to understand the process and not the product of enquiry.

The present research was informed by the interpretive paradigm in order to understand teachers' perceptions and experiences of professional development, what its impact is on the quality of education (if any), and what the implications for the CPD of Accounting teachers are. The focus of an interpretive approach is to understand human actions in the context in which they live or work, and to understand phenomena through the meanings that people ascribe to those occurrences.

1.8.3 Population and sampling

According to Kothari (2004:55), a sample design is a certain strategy for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. In the present study, the sampling design that guided the selection of participants was the *non-probability* sampling or *purposive* sampling. Kothari (2004:59) mentions that, non-probability sampling or purposive sampling is that sampling procedure, which does not give any basis for estimating the probability that each item in the population has of being incorporated in the sample. For this study, a total of eight Accounting teachers from senior secondary school 3 (SSS 3) in four public and private schools have been selected through purposive sampling. Two Accounting teachers have been selected from each school. The samples of teachers selected for this study were those who had undergone CPD training in the last five years before this study.

In the interest of ensuring anonymity and confidentiality, the participating schools are referred to as Schools 1, 2, 3 and 4, and the eight teachers are referred to as teachers A, B, C, D, E, F, G and H.

1.8.4 Data construction methods

In this study, methods comprised the array of approaches used in educational research to gather data, which were used as a basis for inference and interpretation (Cohen & Manion, 1994:38). Research methods are ways of conducting research inquiry through interviews, observations and questionnaires. In this study, the research methods were semi-structured interviews, document analysis and observations.

Babbie (2004:300) defines a qualitative interview as a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. The purpose of an interview according to Seidman (2006:9) is to provide access to the context of people's behaviour. Le Grange (2000:5) identifies three major types of interviews namely, structured interviews, unstructured interviews and semi-structured interviews. In this study, the interviewing processes were conducted through semi-structured interviews. Semi-structured interviews include the implementation of a number of pre-set questions and distinctive topics. This interviewing process was chosen owing to its flexible nature of allowing both closed and open-ended questions, which allows interviewers to explore for further information on research questions. The semi-structured interviews for the teachers

were conducted face to face within the school environment, and the interview sessions were recorded on tape for evidence and further analysis.

Documents are records of events or processes (Cohen & Manion, 2004:249). Such records may be produced by individuals or groups and it may take different forms. Cohen and Manion (2004:250) make a distinction between primary and secondary documents. *Primary documents* are created as a direct record of an event or process by an observer or subject involved in it. Examples of primary documents are for instance policy reports and the national frameworks. In other words, primary documents are records of first-hand information. In this study, I analysed the professional standards for Nigerian teachers to understand how CPD of teachers is explained in these document, as well as its possible provision for training teachers to develop democratic citizens in the classrooms.

Observation emphasises observing and recording actual behaviour, rather than reported or recalled behaviour. In this study, I observed classroom teachings in relation to the level of learners' participation. I also observed the implementation of what each teacher had learnt during his or her CPD training, and how it paved the way for the development of democratic citizens in his or her classroom.

1.9 Delimitation of study

This research provided an insight into teachers' perceptions and experiences of CPD programmes, and its influence on developing democratic citizens in Nigeria. At the data construction stage, the study considered four schools in the Oshodi and Ikeja local governments, and the interviews conducted were limited to two Accounting teachers from each of these schools. While the findings might be true in the four researched schools, they might not necessarily be transferable to schools in other districts, local governments or the states of Nigeria. However, it can be argued that the study offered some insight into CPD and its effect on developing democratic citizens in Nigeria.

1.10 Ethical considerations

Berg (2007:53) asserts that social science researchers have an ethical responsibility toward their study population and society at large. The reason for this is that social scientists delve into

the social lives of other human beings. For the purpose of this research, permission was obtained from the Lagos State Ministry of Education through the districts, to enable me to conduct my research in the selected schools. In addition, ethical clearance was also granted by Stellenbosch University. Before conducting the interviews with the teachers, all participants were made aware that their participation was voluntary, and that they would be allowed to withdraw at any time for any reason. Informed consent forms were also made available to the participants, which further clarified the ethical considerations of the research study and the researcher. The participants were assured of privacy, confidentiality and anonymity of their identities and responses, and that no recorded information would be used in any other report beyond the purposes of this research.

1.11 Chapter outline

Chapter 1 provided an introduction to the study, the motivation for undertaking the research study, the research background and context of the study, and the research problem. It also provided the research questions that the study addressed, and the significance of the study. In addition, there was a brief discussion of research design and methodology, delimitation of the study and ethical considerations observed in this study. The chapter concludes with an outline of the study.

Chapter 2 comprises two sections. The first section offers a relevant literature review on policy and education policy, a brief analysis of the professional standards for Nigerian teachers, the concept of professional development, theories or models of professional development, and a detailed understanding of CPD internationally and in Nigeria.

The second section discusses the conceptual framework of the study. The conceptual basis of this study was democratic citizenship education. In this regard, the study drew on the seminal ideas of Seyla Benhabib, and Amy Gutmann and Dennis Thompson

Chapter 3 provides a justification for the research design and methodology used to obtain and construct data in the study. It describes the framework adopted for conducting the research and the data analysis technique. The issues of ethics, reliability and validity were also considered.

Chapter 4 offers a presentation of the main findings of the research, as constructed through the document analysis, observation and semi-structured interviews.

Chapter 5 focuses on a discussion and interpretation of the research data in relation to the conceptual framework and literature review discussed in Chapter 2.

Chapter 6 concludes with a summary of the main findings, considers the implications of these findings for teachers, schools and the cultivation of democratic citizenship education in schools, and hence, society. It also offers possible recommendations and suggestions for further studies.

CHAPTER 2

Conceptual framework and literature review

“There can be no patriotism without liberty, no liberty without virtue, no virtue without citizens; create citizens, and you have everything you need; without them you have nothing but debased slaves, from the rulers of the state downwards. To form citizens is not the work of a day, and in order to have men (and women) it is necessary to educate them when they are children.” (Rousseau, 1996:147)

2.1 Introduction

The aim of citizenship education in a democratic society is not only to equip learners for involvement in life as a citizen, but also to provide opportunities for them to exercise their citizenship (Ted, 2005:4). In order to actively exercise their citizenship, members of a democratic society have to be educated on their legal rights and responsibilities, real-life issues, problems and happenings, such as discrimination, violence, environmental responsibilities, gender equality and so on, that affect the life of citizens. In a democratic society with diverse ethnic groups, like Nigeria, education for democratic citizenship becomes important for active participation of the citizenry in the country’s democratic processes, and for the conservation of peace, law and order.

This chapter is a combination of two sections. In the first section, I report on the different theorists of democratic citizenship education that helped me to address the need for teachers undergoing CPD programmes in order to be educated in democratic citizenship education. This approach was necessary for me to gain a deeper insight into important aspects of democratic citizenship education in the Nigerian context. However, in order to achieve this, I need to explain the meaning of democracy, citizenship and education. In addition, I shall discuss three conceptions of democracy and citizenship education in relation to three key theorists, Amy Gutmann and David Thompson (2004), and Seyla Benhabib (1996). In the second section, I reviewed a range of literature on policy and education policy, professional development, how it has been implemented elsewhere, and the emergence and state of teacher training and professional development programmes in Nigeria.

2.2 Democracy

The term 'democracy' refers to a process that is ruled by the values of tolerance and participation. The word 'democracy' originated from the Greek, to mean people's rule (Atelhe, 2014:495). This to many, generally implied majority rule, minority and individual rights, equality of opportunity, equality under the law, and civil rights and liberties. According to Carr (2003:35), democracy comprises the idea that civil and political policies and disagreements should be decided by open debate based upon reason and argument, rather than by custom, dogma or brute force. This conception of democracy advocates for freedom and equality among its citizens, and it permits civil deliberations rather than the use of force.

Similarly, Benhabib (1996:68) contends that democracy is best understood as a model for organising the collective and public exercise of power in major institutions of society based on the principle that decisions affecting well-being can be viewed as the outcome of a procedure of free and reasoned deliberation among individuals considered as moral and political equals. Gutmann (1999:52) further notes that democracy depends on a mutual commitment and trust among citizens that the laws resulting from the democratic process are to be obeyed except when they violate the basic principles on which democratic authority rests. The understanding is that democracy is exercised when individuals who are considered equal in all respects, deliberate freely on decisions that commonly affect them. In other words, democratic processes allows individuals to communicate meaningfully and also to learn from others in order to reach a logical decision, and as such do not allow citizens to infringe on the democratic rights of others.

2.3 Citizenship

Citizenship connotes individual liberties, rights and responsibilities, and a sense of belonging. Osler and Starkey (2005:9) define citizenship as a site of political struggle, which has been understood essentially based on status and the practice of and entitlement to rights and, more importantly, a feeling of belonging. Citizenship in education, as described by Gutmann (1999:40) involves equipping learners with the intellectually necessary skills to evaluate ways of life different from that of their parents.

The term 'citizenship' is regarded as a contested concept; hence, many have viewed it differently. Miller (2000), in his book *Citizenship and national identity* expatiates on two conceptions of citizenship, namely the liberal view of individual rights and the communitarian view of membership with connection to a particular community. According to Miller (2000:84), the liberal conception of citizenship refers to a set of rights and corresponding obligations enjoyed equally by every person who is a member of the political (educational) community. Thus being a citizen directly entitles one to all societal rights, such as freedom of speech, participation, right to vote, security and so on. Aside from all these rights to which citizens are entitled, citizens also have responsibilities to society.

In contrast to the liberal conception, Miller (2000:85) notes that the communitarian conception considers citizenship as a right, but emphasises the idea that citizens need to engage actively with others in determining the future of their society through educational deliberation. The understanding of communitarian citizenship is that, although citizens have rights, they also need to be actively involved in public deliberations to promote the common good of society. Therefore, to Miller, a communitarian citizen is expected to be an active individual, participating with others through deliberation in order to shape the future of their society.

In all contexts, regardless of the different conceptions of citizenship, there is a fundamental idea that citizenship is learned through education, socialisation, exposure to public life, and day-to-day experiences. Citizenship, central to the idea of democracy as noted by Lawy and Biesta (2006:34), shows the way in which education is situated in the unfolding lives of young people, which also allows for the understanding of how these lives are associated with the wider cultural, social, political and economic order. Supporting Biesta and Lawy's idea, the Crick report (1998:21) states that education for democratic citizenship should, among others, consider the responsibility of belonging to society.

Education should -

- help young people to develop an awareness of the community and its cultural diversity;
- assist them in developing practical skills that would enable them to participate effectively in public life; and
- prepare them to be full citizens.

These practical skills include communication and teamwork skills, ability to think for themselves, argue effectively, negotiate successfully and cooperate with others through deliberation (1998:21).

It is evident from the above that citizenship extends beyond voting or merely fulfilling public obligations. Active citizenship involves the individual setting aside his or her personal interests in order to –

- promote collective public interests and respect for the rule of law;
- demand accountability without violence, and
- respect different opinions at the point of deliberation.

In addition, it is in my opinion that, through education, young people in the Nigerian society could be developed to understand and exercise their democratic rights, and participate with others through active deliberation and negotiation to develop their society. Warren (2002: 173) contends that deliberations encourage individuals to give due consideration to their judgement, so that they know what they want, understand others' needs, and can justify their judgements to others as well as to themselves. It is important to note that deliberations in some instances might not result in decisions that are commonly accepted by all participants (Warren, 2002:173). However, deliberations encourage people to listen to others, consider their interests, while changing their own opinions as well. In the next section, participating freely in public discussions, pursuing issues open-endedly with others or deliberative democracy and its relevance to developing democratic citizens are discussed in detail.

2.4 The model of deliberative democracy as a concept of democratic citizenship education

In this section, I discuss in detail the model of deliberative democracy using theories by Seyla Benhabib (1996), and Amy Gutmann and Dennis Thompson (2004).

2.4.1 Benhabib's deliberative democracy model as a concept of democratic citizenship education

Benhabib (1996:69) conceptualises the deliberative model of democracy as a necessary condition for attaining legitimacy and rationality with regard to the collective decision-making process in a society, such that what is considered in the common interest of all results from processes of collective deliberation conducted rationally and fairly among free and equal individuals. In her book *Democracy and difference: Contesting the boundaries of the political*, Benhabib (1996:67–94) argues that modern democratic societies have the task to secure three public goods, namely legitimacy, economic welfare and a viable sense of collective identity.

These are 'goods' in the sense that their achievement is appreciated and beneficial to most members of society. In this book, Benhabib focuses on the idea of one public good, namely legitimacy, in order to achieve democracy. For her, legitimacy in a democratic society must result from the free and unconstrained public deliberation by all citizens on matters of common concern (1996:67). I view legitimacy as the right of all citizens to participate freely and equally in public deliberations in order to make an informed decision on matters that affect them all. To attain legitimacy in Nigerian, citizens must possess a sense of belonging that is, they must first identify with their society and know that the success of their society depends on their collective efforts as citizens willing to engage in deliberation with other members of the society.

In attaining legitimacy, Benhabib (1996) attempts to create a discourse model of ethics for deliberative democracy. In her idea, attaining legitimacy in a democratic society through a process of deliberation must satisfy the following three main principles. Benhabib (1996:70) explains firstly, that all participants in the deliberation process possess equal opportunities that are governed by the norms of equality and symmetry. That is, all participants have the same chances to initiate speech, question, interrogate and debate on public issues (1966:70). Secondly, she continues (1996:70) that all citizens have the right to question the assigned topics of conversation, and thirdly, all have the right to initiate impulsive argument about the exact rules of the deliberative procedure and the way in which such rules are applied or implemented (Benhabib, 1996:70). I agree with Benhabib's notion of democratic citizenship, namely the notion that advocates for societies like Nigeria to educate its citizens about their rights as democratic citizens, to deliberate with others on matters of common concern, and to be involved in decision-making. Observing all of these will promote a sense of belonging and form a collective identity within the Nigerian society.

Benhabib (1996:71) argues further that a deliberative democracy model guarantees legitimacy as well as ensures some degree of practical rationality. She (1996:71) contends that deliberative processes are essential to the rationality of collective decision-making processes for certain reasons:

First, single individual can anticipate and foresee all the different perspectives through which ethical and political matters would be perceived by different individuals in the society. Second, no single individual can possess all the information deemed relevant to a certain decision affecting all. Therefore, deliberation becomes a procedure of being informed.

Through deliberation, citizens are introduced to a clear understanding of various perspectives. Within the Nigerian society, citizens will be able to develop the capacity for attaining informed decisions through education, which creates opportunities for the participants to learn how to reflect critically on their own ideas, communicate their views openly to others, and support their arguments with good and persuasive reasons. For Benhabib (1996:69), public deliberation processes can be implemented not only in formal classrooms, but also in other, informal settings, such as in literary and debating societies and press clubs. In this manner, learners can deliberate freely among themselves without the presence of a formal authority (teachers, principals, councillors) in order to give their point of view, and have a critical understanding of opposite views by listening to others towards arriving at an informed decision.

It is also the opinion of Benhabib (1996:72) that, although a deliberative model of democracy suggests a necessary but not sufficient condition of practical rationality, the model is still subject to misinterpretation, misapplication and abuse. However, in order to prevent such misuse and abuse of the deliberative model, the reflexivity condition incorporated in the model at the initial stage, allows the abuse to be challenged at a later stage of deliberation (1996:72). Here, this means that while educating people (learners) to deliberate, to make them heard and to give reasons in public spaces without fear of intimidation or domination, this might make room for abuse of such deliberation, such that the deliberation might be among unequal individuals or decisions arrived at by majority rule. However, the reflexive condition incorporated in the model of deliberation allows the inequality and majority rule of the initial deliberation to be contested at the later stage of deliberation, thus ensuring equal participation and making room for minorities to argue their points to the extent of convincing others to accept their views (Benhabib, 1996:72). In essence, Benhabib's (1996:69) notion of deliberative democracy set up space for institutions (schools) within a society like Nigeria, in which people are expected to be educated about others' shared values, meanings and justice. This deliberative model also deals with the way people are educated to deliberate, offer own reasons, listen to others, recognise and respect other people's civil, political and social rights, as well as question injustice without being disrespected and reprimanded by anyone.

2.4.2 Gutmann and Thompson's deliberative democracy model as a concept of democratic citizenship education

Amy Gutmann and Dennis Thompson (2004:7), in their book *Why deliberative democracy?* present their concept of democratic citizenship education, which they refer to as “deliberative democracy”. Deliberative democracy, according to Gutmann and Thompson's (2004:7), is described as a form of government in which free and equal citizens (and their representatives) justify decisions in a process in which they give one another reasons that are mutually acceptable and generally accessible, with the aim of reaching conclusions that are binding on all citizens, but open to challenge in the future. Gutmann and Thompson (2004) call for a deliberative democratic model that rests on four characteristics of democratic deliberation, namely *reason giving*, *reciprocity*, *accountability/binding*, and *dynamism*. These characteristics attempt to construct a community and an atmosphere whereby decisions are reached through a process of open discussion (2004:3).

For Gutmann and Thompson (2004:4), *reason giving* enables citizens to deliberate on common problems, giving their reasons for and persuasive justifications of their ideas and to express the value of mutual respect. In addition, these reasons should be accessible to all citizens who will be affected by the decisions. For this reason, this kind of political (educational) discussion has to take place in a public space where everybody is included and can feel free to contribute to decision-making.

The second characteristic of democratic deliberation is *reciprocity*. According to Gutmann and Thompson (2004:4), reasons given in a deliberative democracy should be accessible to all citizens to whom they are addressed. Thus, to justify imposing one's will on fellow citizens, one must give reasons that are comprehensible to them, and vice versa. Reciprocity therefore entails that reasons must be made public. Gutmann and Thompson (2004:5) explain further that reciprocity seeks to create principles that aim at leading a person to speak in ways that value and instil in the participants the characteristics of open-mindedness and mutual understanding. In this sense, the idea of reciprocity is a regulatory principle that plays two different roles in deliberations. Firstly, it guides thinking in a continuing process that enables people to engage in a continuous deliberative process in which they provide one another reasons for their position, decisions or policy publicly. Secondly, reciprocity points to the need to fulfil and develop other principles of deliberative democracy, namely publicity, accountability, basic liberty, basic opportunity and fair opportunity, which are mutual justifications of decisions or

policy (Gutmann & Thompson, 2004:4). Therefore, the idea of reciprocity that recognises equality and symmetry in deliberation has to recognise and provide for regular considerations of decisions (Gutmann & Thompson, 2004:5). Here, democratic reciprocity will be achieved in classrooms when CPD providers can justify to teachers the reasons why they have to embark on training and education that aim at developing democratic citizens. Teachers who are provided with sufficient reason to acquire more knowledge of democratic citizenship will also see it as a point of duty to make the learners understand why they have to be passionate about their education and grow up to be responsible citizens who are able to offer reasons to others, and demand such as well. It is my understanding that, on the one hand, those privileged to be in a position of authority should not seek personal benefits, but pursue the interests of the collective citizens knowing that they were appointed to serve others. On the other hand, citizens must also learn to hold those in authority responsible whenever they perceive their collective welfare is undermined. This reciprocity process and reason giving between teachers and learners is most suitably possible in a deliberative democracy.

To Gutmann and Thompson (2004:5), deliberative democracy produces decisions that are *binding* for some time, and open to revision in the future. When citizens deliberate and they argue their points for others to reason along with them, for some reasons a decision might be reached. However, these decisions are not cast in stone as they are open to superior arguments that may refute earlier decisions that might have been reached. A deliberative democracy requires that representatives articulate the interests not simply for their own interests but for the public – whether citizens, non-citizens or children (Gutmann & Thompson, 2004:5). Deliberative democracy focuses on resolving disagreements in social issues because public decisions are not made prior to the deliberation itself. It also allows a wide range of relevant views and arguments to enter into the debate, provided they reflect the justifiable concerns, interests and desires of the participants (Gutmann & Thompson, 2004:5).

The fourth characteristics of deliberative democracy emphasises *dynamism*. In the opinion of Gutmann and Thompson (2004:6), although deliberative democracy aims at a justifiable decision, it does not assume that the current decision will be justified, or whether a justification today will suffice in the near future. Therefore, the dynamic process keeps open the possibility of continued dialogue, one in which citizens can criticise previous decisions and move ahead based on the criticism. An application of this characteristic to the Nigerian society suggests that citizens should always consider the fact that no decision is eternally binding but provisional, and as such, may be subjected to changes in the future if such decisions in the

future can be justified with a better reason in order to subject it to the desired change. In other words, citizens must note that decisions made today do not last for eternity, because certain decisions may be correct today, but may not be in the future.

In addition, Gutmann and Thompson (2004) in the book *Why deliberative democracy*, makes a case for important social purposes served by deliberation in a democratic process. The first purpose is that deliberation *promotes the legitimacy of collective decisions*. Gutmann and Thompson (2004:10) maintain that often times, citizens are faced with scarce or limited resources in society. Rather than engaging in disagreements that might result in violence in the face of this scarcity, citizens are enjoined to engage in deliberation so that they can help those who do not get what they want or even what they need, come to accept the legitimacy of a collective decision. The second purpose of deliberation is that it *encourages public-spirited perspectives on public issues*. Gutmann and Thompson (2004:11) argue that by participating in public discussions, citizens should weigh interests that are not theirs, to be guided in case of conflicting claims by another, and to apply at every turn, principles that exist for their common interest. Gutmann and Thompson (2004:11) are of the opinion that deliberation will not turn self-centred individualists suddenly into public-spirited citizens, but having background conditions like the level of competence of deliberators, equality of participants and open-mindedness of deliberators who are open to moving from their position as well as changing the minds of their opponents, can change all that.

The third purpose of deliberation is to *promote mutually respectful decision-making or altruism*. Gutmann and Thompson (2004:11) explain that deliberations do not necessarily lead to mutually agreed decisions. At the same time, citizens have to make a collective decision on public issues. The process of deliberation therefore helps participants to recognise moral merit in their opponents' claims. This is done by helping to clarify what is at stake in a moral disagreement, encouraging deliberators to sort out self-interested claims from public-spirited ones, and to recognise those public-spirited claims that should be accepted by all (Gutmann & Thompson, 2004:11). The fourth purpose of deliberation is to correct *mistakes* made in previous decision-making process. In Gutmann and Thompson's (2004:12) opinion, a well-constituted deliberative forum provides an opportunity for advancing both individual and collective understanding. It is through deliberation that participants can learn from each other, come to recognise their individual and collective misunderstandings, and develop new views that will be more acceptable to all (2004:12). Therefore, Gutmann and Thompson (2004:12) argue –

When citizens bargain and negotiate, they may learn how better to get what they want. But when they deliberate, they can expand their knowledge, including both their self-understanding and their collective understanding of what will best serve their fellow citizens.

In essence, Gutmann and Thompson's (2004) deliberative democracy as a concept of democratic citizenship education, is important as it allows citizens to engage freely and equally in deliberations. Nigerian citizens have to learn to place other people's interests before their personal interests, justifying their reasons with better arguments to win those with a different opinion over to their side and, most importantly, expand their knowledge by learning from others. I agree with Gutmann and Thompson's position that, an ideal frame of deliberative democracy secures a central place for moral discussion in political life (2004:10). Therefore, the primary idea is that when citizens, such as in the Nigerian society, or their representatives disagree morally, they are required to maintain a democratic process of reciprocity, reasoning together and holding one other accountable. This will enable them to reach mutually acceptable decisions that develop society's collective capacity to pursue justice.

At the same time, reason giving establishes mutual understanding among participants in an acceptable way in terms of their social co-operation, even when disagreements persist. Gutmann and Thompson (2004:35) further maintain, "democracy cannot thrive without a well-educated citizenry". Therefore, they put forward a sound argument that the school constitutes one of the important sites for the promotion of deliberation. Gutmann and Thompson point out that, in any democracy, the school system is one of the central places where the future preparation of free and equal citizens can be done appropriately. However, this model cannot be achieved meaningfully if the school systems are not fulfilling their roles to educate deliberative citizens. As Gutmann and Thompson (2004:12) rightly submit, "When we forsake deliberation, we do not only refuse the possibility of arriving at a genuine compromise, but we also lose the opportunity of us testing our views against those of others." I argue that, if deliberation is not given a chance to be practiced in our schools, it is less likely that deliberation will exist in other institutions of society. It is worthy to note that deliberative democracy involves developing free and equal citizens because it extends beyond the process of deliberation alone.

2.5 Argument for inclusion of democratic citizenship education in teachers CPD programmes in Nigeria

In the preceding two sections, I have elaborated on Benhabib's (1996) model of deliberative democracy that speaks of belonging, inclusion, public deliberation and legitimacy. I have also touched on Gutmann and Thompson's (2004) model of deliberative democracy as a concept of democratic citizenship. Here, I have been able to explain the important social purposes served by deliberative democracy as proposed by Gutmann and Thompson (2004:10–11), namely legitimacy of collective decisions, encouragement of public-spirited perspectives on public issues, and the promotion of a mutual respectful decision-making process. In addition, I have articulated the four main characteristics of deliberative democracy in relation to the Nigerian society as proposed by Gutmann and Thompson (2004:4–6).

In order to achieve the aim of this research on gaining insight into the perception and experiences of in-service Accounting teachers towards CPD, and in relation to the development of democratic citizens in Nigeria. I have turned to Benhabib (1996) and Gutmann and Thompson's (2004) arguments on deliberative democracy to reiterate the importance of educating teachers in Nigeria through CPD programmes that focus on developing democratic citizens.

A central idea to Benhabib's (1996) and Gutmann and Thompson's (2004) deliberative democracy is the call for legitimacy or belonging. Benhabib (1996:67) maintains that citizens must first attain legitimacy in order to participate freely and equally in public deliberations. Gutmann and Thompson (2004) concur with citizens attaining legitimacy based on their argument on reciprocity, which entails establishing principles governing how citizens should speak, and in ways that inculcate in the participants the characteristics of equality and open-mindedness in public debate. In the Nigerian society, the numerous divisions of ethnic group and the changes in which new government brings has positioned in the consciousness of people the need to identify more with a specific ethnic group, rather than the larger society.

The act of identifying first with a particular region or ethnic group has a way of making people pursue things that serve their interests and those of their immediate families, at the expense of the public thereby slowing down the development of the nation and encouraging others to follow in this step. It is therefore imperative that Nigerian citizens identify as being a Nigerian first, before affiliating their belongingness to a particular ethnic group. This sense of legitimacy

and belonging to a one Nigeria will foster communal cooperation, deliberation and ultimately social, political and economic development.

In order to attain legitimacy, citizens must be educated to understand that they belong to one Nigeria, and that whatever affects a particular ethnic group affects the nation as a whole. With legitimacy or sense of belonging comes responsibilities for learners to take active part in their own education, and in the development of their society through deliberations that encourages collective decision-making towards the common good. Teachers should also be educated on how best to teach learners to take an active role in their society. In particular, teachers must be educated in developing creative and critical thinking skills in learners through practical activities in a free and equal environment. The attainment of legitimacy will enable learners to get involved in deliberations that centre on national development, and put the creative and critical thinking skills that have been acquired for making a collective and an informed decision-making skill to active use.

In developing democratic citizens, teachers through effective CPD should be well educated in terms of the idea that teaching is not only about transmission of knowledge and skills to learners, but also about discovering their identities, cooperation with others, and having an independent opinion that will help learners to exercise their citizenship in the Nigerian society. In addition, deliberation through democratic citizenship education develops in learners the need to be accountable to their individual self and to others. Being accountable means to take responsibility for what you think, say and do in private and in public spaces. On educating citizens to be accountable, Gutmann and Thompson (2004:5) put forward that accountability embraces the central problem of representative democracy that articulates the interests of both electoral and moral constituents. In Nigeria, teachers need to assume the role of educating learners on how to be responsible citizens. Such education has to include responsibility to their individual self, authorities and others. This characteristic of responsibility, if developed early in learners, will produce citizens who can account for their actions wherever they find themselves in future and in the larger society.

2.6 Theoretical framework

This section introduced and discussed a range of reviewed literature that explains education policy, professional development, and conceptualisation of teachers' CPD in Nigeria.

2.6.1 Introduction

The previous section provided a framework within which the study was conceptualised. This section focuses on the review of literature in order to clarify and gain a deeper understanding of the research topic. The first section of the literature review deals with the concepts ‘policy’ and ‘education policy’. Thereafter, I report on an analysis of the policy document on professional standards of Nigerian teachers (PSNT, 2010). A conceptual understanding of professional development and its principles follows this. The latter part of the literature review discusses the concept of CPD, its relevance to teachers, models of CPD, and the emergence and state of CPD of teachers in Nigeria.

2.6.2 Conceptualising policy and education policy

Fataar (2010:2) describes policy as the result of compromise, negotiation and ideological political contestation, which is interpreted differently by the various role players, depending on their particular location. Policy aims at incorporating statements of intent, courses of action and resource allocation, and could be about the resolution of problems (2010:2). Fataar explains further that policies could have different objectives, including regulating institutional functioning, mapping courses of action and enforcing or enabling courses of action (Fataar, 2010:3). For Ball (1994:16), his idea of policy emphasises a dual conceptualisation of policy as text and policy as discourse. The conceptualisation of policy as text on the one hand, is based on literary theory that sees policies as representations that are coded and decoded in complex ways. For Ball (1994), however, this assertion does not suggest an inclusive approach to policy, because alternative views or approaches are excluded already at the initial stages of policy formation. In other words, policy as text is open for different interpretations by people, depending on their understanding, interest and views (Ball, 1994:16). On the other hand, Ball (1994) continues by saying that policy as discourse pays greater attention to constraint than policy as a text, such as ongoing modifications to the text and processes of implementation into practice. Ball’s (1994:22) idea of discourse rests on the notion that discourses do not just represent reality, but also help to create it. Policy as discourse can therefore lead to the redistribution of voice. However, it does not matter what some people say or think; only certain voices can be heard as meaningful or authoritative (Ball, 1994:23).

In another useful discussion on policy, Vidovich (2001:8) in agreement with Ball (1994) observes that policies can become regimes of truth in which only certain voices (dominant

discourses) are heard as authoritative. Therefore, Vidovich (2001) defines policy as a broad statement that is in accordance with a country's constitution, and that sets out the government's main goals and priorities. Contrary to Ball's (1994) idea on policy as text, Luke and Hogan (2006, cited in Rizvi & Lingard, 2010:7) define education policy as the prescriptive regulation of flows of human resources, discourse and capital across educational systems towards normative social, economic and cultural ends. Luke and Hogan's idea (2006, cited in Rizvi and Lingard, 2010) that a normative nature of education policy emphasises the goals or purposes of education is in agreement with Vidovich's (1991) idea that policies set out governments main goals and priorities.

On the making of education policy in Nigeria, Yaro, Arshad and Salleh (2016:7) argue that education policies are designed to ensure the attainment of educational quality and development. However, they submit that formulation of education policies in Nigeria has been bedevilled by unnecessary politicisation, such that the federal government formulates policies without the full involvement of relevant stakeholders, which makes such policies to be partially implemented, thereby not achieving its stated objectives. Lenshie (2013:23) adds that politicising education in Nigeria is the leading barrier to the implementation of education policies which impede socio-economic, political, scientific and technological development outright.

For the purpose of this research, I understood education policy documents to be statements of intent that set the vision and transform the common practice in schools, and give direction to teachers specifying the goals and objectives to be achieved (see Fataar, 2010). In addition, policy documents are coded text that requires a decoding process by the end users (teachers) within their own experiences, skills and context (see Ball, 1994). The policy documents within the education system include, but are not limited to, the national policy on education, teacher education policy, and professional standards for teachers, and so on. In the next section, I report on an analysis of the policy document on professional standards for Nigerian teachers.

2.6.3 Analysis of the policy document on professional standards for Nigerian teachers

The Professional Standards for Nigerian Teachers (PSNT) are abstractions of the national minimum academic benchmarks for various teacher education programmes in Nigeria, as well as several national and international legal frameworks and education policies that must guide

the practice of the teaching profession in Nigeria and in the international community (PSNT, 2010:2). By implication, the professional standard document is an instrument to assist stakeholders of professional regulatory authority to constantly monitor and sustain the performance of teachers on the job and to improve teacher education continually. The stakeholders include TRCN and teacher education supervisory agencies (the National Commission for Colleges of Education and National Universities Commission), employers of teachers, teachers' unions, nongovernmental organisations (NGOs), international development partners, parents-teacher associations (PTAs), and school-based management committees. The publication of the professional standards document was considered necessary by the TRCN for teachers to take cognisance of both national and global frameworks in the teaching profession, and also for teachers to continue to operate within such global frameworks.

The PSNT document is organized into seven (7) Sections. While Section 1 (2010:2) presents the legal framework for the regulation of the teaching profession in Nigeria. Sections 2 to 5 present the Professional Knowledge; Professional Skills; Professional Values, Attitude and Conduct; and Professional Membership Obligations, respectively (2010:25-51). The remaining Sections 6-7 contain guidelines on the Induction of Education Learners at Point of Graduation and Continuous Professional Development (2010:52-62). The Appendix contains a sample of the Professional Standards for Nigerian Teachers Checklist (PSNTC) that may be used by stakeholders to rate the compliance of teachers with the professional standards constantly. For the purpose of this research, I focused on Section 7 (PSNT, 2010), which contains the guidelines on CPD in the professional standards – namely, the objectives of teachers' CPD, components of teachers' CPD, the cycle of CPD and allotment of credits, re-certification and renewal of licenses, and the focus of teacher CPD.

The guidelines on teachers' CPD in Nigeria recognise the importance of in-service training for teachers in order to sharpen their professional skills towards better service delivery (PSNT, 2010:57). The term 'teachers' CPD' refers to a collection of meetings, intellectual and practical activities organised by TRCN, within or outside the education sector (PSNT, 2010:57). According to the PSNT document, the objectives of teachers' CPD are to;

- provide a forum for cross-fertilisation of ideas and experiences, which would ultimately improve professional competence and commitment;
- offer intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be engaged intellectually in their discipline and work regularly with others in their field;

- maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country;
- Demonstrate the TRCN's social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times;
- keep teachers abreast with the latest innovation in the teaching profession and prevent the setting in of the law of diminishing returns, that could crop in without continuous training;
- maintenance of professional excellence at all times;
- sharpen skills and knowledge and ensure continued relevance of teachers in the educational or school system. This enables them to perform better in the classroom. Thus, the teachers become more useful to their employers, learners and communities;
- provide opportunity to supplement the initial training of teachers and improve their knowledge, skills and attitude to meet the needs in education service;
- serve as an ongoing process of change in order to assist teachers adapt, contribute and participate actively in the implementation of challenges ahead, and;
- enhance teachers' commitment to the profession (PSNT, 2010:57).

Generally, the CPD programmes is expected to cover the annual conference of registered teachers, workshops and seminars as well as other training programmes approved by the TRCN from time to time (PSNT, 2010:57). All registered teachers have a period of five years to earn the minimum credit units stipulated for his or her level of education. A minimum credit of 130 units over three years should be earned by each teacher at the primary, secondary and tertiary levels of education (PSNT, 2010:57). This rule applies to teachers of both the public and the private sector, including holders of administrative positions. However, teachers are not expected to relax in their participation in CPD programmes after earning the minimum credit units (PSNT, 2010:58).

According to the PSNT (2010:58,59), the registration of each teacher shall be reviewed every five years through a process called re-certification after which the teacher must have earned the stipulated minimum of 130 credit units of CPD.

Table 1: MCPD categories and credit units

Programmes	Teaching levels/credit units		
	Primary	Secondary	Tertiary
TRCN capacity building Workshops & roundtables.	50	50	30
Annual Conference of Registered Teachers	30	30	50
Approved stakeholders' seminars & workshops	50	50	50
Minimum credits to be earned within three years	130	130	130

Source: Professional Standards of Nigerian Teachers, (2010:58)

The above process is intended to enable every teacher to retain his/her name in the register of teachers in Nigeria. The renewal of a teaching license every three years will only be approved provided the individual has; paid the annual subscription for each of the past three years, remains of good character, and has not been convicted of misconduct by the teachers' tribunal, a court of law, or other recognised adjudicating bodies in Nigeria or overseas (PSNT, 2010:59).

For a CPD programmes to be acceptable to the TRCN, its content must be drawn from a list of core pedagogical courses and related subject matters. Among a comprehensive list of courses and related subject matters are:

- the National Policy on Education
- teacher education in Nigeria: past, present and future;
- professionalisation of teaching in Nigeria;
- citizenship education;
- mentoring practices;
- religious and moral education;
- protection of children's rights;
- the Community Accountability and Transparency Initiative (CATI);

- school-based professional development approaches; and
- comparative education (PSNT, 2010:59,60).

Although the issue of democratic citizenship is not specifically dealt with in the policy document, the priority course on citizenship education might intend to serve this purpose. The course on citizenship education is commonly referred to as ‘civic education’ in the nation’s education curriculum. According to Jekayinfa, Mofoluwawo and Oladiran (2011:2), the civic education subject was re-introduced into the nation’s education curriculum in 2010, and commenced implementation in September 2011. The curriculum content of civic education as a subject covers:

- the concepts ‘nationhood’ and ‘democracy’;
- the process of government, types of government, different arms of government, and the balance of power;
- unity in diversity, dealing with conflict;
- the legal system, security, political parties and the elective process;
- the role of the legislature, devolution of powers, pressure groups and sectional interests;
- child labour, the media and public opinion;
- human rights, local government;
- crime and society; and
- young people and the law, freedom of speech, the comity of nation states and the place and role of Nigeria in it (Jekayinfa et al., 2011:2).

Civic Education focuses on topical everyday issues that concern young people as citizens - that is, as members of society with legal rights and responsibilities (Jekayinfa et al, 2011:3).

The re-introduction of the subject of citizenship education is expected to inform adequate continuing professional development programmes for teachers in order to adequately teach this subject. According to Jekayinfa et al. (2011:2), it is expected that workshops should be conducted in all the Nigerian states, in order to ensure that all prospective teachers of the subject are adequately informed on the rationale for the introduction of the subject. These workshops are designed to ensure the attainment of the following key objectives:

- 1) Acquaint teachers with the Federal Government’s desire that Civic Education should be taught as a compulsory subject in our schools

- 2) Encourage the teachers to appreciate the importance of the subject (Civic Education) in the Country's efforts to deepen democracy and enhance the pace and quality of national development.
- 3) Stress the pivotal role of the teacher in the realisation of the objectives of the schools component in the strategic design to introduce the subject.
- 4) Promote shared vision and ownership of the programmes with teachers; and provide the teacher with empirical and inspirational examples that will enhance their understanding and teaching of the subject (Jekayinfa et al, 2011:3).

However, Jekayinfa et al. (2011:4) argue that educating teachers on civic education was met with a serious challenge, as the nation's colleges of education, polytechnics and universities had to review their teacher preparation programmes regarding the context of knowledge of subject matter, teaching skills and competencies. In relation to teachers' training on civic education, research conducted by the Centre for Education Innovations (2014:1) in Bayelsa, Nigeria revealed that many teachers know very little about this subject (Civic Education) and how best to teach it.

In my opinion, adequate focus has not been given to the issue of democratic citizenship, considering the level of teachers' awareness of the subject in the curriculum. For Nigeria to achieve its social, political, and economic objectives, the development of democratic citizens is of the utmost importance in order to develop citizens who are free, and who recognise their equality to others. Furthermore, the knowledge of democratic citizenship is important to develop the morals of Nigerian learners towards being responsible and accountable citizens, actively collaborating with others, and engaging in deliberations that foster national development.

2.6.4 Professional development (PD)

With the growing need for quality education globally, professional development (PD) of teachers is considered one of the key elements in improving teaching and learning (Ono & Ferreira, 2010:2). According to Fraser, Kennedy, Reid and McKinney (2007:156), PD often referred to as 'staff development' or 'training' remains a contested concept, as it means different things to different people. Fraser et al. (2007) argue that PD is an ongoing reflection and review, which articulates with developmental and individual needs.

In defining the concept of PD of teachers, the Teaching and Learning International Survey (TLIS) of the Organisation for Economic Cooperation and Development (OECD, 2010:19) views PD as a body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and CPD within school settings. Schwille, Dembélé and Schubert (2007:33) argue that PD involves the career-long processes and related systems and policies designed to enable educators (teachers, administrators and supervisors) to acquire, broaden and deepen their knowledge, skill and commitment in order to perform their work roles effectively.

Similarly, Rose and Reynolds (2007:219) explain that PD consists of all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, groups or school, which contribute to the quality of education in the classroom. In addition, Reddy (2004:137-138), describes PD as a process of democratisation, a process that enables self-development, self-fulfilment and self-determination. PD, otherwise known in Nigeria as ‘teacher education’, refers to the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organisations or through watching others perform the job (Ajoku, 2013:15). I understand PD to be a kind of specialised training for teachers to update their knowledge and to improve their competence and skills for improved effectiveness on the job.

A series of studies (Ejima, 2012; Fareo, 2013) on PD of teachers agree that the stages of PD have been characterised to include initial training, induction and CPD. According to Ejima (2012:3), the initial teacher education is the pre-service course given to a teacher trainee before commencement of service. Induction is the education and support given to newly qualified teachers in the first few years of teaching to help him or her develop a professional identity and to develop the basic competences not acquired during the initial teacher education in school further, while CPD refers to in-service education for practicing teachers.

On the importance of conducting high-quality PD programmes for teachers, Guskey (2000:3) cites two key reasons. First, the knowledge base for education including all subjects and disciplines is growing rapidly; therefore, teachers need to stay abreast of the emerging knowledge within their subject area. Second, changes in education, including structural change in the organisation of schools and other policies, demand that teachers change their roles and

take on new responsibilities (Guskey, 2000:3). Successful PD activities become important if teachers are to succeed in these new roles. In light of the changing world, I argue that teachers' relevance within the school system is grounded in their ability to update their knowledge and skills, and to be aware of different approaches to teaching and learning for the purpose of meeting the challenges they are likely to face in this changing society. In the next section, I shall be elaborating on the concept of CPD.

2.6.6 Continuing professional development (CPD)

In this section, I discuss the concept of CPD but first, I want to clarify the distinction between professional development and teachers' CPD.

On the distinction between teachers' professional development and CPD, Anho (2001:1) maintains that teachers' professional development (PD) or teacher education revolves around the policies and procedures designed to equip prospective and serving teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in and out of the classrooms. Therefore, teachers' PD is often categorised into three stages, namely initial teacher training, induction and CPD. On the other hand, Coetzer (2001:78) explains CPD as any activities aimed at enhancing the knowledge and skills of serving teachers by means of orientation, training and support to enhance their continued relevance on the job. While PD is for both prospective and serving teachers, CPD is mainly aimed at in-service teachers.

The series of reforms and change experienced by professionals across the world has necessitated the continuing improvement of knowledge, and the teaching profession is no exception. Over the years, teachers have been relied upon to implement changes in teaching methods and classroom practices resulting from various reforms in education policy. Research has indicated that pre-service training received by teachers may no longer be sufficient to cater for the magnitude of this change in education, which requires a great deal of learning on the part of teachers, thereby necessitating effective CPD programmes to update teachers' knowledge, skills and teaching methods (Borko, 2004:3; Ejima, 2012:2; Fareo, 2013:65; Guskey, 2002:382). According to Gray (2005:6), the design and implementation of CPD is based on the basic assumption that every professional should aim for continuous improvement in his or her different professional skills and knowledge that goes beyond the basic training initially needed to execute the job.

The International Forum of Teaching Regulatory Authorities (IFTRA, 2014:10) defines CPD as a set of developmental goals, curricula and strategies of delivery for on-going or ceaseless improvement in the pedagogical and professional capacities of teachers. For Speck and Knipe (2005:4), CPD means a sustained collaborative learning process that systematically nourishes the growth of educators (individuals and teams) through adult learner-centred, job-embedded processes. CPD focuses on educators' attainment of the skills, abilities and deep understanding needed to improve learners achievement. Padwad and Dixit (2011:7) claim that CPD refers to a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisations and their learners.

My understanding of CPD relates to the development of individual skills, knowledge and professionalism. CPD continues throughout one's professional career, and keeps one up to date with the professional requirements of your position. Teachers' CPD refers to a range of short- or long-term training programmes designed to upgrade teachers' knowledge, skills and understanding of their professional relevance and the effective discharge of their professional duties.

2.6.7 Relevance of teachers' continuing professional development

Emphasis placed on teachers' continuing education constantly emphasises the need for teachers to be provided regularly with the opportunities to improve their knowledge of the subject matter they teach and the teaching skills learnt during their pre-service education. This assertion is based on the recognition that we live in a rapidly changing world and that whatever knowledge and skills teachers acquired in their pre-service training become outdated very quickly as new challenges and realities develop in the socio-economic and political environments.

According to Bubb and Earley (2007:5) as well as Garuba (2004:195), CPD is aimed at meeting the professional needs of teachers, enhancing their career prospects and supporting them in preparing for future challenges. Engaging in CPD will therefore help to equip teachers with relevant skills for instructional delivery, update their knowledge, and expose them to new methods and materials to meet the dictates of modern realities of the job. Similarly, Avalos (2000:460) argues that the continuing education of teachers helps them collaborate amongst

themselves, think about their teaching and reflect on the learning process and sociocultural demands of their job. Therefore, as teachers continually reflect on their practice, they develop and improve as professionals. In my opinion, CPD improves teachers' retention and recruitment as teachers begin to testify about how well they are treated, and their opportunities for PD serve as a form of motivation for the teachers.

In addition, Brown, Edmonds and Lee (2001:85) argue that the in-service training experience of teachers has a significant impact on learners' achievement. According to Brown et al. (2001:85), one of the key objectives of CPD is to improve learner performance and learning outcomes; thus, PD programmes tend to focus on bringing about change in classroom practices, teachers' attitudes and beliefs, and on the learners' achievements. What is clear from the above is that teachers are instrumental in making a difference in the quality of education. Investing in teachers' education may therefore have more far-reaching benefits than investing in any other physical resources. CPD programmes for teachers help build teachers' confidence, collaboration among teaching staff and also help meet learners' academic and personal needs.

2.6.8 Understanding continuing professional development of teachers in Nigeria

The Nigerian National Policy on Education (NPE, 2004) provided the framework for the implementation of CPD for teachers. The NPE was developed within the overall philosophy and the nations' five main national goals. The objectives as spelt out in the NPE (2004:1), embrace –

- the building of a free and democratic society;
- a just and egalitarian society;
- a great and dynamic economy;
- a land of bright and full opportunities for all citizens; and
- a united, strong and self-reliant nation.

The NPE, admitting the importance of quality teachers to the nation's development, says no education system can rise above the quality of its teachers (NPE, 2004:33). In Nigeria, various policy documents emphasise the need for teachers' CPD. Among these documents is the Professional Standard for Nigerian Teachers (PSNT) for the CPD of teachers at all levels of education that was introduced in 2010, and the National Policy on Education (NPE, 2004).

The professional standard for Nigerian teachers (PSNT, 2010:56) conceptualises CPD as a specialised skill that provides teachers with the tools to meet professional challenges, ensuring that they are up to date in terms of information that will match the test of time. The professional standard document also agrees that the best way of raising the quality of teachers is by means of constant in-service training for serving teachers. In order to provide for the professional status of teaching and to ensure its proper coordination in Nigeria, the federal government of Nigeria established the TRCN as an agency of the FME (through TRCN Act 31 of 1993). The TRCN became fully operational in 2000 after the appointment of its first registrar. The major mandate of the TRCN is the responsibility of executing a Mandatory Continuing Professional Education (MCPE) to ensure that teachers keep abreast of recent developments in the theory and practice of the profession. To achieve this goal, the TRCN has been vested with the responsibility for consulting with other major stakeholders to ensure that it regulates the teaching profession in Nigeria with the intention of providing for the nations' effective and relevant education system under the guidance of qualified and professional teachers.

According to Fareo (2013:64), CPD of teachers in Nigeria comes from various sources and agencies, and in various forms. This ranges from orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, and professional teachers' associations in developing subject teaching. Research reveals that two major models of PD exist in Nigeria, namely the workshop model and the school-based teacher professional support model. The most common form of CPD is the workshop model (Fareo, 2013:65; Muhammed, 2006:2). The workshop model involves drawing participants out of their schools to a venue where experts expose them to a core of information and skills. The workshop may be short or long-term, and the nature of skills and processes to be acquired also varies. The school-based teacher professional support and mentoring model, on the other hand, is an alternative strategy for in-service training of teachers. Here, learners, teachers, supervisors and facilitators are involved collaboratively in carrying out a series of classroom or school-based activities that will help the teacher to improve. The teacher gets professional support from facilitators and supervisors who serve as mentors. Activities may include direct classroom support by the facilitators and supervisors; staff meetings within the school and involving head-teachers and the participating teachers and demonstration lessons by teacher-educators or mentors (Fareo, 2013:66).

However, contrary to the assumption that the establishment of TRCN will guarantee the proper coordination of teachers' CPD programmes in Nigeria, Adagiri (2014:84) says the execution of CPD has been quite slow and not well pronounced among in-service teachers. Garuba (2007:147) further notes that the main challenges in the implementation of CPD programmes in Nigeria are a result of a wide gap between policy formulation and its implementation. This gap, as observed by Jegede (2004:2), is a result of the failure of the teacher training system in Nigeria to adhere to the provisions of the NPE that teacher education will continue to take cognisance of changes in methodology and in curriculum and that teachers' will be exposed to innovations in their profession regularly.

Having explored the concept and the prevalent position of CPD in Nigeria, I have come to understand that there are express provisions for CPD programmes for teachers both in the professional standards and the NPE, but a wide gap still exists between the formulated policy and its implementation. One of this is the failure of the teacher training system to adhere to the provisions of the NPE and the professional standards on taking cognisance of changes in methodology and curriculum, and regular exposure of teachers to innovations in their field. However, it became necessary for an education system that is anchored on national development to have teachers who are exposed to regular changes in innovation, curriculum and teaching methodology in the face of numerous societal problems.

In my opinion, CPD programmes for teachers have to focus on educating teachers on democratic citizenship, the value of a democratic citizen, and the importance of being a democratic teacher in order to be able to develop democratic learners in their classrooms. To broaden teachers' knowledge on democratic citizenship, it will be helpful to take the context of the concerned teachers into account. It might also be useful to consider other models of PD such as the mentoring model the community of practice model alongside the workshop model for CPD activities (see Kennedy 2005). This will create avenues for teachers to engage in their professional learning and build professional relationship through deliberation in order to identify their actual needs within the school system, how best to meet these needs and solve their challenges as a professional body. Through active participation, these models also have a great tendency of developing in teachers a sense of belonging, and further encouraging them to be more responsible, accountable and dynamic in their teachings. Returning to their classrooms with this positive energy and the ability to put into practice their knowledge of democratic citizenship education, will assist in developing democratic learners. Learners who possess a great sense of belonging in their society, understands their rights and responsibilities

as a citizen, who consider other people as equal regardless of tribe, social class and gender, and who are open to deliberations on matters of societal importance.

2.7 Chapter summary

This chapter is a combination of two sections. In the first section, I reported on the different theories of democratic citizenship education that might help address the need for teachers undergoing CPD programmes to be educated in democratic citizenship education. This approach was necessary for me to gain a deeper insight into important aspects of democratic citizenship education in the Nigerian context. To achieve this, I explained the meaning of democracy, citizenship and education. In the second section, I discussed the underlying theoretical framework which guided this research. Here, I have also discussed the PSNT document and reviewed a range of literature on education policy, PD and the state of CPD of teachers in Nigeria. In essence, this chapter made it apparent that there is limited literature that addresses the relationship between CPD of teachers and democratic citizenship in Nigeria, thereby clarifying the importance of this research study. The next chapter gives an overview of the research design and methodology with emphasis on why the chosen research design was the most appropriate for this study.

CHAPTER 3

Research design and methodology

3.1 Introduction

In the previous chapter, I offered a comprehensive overview of understandings of the concepts PD and CPD, and the implication of CPD programmes for teachers in developing democratic citizens. I also offered insights into deliberative democracy as an enactment of democratic citizenship.

This chapter provides insight into the research design and methodology that were utilised in constructing and analysing the data to answer the main research questions and the sub-questions. The chapter further describes the instruments that were used for data construction, and explains the rationale behind the selection of the research methods. It also offers an explanation of the research paradigm, sampling procedure, validity and reliability of the data collected, ethical considerations, and the limitations of this research.

3.2 Statement of the research question

According to Berg (2001:25), identification of research problems is central to the formulation of research questions that direct or drive the research enterprise. This study aimed to understand how participation by in-service Accounting teachers in CPD programmes affects the development of democratic citizens in Nigeria. In order to achieve the aim of this research, the main research question that was explored was:

What are the implications of Accounting teachers' CPD programmes for democratic citizenship education in Nigeria?

The sub-questions were:

- What is the policy provision for CPD training of Accounting teachers?
- Which types of CPD programmes are available for in-service training of Accounting teachers?
- To which extent does teachers' participation in the CPD programmes have the potential to develop democratic citizens in their classrooms?
- Are there any other best practices to enhance improved CPD for in-service training of Accounting teachers?

3.3 Research design

Bless and Smith (2000:63) indicate that a research design relates directly to the testing of hypotheses needed to be performed in order to assess assumptions. In Bless and Smith's (2000) opinion, every project requires a research design that is carefully tailored to the exact needs of the research problem. A qualitative research design was used in this study, as I assumed it would enable me to understand the teachers' perceptions and experiences of CPD programmes and its implications on democratic citizenship education in Nigeria better. Qualitative research is a form of social inquiry that focuses on the way people understand and make sense of their experience. Sumner (2006:3) indicates that qualitative research investigates aspects of social life, which are not open to quantitative measurement. To Sumner (2006:4), "The methods used in qualitative research, often in combination, are those which explore participants' interpretations and which allow the collection of detailed information in a relatively close setting." Similarly, Berg (2001:6) argues that qualitative research seeks answers to questions by examining various social settings and the individuals who inhabit these settings. He adds that a qualitative procedure provides a means of accessing non-quantifiable facts about the actual people to whom researchers talk and whom they observe. In essence, qualitative techniques allow researchers to share in the understanding and perceptions of others and to explore how people structure and give meaning to their daily lives (Berg, 2001:7).

Similarly, Creswell (2007:37) argues that quantitative research begins with assumptions, as a means for exploring and understanding the meaning individuals or group ascribe to social or human problem. In addition, Creswell (2007) suggests the following as the essential characteristics of a qualitative research.

- Qualitative research occurs in a natural setting, where researchers collect or construct data at the site where participants experience the issue or problem under study.
- Researchers are key instruments in the collection of data, as they are directly involved in examining documents, observing behaviour and interviewing participants.
- Qualitative research design enables researchers to gather multiple forms of data such as through interviews, observation and documents, rather than relying on a single source of data.
- Qualitative researchers build their patterns, categories and themes through an inductive process. The inductive process involves researchers working back and forth between themes and the database until a comprehensive set of themes is established.

- Qualitative research is a form of inquiry in which researchers make an interpretation of what they see, hear and understand (Creswell, 2007:37).

My understanding of qualitative research is that it is a systematic inquiry, which makes use of interpretive approaches like interviews, observations and document examination in order to understand a specific phenomenon. This is done through a detailed account of the experiences of individuals within their natural environment. In this study, I conducted interviews and observed the classroom practices of eight Accounting teachers in order to gain insight into their perceptions and experiences of CPD, and whether their capacitation through CPD allowed and encouraged them in cultivating democratic classrooms, so that their learners might be exposed to deliberative engagements – ultimately preparing learners for practices of democratic citizenship.

3.4 Research paradigm

A research paradigm represents a particular worldview and understanding of how the research should be done (Bertram & Christiansen, 2014:22). According to Mackenzie and Knipe (2006:195), the choice of a paradigm is important as it sets down the intent, and provides a theoretical framework for the methodologies employed in research. A research paradigm can be either positivist, interpretive, critical or post-structural (Connole 1993:22). Given the research focus of wanting to understand teachers' experiences and perceptions of CPD, the study was situated within the interpretive paradigm.

Laverty (2013:13) observes that the interpretive paradigm supports the ontological viewpoint that multiple realities exist, are constructed and can be altered by individuals. In this sense, reality is socially constructed, which means this research depends on how teachers construct their one reality in relation to CPD and their experiences in the classrooms. Because there are multiple realities within the interpretive paradigm Connole (1993:23) maintains that there are multiple methods for understanding these realities, and for constructing meanings. Connole (1993:22) says the approach of the interpretive paradigm is grounded in historical, literary and existential studies in which the subjective understanding of subjects is significant. For interpretivists, the purpose of education research is to understand meaning which informs human behaviour (Bertram & Christiansen, 2014:26).

In order to guarantee the quality of research under the interpretive paradigm, Bertram and Christiansen (2014:27) suggest that the researcher must ensure the trustworthiness of the research. Trustworthiness in this paradigm is strengthened by detailed descriptions of the data. That is, the researcher needs to show clearly how the data were analysed, and how the conclusions were reached. The interpretive paradigm adopted for this study was based on an approach that attempted to understand teachers' perceptions, experiences, feelings and opinions in relation to CPD, and in turn, their ability to advocate notions of democratic citizenship education. The interpretive paradigm is best suited to this research as it involves the use of primary data obtained from observations and interviews within the participants' natural settings, and the use of secondary data from document analysis, namely the Professional Standards of Nigerian Teachers (PSNT, 2010).

3.5 Population and sampling

According to Kothari (2004:55), a sample design is a certain strategy for obtaining a sample from a given population. The term 'sample design' refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Due to the qualitative nature of this study, the sampling design that guides the selection of the research sites and participants in this study is the non-probability sampling or purposive sampling. Kothari (2004:59) describes purposive sampling as a sampling procedure which does not give any basis for estimating the probability that each item in the population has of being incorporated in the sample. Oliver (2006:3) define purposive sampling as a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research.

In Berg's (2001:32) opinion, purposeful sampling is commonly referred to as a sampling strategy in qualitative research, and it is related to examining problems rich in information, which can be considered broadly in terms of issues of main importance to the aim of the research. Berg (2001:31) observes that in purposive sampling, the researcher does not base his or her sample selection on probability theory. Rather efforts are taken to have a clear idea about which larger group or groups the samples reflect. Berg (2001) adds that in developing a purposive sample, researchers use their special knowledge or expertise about some group to select subjects who represent this population. For the purpose of this research, I decided to use

the purposive sampling method in order to acquire in-depth information concerning a specific area of interest (teachers' CPD and democratic citizenship), from those who are in the best position to give detailed information relevant to the research problem.

This study was conducted in two local governments (Oshodi and Akowonjo) in District Six. For this study, four secondary schools comprising two public schools and two private schools were selected through purposive sampling. These schools were selected on the basis of their geographic proximity to one another, and for me to gain an understanding of teachers' perceptions and experiences of CPD and how it allows and encourages them in cultivating democratic classroom practices in both the public and private education sectors. All four schools, which are referred to as Schools 1, 2, 3 and 4, respectively, offer Accounting as a subject. Through purposive sampling, two teachers from each of the four schools were invited to participate in the research, on the basis of being Accounting teachers who have had CPD training within the last five years. In this research report, these six teachers are referred to as teachers A, B, C, D, E, and F.

3.6 Data construction methods

Methods, state Cohen and Manion (1994:38), refer to the array of approaches used in educational research to construct data, which are to be used as a basis for inference and interpretation. According to Kothari (2004:95), the task of data construction begins after a research problem has been defined and the research design has been established. As Creswell (2009:178) observes, the method of data construction includes setting the boundaries for the study, constructing information through interviews, observations and documents, as well as establishing the protocol for recording the information to be obtained. As I will explain next, the data for this study were firstly constructed through document analysis, i.e. the Professional Standards of Nigerian Teachers (PSNT, 2010), and through semi-structured interviews with the teachers, as well as qualitative observations of classroom practices. Qualitative observations are those in which the researcher takes field notes of the behaviour and activities of individuals at the research site (Kothari 2004:95). I have decided on these methods because they resonated with the qualitative nature of my research.

3.6.1 Document analysis

Documents are records of events or processes (Cohen & Manion, 2004:249). Such records may be produced by individuals or groups and it may take different forms. According to Bowen (2009:28) –

document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet transmitted) material and like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.

Atkinson and Coffey (2004:68) point out that document analysis is helpful towards exploring inter-textual relationships and examining how conventional formats are shared between texts, and thus how they construct a uniform, bureaucratic style. One of the distinctive advantages of document analysis is that it can be regarded as an efficient and cost-effective method, because it is less time-consuming than other qualitative research methods, and it does not require planning and conducting interviews and then transcribing them. Cohen and Manion (2004:250) distinguish between primary and secondary documents. Primary documents are created as a direct record of an event or process by an observer or subject involved in the event. In this research, examples of primary documents included the policy reports and national frameworks. In other words, primary documents refer to records of first-hand information.

In this study, I have analysed the PSNT (2010) to understand how CPD of teachers is dealt with in this document. I have provided a brief background on the purpose of creating the document (see PSNT, 2010:2) as well as the concept and objectives of CPD (see PSNT, 2010:57). I have also discussed components of teachers' CPD (see PSNT, 2010:57), the cycle of CPD and allotment of credits (see PSNT, 2010:58, recertification and renewal of licences, and the focus of teacher CPD (see PSNT, 2010:59).

3.6.2 Observation

Bertram and Christiansen (2014:84) explain observation as involving the researcher going to the site of study – which may be a school, classroom or a staff room – and observing what is actually taking place there. Observation emphasises observing and recording actual behaviour, rather than reported or recalled behaviour. On the purpose of observation to a researcher,

Bertram and Christiansen (2014:85) affirms that it enables the researcher to gather information about the physical settings of the school, interaction between teachers and learners, teachers' classroom practices and the general atmosphere of the school. In addition, Bertram and Christiansen (2014:84) observe that observations may be structured, unstructured or semi-structured. *Structured observation* involves the use of a structured observation schedule. This form of observation is used when the researcher has a very clear idea of what he or she is looking for in the classroom (2014:85). *Unstructured observation* means that the researcher does not go through a checklist and ticking off boxes as they occur, but uses a free description of what he or she observes. A major bias of the observation technique, as observed by Bertram and Christiansen (2014:91), is that the researcher's presence at the research site might have an effect on the way participants behave while being observed.

In this study, my observations were carried out by making use of a semi-structured observation technique. The semi-structured observation technique entails making use of both structured observation schedules and taking down notes during the process of observation. In my notes, I described –

- learners' engagements in their learning activities;
- classroom teaching in relation to the level of learners' participation;
- a description of the implementation of what each teacher has learnt during his or her CPD training, and;
- how teachers knowledge paves the way for the development of democratic citizens in their classrooms.

In order to minimise the bias of observation as explained above, I spent a week at each research site to familiarise myself with the participants in order to reduce the effect my presence might have on them in the course of the observation.

3.6.3 Semi-structured interviews

For this study, data was constructed through a qualitative and semi-structured interviewing process. Babbie (2004:300) defines a qualitative interview as a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. The purpose of an interview, according to Seidman (2006:1), is to provide access to the context of people's behaviour. Le Grange (2000:5) identifies three major

types of interviews, namely structured interviews, unstructured interviews and semi-structured interviews. The semi-structured interviewing process for the present study was chosen on account of its flexible nature of allowing both closed and open-ended questions, which allows interviewers to explore for further information on research questions. Another advantage of this method of interviewing is that it encourages a good relationship with the respondents so that they feel at ease to express their opinions.

Berg (2007:95) asserts that semi-structured interviews include the implementation of a number of pre-set questions and distinctive topics. Berg (2007) adds that the interview questions follow a systematic and consistent order, but the interviewees are permitted to digress, and the interviewers are allowed to probe far beyond the answers to their arranged standardised questions. In order to have the interview data captured more effectively, Jamshed (2014:87) suggests recording the interview process. Recording of the interview, according to Jamshed (2014), makes it easier for the researcher to focus on the interview content and the verbal prompts, thereby enabling the interviewer to generate a verbatim transcript of the interview.

The interviews were conducted in the natural work environment of the teachers, where they felt comfortable. In consultation with the principals, I conducted the interviews on the last day of my visit to each school – that is, after I had observed the teachers for four days. This also allowed me to include specific questions, which arose during the observations. As such, the interviews presented an opportunity to obtain in-depth data about the teachers in relation to whether they were able to implement the learning from their training on the CPD programmes, and whether they understood their teaching methodologies and classroom management skills as being conducive to cultivating a democratic classroom. While interview schedules were made available to the eight teachers prior to my arrival at their school, so that they could be comfortable with the types of questions I intended to ask, they were also informed that I would be using a semi-structured interview technique, which would allow for the introduction of additional questions.

3.7 Reliability and validity of data

Reliability, according to Joppe (2000), refers to the extent to which research results are consistent over time using an accurate representation of the total population under study. Joppe (2000) adds that if the result of the research can be reproduced under a similar methodology, then the research instrument is considered reliable. Reliability is therefore concerned with the

consistency of measures in a particular study. Ritchie and Lewis (2003:272) maintain that there are two levels of ensuring that qualitative research is reliable. First, there is the need to ensure that the research is as robust as it can be by carrying out internal checks on the quality of the data and its interpretation. Second, Ritchie and Lewis (2003:272) explain that there is a need to assure the reader of the reliability of the research by providing information about the research process.

In order to ensure the reliability of my research data, I ensured that the data obtained from the PSNT (2010) document, observations and semi-structured interviews were properly recorded and transcribed into themes. I also made sure that information about how I carried out my research was properly conveyed for adequate understanding. Validity, on the other hand, according to Creswell and Miller (2000:125) is regarded as one of the strengths of qualitative research, which is based on determining whether the findings of a study are accurate from the standpoint of the researcher, the participants, or the readers of the account. Jupp (2006:3) believes that validity is associated with the notions of truth and the philosophical viewpoint that there is some reality which can be studied, described and explained. Creswell and Miller (2000:125) maintain that validity of qualitative research can be ensured through triangulation, member checking, prolonged engagement in the field, thick description and so on. Kelly (2006:344) explains triangulation as involving constructing data in as many different ways or methods from as many diverse sources as possible.

Creswell and Miller (2000:125) share similar sentiments and believe that triangulation is a validity procedure in which researchers search for convergence among multiple and different sources of information to form themes or categories in a study. Gray (2004:33) adds that triangulation may also involve different sources, methods, combination of methods such as interviews, observations, questionnaires, documents and so on. In this particular research, triangulation was ensured through document analysis (PSNT, 2010), observations and interviews.

3.8 Data analysis and interpretation

Qualitative data analysis refers to a search for general statements among categories of data for the purpose of discovering patterns of relationships (McMillan & Schumacher, 2010:367). In addition, qualitative data analysis is useful in illustrating and describing data constructed from interviews, observations and document analysis and the analysis simply transforms data into

findings. According to Ary, Jacobs and Razavieh (2006:490), qualitative data analysis involves attempts to understand the phenomenon under study, to synthesise information and explain relationships, to theorise about how and why the relationships appear as they do, and to connect the new knowledge with what is already known. McMillan & Schumacher (2010:36) suggest that the steps to follow in data analysis are organising data, transcribing data, coding the data, forming categories and developing patterns. In this study, the research data collected included data from the PSNT (2010) document and by way of observations and interviews.

Critically observing the characteristics of qualitative research put forward by Creswell (2007:37), first, I explored teachers' perception and understanding of CPD within their natural settings. That is the interviews were conducted at each of the selected schools for the research. Second, I was directly involved in the collection of the research data, as I conducted the interviews personally and I analysed and transcribed the data obtained into themes. Third, I made use of multiple sources of data at the research site by conducting interviews with the teachers and also by observing their classroom practices. The interviews conducted with the teachers were recorded and transcribed at the end of each process. Fourth, I categorised and developed the data obtained by way of the interviews and observations into themes. This was carefully done by working back and forth between the data base and notes taking during observation to identify reoccurring themes. Fifth, I analysed and interpreted the results of my data collection by making use of what I had seen, heard and understood in the process. The interviews and observations enabled me as a researcher to have a different view of the participants' experiences and enabled my participants to express their views openly.

3.9 Ethical considerations

Berg (2007:53) asserts that social science researchers have an ethical implication to their study population and society at large. The reason for this according to Berg (2007) is that social scientists delve into the social lives of other human beings. As the subjects of my research were human, ethical considerations therefore became important. In respect of my study, the main ethical issues addressed were informed consent, privacy and confidentiality, risks and discomforts, and the rights of participants to withdraw from the study. Before the interviews, I assured the respondents of confidentiality and that the data collected would be used for research purposes only and where it is necessary for me to use information given by the respondents, names will be changed and anonymity will be observed in terms of any data that might be

identified with a specific respondent. The respondents were also given a form (Appendix A) to sign and fill in to ensure confidentiality, and opportunities were granted for respondents to withdraw if they wished to do so. The interviews were tape-recorded, transcribed and coded. The coded data were then used to generate themes for analysis.

3.9.1 Informed consent

On ethical as well as methodological grounds, Mcauley (2006:4) argues that encouraging individuals to participate in research requires that clear and accurate information about the research is made available to them. Mcauley (2006:5) adds that the researcher therefore needs to follow a balanced approach, presenting adequate and relevant information accurately so as to prepare respondents fully for their potential role in the research. In other words, to carry out my study at the selected research sites, written permission was granted by the Lagos State Ministry of Education (refer to Appendix B for the approval letter from the ministry). In addition, permission was granted by the school principals for me to conduct my research at the school sites. Ethical clearance was also obtained from Stellenbosch University.

At the research sites, informed consent forms were given to each participant prior to the interviews. Participants were invited to clarify any concerns and to ask questions if they were unsure about anything. I explained to all of the participants that participation in the research was voluntary and, if they felt uncomfortable, they could withdraw at any time. The participants were also informed about the content of the interview, and that they would be observed in their classroom practices.

3.9.2 Privacy and confidentiality

Mcauley (2006:5) observes that, as part of obtaining informed consent, it should be made clear to participants how their responses will be treated. Participants should not have to share personal information with a researcher unless they and the researcher are certain that their data will be kept from falling into the wrong hands. McMillan and Schumacher (2010:339) also believe that research sites and participants should not be identifiable in print. In adhering to the ethics of privacy and confidentiality in my report, I refer to the schools as School 1, 2, 3 and 4 respectively, and to the teachers as teacher A, B, C, D, E, F, G and H. I assured the participants

- of the privacy and confidentiality of their identities and responses;

- that I would be the only one who would have access to the data I obtained from them; and
- that all transcripts of the data would be stored in a folder on my hard drive, which would be password protected.

3.9.3 Risks and discomforts

On the first day of my visit to the schools, I gave a copy of my interview questions to the teachers in order to familiarise themselves with the questions, and to avoid a situation that could have placed the teachers in an awkward or uncomfortable position during the interviews. I guaranteed participants that no one would be put in a situation where they might be harmed as a result of their participation, either physically or psychologically.

3.9.4 Participation and withdrawal

According to Mcauley (2006:4), voluntary participation and withdrawal means that an individual partakes in research out of his or her own free will and therefore a good researcher has the responsibility of informing participants that the research is voluntary and that participants can withdraw at any time. At the research site, before and during the interview process, I constantly reminded the participants that the research was only for academic purposes, and that their participation was voluntary. Therefore, they could choose to withdraw from the study at any time without any negative consequences from their peers or superiors.

3.10 Limitations of the study

Mack (2010:8) argues that one of the limitations of interpretive research is that its results cannot be generalised to other situations, because interpretive research is subjective. One of the limitations of this study was the limited prior research studies on this topic, which on the one hand meant that I did not have substantial sources to consider in relation to my research in Nigeria. On the other hand, the significant dearth of literature and research on CPD and the cultivation of democratic citizenship education in Nigerian schools were a clear indication of a need for such research.

Given that the research was conducted only at four schools in the three local governments of Oshodi, Ikeja and Akowonjo, in District Six, the findings of this study cannot be generalised to

other districts, local governments or states in Nigeria. Nonetheless, it is my opinion that this study have succeeded in gaining some insight into CPD and its effect on developing democratic citizens in Nigeria.

3.11 Conclusion

This chapter provided an overview of the research design and methodology used for exploring and understanding in-service Accounting teachers' perceptions and experiences of CPD and the impact of teachers' CPD on the development of democratic citizens at four selected secondary schools in Lagos State, Nigeria. The discussion showed how data were constructed using an interpretive research paradigm in order to answer the research questions that guided the study. The sampling procedure was clarified as well as justification for the sampling strategy that was used. Data construction instruments and processes were explained. Issues of validity and reliability were discussed. The data analysis processes, ethical issues and limitations were clarified. In the following chapter, I will present my research findings from the data collected, linking these to my research questions.

CHAPTER 4

Data presentation

4.1 Introduction

This chapter presents my research findings, which emerged during the observation and interviewing processes with six teachers from the four selected secondary schools within the Oshodi and Alimosho local government of Lagos State, Nigeria. The data are presented in relation to six themes, namely understanding policy provision for CPD training of Accounting teachers, teachers' understanding of CPD, perception and experiences of CPD, impact of CPD experience on the development of democratic citizens, challenges faced by teachers in participating in a CPD programmes and best practices to enhance improved CPD. The presentation of data addresses the four sub-questions of:

Sub questions:

- What is the policy provision for CPD training of Accounting teachers?
- Which types of CPD programmes are available for in-service training of Accounting teachers?
- To which extent does teachers' participation in the CPD programmes have the potential to develop democratic citizens in their classrooms?
- Are there any other best practices to enhance an improved CPD for in-service training of Accounting teachers?

Ultimately, this chapter reports on the main research question, namely:

What are the implications of Accounting teachers' CPD programmes for democratic citizenship education in Nigeria?

In compliance with the ethical considerations for this research, which were to protect the confidentiality and anonymity of all participants, the schools are referred to as Schools 1, 2, 3 and 4 respectively, while the teachers are referred to as A, B, C, D, E, and F, in relation to their respective schools. Interviews were conducted with two teachers each from Schools 1 and 3, and one teacher each from Schools 2 and 4, because these schools only had one Accounting teacher each. This meant that six teachers in total were interviewed from the four schools. In presenting my findings, the table below indicates how the teachers are represented.

Table 4.1: Representation of research participants

School	Teachers	Participants representation
1	A, B	A1, B1
2	C	C2
3	D, E	D3, E3
4	F	F4

As already indicated, the research was conducted at four selected secondary schools in Lagos State, Nigeria. I explain the context of each school briefly in the next section before presenting my research data.

4.2 Research context

In Nigeria, the standard of living is categorised based on individuals' level of income, namely lower class, middle class and upper class. The *lower class* community are those at the lower end of the income pyramid, and it mostly consists of people with little or no formal education. The *middle class* comprises those at the middle of the income pyramid, mostly people who are skilled or who have formal education. The *upper class* community are those at the upper level of the income pyramid, mostly comprising successful entrepreneurs, politicians and so on. The set-up of public and private schools in Nigeria is not to serve a specific socio-economic context. Therefore, the choice of sending a child to either a private or public school in Nigeria is not mainly determined by the level of income of parents or guardians, but by individual perception of the quality of education the school has to offer, proximity and incessant strike that disrupts academic calendar in public schools.

This study was conducted at two public secondary schools and two private secondary schools in Nigeria. These schools are characterised by many differences, ranging from their geographical locations to the class of people they serve. *Public schools* are institutions owned, managed and funded by either the state or federal government of Nigeria. Public schools are part of a larger school system with government control and direct involvement in the everyday running of the schools. These schools function as an agency of government, and have to follow rules and regulations set by political office holders.

In contrast, *private schools* are institutions owned, managed and funded by private individuals or organisations and religious groups. Private schools, independent of government funding, enjoy a variety of benefits, because they do not have to follow all the regulations and bureaucratic processes that govern public schools, such as the level of education of their teachers and the number of administrative staff members for the day-to-day operations. Before their full operation as an education service provider, private schools are required to register with the state government and obtain an operating license in order to commence full operation. The license is granted after a number of the state government requirements have been met and representatives from the Ministry of Education had visited the intended school premises, in order to assess whether the human and material resources meet the required standards. Private schools are also expected to follow the same core curriculum as public schools, except the private international schools whose curriculum is mostly based on their country of origin.

In terms of material resources, private schools have an edge over public schools as they are better resourced. This is largely due to the fact that private schools charge fees in order to provide the school facilities and attract potential clients (parents). The fees charged by private schools include, but are not limited to items such as tuition, development levy, parent-teacher association/forum (PTA/PTF), levy for the end-of-year party, textbooks and exercise books, school uniform and sportswear, extra coaching, laboratory practical and examination fee. The major differences between private and public schools are revenue generation; and teachers' recruitment processes. Public schools teachers are recruited centrally by the Ministry of Education and posted to various schools, while private schools recruit their teachers as the need arises without government involvement. Private schools operate independently with the bulk of decisions made by the principal, while the operational decisions of public schools are made by government. The official medium of instruction in all schools in Nigeria is English.

School 1, a public senior secondary school, was established in 1981. It was located in the urban area of Lagos State, and it served a lower-class community. It was a co-educational school, fully funded by the state government and therefore parents/guardians were not required to pay any fees. The everyday decisions that affected the school were made entirely by the principal and two vice-principals. There was a forum in all the schools called the parent-teacher association/forum (PTA/PTF), where the school management, teachers and parents could meet to discuss the progress and challenges faced by teachers in dealing with the learners, and to take key decisions about school plans. However, the school management of School 1 struggled to get parents to attend the PTA/PTF, largely as a result of the nature of their business or work.

In other words, parents/guardians were not actively involved in school activities and decision-making, because they were mostly unavailable for the PTA/PTF meetings organised by the school. The two Accounting teachers in the school were both qualified as one had a National Certificate in Education (NCE), which is the required minimum teaching certificate and BSc/Ed (Accounting), and the second teacher had BSc/Ed and MEd in Accounting. In this school, the average student–teacher ratio was 45:1 at the time of this research. School 1 had 43 teachers, five administrative staff, and a total of 764 students.



Image 4.1: A picture of School 1

School 2 was a co-educational, public secondary school. It was founded in 1980. The school was located in an urban area, and it served a lower-class community. The school principal was assisted by two vice-principals. School 2 had a total number of 41 teachers, seven staff members and 500 students at the time of this research. Like School 1, parents/guardians were not involved in the day-to-day running of the school activities. The school had only one Accounting teacher. He was a qualified teacher, as he possessed the minimum teaching certificate – NCE and BEd (Business Studies). School 2 had a student–teacher ratio of 40:1 at the time of this research. The image of School 2 is shown below.



Image 4.2: A picture of School 2

The third research site, School 3 was a private secondary school and it had a boarding house facility. The school was established in 1994, and it was located in the urban area of Lagos State. School 3 was a co-educational school, and it served the middle and lower class. The school had one principal, 40 teachers and 32 administrative staff members. Learners in this school were required to pay tuition fees and other recommended fees, such as laboratory practicals, school uniforms, sportswear and so on. This is because private schools are not entitled to any subsidy from government. There is an average level of parent/guardian participation compared to the public schools in the management of School 3, although the majority of parents are also not interested and usually absent during meetings. School 3 has a fairly active PTF where the principal, teachers and parents meet to discuss the future of the learners and challenges faced by both parties in dealing with the learners. Accounting teachers in this school were both qualified teachers. One of the teachers had only the minimum teaching certificate (NCE), and the other held a BSc degree in Accounting and a Postgraduate Diploma in Education (PGDE). The learner-teacher ratio at senior secondary level in this school was 20:1 at the time of the research. At the time of the research, there were a total of 300 students in School 3.



Image 4.3: A picture of School 3

School 4 was a private secondary school and was established in 1989. It was located in an urban area in Lagos State. School 4 was a co-educational school, and it served the upper and middle classes. The school had one principal, 20 teaching staff and 25 administrative staff members. Learners in this school were required to pay tuition fees and other recommended fees such as those listed for School 3. The level of parent/guardian participation in the management of School 4 was above average, compared to the School 3. School 4 had a mid-level active PTF/PTA where the principal, teachers and parents met to discuss the future of the learners and challenges faced by both parties in dealing with the learners. The school had only one Accounting teacher. He was neither a qualified teacher nor did he have a degree in education. The average learner-teacher ratio in School 4 is 15:1 at the time of the research. At the time of the research, there were a total of 100 learners at secondary level in School 4.



Image 4.4: A picture of School 4

In the next section, I present my findings based on my document analysis of PSNT (2010).

4.3 Analysis of PSNT document

In Chapter 2, I explained that the PSNT (2010) is a construct for various teacher education programmes in Nigeria, as well as several national frameworks and education policies which must guide the practice of the teaching profession in Nigeria. This section addresses my first sub-research question of ascertaining the policy provision for CPD training of Accounting teachers. The PSNT (2010:2) clearly defines what a professional teacher must know in relation to core values, ideals and teaching practice. In other words, the professional standard document is an instrument to assist stakeholders of professional regulatory authority to constantly monitor and sustain the performance of teachers on the job and to improve teacher education continually (PSNT, 2010:2). According to the PSNT document, the objectives of teachers' CPD among others are to:

- provide a forum for cross-fertilisation of ideas and experiences, which would ultimately improve professional competence and commitment;
- offer intellectual, social and emotional engagement with ideas, materials and colleagues. If teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field;
- maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country;
- demonstrate the TRCN's social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times; and
- keep teachers abreast with the latest innovation in the teaching profession and prevent the setting in of the law of diminishing returns, which could settle in without continuous training.

Therefore, it is the responsibility of the Teachers Registration Council of Nigeria (TRCN), teacher education supervisory agencies (the National Commission for Colleges of Education and National Universities Commission), employers of teachers, teachers unions, non-governmental organisations, international development partners, parents-teachers associations, and school based management committees to continually monitor and sustain teachers' knowledge through continuing professional development programmes. The PSNT (2010) document provides guidelines on the legal framework for the regulation of the teaching

profession in Nigeria, the professional knowledge, skills, values, attitude, conduct and professional membership obligations respectively, the induction of education learners at the point of graduation and continuous professional development. In the Appendix of the PSNT (2010) document is a sample of the Professional Standards for Nigerian Teachers Checklist (PSNTC) that may be used by stakeholders to continuously rate the compliance of teachers with the Professional Standards.

According to the PSNT (2010) document, stakeholders in education – which include the school principal and teachers, teacher unions and school management – are expected to be aware of and guided by this policy document, but my research findings negate these provisions. As established in my interactions with the teachers during the interviews, it was evident that none of the six teachers interviewed had knowledge of the PSNT document or any other policy document that deals with teachers' CPD. Based on my findings, the PSNT (2010) document was also not being used in any of the schools at the time of this study. The above findings are a contradiction to the provision of the policy document, which is expected to guide the practice of the teaching profession in Nigeria. Consequently, participating teachers had no knowledge of –

- what was contained in the PSNT (2010) document;
- what was required in terms of their CPD;
- what their responsibilities were in order to meet the professional standards set out by the regulatory council;
- what their rights as teachers were; or
- the types of CPD programmes that might have been available to them at the time of this research.

4.4 Biographical information of teachers

The table below provides the biographical information of each of the research participants.

Table 4.2: Teachers' biographical information

Participant (Teacher)	Gender	Teaching qualification				Years of teaching experience	No. of CPD programmes attended
		None	NCE	B. ED	PGDE		
School 1 – Teacher A	Female	No	Yes	Yes	No	22years	0
School 1 – Teacher B	Female	No	Yes	Yes	No	24years	1
School 2 – Teacher C	Male	No	Yes	Yes	No	26years	2
School 3 – Teacher D	Female	No	No	No	Yes	9years	3
School 3 – Teacher E	Male	No	Yes	No	No	8years	2
School 4 – Teacher F	Male	Yes	No	No	No	16years	3

The information as shown in Table 4.2 represents the basic biographical details of each participant. The first column represents how the teachers and their schools were identified. The second column depicts the gender of the participants, namely three of whom are females and the other three were males. The third column indicates whether the teacher had a teaching qualification. Of the six participants, only one of the private school teachers (Teacher F4) did not have a teaching qualification. When I asked Teacher F4 why he did not have a teaching qualification – in spite of having been teaching for sixteen years – he responded that he did not think that a teaching certificate was a prerequisite for him to teach. The three teachers in the public schools possessed both the minimum teaching qualification, the National Certificate in Education (NCE), and the Bachelor of Education degree.

Teacher D of School 3 had a PGDE certificate, while teacher E of School 3 had an NCE. The fourth column shows the years of teaching experience of each participant. It is clear that the participants had a good number of years of teaching experience. The fifth column contains information about the number of times each teacher had participated in a CPD programme in the past. While Teacher A did not participate in any CPD programme, Teacher B had participated in one, Teachers C and E two each, and Teachers D and F, three each.

Based on the information presented above, a number of teachers in this study reported to have participated in CPD programmes, without having any clear understanding of what these programmes were, or why it was necessary for them to participate. This lack of or gap in the understanding of teachers on why they did certain things – like participating in CPD programmes – is indicative of a sense of the disconnection between what teachers do and what they know. Equally evident from this scenario is the lack of communication provided by the federal and state Ministry of Education, those who organise the CPD programmes, as well as the principals of these schools. The apparent lack of urgency and professionalism assigned to the implementation of these programmes was made apparent in the fact that none of the teachers who had participated in the CPD programmes, had received any certification to that effect. While attendance records were taken at the programmes, these records were used for the purposes of preparing take-home materials (if any) for each teacher at the end of the programme.

4.5 Observations

Observation in each of the teachers' classes was employed to address research sub-question 3, which sought to know the extent to which teachers' participation in the CPD programmes had the potential to develop democratic citizens in their classrooms. To achieve this, my approach of constructing data was through classroom observation of teachers and learners with the aid of an observation schedule to determine whether the democratic values teachers gained from participating in CPD programmes were evident in their classrooms. The observations are discussed in terms of the teacher's ability to initiate participation of the democratic citizens during classes, their ability to include all learners freely and equally, and the teacher's ability to encourage deliberation among the learners.

After spending two days at each of the schools, the learners became used to seeing me on the school premises and in their classrooms, and they became relaxed with me around. As the

teachers were aware of my purpose for being in their classrooms, they simply carried on with their teaching activities like every other day.

What I had hoped to achieve through observing the teachers, was to get a sense of the extent to which they cultivated democratic classrooms. In other words, I was keen to ascertain –

- whether the teachers ensured participation and engagement by their learners;
- whether they encouraged deliberation between themselves and their learners, or among learners;
- whether they included the involvement and voices of all their learners; and
- whether they promoted a climate of respect, compassion and regard for the other.

During the observations, Teacher A and B of School 1, D of School 3 and F of School 4 allowed learners to be actively involved in their learning by allowing the learners to ask questions and share their views on the subject of discussion. The teachers interacted well with their learners as they ensured that the majority of the learners contributed during the lesson. However, I observed there was less participation in the classes of Teacher C of School 2 and E of School 3, as they were both time-conscious and aiming to cover their lessons within the stipulated time, which meant that they offered few opportunities for learners engagement. Teacher C did most of the talking, and learners were only allowed to ask questions when they did not understand something.

Of all the teachers observed, Teachers A and B of School 1, D of School 3 and F of School 4 encouraged deliberation and exchange of ideas with the learners. The teachers also allowed the learners to express their diverse views freely, thereby, allowing for learners' creativity. These teachers took time to clarify certain explanations, or to engage with questions and discussions from learners. They encouraged the learners to continue personal exploration and encouraged learners to contact them personally if they were still not clear on any topic. I also observed that learners had equal chances of initiating and participating in discussions influencing the deliberation environment created by the teachers, and they were also at liberty to ask questions, to which the teachers responded adequately. There were, however, a few learners, who sat quietly all through the lesson, even when the teachers tried to involve them in the class discussions. Teacher F of School 4 was more practical, as he interacted well with virtually all his learners. It was observed that the level or extent of interaction in the course of teaching depended on the teacher's tolerance.

Teacher D of School 3 also interacted well with the learners, and it was clear that the learners felt comfortable and had a sense of belonging in the classroom. It was observed that although the learners differed in opinions, the teachers allowed each learner to defend his or her opinion to the class before supporting or opposing any view. In this sense, Teacher D was prepared to listen to dissenting views, and encouraged deliberation among the learners. If learners were incorrect, the teachers corrected them without humiliating or discouraging them from offering their views. This encouraged the learners to experience a sense of belonging in the class and to participate in their learning. By contrast, Teacher E of School 3 did not offer opportunities for much learner's interaction or teamwork in his classroom. His only concern was to complete the syllabus before the end of the term. Both Teachers E of School 3 and C of School 2, did not encourage much deliberation or engagement with their learners. Although they presented their lessons well, their lessons remained presentations, without any interaction and engagement from the learners. It would therefore be fair to say that the democratic value of having an opinion and engaging in deliberation with others was not being developed by these teachers.

With regard to the above observations, the purpose was to address the extent to which teachers' participation in CPD programmes have the potential to develop democratic citizens. Findings revealed that most of the participants observed demonstrated the above-mentioned democratic values of participation, inclusion and deliberation in their classrooms. However, Teacher C of School 2 and Teacher E of School 3 appeared not to have adequately exhibited these democratic values. The observation findings showed that teachers' participation in CPD programmes had no direct influence on the development of democratic citizens. This was because initial findings (in the biographical information of teachers) revealed that Teacher A who had not participated in any CPD programme, and Teacher B who had only participated in one CPD programme demonstrated these democratic values, compared to Teachers C and E who had both participated in two CPD programmes, and yet did not demonstrate these democratic values.

The inability of some of the teachers to demonstrate these democratic values adequately could be attributed to how teachers are treated by government and their respective principals as regards their inclusion and active participation in their professional development decisions. The implication of having teachers not demonstrating these democratic values is that it gives the impression that most of these teachers are the sole authorities in their classrooms, whose primary responsibility is to teach learners to pass relevant examinations. These teachers are perceived not to be allowing equal inclusion and active participation of learners or giving due

consideration to learners' opinions as democratic teacher should, thereby eroding on democratic citizens sense of belonging in the classrooms. Another shortcoming of this approach is the loss of learners' interest or concentration in the lesson or activities when these do not allow for learners dynamism and constant deliberation with their colleagues.

4.6 Interviews

After the observation of the classroom practices which lasted for three days at each research site, I proceeded to conduct interviews with the selected Accounting teachers. The interview questions were designed to address all the sub-research questions raised in this study. The sub-questions aimed at ascertaining –

- the policy provision for CPD training of Accounting teachers;
- the types of CPD programmes are available for in-service training of Accounting teachers;
- the extent to which teachers' participation in the CPD programmes have the potential to develop democratic citizens in their classrooms; and
- whether there were any other best practices to enhance improved CPD for in-service training of Accounting teachers in Nigeria.

In all, I was able to interview six Accounting teachers, because School 2 and 4 had only one Accounting teacher each. Each interview lasted between 30 and 35 minutes. Taking into consideration the questions (see Addendum D) that were asked during these interviews, and ensuring that the research questions were addressed, I present my findings in the sections that follow.

4.6.1 Understanding policy provision for CPD training of Accounting teachers

In order to understand the policy provision for CPD training of Accounting teachers, all participants were in agreement that a policy specifying the importance for continuing education of teachers, the areas of training for teachers, and the bodies who will be responsible for the implementation of the policy provision ought to be in place. The participants acknowledged that education policies cannot be effective without proper implementation. Yet, the interviews revealed that, at the time of this research, there was no policy document that provided for the

continuing education of Accounting teachers. None of the participants had knowledge of the PSNT (2010) document. All quotations are provided verbatim and unedited.

Teacher A1 revealed:

Actually, I am not aware of any policy document in respect of CPD training of teachers. I know that other subject teachers go for in-house trainings, but I have not been more opportune to go for any since my 22 years of teaching, I have asked those responsible for organising these programmes why Accounting teachers are not considered, but no one has been able to answer me.

Teachers C2, D3, E3 and F4 shared a similar view with Teacher A1 explaining that they had no knowledge of any policy provision for CPD training of Accounting teachers. Teacher F4 clearly indicated that he had never laid eyes on any policy document, either as an electronic document or as a hard copy on continuing education of teachers.

In contrast to the above viewpoints, Teacher B1 shared that she was aware of a document on the teachers' training framework of the Lagos State government, but she does not know the details contained in the document. Upon further investigation at the state Ministry of Education, I found that the document Teacher B1 was referring to was the Lagos State teacher competency framework for teachers' promotion by the Lagos State Chapter of the Nigeria Union of Teachers (NUT, 2014). Previously, teachers were usually subjected to written examinations based on civil service rules, financial regulations, current affairs, oral interviews and scores of performance evaluations before they were promoted. These examinations were later replaced with what can be described as on-the-spot evaluations, on which teachers' promotions were based. Criteria for these on-the-spot-evaluations included the attendance record and punctuality of teachers, taking into account the classroom environment, and assessing learners' performance in various subjects (NUT, 2014).

In addition to what is required of teachers regarding CPD in the PSNT (2010) document, the teachers were asked to share their knowledge of the Mandatory Continuing Professional Development (MCPD), and the number of credit units they had obtained in the previous three years. Teacher A1 responded as follows:

I am not aware of any MCPD. I think it's just a documentation, it's not a reality, because I don't think anyone will be able to tell you that he/she has undergone any training in the last three years. I don't think the credit unit is feasible.

Teacher B1 shared a similar sentiment as Teacher A1 as she noted that there has never been a time CPD was mandated for teachers, and she has no idea about the credit unit to be achieved. In agreement with Teachers A1 and B1, Teacher C2 explained that he had no knowledge of the MCPD, and that CPD programmes were irregularly organised, so the credit units were not achievable.

Teacher D3 responded, “This is a private school, I don’t think this applies to us. I would say those things are just on paper.” Teachers E3 and F4 adamantly expressed that they both did not have any idea about the MCPD or the credit units.

The data obtained showed that, at the time of this study, there was no clear written policy specifically designed for the CPD of Accounting teachers. None of the teachers indicated to have any knowledge of the PSNT document that addresses CPD for all subject teachers. Teacher B1 however claimed to be aware of a teacher competency framework of the state government. However, this framework centres on teachers’ promotion and not on teachers’ CPD (NUT, 2014). This shows that the teachers interviewed were all totally unaware of any policy provision either by the state or by the federal government as regards the CPD of teachers in Nigeria. The sampled teachers also all claimed ignorance of the MCPD and the credit unit requirements to be obtained by teachers as set out in the PSNT (2010) document. The level of ignorance displayed by the teachers as a result of their lack of knowledge of the MCPD and the policy document that had to guide their CPD indicated that teachers were excluded from development in their profession and their own professional learning. In addition, it was evident that teachers were not included in the formulation of these policies or the way the CPD programmes should be run.

4.6.2 Teachers’ understanding of CPD

In response to the question on teachers’ understanding of the concept of CPD, most participants had a basic knowledge and understanding of CPD, but some were not familiar with either the abbreviation ‘CPD’ or the term ‘continuing professional development’. Teacher A1 agreed that initial teacher training does not adequately prepare teachers to face the everyday challenges of teaching in the classroom. She expressed the following view on the need for teachers’ continuing education:

My understanding of CPD is that as a teacher, I am supposed to be going for trainings from time to time, so as to upgrade my knowledge as an Accounting teacher.

For Teacher B1, CPD was necessary to keep teachers abreast of current trends in their profession, so that they would not be imparting archaic ideas. CPD was described by D3 as “any form of training aimed to update teachers’ knowledge on the current happenings, for them to train their students on what they need to survive the present world”. She noted further, “the world is not static and teachers are supposed to be current. If we as teachers do not develop and continue to educate ourselves, we will just lose touch with current realities”. Teacher F4 echoed this by saying, “continuing professional development from its name, it’s like trying to learn more, gain new experience and strategies to be able to teach students to have more interest in whatever subject you are teaching”. Teacher E3 was of the opinion that CPD simply means “a teacher trying to improve herself in the teaching line”. Teacher C2 indicated that for him, CPD included all forms of seminars, workshops and conferences aimed at updating teachers’ knowledge.

Teacher B1 similarly expressed the view that CPD provided opportunities to network with other teachers and to collaborate, share ideas and get up-to-date information on changes in the curriculum to help the students succeed. Teacher E3 added that CPD programmes help teachers to understand their subjects better and to improve their teaching skills.

All participants conveyed the opinion that CPD programmes were useful strategies to update teachers’ knowledge, and equip them in their teaching subjects and generally in their profession. The teachers pointed out that the number of years as a practicing teacher is not a parameter to classify one as a good teacher, but a good teacher should be judged based on continual participation in CPD programmes that would have helped develop the teacher personally and his or her method of teaching in the classroom over the years. The participants all recognised the need for CPD programmes, which would enable them to associate with other teachers, build networks and share professional ideas to improve their classroom experiences and develop the teaching profession.

4.6.3 Perception and experiences of CPD

When asked to share their general perceptions and experiences of the CPD the participating teachers had participated in, some of the teachers expressed positive experiences, while others

expressed their displeasure of not having had the opportunity yet to participate in any CPD programme. However, one of the teachers (Teacher A1) who have not had the opportunity to attend any CPD programme had this to say:

For the past 22 years that I have been in this profession, I have not been able to participate in any continuing professional development. Although, some of my colleagues in other areas of specialisation who have experienced CPD are positive about the programmes and they always refer to how it is helping them to be a better teacher.

Teacher B1, who had participated in a CPD programme, related the following positive experience:

I think the CPD programme is a good initiative, because it is ways of making teachers know more about their teaching subjects. As you know, we will continue to learn until we drop our breath. It is not only what one has acquired during the undergraduate programme that you will continue to teach the students.

Teacher C2, while echoing the positive opinion of Teacher B1, expressed concern about the perceived disinterest of government in the professional development of teachers:

In my opinion, CPD programmes are helpful to teachers, and I think it should be encouraged. It is sad to know that the government spends a lot of money on some professions, but due to negligence, the government is not developing the teachers, except the teachers develop themselves, which is quite unfortunate.

In agreement with Teacher C2, and attesting that CPD is highly beneficial to teachers, Teacher D3 shared that her previous experience was not a good one. She recounted:

When I went for a teacher training organised by the National Teacher Institute (NTI) in 2014, there was a population explosion of participants who want to go into teaching because they could not secure employment matching their profession. This made it difficult for the organisers to reach all participants as the lecture rooms were overcrowded. Another thing was that the examinations were not properly conducted giving room for improper behaviours from the participants.

When Teacher F4 was asked to share his perception and experiences of CPD programme, he initially claimed not to have participated in any, because he was not familiar with the term or the type of programmes it entailed. However, after explaining the concept to him, he acknowledged to have participated in seminars and workshops. His response was:

The few seminars and workshops I have attended have been quite helpful. There, they make teachers understand that teaching should not just be a teachers' thing, it has to be like a kind of flow between the teacher and the students, that is – connecting with students.

Teachers with experiences of CPD found the programmes helpful. They also expressed the opinion that the experiences directly influenced teachers' personal lives and their method of teaching. However, Teachers A1, B1, C2 and D3 voiced their disapproval of the inadequacy of government support for continuing education of teachers, and how some of the few CPD programmes were poorly coordinated in Nigeria.

According to the PSNT (2010:58), Accounting teachers, like other teachers are expected to participate twice within five years in three main CPD programmes, in order to earn the minimum 130 credit unit. The CPD programmes are:

- TRCN capacity building workshops and roundtables;
- the annual conference of registered teachers, and
- approved stakeholders' seminars and workshops.

Teachers are expected to be present and receive a certificate of attendance at these workshops or seminars, which may last for three to five days. Based on the interview responses, at the time of the study, none of the teachers had earned the required minimum credit units by participating in any of the three main programmes named above. The major types of CPD sessions that teachers had attended were workshops and seminars, which the teachers indicated to have lasted for a day or two, and that they were not issued any certificate stating the number of credit units obtained in these programmes. In essence, these findings show that the MCPD cannot be said to be fully implemented in Nigeria, as the principals also do not encourage their teachers to attend CPD programmes because no one wanted to be held accountable for not participating in any of these programmes.

4.6.4 Impact of CPD experience on the development of democratic citizens

Before the teachers were asked to discuss how their participation in CPD programmes had helped them to become a democratic teacher and to develop democratic students, they were asked to share their understandings of a democratic citizen. Most of them indicated that they were unsure of what a democratic citizen is, but were able to offer some ideas. Teacher A1 understood a democratic citizen to be “someone that is free to participate in social, political

and economic system of the country”. To Teacher B1, a democratic citizen was “someone that has the ability to reason, form an opinion and make a good decision”. In sharing a similar understanding as Teacher A1, Teacher C2 noted that a democratic individual was a citizen with a free will.

In the same vein, Teacher E3 asserted that his understanding of a democratic citizen was that it is “someone that respects the rule of law and shows the spirit of fair play in all circumstances”. Teacher F4, who displayed a good understanding of a democratic citizen, remarked:

A democratic citizen is an individual that has equal rights with others. If there is anything he [she] wants to do, he [she] ought to do it in a way that it would not affect others. In some instance, someone else might have a different opinion from him [her] on a matter, but when he [she] expresses his [her] opinion and the other persons give theirs, then they can reach a compromise and make a good decision.

While the teachers managed to offer fairly comprehensive ideas in relation to a democratic citizen, Teacher D3 could not offer any understanding of the concept. Based on the teachers’ understanding of a democratic citizen, I proceeded to ask how their CPD experiences might have influenced their teaching, that is, in cultivating a democratic classroom. Teacher A1 expressed the following:

Although, I have not undergone any CPD programme that emphasises democratic citizenship, my training as a teacher has helped me to be democratic. Then, I learnt that I have to be a free person who students can approach easily. My understanding has been that if students love you, they will love your subject which might improve their academic performance. I have always worked on my relationship with my students, and slowly moving from being an autocratic teacher to a democratic one.

Teacher B1, who has had an experience of a CPD programme organised by the state government had this to say:

In the seminar I attended, the facilitator made all participants interact and work together, so it was more like a group discussion where we all had the opportunity to share and ask questions. I have also tried to practice this experience in my classroom. I ensure that students have a good relationship with others, by performing group

activities, thereby building strong relationships, teamwork and building their sense of belonging.

Teacher C2 had a different view of how his CPD experiences have influenced the development of democratic citizens. He was quick to point out that developing democratic citizens was not possible in the classroom.

The seminars I attended were on classroom efficiencies and teaching methods, which have been helpful in imparting knowledge to my students. However, the limited time of teaching a subject (40 mins) does not give room for a teacher to be democratic. Financial Accounting is complex and one has to teach it properly, so there is no time to advise students or listen to their remarks. But after the class, we might have time to counsel the students.

Teacher D3 reported that the training she attended had changed her style and method of teaching and helped her to understand her learners better and to focus on their positive sides, to see them as individuals who have rights and teachers have to respect such rights. While Teacher E3 did not go into detail on how his experiences had influenced the development of democratic citizens, he simply stated that he had been treating his students equally.

Expressing the positive influence of his CPD experience on the development of democratic citizens, Teacher E4 emphasised:

As an Accounting teacher in most cases, it is teacher gives – students receives, but based on the few seminars that I have attended, it has changed my pattern of teaching and I have tried to be as democratic as possible in the classroom. I allow my students to express their mind by sharing their ideas with others. For instance, in order to take a classroom decision, I make the students vote, at times they have to meet one another and discuss before they will all agree to vote. I only support whatever they decide on regardless of my personal opinion.

The responses from the majority of teachers revealed that they considered their participation in CPD programmes very helpful in changing their methods of teaching and developing learners to have an opinion, build their sense of belonging, deliberate with others, build relationships and make informed decisions. It appeared that the CPD programmes attended by the teachers did not primarily focus on –

- educating teachers on the knowledge of relevant CPD policies for teachers to know their rights and responsibilities;

- affording teachers equal opportunities of participating in CPD programmes;
- encouraging a sense of belonging by allowing teachers to determine the focus of the CPD programmes; or
- allowing opportunities for teachers to deliberate on where and how the programmes should run.

However, it can be inferred that, based on moral grounds, the individual teachers have only encouraged the development of active participation, teamwork and other democratic values in their learners which has helped to improve their classroom practices. This inference is based on the fact that teachers who are not accorded equal participation and deliberation in CPD programmes and who are excluded from making any meaningful contribution to their professional development, would find it difficult to teach and inculcate democratic values that will develop democratic citizens in Nigeria.

4.6.5 Challenges faced by teachers in participating in a CPD programmes

In responding to a question regarding the challenges faced by teachers in participating in a CPD programme, the teachers pointed out the issue of distance and the inconsistency of government CPD initiatives. According to the teachers, the CPD programmes organised by the state or federal government were mostly held at Lagos Island (an hour's drive from the research sites without traffic), which in most cases, found all the roads linking the sites to the venue congested with heavy traffic. They explained that all expenses for the CPD programmes organised by the state or federal government, including cost of transportation, were covered by the state or federal government; therefore, teachers were not expected to pay for anything. Considering the fact that, at the time of this research, government bore related costs of teachers' participation in CPD programmes, one would expect that these programmes would be regularly organised. However, this was not the case. Based on experiences, the teachers in this research study reported that they were often limited to two government CPD programmes in their entire teaching career. This finding, however, might not be true for all teachers in Nigeria. Regardless of the distance, and the stress linked to travelling long distances, teachers make the time to attend these programmes.

Because of this inconsistency of government CPD initiatives, Teacher B of School 1 and Teacher C of School 2 chose to attend CPD programmes arranged by private service providers.

At the time of this research, programmes arranged by private service providers were generally conducted at accessible venues close to where teachers were stationed. These programmes, however, did not receive any financial support from the government, which meant that teachers have to pay for these programmes themselves without any financial support from government or their principals.

Teachers A and B of School 1 reported that attending privately arranged CPD programmes was an option for all teachers, as most could simply not afford them. Consequently, it became apparent that while government-arranged CPD programmes were poorly attended because of where these programmes were conducted, teachers were reluctant to attend privately arranged CPD programmes because of financial constraints. In turn, the issue of financial constraints also came into play when teachers wished to acquire additional qualifications. At the time of this research, there were usually no offers of scholarships or partial funding by government or their schools. For the private school teachers, most of the CPD programmes were usually in-house events; therefore, the school was responsible for all the costs, including teachers' transportation to and from the venue. Teacher A1 responded to the question in this manner:

The main challenge that I face is funding. There are some CPD workshops and seminars that I often read about and I know will be helpful to my profession, but I have been limited by funding as my school or government does not make any provision for this, and I cannot go at my own expense.

Teacher A was conscious of the importance of CPD to her personal and professional development and she openly expressed her readiness to go to any continuing education programme, as long as it was financed by either her school or the state government. In contrast to Teacher A1's view, Teacher B1 expressed that her main challenge was the inconsistency of CPD programmes.

I think the CPD programme should be a continuous process. Not something you attend now, and won't be able to attend another in the next 10 years.

Similarly, Teacher C2 indicated that his main challenges were the distance, the incompetence of coordinators and funding.

Getting to the venue of seminars is always a herculean task. Most times we end up getting there just to show that we were present, because most of us end up sleeping during the seminar. Another challenge is the incompetence of coordinators. The

majority of those who anchor the seminars are incompetent, those of us they are training are even better off.

Teacher D3's remark was quite brief as the major challenge with which she had to reckon was distance. Teacher E3, while acknowledging the issue of distance, also noted that other challenges towards participating in CPD programmes were mostly the inconvenient times the programmes were organised, and personally funding privately organised CPD programmes. He explained that most of the training sessions were usually scheduled in the course of the school term, which made it difficult for him to attend.

Teacher F4 identified the following challenges of participating in a CPD programme. He asserted:

One of my major challenges is the distance. Where I live is a bit far from where I work, and the workshop centres are usually at the Lagos Island. So, it's normally stressful. Having it somewhere near, I think will be better. Another challenge is the poor communication channel. If there is a better way to keep the teachers informed on the CPD programmes through publicity (newsletters, SMSs, and e-mails, etc.), I think it will really go a long way.

Emerging from the above discussions is that teachers experience one or two challenges in participating in CPD programmes in Nigeria. Among the list of challenges discussed were funding, the time when the programmes were offered and the distances to get to the training venue. It was evident from the interviews that most of the teachers were not limited by personal challenges, such as personal interest in the programme or domestic issues, but by external ones such as distance, timing and inconsistency of the programmes that were beyond their control.

4.6.6 Best practices to enhance an improved CPD

When asked to identify best practices that might enhance CPD for in-service Accounting teachers, Teacher A1 expressed the view that recognition by professional Accounting bodies would motivate teachers and help them perform better on the job.

Professional accounting bodies, such as the Institute of Chartered Accountant of Nigeria (ICAN), should recognise the impact of teachers and help them as they are helping those in the corporate world. We are being neglected by these professional bodies and they are forgetting that a teacher is the one that gives the elementary

knowledge of accounting to students who may aspire to be accountants in the future.

So, if we are trained by them, I'm sure we will do a better job in the long run.

According to Teacher B1, CPD could be improved if there were better collaboration among in-service teachers. She explained further, "no man is an island of knowledge" and that teachers have a lot to learn from one another. She also noted that organisation of mentoring programmes for newly recruited staff members by experienced teachers will be an alternative best practice to enhance CPD.

In the opinion of Teacher C2, "the organisers of CPD in Nigeria should just stick to the seminars and workshops currently used for teachers' continuing education". He expressed, "getting a professional qualification or a higher degree is merely a waste of time and resources as it does not reflect on one's pay grade".

Teacher D3 asserted that one of the best practices to enhance CPD is for teachers to have an international experience. She emphasised that it is important for teachers to go beyond their local experiences, and observe how things are done in other parts of the world. She said,

These international experiences will help teachers to work on their negative aspects and improve on the positive ones. The knowledge acquired will also be useful in improving classroom performances and the teaching profession.

She added that collaboration among teachers should also be encouraged for improved interpersonal relationships, and to offer the best to the students.

Teacher F4, while appreciating the idea and benefits of continuing education for teachers, noted the areas that can be improved upon. Based on his experiences, he emphasised the following:

It would be helpful if there can be a body like 'Accounting Teachers of Lagos State' where teachers [Accounting] meet to discuss their problems, challenges and where we can bring in new ideas. This is because taking time to go to a designated centre is an outdated method to me.

The findings above indicate that all the teachers understood that, at the time of this research, CPD programmes were not well implemented in Nigeria, and have to be improved. Some of the teachers pointed out that, at the time of this research, the teaching profession was being neglected by the government and the professional accounting bodies. Therefore, they suggested that government should pay adequate attention to teachers, because teachers are some of the most important role players in national development. Professional bodies were also charged on

the professional development of Accounting teachers, as such bodies should not only focus on professional Accountants in the corporate world. While Teacher C2 was of the opinion that there are no other best practices to enhance CPD than through seminars and workshops, Teacher B1 expressed a contrary view as she noted that CPD in Nigeria could be improved through collaboration and mentoring programmes. According to Teacher D3, having an international experience of a CPD programmes is one of the best practices to enhance and improve CPD.

4.7 Chapter summary

This chapter focused on explaining the research context and presenting the research data, which comprised interviews and analysis of the policy document. From the findings presented above, it has been perceived that what is contained in the policy document about the provision and implementation of teachers' CPD is actually in sharp contrast to what the teachers were experiencing at the time of this research. This is in relation to the expected number of CPD programmes within which teachers should participate and the minimum credit units to be obtained by teachers over a number of years. The findings revealed that none of the teachers interviewed were aware of the existence of any policy document that addresses teachers' CPD in Nigeria. Most of the teachers who indicated that they had participated in a CPD programme within five years before the research expressed the importance of CPD and its positive contribution to their development as teachers. However, they expressed their displeasure at the poor ways in which the programmes were conducted and the incompetence of the organisers. While recounting the challenges they faced in participating in a CPD programme, the issue of funding their participation in privately organised CPD, inconsistency and duration of programmes, among others, were discussed. It was also noted that while the teachers had a good understanding of the concept of a democratic citizen, no CPD programme had focused on training teachers how to be democratic or how to develop democratic values in their classrooms. Hence, while some of the teachers, regardless of their little knowledge of developing democratic citizens, strived to instil democratic values in their students, some of the teachers were of the opinion that democratic citizenship was not achievable in the classroom. The mixed reaction to the development of democratic citizens in the classrooms was largely based on the fact that the teachers themselves had inadequate experience of being a democratic citizen.

Based on the findings of this research, namely that participating teachers were not informed about CPD programmes or why these were necessary for their professional development, it is clear that the participating teachers experienced being excluded from their own profession and professional development. In addition, they were not included in deliberations on how these programmes should be run, or where they should be run. They were also not included in deliberations on feedback whether the programmes were at all useful. Therefore, it was clear that it is becoming increasingly difficult for Nigerian teachers who are not considered equally in determining and participating in their own professional development or included in deliberations that determine the focus of their CPD programmes, to teach and inculcate the values of democratic citizenship within the school system.

The next chapter will focus on analysis and discussion of the data presented in this chapter.

CHAPTER 5

Analysis of findings

5.1 Introduction

This chapter offers an analysis of the findings, as presented in Chapter 4. The analysis of findings in this research was guided by the central aim of this study, which was to understand teachers' perceptions and experiences in relation to CPD, and the extent to which teachers' experiences of the CPD programmes fostered the development of democratic citizens in the classrooms. The following categories emerged during the study and formed the basis of the analysis:

- understanding policy provision for CPD training of Accounting teachers;
- conceptualising CPD;
- types of CPD programmes available for in-service training of Accounting teachers;
- perceptions and experiences of CPD and its implications for the development of democratic citizens; and
- the challenges faced by teachers in participating in CPD programmes in Nigeria.

Through employing a qualitative research lens, and in taking into account the literature review, as well as the conceptual framework, as constituted through the seminal ideas of Benhabib (1996) and Gutmann and Thompson (2004), this section below offer an analysis of the main research findings.

5.2 Understanding policy provision for CPD training of Accounting teachers

One of the important objectives of this study was to understand the policy provision for CPD training of six Accounting teachers, and teachers' perceptions of these policies at four secondary schools within the Oshodi and Alimosho local government of Lagos State, Nigeria. Findings relating to this aim are embedded in the analysis of the policy document (see PSNT, 2010) and interview responses in the previous chapter.

In the PSNT (2010) document, the provisions for CPD training apply to all subject teachers in Nigeria. Hence, there is no specific provision for CPD training of Accounting teachers, just as there is none for any other specialist subject. In the data obtained, it was shown that the

participating teachers indicated that they were not aware of any specific policy on CPD training of Accounting teachers. All participating teachers also revealed that they had no knowledge of the PSNT (2010) document or any other policy document that addresses teachers' CPD in Lagos State or Nigeria. This finding reinforces Anyinkwa's (2014:11) finding that there is no clear policy at state level about in-service training for Lagos State teachers, and that teachers are unaware of any other policy document. This research finding indicates that the knowledge of the provision of CPD is not evident among the teachers for whom it is meant. In addition, teachers are neither informed nor involved or consulted on their own CPD. In turn, because of this exclusion, two possible consequences were noted. Firstly, teachers might not necessarily understand the need for or importance of CPD. Secondly, the fact that they were excluded meant that they did not engage in practices of participation or deliberation when it came to their own professional development. It was therefore not surprising to find that teachers participating in this research had limited ideas of what it means to engage democratically – that is, to listen to the views of others or to offer own views in a deliberative fashion.

The teachers' lack of knowledge of any policy document on CPD resonates with the assertion by Yaro et al. (2016:7) that the bane of effective implementation of education policy in Nigeria is the unnecessary politicisation of the education system by government. Yaro et al. (2016) explain that government formulates policies without the full involvement of the relevant stakeholders which cause such policies to be partially implemented, thus not achieving their stated objectives. According to Anyakoha (1994), the Nigerian education policies are written by knowledgeable writers who have foresight and who believe strongly in what they write for the future, but the problem arises when it comes to translating theory into practice by implementers. Ball, Maguire and Braun (2012:143) add that if policies are to be properly implemented, they would need to be reasonable, carefully and gradually communicated, as well as respect the expertise and experiences of school staff.

In essence, it is my opinion that when teachers are well informed and are allowed to participate actively in deliberations that determine the focus of their CPD policies, they will be interested in making the policies work by demanding their rights from the state/federal government and their principals as regards their professional development. In addition, teachers will be able to fulfil their responsibilities towards their continued participation in CPD programmes, attainment of the minimum MCPD credit units, and their active engagement in deliberations that seek to determine the usefulness of the CPD programmes or otherwise to the teachers. This understanding of seeing teachers as both partners in policy making and implementers of

education policy is such that when teachers are partners in policy making and practice, they would have a greater sense of their professional needs and what is required to develop these needs. That is, teachers and policy makers will both have input and carefully assess how CPD ought to be constituted and evaluated. When teachers are engaged in their own professional development, they become active participants, they share their opinions, and they listen to the views of others. They learn to deliberate with respect, and they are prepared to engage from the perspectives of others. In turn, the types of deliberative practices that teachers might encounter through such involvement will serve them well in their teaching, how they engage with learners, and the types of classroom they cultivate. In addition, when learners are exposed to practices of deliberation, respectful engagement, and classrooms where different viewpoints are considered, they will be immersed in practices of democratic engagement.

Benhabib (1996:71) supports the idea of exposing learners to practices of deliberation and respectful engagement, which are essential to the rationality of collective decision-making. Benhabib (1996:69) argues that no single individual can anticipate and foresee all the different perspectives through which ethical and political matters would be perceived by different individuals in society, and no single individual could ever possess all the information deemed relevant to a certain decision affecting all. Benhabib (1996) further maintains that exposing learners to the process of deliberation and respectful engagement will make them to be more informed and to be introduced to a clear understanding of countless perspectives where they can also make their opinions be considered.

The call for teachers to be partners and implementers of education policy is summed up by Croll, Abbott, Broadfoot, Osborn and Pollard (1994:341) in their model of the teacher's role in education policy making. Croll et al. (1994:342) propose a model which suggests the role of teachers as policy makers in practice. This model of teachers as policy makers in practice does not see teachers as passively implementing policies or being resistant to policy change. Rather, the model sees teachers as active individuals capable of using their initiative constantly to make choices and decisions that arise in their daily work experiences. Croll et al. (1994:342) maintain that the job of teaching, like many other professional occupations, actually expands indefinitely, in other words, the level and range of activities in which they could engage and the demands they could meet are beyond the time and resources available to them. Therefore, teachers become effective policy makers and implementers of education policy through the inevitable process of making choices and prioritising and the practical routines which achieve the good results (Croll et al., 1994:342).

In essence, it is important that the formulation and implementation of educational policies should no longer be seen as a top-down approach, where teachers will always be at the receiving end of implementing policies that do not reflect their context or take their views into account. Unfortunately, it is evident from the participating teachers' interview responses that the formulation of the PSNT (2010) document lacks inclusion and active participation of teachers who are affected by the policy. This view of taking the context and opinion of teachers into account when formulating policies is echoed by Ball (1994:22–23), when he argues that policy should be seen both as a text and as a discourse. When teachers see the policy as a text, they will be able to decode the policy messages within the context of their own culture, history, ideology, experiences, skills, resources and context. As a discourse, teachers are presented with the opportunity to engage in debate on which people responsible for making policy embark, and work untiringly to give meaning and sense to the policies that they formulate and implement.

The conclusion of my research findings in terms of the participating teachers' lack of knowledge of the policy document is that Accounting teachers are not democratically involved in their own learning. In essence, the legitimacy of teachers which guarantees equal opportunities to access CPD programmes, a sense of belonging of being actively involved in the formulation of CPD policies and being well informed of relevant CPD policies, are basically undermined. The consequence of having teachers who are not democratically involved in their own learning, and who do not have the opportunity to engage in active deliberation with their colleagues and superiors during the policy formulation phase, will result in having teachers who do not have the knowledge of their rights and responsibilities in relation to their professional development. These teachers will see themselves as less important in the struggle for national development. More importantly, they are likely to experience difficulty in developing democratic citizens with a sense of belonging, the ability to understand their rights and fulfil their responsibilities as demanded by the society, and the ability to be actively involved in order to deliberate on matters of common concern in their classrooms and in society.

5.3 Conceptualising continuing professional development

The teachers involved in this research conceptualised CPD in similar ways. They saw it as a means of upgrading their knowledge in order to gain new experiences, and new strategies to

cope with the changing world, but with limited focus on their personal development as democratic citizens. These conceptions are in line with Schwille et al.'s (2007:33) assertion that professional development involves career-long processes and related systems and policies designed to enable educators (teachers, administrators and supervisors) to acquire, broaden and deepen their knowledge, skill and commitment in order to perform their work roles effectively. The PSNT (2010:57), as part of its intended objective, also states that the CPD will serve as an ongoing process of change in order to assist teachers to adapt, contribute and participate actively in the implementation of challenges ahead, and enhance teachers' commitment to the profession.

Similarly, one of the teachers expressed the view that "CPD provides opportunities to network with other teachers, collaborate, share ideas and get up to date information on changes in the curriculum in order to help the students succeed". Research conducted by Day, Sammons, Stobart, Kington and Gu (2007:152) supports this finding, as they expressed that teachers in all stages of their professional life have a need to collaborate and share practice and expertise with their colleagues both in and between schools.

Sywelem and Witte (2013:882) differ on the view that CPD programmes are mainly meant to update teachers' pedagogical knowledge, with limited focus on their personal development as democratic citizens. They consider this view as a narrow knowledge of CPD. According to Sywelem and Witte (2013), there are two views of CPD in education. The narrow view considers CPD as imparting or acquiring specific sets of skills and/or knowledge in order to deal with specific new requirements (for example, training teachers to implement a new textbook or to use a new teaching aid). The broad view considers CPD as a much deeper, wider and longer-term process in which professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity (Sywelem & Witte, 2013:882). Padwad and Dixit (2011) assert that when teachers understand the broad view of CPD, they do not only grow as professionals, but also as persons whose development are not restricted to their work roles, although it may extend to new roles and responsibilities. In this study, these new roles and responsibilities included the development of democratic citizens within the school system. In addition, research undertaken by Mokhele and Jita (2012:582) revealed that personal transformation and advancement are essential for teachers who partake in professional development opportunities.

Based on my findings, it was clear that the participating teachers face a series of struggles and difficulties to satisfy the demands of their profession fully, and their narrow view of CPD at

the time of this research did not give them a broad and deep sense of understanding and exposure to cope adequately with their job difficulties in order to satisfy the demands of their profession. Therefore, the participating teachers' understanding of CPD should be broadened to reflect both personal and professional development. It is therefore my view that when these teachers could have this broadened understanding they will come to the realisation that their personal development is just as important as their professional development. As such, it is as important for these teachers to invest in their personal development as it is to invest in their professional development. The two sets of development are interrelated, and the personal has the potential to serve the professional inasmuch as the professional has the potential to enhance the personal development of a teacher. It is imperative for teachers to see themselves also as role models in the development of democratic citizens. By broadening teachers' understanding of CPD to include engagement in democratic practices of participation and deliberation, and the development of democratic values within the school, they will become increasingly inclined to implement and cultivate these practices in their teaching and in their interactions with learners.

5.4 Types of CPD programmes available for in-service training of Accounting teachers

According to the findings of this research, teachers who have participated in a CPD programmes indicated that seminars and workshops are the major CPD models available to in-service training of Accounting teachers in Nigeria. . However, what emerged from the interview responses was that some of the teachers had negative views of the seminar and workshop approaches to their CPD. Some of their remarks were that the programmes are inappropriately organised and mostly anchored by incompetent individuals. However, the effectiveness of the workshop and seminar model as a form of teachers' CPD has been questioned by many researchers (Clotfelter & Ladd, 2004; Lewis, Parsad, Carey, Bartfai & Westat, 1999). Lewis et al. (1999) also criticised these traditional approaches to professional development (e.g. workshops or seminars) for being relatively ineffective.

According to Lewis et al. (1999), results gained through traditional approaches of workshops and seminars are usually short term:

- they lack continuity through adequate follow-up and ongoing feedback from experts;
- they are typically isolated from participants' classroom and school contexts; and

- they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues.

In addition, Rose and Reynolds (2007:220) describe the traditional models of CPD as a top-down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Based on the findings by Ememe et al. (2013:290), they concluded that the ineffectiveness of the traditional models is still valid, as the modes have been found to be deficient because they are often impromptu sessions, haphazardly organised and their duration not long enough for any meaningful outcomes.

From the findings, it could be concluded that the participating teachers had negative experiences of the seminars and workshop programmes, because they did not experience any involvement and gained limited democratic practices for their professional development. The teachers' experiences might have been positive had they been fully involved in the process of setting up the programmes, which would have given them a sense of belonging. Benhabib (1996:67) argues that individual attainment of legitimacy and a sense of belonging have the potential of unifying people and providing them with a sense of inclusion that allows them to participate actively and deliberate on issues that are beneficial to all members of society. According to Benhabib (1996:70), attaining legitimacy and a sense of belonging is premised on three main principles, namely:

- all participants in the deliberation process possess equal opportunities;
- all citizens have the right to question the assigned topics of conversation; and
- all have the right to initiate impulsive arguments about the exact rules of the deliberative procedure and the way in which they are applied or implemented.

In order to make the experiences of CPD programmes more enjoyable and for it to have a lasting effect on teachers' professional knowledge, teachers should be actively involved in both the planning and implementation of these CPD programmes. This is expected to stimulate teachers' inclusion in their learning and to articulate their sense of belonging and individual legitimacy within the profession further.

For CPD programmes to have a meaningful effect on teachers, these programmes have to be well structured, properly coordinated by experienced personnel, and organised to involve teachers as partners in their professional development. In addition, CPD programmes should not be of the one-size-fits-all type where the needs of individual teachers are not taken into consideration. It would also be beneficial to have teachers determining the content of their

professional development, in order to develop their creativity and boost their ownership of the CPD programme. Rose and Reynolds (2007:222) maintain that teachers selecting their own CPD focus or activities could have a positive effect on motivation, enthusiasm, take-up of any new ideas, and greater enthusiasm for collaborative working with other teachers. Hence, for CPD programmes to serve their purpose of continually updating the pedagogical and personal knowledge of Accounting teachers and other teachers in Nigeria, they have to take into account forms of CPD that allow for equal inclusion, active participation and deliberation on the focus of the programmes. These forms must allow for teachers to be involved in practical activities, which provide opportunities for teachers to identify their areas of need regarding CPD programmes individually and to observe and reflect on new ideas.

5.5 Perceptions and experiences of CPD

From the data obtained through observations and interviews, it was clear that the participating teachers acknowledged the importance of CPD to the understanding of democratic values and the development of democratic citizens. The teachers' general perception of CPD programmes was that it is a tool that provides teachers with the opportunities to achieve continued and consistent results. In addition, it is also perceived as programmes that is helpful towards the continuing development of teachers, and through which the Nigerian education system could be improved upon when teachers get things right through constant training. As regards their experiences of CPD programmes, some of the teachers expressed the positive effects the training has had on them towards discharging their professional duties.

Teacher F of School 4 noted that the few seminars and workshops he had attended were very helpful in building good relationship with his learners. The seminars and workshops helped him understand that teaching should not make the teachers take the central stage in the classroom, but communication has to flow between the teacher and the learners, that is, connecting with learners and getting them involved. This view is shared by Padwad and Dixit (2011:7), who maintain that CPD programmes are planned, continuous and lifelong processes whereby teachers develop their personal and professional qualities, and improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisations and their learners. Similarly, Garuba (2004:195) asserts that the essence of CPD is to equip teachers to be more effective in teaching and to cope with global reforms.

Thus, it has become important to improve teachers' knowledge on related subject matters constantly and to prepare them to assume responsibilities for new roles that might be demanded of them within the school system. Guskey (2000:3) maintains that one of the essential aims of conducting a high-quality CPD for teachers is that the knowledge base for education including all subjects and disciplines is growing rapidly; therefore teachers need to stay abreast of the emerging knowledge within their subject area. Another aim is that changes in education, including structural change in the organisation of schools and other policies, demand that teachers change their roles and take on new responsibilities. One of these new responsibilities is to develop democratic citizens who have a sense of belonging in their society, and who are able to engage in meaningful deliberations with other citizens in order to make logical decisions that continually improve and develop society.

Responses from the teachers indicated that Teachers C of School 2 and D of School 3 had a few negative experiences as regards their participation in CPD programmes. Teacher D of School 3 explained that when she went for teacher training organised by the National Teacher Institute (NTI) in 2014, there many participants who wanted to go into the teaching profession because they could not secure employment matching their course of study. As a result, it was difficult for the organisers to reach all participants as the lecture rooms were overcrowded. In addition, she explained that the examinations were not properly conducted, thereby giving room for improper behaviour by participants. Teacher C of School 2 and Teacher D of School 3 also indicated that the CPD programmes followed a top-down approach in which teachers were not involved when determining the content of the CPD programmes, neither were they allowed to have practical sessions through active interaction and collaboration with other teachers. These negative experiences echoed by the teachers contradicted the common perception of an ideal form of CPD that is well organised, and which encourages teachers to be actively involved in their learning through collaboration and deliberation with other participants. It is reasonable to assume that the sampled teachers' experiences of CPD programmes were not experiences that actually contributed to the development of democratic citizens within the classroom. Because these teachers did not experience what it is like to be included and participate in their own professional development, they did not enjoy opportunities and spaces for open deliberation, consultation and debate and they did not necessarily value these practices when it came to their own teaching and engagement with the learners in the classes. In other words, while they might have had particular ideas of what democratic engagement means, they did not have experience of how this form of engagement

might unfold in practice. Consequently, they neither valued nor cultivated democratic engagement in their teaching.

Hence, it has been established in this research that the sampled teachers did not have an understanding of the CPD policy document. They were not kept informed about their professional development, they were neither expected nor encouraged to attend CPD programmes, and they were not kept informed about trends or shifts in their particular subject area, Accounting. The implication of this is that the teachers did not have a sense of belonging or legitimacy in their profession, as they were not well informed about their rights and their expected responsibilities. It also became apparent that teachers in public schools did not enjoy the same opportunities in relation to CPD programmes as teachers in private schools. While teachers in public schools rely on government to plan and conduct programmes, teachers at private schools have access to in-house training at their respective schools. As a result, it is not uncommon to encounter teachers who have not undergone any CPD programme in all their years of teaching.

As inferred from the responses of the teachers on their understanding of a democratic citizen, Teachers B of School 1 and F of School 4 displayed a good understanding of the concept of democratic citizen, but Teachers A of School 1, C of School 2 and C and D of School 3 only offered an explanation which related to the knowledge of the nation's political (democracy) system, the importance of obeying the law and voting in elections but not particularly relating to classroom practices. In my opinion, for teachers to understand the concept of democratic citizenship that takes into account democratic values of inclusion, participation and deliberation, they need experience in exercising these democratic values in their professional learning. My research findings through the classroom observations showed that Teachers A of School 1, B of School 1, D of School 3 and F of School 4 strived to develop the democratic values of interaction, participation and deliberation. My opinion about these teachers was drawn from the efforts put toward their teaching during their lessons to involve the learners through questions and allowing the learners to ask questions where they did not understand.

5.6 Implications for the development of democratic citizens

Findings from this research revealed that the participating teachers' idea of democratic engagement focused on being actively involved in their professional development

programmes, having the opportunity to voice their opinions, and being able to collaborate with their colleagues in order to foster trust and shared responsibility. In Nigeria, the democratic climate is such that citizens understand that the nation is governed by democratic rule, but the majority of citizens are unaware of their civil rights (Okafor, 2010:6). Similarly, there is a lack of interest among citizens in active democratic participation and engagement with issues of public or social interest. This results in citizens who have limited understanding about their civic responsibilities and social commitments. Research findings by Okafor (2010:6) supports the above assertion as he claims that young people especially learners do not seem to have any knowledge about civic responsibilities, civic virtues, civic skills, and democratic ideals in Nigeria.

In order to develop active democratic citizens with a sense of belonging, the ability to engage in democratic participation and engagement and who are fully committed to their civic responsibilities within the school system and to the society at large, teachers' need to cultivate classes of respect, participation, deliberation, and compassion. Cultivating a class of respect, participation and compassion will then enable learners to acquire the necessary democratic skills, and they might be inclined to carry these values into their roles and responsibilities as citizens. Empowering teachers to cultivate a democratic classroom should involve giving teachers the opportunity to exercise their democratic rights through CPD with focus on the idea put forward by Benhabib (1996:67) that attaining legitimacy must result from free and unconstrained public deliberation by all citizens on matters of common concern. Benhabib (1996:70) argues that attaining legitimacy through a process of deliberation by individuals in a democratic society must satisfy the principle of equal opportunities that is governed by the norms of equality, rights of citizens to question the assigned topics of conversation and the right to initiate impulsive argument about the exact rules of the deliberative procedure and the way in which they are applied. Hence, for teachers to attain legitimacy, they have to be actively involved in matters of common concern such as the formulation of policies that guide their continuing education, thus giving teachers a sense of belonging in their profession and developing their capacity to cultivate a democratic classroom that centres on active participation and deliberation successfully. However, some of the sampled teachers (Teachers C of School 2 and E of School 3) in this study did not seem to have the required understanding of a democratic citizen, or how to develop deliberative capacities and other democratic values effectively in the learners.

Teachers' ability to develop deliberative capacity in citizens in the classrooms empowers the learners to engage in a rational process of discussion among equals and to listen respectfully to each other's views in order to make informed decisions on matters of common concern. The potential effect of teachers teaching democratic values within the school system will increase learners' critical thinking and commitment to engage in public deliberations. Gutmann and Thompson (2004) support this when they assert that deliberative democracy is a process in which free and equal citizens justify decisions in a process in which they give one another reasons that are mutually acceptable and generally accessible, with the aim of reaching conclusions that are binding on all citizens, but open to challenge in the future.

In order to develop deliberative capacity fully in citizens, Gutmann and Thompson (2004:3) maintain that the characteristics of reason giving, reciprocity, accountability/binding, and dynamism must be evident in democratic citizens. These characteristics help to construct a community and an atmosphere where decisions are reached through a process of open discussion among equal and free citizens. It is the opinion of Gutmann and Thompson (2004) that the school system is one of the central places where the preparation of free and equal future citizens can be developed appropriately. This assertion makes teachers one of the most responsible agents within the school system to develop deliberative characteristics and other democratic values in citizens. If teachers are not adequately prepared by being informed and allowed equal participation in relevant CPD programmes that promote the development of democratic citizens in order to assume this role, the school might not achieve its aim of educating deliberative citizens.

5.7 Challenges faced by teachers when participating in CPD programmes

During the interviews, the teachers identified some challenges they encountered when participating in CPD programmes which they believed could greatly affect the overall effectiveness of professional development. The teachers indicated their readiness and commitment to upgrade their professional knowledge, but they regarded the inconsistency of government's CPD initiatives and the personal cost of participating in privately organised CPD as two of the major stumbling blocks in attending and fully benefiting from CPD programmes. The teachers revealed that the inconsistency of government-sponsored CPD programmes of teachers in Nigeria is the result of inadequate funding by the state and federal government. The implication of this is that teachers who desire to acquire more knowledge have to bear the cost

of participating in private CPD initiatives or to acquire additional certification without government interventions or support from their principals.

Research conducted by Iyunade (2011:171) confirms the barrier of the inconsistency of government CPD initiatives, as her findings revealed that continuing professional training of teachers is not regular and is usually compromised by political consideration in terms of adequate funding and regular implementation. Similarly, Igwe and Rufai (2012:6) maintain that several factors could be cited as impediments to smooth implementation of educational policies thereby resulting in poor quality delivery. This includes government underfunding of education and injudicious utilisation of available funds by implicating agencies such as stakeholders in education, and when funds meant to deliver quality education are misappropriated or embezzled, the education which learners receive becomes worthless. From the teachers' perspective, it can be argued that inadequate funding resulting in inconsistency of CPD programmes could affect the acquisition of relevant and updated knowledge in the teaching profession, such as the call for the development of democratic citizens, among others.

Another major challenge that was mentioned by the teachers is the distance to get to the venues of the CPD programmes. According to the teachers, most of these programmes are held far from their schools so that, in many cases, they have to use roads linking the school and the venue, which are congested with heavy traffic. Teacher F of School 4 explained that his challenge regarding distance was that he lived quite far from where he worked, and when he is selected to participate in CPD programmes, the centres are usually at Lagos Island, which puts him under a lot of stress. He was of the opinion that having the centres somewhere near would be more convenient and less stressful to him. Therefore it can be argued that the challenges teachers encounter in participating in CPD programmes could affect their commitment towards participating in professional development activities, and teachers' failure to participate in professional development programmes due to this challenge guarantees a negative effect on the acquisition of relevant academic and social knowledge needed to develop fully democratic citizens within the school system.

5.8 Summary

This chapter reported on an analysis of the findings of this research which aimed to address the research questions raised in this study. Central to the findings of this research was, firstly,

teachers' lack of knowledge of the CPD policy document and their professional rights and responsibilities, indicates that the participating teachers were not democratically involved in their professional development. Hence, the legitimacy of teachers that guarantees equal opportunities to access CPD programmes, and which provides teachers with a sense of belonging when they are actively involved in the formulation of CPD policies and well informed of relevant CPD policies, are being undermined.

Secondly, teachers have a narrow understanding of the concept of CPD. The participating teachers mainly viewed CPD as activities which are aimed at upgrading teachers' knowledge. They did not generally consider professional development to include both their personal and professional development. Therefore, participating teachers' understanding of CPD needs to be broadened to include personal development so that they may serve as role models in the development of democratic citizens. Thirdly, at the time of this research, the form of CPD programmes in Nigeria was not democratic, as teachers reported that they were not actively included or permitted to have a say in their learning. As a result, the format of CPD needs to be revised to take into account activities that allow for equal inclusion, active participation and collaboration with other participants. The use of these modes should provide teachers with the opportunity to experience democratic citizenship by enabling individual teachers to identify their areas of need regarding CPD programmes.

Fourthly, based on data obtained through the interviews, it seems teachers' participation in CPD programmes in Nigeria cannot be said to have had any impact on the development of democratic citizens within the school system. Teachers charged with educating children for a democratic society have no opportunity to exercise their voices in their profession, and they do not have an understanding of their responsibility to teach and inculcate democratic values in their students. Fifthly, teachers are faced with some challenges in the course of participating in CPD programmes and these challenges, if not properly addressed, have a tendency to affect the commitment of teachers towards their professional development. It is important to know that when teachers in Nigeria do not express full commitment to their professional development, it will be difficult for them to serve as role models who take responsibility for their learning and who fully exercise socially acceptable democratic values through their participation in CPD programmes.

The next chapter summarises and concludes the study and provides recommendations based on the findings

CHAPTER 6

Summary, Recommendations and Conclusion

6.1 Introduction

This chapter presents a summary of the main findings of this study which sought to understand the perceptions and experiences of Accounting teachers in relation to their CPD and the implication of teachers CPD experiences for democratic citizenship education within a Nigerian context, specifically, at four selected secondary schools within the Oshodi and Alimosho local governments of Lagos State. The findings of this research might be used to inform stakeholders – the Nigerian Ministry of Education, educational leaders, policy makers, teachers, and service providers – regarding better ways of organising and implementing CPD programmes, enhancing teachers’ participation in CPD, and possibly improving the practices of teachers, so that they might be better motivated towards democratic practices of engagement. The research was primarily motivated by the outcomes of my undergraduate research study, which concentrated on understanding the quality of human resources in education, and continuing training for personal development and improved teachers service delivery.

In addition, I wanted to understand how teachers’ participation in CPD programmes impact on the development of democratic citizens in the classrooms. This was of interest to me because the development of democratic citizens is vital to the national Nigerian goals of education (see NPE, 2004). It is my desire to contribute to having a functional society where citizens understand their rights and engage in meaningful deliberations. As discussed previously in Chapters four (see Section 4.3) and five (see Section 5.5) of this research, the objectives of CPD, as stipulated in the PSNT (2010) policy document, are in sharp contrast to what teachers experience not only in relation to their own professional development, but also in how they enact their roles and responsibilities as teachers. This chapter, therefore, commences with a summary of the main research findings. Thereafter, I will consider the implications of these findings for teachers and schools and the cultivation of democratic citizenship education in schools, and hence, society. Based on the afore-mentioned, I consider particular recommendations in line with the potential contribution of this research.

6.2 Summary of main findings

The main findings revealed huge gaps between how CPD is constituted in policy – that is, in the PSNT (2010) - and how this policy is implemented, and hence, experienced by teachers at four selected schools in Oshodi and Alimosho local governments of Lagos State.

In this study, the sampled teachers indicated their lack of knowledge of both the CPD policy provisions and the minimum credit units needed by teachers, and which are attained through MCPD on account of their participation in CPD programmes over a number of years. Findings revealed that the sampled teachers were ignorant of any CPD policy provision and the MCPD. This lack of knowledge displayed by the participating teachers in terms of the MCPD and the PSNT (2010) document that guides their CPD revealed the levels of exclusion from and non-participation of teachers in their own professional development. The depth of this exclusion extends to the fact that teachers are also not included in the formulation of the CPD policies or how the CPD programmes should run.

Another finding of this research showed that all the teachers had a good understanding of the concept of CPD, although some were not familiar with the abbreviation ‘CPD’. The teachers explained the usefulness of CPD in terms of updating teachers’ knowledge and providing opportunities to network with other teachers, collaborating, sharing ideas and getting up-to-date information. In addition, while the teachers listed seminars and workshops as the most common forms of CPD in which they had participated in the past, findings revealed that these forms of CPD programmes did not allow the participating Accounting teachers to be democratically involved and have a say in their learning. Teacher C of School 2 and Teacher D of School 3 explained that the CPD programmes they both attended followed a top-down approach where teachers were not involved in determining the content of the CPD programmes, neither were they allowed to have practical sessions through active interaction and collaboration with other teachers. These negative experiences appeared to contradict a general perception of an ideal form of CPD that is well organised, and which encourages teachers to be actively involved in their learning through collaboration and deliberation with other participants.

This study also found that, although the Accounting teachers in this particular research study, had a positive perception of CPD, they also had a few negative experiences in terms of how the programmes were structured, organised and implemented. Most notable among these negative experiences was the obvious exclusion of teachers from the design and

implementation of CPD programmes, In this regard, the participating teachers reported that they were neither included in deciding about the types of content that had to be included in CPD programmes for Accounting teachers, nor were they consulted on when, where and how these programmes were to be implemented. The findings have shown that the exclusion of teachers from their professional development has not only disempowered them from having some say in what their needs and challenges were, but it also stunted their ability to improve on or cultivate teaching practices that might engender democratic values and forms of engagement. Consequently, the majority of the teachers in this study relied on the same teaching methods to which they were subjected when they were learners, namely an over-reliance on rote learning, and discouragement of learner participation, deliberation and debate. As a result, serious questions arose about the types of learners, and hence citizens, which emerged from these schools. In other words, if learners are not cultivated in practices of deliberation and responsible action, they cannot be expected to understand or practice these values once they leave school.

Moreover, this study found that when and where CPD programmes were conducted, they had a direct effect on the attendance and attitudes of teachers. In participating in CPD programmes, the challenges Accounting teachers face included inconsistency of government CPD initiatives (as there was no definite date or time of CPD programmes), personal funding to participate in private CPD initiatives, and the travel distance to get to the training venues. These issues as presented by the teachers need to be taken into consideration by various CPD organisers to encourage teachers' participation. In addition, the challenges experienced by teachers comprise an example of the exclusion of teachers from the design and planning of CPD programmes. If teachers were included in the planning, the Ministry of Education would have been aware of these challenges, and they would have found means of addressing them.

Teachers in this study reported negative experiences of CPD programmes. According to teachers, because they were excluded from the design and content of the CPD programmes, their needs, concerns and challenges were not taken into account or addressed in the programmes. The study found that the lack of teachers' inclusion and participation in their professional development influenced how they taught and engaged with learners in their class. During my observations, Teacher C of School 2 and Teacher E of School 3 made little effort in teaching and inculcating democratic values, such as inclusion, participation and deliberation in their students. The attitude of these two teachers towards the development of democratic values could be attributed to their limited sense of belonging, participation, opportunity to

collaborate with other teachers through deliberation and a lack of vital information in their professional development. Like their learners, teachers also need to experience what it means to be included, to have meaning attached to what they have to contribute or say, or what it means to be respected as a professional.

Consequently, in this research, only Teachers A1, B1, D3 and F4 showed evidence of engaging with students, encouraging debate, cultivating a class of respect, participation and inclusion. These four teachers demonstrated a good understanding of democratic citizenship and they put in effort towards teaching and inculcating the values in the students. For the other two teachers, C2 and E3, there were no indications of them including their students or encouraging debates in their classrooms. If students are not taught, exposed to, and immersed in practices of democratic engagement and deliberation where they are made aware of values of respect, compassion and listening to others, they will not have these values as citizens. Considering the multi-ethnic Nigerian society where children are brought up in line with their tribal or cultural tenets, the implication of having Nigerian citizens without these democratic values will result in situations where citizens are deprived of their rights. This might further result in aggrieved citizens resolving to violence that disregards other citizens' rights, rather than settling issues through dialogue. This situation could arise from having citizens who may not have not been exposed to democratic values of negotiation, compassion, listening to others and engaging in deliberations in addressing all their concerns in society.

6.3 Implications for teachers and democratic citizenship education

In the light of the afore-mentioned main findings, there are particular implications that need to be considered. Firstly, if teachers do not participate and are not included in their own professional development, then it will be difficult for them to have a sense of belonging and to make positive contributions to the development of the profession. It will also be difficult for them to discuss the challenges with which they are confronted both in the classroom and in their participation in CPD programmes. Teachers may also find it hard to implement the policies that were designed without their inputs fully within the school system. All of these may affect teachers' methods of teaching in the classroom and their general relationship with their students.

Secondly, when teachers are not exposed to particular forms of democratic engagement, such as deliberation and engaging with different points of view, then they will not be inclined to

emulate and cultivate these values in their own teaching. The main implication of this is that learners will not know what it is like to deliberate, to debate, to listen to different perspectives and to show respect and compassion. To this end, the types of learners and future citizens being cultivated will not have the necessary backing and value system to understand the values of democratic citizenship education. In turn, this has implications for society as we may have citizens who do not value and respect human rights and the rule of law or who value the diversity that exists within their immediate community or in the Nigerian society.

The school is considered the most important site of developing democratic values, because it serves as the foundational paradigm for the types of citizens a society desires to have (Gutmann and Thompson, 2004). Schools offer rich spaces where learners can come into contact with those from different racial, cultural, ethnic, linguistic, and religious backgrounds. As such, learners are presented with opportunities to learn from each other through their interactions, to understand and respect differences, and to learn to co-exist peacefully with all people. The implication of having learners who are not exposed to democratic values of engagement, deliberation, compassion and respect for others within the school is that such learners will never recognise the necessity of democratic forms of engagement. The end result of this is what one commonly witnesses in Nigerian schools and society – incidents of discrimination, injustice, intolerance, prejudice and ethnic bias.

The implication of having citizens who are not properly equipped with democratic values, the capacity to engage in meaningful deliberation, and the critical inquiry skills necessary for the exercise of their citizenship, is that their capacity to engage in public deliberations might be questioned. As discussed in Chapter 2 (see Section 2.4.1), the Nigerian society comprises numerous ethnic groups. The uncertain changes that government continues to introduce have instilled in people the need to identify increasingly with a specific ethnic group, rather than with the larger society. Failure to develop democratic values of legitimacy, deliberation that promotes mutual respect, reason giving, reciprocity, accountability and dynamism in citizens will result in individuals concerned about pursuing their personal interests rather than collective interest, leading to high levels of corrupt practices that have the tendency of slowing down the overall development of the Nigerian society.

6.4 Recommendations

The potential contribution of this study to the Nigerian society is its appeal to ensure that the school maintains its role in the teaching of democratic values and the development of democratic citizens. In addition, this study aimed to ensure that teachers are well equipped with adequate knowledge and expertise through their CPD programmes to carry out these roles.

From the findings of this study, it became apparent that adequate attention needs to be paid to restructuring teachers' CPD programme in Nigeria to reflect equal participation, inclusion and active collaboration among teachers in order to develop all-round democratic citizens within the school system. Robertson (2008:41) shares a similar view when she suggests that teachers in a democratic society should be able to:

- lead deliberative discussions where students learn to formulate their own arguments, engage others' point of view, and be open to changing their minds when given good reasons to do so;
- teach skills and attitudes of negotiation that include the willingness to accommodate others' interest in ways that do not deny fundamental democratic principles, as well as the ability to generate creative solutions to conflicts; and
- encourage students to be willing to change injustice when they see it.

Teachers' CPD programmes have to be adequately structured to grant equal access to participants and to enable active interactions and collaborations through the process of deliberation in the course of the trainings. While undergoing these CPD programmes, teachers should be able to determine the focus of their learning, question the assigned topics and initiate arguments in order to have a better understanding of the subject of discussion. By doing so, teachers will be well equipped to focus on developing learners' deliberative capacities that guarantees legitimacy in the classroom and society.

Therefore, this study makes recommendations that might improve teachers' perception and experiences of CPD programmes with the effort of developing democratic citizens within the school system in Nigeria. The study also provides concerned educational stakeholders with insight for improving their practices on total inclusion and full implementation of relevant policies on teachers' professional development. These recommendations are aimed to be a motivation for consideration which could lead to improved practices or a starting-point for further research in the areas of effective CPD programmes. Based on the findings of this study, the following recommendations are suggested

6.4.1 Recommendation for the Ministry of Education/government

The following recommendations are suggested to the Ministry of Education/Federal government:

- The Nigerian government, through the Ministry of Education, should look into funding opportunities, including bursaries, grants or loans toward teacher training and professional development.
- Government officials in charge of education must work on rethinking provisions for CPD for democratic citizenship in existing or new policy documents.
- Government should consider raising the profile of democratic citizenship in the education curriculum and ensure that all teachers are involved in its implementation.
- All educational stakeholders, including the TRCN, have to make a concerted effort to ensure that teachers are more involved in their professional learning and enabled to experience democratic values so that these teachers could replicate the experience of teaching and inculcation of democratic skills in their learners within the school system

6.4.2 Recommendations for the Teachers Registration Council of Nigeria (TRCN)

The following recommendations are suggested to the TRCN:

- The TRCN should create a database for all teachers where they can communicate to all other teachers, and which could act as main two-way communication for all-inclusive CPD programmes.
- The TRCN should ensure that relevant teacher education policies are well communicated to teachers through the use of Information Communication Technology (ICT) e.g. newsletters, e-mail or social networks.
- For future purposes, a representative sample of teachers who will give feedback to other teachers at the end of a process should be selected to participate in the formulation of subsequent education policies.
- Regular opinion polls should be conducted for teachers to verify the effectiveness of any policy being implemented.
- Since the TRCN is indirectly responsible for teachers' CPD, the activities of CPD providers should be closely monitored to make sure whether CPD providers are conforming to the policy requirements for teachers' CPD.

- The TRCN should constantly carry out evaluations in order to get feedback on the effectiveness of the CPD programmes directly from the teachers.
- TRCN should regulate the activities of CPD providers in ensuring that teachers are equitably selected for participation in CPD programmes.
- The TRCN must ensure continuous organisation of government CPD initiatives to relieve teachers of funding their participation in private CPD programmes.

6.4.3 Recommendations for teachers CPD providers

Based on the findings of this study, the following recommendations are suggested to CPD providers:

- CPD providers should ensure that they comply with the provisions of the TRCN when organising CPD programmes for teachers.
- Providers have to ensure that CPD courses demonstrate clear goals and learning objectives, and that the courses meet specific needs of teachers.
- CPD providers should do away with the use of a one-size-fits-all approach and instead encourage teachers to determine the CPD courses individually and identify the areas that need further training.
- Providers should explore the use of models that allows for teachers inclusion, active participation, deliberation, open debate and consultation with their colleagues.
- CPD providers must encourage participants to complete evaluation forms after each course and at the end of the training sessions for the purpose of evaluating the outcomes for the teachers.
- CPD providers must take into consideration trending programmes or courses, (such as the development of democratic citizens) that are taking central stage on national development.
- There should be clearly defined objectives of the programmes and written documents stating how it should be done and who is to administer the programmes to avoid politics in selecting participants, in order to improve openness and fairness in teachers' training.

6.4.4 Recommendation for principals

The following recommendations are suggested to the principals based on the findings of this study:

- Principals should show a more positive attitude towards teachers' CPD, and also encourage teachers' participation in such programmes.
- Relevant policy documents should be made available at the school for teachers' consumption.
- Principals should work in collaboration with teachers in seeking government or other educational stakeholders' subsidy/interventions to fund teachers' CPD participation.

6.4.5 Recommendation for Accounting teachers

The following recommendations are suggested to Accounting teachers:

- Accounting teachers must remain inspired and committed to participating in CPD to stay relevant in the profession.
- Teachers have to develop themselves in the use of ICT in order to access up-to-date information through e-mails and social networks.
- Teachers should actively engage learners in the classrooms and make more effort towards developing democratic values that would positively shape the future of society.
- Teachers should develop critical thinking skills in their learners to enable them to have independent thoughts for making rational decisions in life.
- Accounting teachers should engage in dialogue with colleagues and more experienced teachers from their own and neighbouring schools in order to improve their own practices.

6.5 Recommendation for further research

In this study, the literature reviewed revealed that limited studies have been carried out on teachers' CPD in Nigeria and its implications for democratic citizenship education. Just as Accounting teachers have been considered in this study, the possibility for future research in other subjects might also be considered. In light of the limited scope of this research in four secondary schools within two local governments in Lagos State, Nigeria, further studies can

include more schools in additional local governments, or it can be extended to other states in Nigeria. In addition, the findings of this research have highlighted the experiences of the sampled teachers in the forms of CPD in which they have participated. Future research into assessing how CPD programmes are designed and the quality of such programmes for teachers' professional development could be worthwhile. While this study used the qualitative research methodology, further studies could be conducted using a combination of qualitative and quantitative methods instead of qualitative design only, so as to ensure generalisation of the results. Since distance has been recognised in this research as a challenge to teachers' participation in CPD programmes, future research is recommended into alternative methods of developing school-based professional development activities or the use of on-line training and video conferencing as a means of preparing teachers in order to transform their practice.

6.6 Conclusion

In this research, I focused on understanding Accounting teachers' perceptions and the experiences of Accounting teachers in relation to their CPD and its implication for democratic citizenship education within a Nigerian context. This research has been able to establish that CPD is an essential part of teacher education because only continuing learning and training guarantees a high level of expertise which enables the teachers to keep their professional skills and knowledge up to date. Furthermore, CPD encourages an exchange of information and ideas between teachers within and outside their own school. By meeting associates from other schools, CPD enables teachers to share experiences and to keep in touch with different teaching styles as well as to advance in their teaching proficiency.

In order to have well-developed democratic citizens, findings of this research have suggested that teachers need to have experience in the exercise of basic democratic values of inclusion, participation and active deliberation. Teachers have the best opportunity to exercise these democratic values through their participation in CPD programmes. Getting teachers involved in the designing and planning of policies that affect their professional development and classroom practices will give teachers a sense of belonging in the profession, and they will also be able to give their opinions as well as listen to other people's views.

When teachers have experiences in exercising democratic values, it will come naturally for them to teach and inculcate the values of compassion, respect, participation and active deliberation in their learners. In other words, having learners who have been trained to exercise

these democratic values will have the potential to guarantee a functional Nigerian society where citizens understand their roles and are able to demand accountability from other citizens.

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Appendix A

Consent Letter



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

Continuing professional development of accounting teachers in Nigeria: Implications for democratic citizenship education.

You are asked to participate in a research study conducted by Ruth Oluwafunke Ayoola from the Department of Education Policy Studies at Stellenbosch University. The results of the research will contribute to the fulfilment of a Master's Research Thesis.

You were selected as a possible participant in this study because you are an accounting teacher, and you have participated in a continuing professional development program.

1. PURPOSE OF THE STUDY

The purpose of the study is to understand how teachers experience continuing professional development programs, and whether the implementation of what teachers learnt in the CPD program fosters development of democratic citizens in their classrooms.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to participate in an individual interview with the researcher within the school premises.

The interview schedule containing the interview questions will be made available to you beforehand. The duration of the interview will be between 1 and 1.5 hours.

Due to the requirements of the study, this interview will be audio recorded.

3. POTENTIAL RISKS AND DISCOMFORTS

There is no physical threat from volunteering to participate in this study. Participants will be responding to the interview questions in a professional capacity, therefore there is no risk for discomfort. All experiences shared during the interview will be gathered with respect for the participant's dignity. The researcher will strive to remain as objective as possible during the data construction.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The interviewee could gain professional insight and reflection into how to develop democratic citizens within his/her classroom.

The study is significant to society as it aims to understand whether the implementation of what teachers learnt in the continuing professional development programs (CPD) fosters the development of democratic citizens in their classrooms. The issue of developing democratic citizens is a contentious issue worldwide, it would therefore be beneficial to know how the CPD program is helping the teachers to achieve this.

5. PAYMENT FOR PARTICIPATION

Participating in this study comes without remuneration, as the participants will participate voluntarily.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be linked to you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the removal of identifying details wherever required. The data collected during the interview will be safeguarded in a research file. The data will remain in a secure file and will only be seen and used by the researcher and the research supervisor.

The notes taken during the interview and identifying details will not appear anywhere in the research report. The participant has the right to request to view the transcripts of the recordings.

7. PARTICIPATION AND WITHDRAWAL

Participation in this study is completely voluntary. You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to respond to any questions you don't want to respond to and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please contact Ruth Ayoola (08037696113, +27786775487) or Ayoola_ruth@yahoo.com

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this

Appendix B

Approval Letter



LAGOS STATE GOVERNMENT

ED/DISTVI/PM/01/RW/140/VOL.II/169

26th April, 2016

The Principal,
.....
.....

APPROVAL TO CONDUCT RESEARCH WORK ON EDUCATION POLICY IN NIGERIA RELATING TO ACCOUNTING TEACHERS.

The above subject matter refers.

I am directed to convey the District's APPROVAL to you in respect of the above.

MISS RUTH OLUWAFUNKE AYOOLA is hereby granted Approval to carry out this Research as requested.

Please give her the necessary support that will enhance the Research Work.

Treat as it requires.

Thank you.


OBAYOMI - Davies A.A (Mrs)
Head, Schools Support Unit
For: Tutor-General/Permanent Secretary

EDUCATION DISTRICT VI
IKEJA, MUSHIN & OSHODI ISOLO LGAS
PROVIDING THE CITIZENS WITH GOOD QUALITY EDUCATION IN PARTNERSHIP WITH COMPETENT TEACHERS IN
A CONDUCIVE TEACHING AND LEARNING ENVIRONMENT

C/o Ideal Pry School Complex Apapa-Oshodi Express Way, Charity B/Stop, Oshodi, Lagos, Nigeria.
Tel: 08158391362. E-mail: educationdistrictvi@yahoo.co.uk

Appendix C

Ethical Clearance



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

Approval Notice New Application

19-Aug-2016
Ayoola, Ruth RO

Proposal #: SU-HSD-002458

Title: Continuing professional development of accounting teachers in Nigeria: Implications for democratic citizenship education.

Dear Miss Ruth Ayoola,

Your **New Application** received on **29-Jul-2016**, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: **15-Aug-2016 -14-Aug-2019**

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number (SU-HSD-002458)** on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

Included Documents:

DESC Report
REC: Humanities New Application

Sincerely,

Clarissa Graham

REC Coordinator

Research Ethics Committee: Human Research (Humanities)

Appendix D

Interview questions for teachers

Research title: Continuing professional development of accounting teachers in Nigeria: Implications for democratic citizenship education.

Interviewer: Ruth Ayoola

Interviewee: An accounting teacher for senior secondary school (SS 3)

School context:

1. Geographical location.....
2. Socio-economic context.....
3. No. of teachers.....
4. No. of learners.....

Background Information

1. Gender: Male..... Female.....
2. Age:
3. Do you have a teaching qualification? If yes, specify?
4. No of years as a qualified teacher?
5. No of years at school?
6. Are you currently enrolled in a teacher training program?

Interview questions

1. How long have you been teaching and what are your roles as an accounting teacher?
2. What other responsibilities do you have?
3. Explain your understanding of continuing professional development for teachers in Nigeria?
4. What are your experiences and perceptions of CPD in Nigeria?
5. What knowledge do you have of the policy provision on CPD training of accounting teachers?
6. What types of CPD programs are available for in-service accounting teachers?
7. Is there any support or funding by the school / government towards your professional development?

- 8.** What knowledge do you have of the mandatory continuing professional development, and how many credit unit have you obtained by teachers in the last three years?
- 9.** Has your participation in the CPD programs been helpful towards better service delivery in your classroom?
- 10.** What is your understanding of a democratic citizen?
- 11.** Discuss how your participation in a CPD program has helped you in becoming a democratic teacher?
- 12.** Explain how your participation in a CPD program has helped you in developing democratic students in your classroom?
- 13.** What challenges do you encounter in participating in a CPD program?
- 14.** What other form of CPD program might help you perform better as an accounting teacher?

Appendix E

Observation schedule

Teacher:

Date:

School:

Time:

Morning briefings	Tick yes	No	Comments
1. Interaction/Teamwork			
2. Participation/ Involvement			
3. Motivation			
4. Supportive/Caring			
5. Dynamism			
6. Communication			
7. Encouragement/empowerment			
8. Accountability			
9. Orderly environment			
C. General observation			

