

Marketing Teachers Training And Retraining Programmes In Enugu State To Educational Policymakers & Administrators

Eleje, Joy

Department of Political Science, Faculty of Social Sciences,
Enugu State University of Science & Technology, Enugu State - Nigeria.
Tel: 234-80-33889944. Email: elejej@yahoo.com

Maduagwu, Nneka

Department of Marketing, Faculty of Management Sciences,
Enugu State University of Science & Technology, Enugu State - Nigeria.
Tel: 234-80-34265078. Email: maduagwu.nneka@yahoo.com

Ben. E. Odigbo

Department of Marketing, University of Nigeria, Enugu Campus.
Tel: 234-8033223840. Email: bodigbo@yahoo.com

Abstract

In this study, the problem of inadequate attention by educational policymakers and administrators to teachers' training and retraining, particularly in primary and secondary schools' levels in Enugu State of Nigeria is critically examined. The objectives sought were to: Ascertain the level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State; determine the regularity or otherwise of the training and retraining programmes for the teachers, and ascertain the significance of some marketing communication tools for inculcating the importance of teachers' training and retraining to educational policymakers/administrators in the State. Survey design was used in this study, where primary data were entirely used for the analysis. The population of the study comprised the entire primary and secondary schools' teachers, plus the educational policymakers and administrators in the State. The data were analysed with Likert's 5-points scale and measure of central tendencies. Results obtained show that majority of the teachers in Enugu State have not received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years, and the few programmes were non-continuous and irregular. That majority of the teachers were not also computer-literate and could not teach same to their students. However, that marketing communication below-the-line and above-the-line tools will be highly effective in convincing the educational policymakers & administrators on the need for a continuous teachers training programmes in the State and was thus recommended for use by the relevant teachers associations and professional bodies.

Keywords: Policymakers/Administrators, Teachers' training, Marketing Strategies.

1.1 Introduction

According to Enaibe (2012:167), the teacher is a very important element of education and provides opportunities for learners to carry out education processes to arrive at the desired changes in behaviour. Hence, good teachers produce good students and so, good citizens, while bad teachers produce bad students and so, bad citizens. This is why leaders, policymakers and administrators must take teachers and teaching very seriously, especially at the formative ages of our youths, which primary and secondary schools' levels typify. As the saying goes; if a doctor makes a mistake, a patient may die; if an engineer makes a mistake, a bridge may collapse; if a lawyer makes a mistake, somebody may lose his liberty, but if a teacher makes a mistake, generations yet unborn may suffer the consequences. Enaibe (2012:168) adds that: the pharmacist who dispenses a wrong drug puts the life of a patient in jeopardy; the policeman who shoots wrongly terminates the life of an innocent citizen; but a teacher who teaches wrongly puts the life of the recipients, their successors and the society in danger. Teachers are mountaineers who lead and guide members of all professions to the top of their professions; all other professions are made by teachers at all levels.

However, for a teacher to deliver this service very effectively, he must keep track of new ideas, knowledge and development in the world through continuous training and retraining programmes. The need for educational policymakers and administrators in Nigeria, to give priority attention to teachers' continuous training and development schemes cannot be over-emphasised. Oftentimes, even when such trainings are given, the duration

of the exercise is too short for proper acquisition of the required skills. The insufficient time is a great obstacle facing the Nigeria education system and a dis-service to teachers' motivation in the job. This study tried to find out the place of Enugu State educational system in the whole configuration.

1.2 Statement of the Problem

Enugu State is in the South-East part of Nigeria. Empirical records reveal that majority of the teachers in primary and secondary schools in the State have never gone on any in-service training programme for the past twenty years. This is regardless of the fact that teaching demands a continuous development of knowledge and ability. This is because primarily, education is rapidly changing and this requires constant effort on the teachers to keep the pace. A dedicated teacher, has little or no time to rest on his oars, if he does, he will go down stream (Madumere-Obike, 2007). UNESCO (2005c) pointed out that teacher training policies in many developing countries today is still strongly influenced by the so-called technocratic model, which can be roughly summarized as follows:

- Knowledge is considered by both the teacher and the learner as unproblematic.
- Emphasis in teacher training is on technical expertise and mastering of domain knowledge.
- Curriculum is built around a set of practices which result in measurable learning effects.
- The competences and skills are not connected to the ethical and social context.

This compels the need to market the idea of continuous teachers' training and retraining to educational policymakers and administrators in Nigeria, especially Enugu State. UNESCO (2005), considers teachers as individuals who are able to deal critically with the present reality and have the desire to improve this reality. The teacher has the role of an intellectual who can contribute to active citizenship and to the development of a democratic society. As a consequence, teachers should be equipped with competences which allow them to deal with the tension between the existing and the desirable reality (UNESCO, 2005b). These competences are acquired through teachers' training and retraining programmes, which is often neglected or under-funded in Nigeria (Nwanekezi and Ifionu, 2010:16). Poor funding is said to be the greatest challenge and obstacle to continuous teachers' training programmes in the country. Poor funding leads to insufficient exposure to regular orientation courses, inefficient supervision of teacher-educatees during micro-teaching and lack of continuous supervision of teacher trainees.

Today in Nigeria, educational examination agencies like the Joint Admission and Matriculation Board (JAMB), the West African Examination Council (WAEC) and many more are introducing computer-based examinations in their systems. But how many teachers in our primary and secondary schools are computer-literate and could teach same? How many of their students are computer-literate enough to grapple with the demands of this new examination format? Your guess is as good as mine. The problem, however, is that some States in Nigeria are not paying adequate attention to teachers' training and development, especially at the primary and secondary school levels (Ani, 2010; Okon, 2006). This, consequently, poses adverse effect on students' learning at this crucial formative stage of life (Nwanekezi and Ifionu, 2010:16). Considering the lean financial positions of teachers at this level in Nigeria, there is no way they can engage in meaningful continuous training and retraining exercises on self-sponsorship basis alone, without government support. Hence, the relevance of educational policymakers and administrators in this discourse.

1.3 Objectives of the Study

The main objective of the study was to find out the relevance of marketing strategies as tools for convincing educational policymakers and administrators in Enugu State of Nigeria to give priority attention to the training and retraining of teachers in primary and secondary schools in the State. The specific objectives included:

- To determine the level of funding of the training and retraining of teachers in primary and secondary schools in Enugu State.
- To find out the regularity or otherwise of the training and retraining programmes for teachers in primary and secondary schools in the State.

- iii. To ascertain the significance of some marketing communication tools for inculcating the importance of teachers' training and retraining to educational policymakers/administrators in the State.

1.4 Research Questions

The following research questions were tackled in the study:

- i. How adequate is the level of funding of the training and retraining of teachers in primary and secondary schools in Enugu State?
- ii. Has such training programmes been continuous/regular or a one-off programme for teachers in primary and secondary schools in the State?
- iii. What is the level of significance of some marketing communication tools for inculcating the importance of teachers' training and retraining to educational policymakers/administrators in the State?

1.5 Research Hypotheses

To find answers to the above-stated questions, the following null-hypotheses were tested:

- i. The level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate.
- ii. The training programmes were not on continuous/regular basis for teachers in primary and secondary schools in the State.
- iii. Marketing communication tools have no significant relevance for inculcating the importance of teachers' training and retraining to educational policymakers and administrators in the State.

1.6 Scope of the Study

The study was restricted in scope to a survey of the opinion of teachers and educational administrators selected from the 3 senatorial zones in Enugu State. These included headmasters and teachers from primary schools, principals and teachers of the select secondary schools and middle and top-level officers in the State's Ministry of Education.

1.7 Methodology

Survey design was used in this study, where primary data were entirely used for the analysis. The area of study was Enugu State in Nigeria. The population of the study comprised the entire primary and secondary schools' teachers, plus the educational policymakers and administrators in the State. According to the State Ministry of Education, this translated to a population of 120, 000 people. The data were analysed with Likert's 5-points scale and measure of central tendencies. A sample size of 399 was determined at 5% margin of error and 95% level of confidence through Taro Yamane formular for finite populations.

1.8 Review of Related Literature

1.8.1 Theoretical Framework

The theoretical construct for this study is founded on two models of continuing professional teachers' development (CPD): the traditional professional development model and the in-service or job- embedded professional development model.

The traditional professional development model focuses on workshops, conference sessions, seminars, lectures and other short term training events as measures for teachers' continuous training/development. This model of CPD is based on the belief that students will benefit when teachers acquire competences and good teaching behaviour over their career by being exposed to new information and approaches emerging from research and developments in the field of education. Such teachers are expected to change their thinking and adopt behaviours that lead to students' achievement (Igbo, 2010:20). To be more effective and most successful in promoting change to positively affect students' achievement, Igbo, (2010) cited Knapp (2003) as suggesting the the training programme should be of longer duration. Long term CPD permits more time for teachers to learn about their own practice, especially if it includes follow up sessions. This idea was supported by Smith et. al. (2003). It is clear that creating change in practicing teachers is a time consuming process that requires many meetings and workshops over an extended period of time more than a brief period of one or two years duration (Igbo, 2012: 24; Guskay, 2009; Elimore, 2001). It must also encourage teachers from the same workplace to participation together (Porter, 2000).

On the other hand, the in-service or job-embedded continuing professional teacher development is usually in-built in the school curricular as part of its continuous professional training programme. This model of CPD is woven in the fabric of the school community with cross-fertilization of new ideas from outside the school. The activities include study circles, sharing ideas with many groups made up of teachers from the same school or vicinity. (Taylor et. al., 2005; Igbo, 2012: 24).The focus is on developing teachers knowledge in the content area that knowledge can be applied to changes in instructional practices tailored to the educational context. Teachers participating in this type of professional development model often work together over extended periods of time up to one year or more to bring in and examine artefacts of teaching (Igbo, 2012: 24).

1.8.2 Teachers' Responsibilities

Educational policymakers must realise that teachers have responsibilities with respect to their pupils or students, towards the school and educational community and towards society as follows (UNESCO, 2012):

Teacher as a Guide of the Learning Processes

- The teacher is able to acquire relevant and embodied knowledge about SD challenges and issues.
- The teacher knows the concepts of SD and ESD and the most relevant national and international policy documents relating to SD and ESD.
- The teacher has mastered SD key concepts and knowledge.
- The teacher is able to value knowledge as the result of cultural heritage and is able to critically reflect on it.
- The teacher is able to help students to distinguish between factual knowledge and opinions.
- The teacher is able to select educational goals for SD, taking into account the developmental stage and the prior knowledge of the pupils or students, and the diversity within the group of learners.
- The teacher is able to identify locally and globally relevant SD issues and to connect the local and global aspects of the issue involved.
- The teacher is able to create a powerful learning environment for teaching SD issues.

The Teacher as a Member of the School and the Educational Community

- The teacher acquires sufficient knowledge of relevant SD issues in order to contribute to the construction of a curriculum that integrates SD into the whole school curriculum.

The Teacher as a Member of the Society

- The teacher is able to find partners outside the school community and to co-operate with organizations which promote sustainable development.

- Understands the interdependence of society, economy and the natural environment, from local to global (chain reactions, multiple causes and multiple effects, trade offs).
- Understands citizenship and stewardship (rights and responsibilities, participation and cooperation).
- Needs and rights of future generations.
- Diversity (biological, social, economic and cultural).
- Quality of life, equity and justice.
- Development and carrying capacity.
- Uncertainty and precaution in action.

1.8.3 The Role of Education in Society

Education plays a major role in supporting national development goals, and meeting the needs and aspirations of a society. The Report of the UNESCO Commission on Education in the Twenty-first Century argued that the aims of education need to balance and integrate several tensions (Delors, 1996). These include:

- i. **The tension between the global and the local:** Education should help young people become world citizens as well as play an active part in the life of their own country and community.
- ii. **The tension between the universal and the individual:** Education should help young people learn how to critically assess and balance the risks and promises of globalization as well as choose their own future and achieve their full potential within their own cultures.
- iii. **The tension between tradition and modernity:** Education should help young people appreciate and value history and cultural traditions, balancing these with the ethical discernment and cooperative skills to appreciate where change and innovation are necessary and worthwhile.
- iv. **The tension between long-term and short-term considerations:** Education should help young people learn how to balance short- and long-term goals, in the full realization that the solutions to many problems call for patience and a consideration of the needs of future generations.
- v. **The tension between competition and cooperation:** Education should help young people strive for excellence in all they do whilst balancing the principles of competition, which provides incentives; co-operation, which gives strength; and solidarity, which unites.
- vi. **The tension between the spiritual and the material:** Education should help young people act in accordance with their spiritual and cultural traditions and values, and also to participate critically and sustainably in an increasingly materialistic and consumption-driven society, with respect for pluralism and concern for the well-being of others.
- vii. **The tension between the existing curriculum and important new areas of knowledge:** The aims of education must balance the best of traditional curriculum content with important new areas of

learning such as self-knowledge, ways to ensure physical, psychological and social well-being, and ways to improve understanding of the natural environment and of preserving it better.

Education needs to respond to and accommodate these tensions. Thus education needs to be central to personal, community, social, national and global development, enabling all people (learners) to reach their potential and to care for and be responsible for their lives, families, friends and neighbours (near and far). This involves developing abilities to engage in productive and sustainable employment, contribute to social, cultural and community well-being, minimize the impacts of their lifestyle choices upon the natural world and others, and engage with others as informed and active citizens in local, national and global contexts (Delors, 1996).

Delors (1996), reports that finding alternative pathways to social and economic development is “one of the major intellectual and political challenges” of the new century. These great challenges should be a cause for concern in educational policy-making, he said in order to develop ways in which educational policies can help to create a better world, by contributing to sustainable human development, mutual understanding among peoples and a renewal of practical democracy (UNESCO, 2008).

1.8.4 United Nations Education for Sustainable Development (UNESD): A Recap

The United Nations Decade of Education for Sustainable Development (DESD) signalled a new purpose for education. This purpose, articulated in the Bonn Declaration, is that “education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work” (UNESCO, Federal Ministry of Education and Research, & German Commission for UNESCO, 2009:118). Sustainable development addresses the interdependencies between social, economic, cultural and environmental dimensions of life. Education for sustainable development (ESD) is education, which promotes the balancing of economic growth, environmental conservation, cultural diversity and social well-being in a way that is inclusive of marginalized populations and attends to gender issues (UNESCO, Federal Ministry of Education and Research, & German Commission for UNESCO, 2009).

The ability of educational institutions to respond to the complex expectations embedded in ESD can be enhanced through a multiple-perspective approach to teaching and learning. A multiple-perspective approach promotes interdisciplinary and intercultural competencies as it addresses challenges to local or planetary sustainability (Tilbury & Mulà, 2009:7). Ways of thinking are vital to a multiple-perspective approach to ESD, including systems-thinking, intergenerational responsibility, protection and enhancement of shared natural resources, awareness of driving forces, and taking on strategic responsibility (McKeown & Hopkins, 2009; Gallagher & Hogan, 2000). Central to sustainable development are people’s values, worldviews, knowledge and creativity, which are inextricably linked to culture (UNESCO, 2004; Tilbury & Mulà, 2009: 2).

1.8.5 Continuous Teacher Development Concept

Teacher development is a process of guided experiences to change the serving teachers attitudes, behaviors or opinions. It means investing on the serving teachers to enable them perform better and to empower them to make the best use of their natural abilities. This implies that continuous development is to be related to the job of teaching and learning. Planning a development programme for teachers must therefore start with comparing attributes already possessed by the teachers for effective teaching and learning to take place (Enaibe, 2012).

1.8.6 Objectives of Continuous Teacher Development Programme

The main purpose of continuous teacher development programme is for the serving teachers to adjust their teaching methods in a way that effective learning can take place. Specifically it is the objective of the teacher development programme to develop competences of teachers and improve on their skills and knowledge. The programme will help teachers to grow within the school system in order that as far as possible, the school’s future needs for teachers can be met from within. The programme reduces learning time for new intakes into the teaching profession, reduces transfer and ensures that teachers become competent as quickly, and economically as possible. Teacher development programmes produces change, renewal, quality education and professional competence (Enaibe, 2012). Continuous development of teachers ensures promotion of his professional growth, helps to improve pedagogical skills, keeping teachers abreast with new knowledge, meeting particular needs, curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and educations, to recognize the need for modern teaching methods (Enaibe, 2012).

1.8.7 Efforts at Teachers Training/Development in Nigeria

Teachers are expected to improve on their skill by making use of the numerous professional avenues available to them. For instance, there are many colleges and institutions that offer short-term courses in education. There are a number of vacation courses organized by the universities and colleges of education, which lead to certificate in education. Also some agencies such as, the British Council, Ministries of Education and even professional organizations run induction course during vacations for practicing teachers. Majority of these courses are organized to upgrade the skills of practicing teachers (Madumere-Obike, 2007). While some States in Nigeria encourage their teachers by offering study leave with pay sometimes or even scholarships at times without pay to practicing teachers to go for further studies to upgrade their skills, others do not (Madumere-Obike, 2007; Chukwu, 2010). Other existing teacher development programmes in educational institution include: induction and orientation for new staff, staff attending conferences, seminars, visiting co-operating schools. In some cases, team teaching is practiced. In some cases there is demonstration teaching organized by supervisors for teachers to learn. Sometimes staff training workshops are organized for teachers. All these are efforts put forward to ensure that teachers keep abreast with the latest development in the field of education (Madumere-Obike, 2007; Osakwe & Okoye, 1998; Oyekan, 1994).

1.9 Presentation and Analysis of Data

This part is based on Likert's 5-points scale, where the extreme value Strongly Agree (SA) is weighted 5-points, while the lowest values in the ranking order Strongly Disagree (SD) is 1 point.

Test Statistics = Measure of Central Tendency (Mean)

DECISION RULE:

If Mean < 2.5; the respondents disagree.

If 3.5 < Mean ≤ 2.5; the respondents are undecided.

If Mean ≥ 3.5; the respondents agree.

Table 1: Test of Hypothesis 1: The level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate.

S/N	Questions	SA	A	UD	D	SD	Mean	Decision
1	Majority of primary school teachers in Enugu State have not received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years	171 (855)	153 (612)	23 (69)	31 (62)	21 (21)	4.06	Strongly Agreed
2	Majority of secondary school teachers in Enugu State have not also received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years	166 (830)	143 (572)	26 (78)	37 (74)	27 (27)	3.96	Agreed
3	The level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate	155 (775)	161 (644)	34 (102)	25 (50)	24 (24)	4.00	Strongly Agreed
	Grand Mean = 4.00							

Source: Field Survey, 2013.

Data displayed on table 1 indicate that 171 respondents strongly agreed that majority of primary school teachers in Enugu State have not received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years; 153 also agreed to that; 23 were undecided, 31 disagreed with it, while the remaining 21 strongly disagreed. All these gave a Mean score of 4.06, indicating respondents' strong

agreement to the proposition. Then, 166 respondents strongly agreed that majority of secondary school teachers in Enugu State have not also received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years; 143 also agreed to that; 26 were undecided, 37 disagreed, while 27 strongly disagreed. These gave a Mean score of 3.96 indicating respondents' agreement to the proposition. Finally, 155 respondents strongly agreed that the level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate, 161 also agreed to it, 34 were undecided, 25 disagreed, while 24 strongly disagreed. These gave a Mean score of 4.00 indicating respondents' strong agreement to the proposition. All these translated to a Grand Mean of 4.00 and with that result the null-hypothesis is accepted which holds that "the level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate." See figure 1 for a pictorial view of this result.

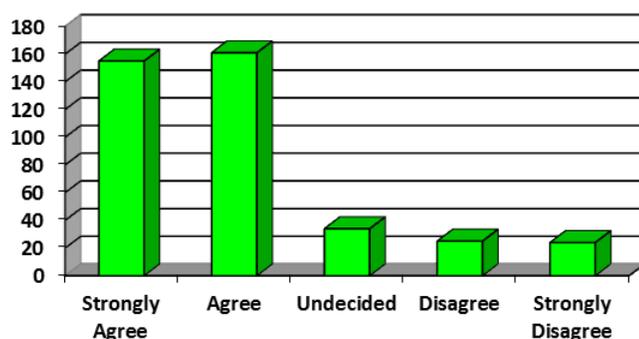


Fig. 1: Respondents' views on whether the level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State is not adequate.

Table 2: Test of Hypothesis 2: The training programmes were not on continuous/regular basis for teachers in primary and secondary schools in the State.

S/N	Questions	SA	A	UD	D	SD	Mean	Decision
1	The training programmes were not on continuous basis for teachers in primary and secondary schools in the State.	192 (960)	153 (612)	20 (60)	24 (48)	10 (10)	4.24	Strongly Agreed
2	The training programmes were not regular/adequate for the teachers in primary and secondary schools in the State.	183 (915)	167 (668)	13 (39)	20 (20)	16 (16)	4.16	
	Grand Mean						4.20	Agreed

Source: Field Survey, 2013.

Data on table 2 indicate that 192 respondents strongly agreed that the training programmes were not on continuous/regular basis for teachers in primary and secondary schools in the State; 153 also agreed to that; 20 were undecided, 24 disagreed with it, while the remaining 10 strongly disagreed. These gave a Mean score of 4.24, indicating respondents' strong agreement to the proposition. Again, 183 respondents strongly agreed that the training programmes were not regular/adequate for the teachers in primary and secondary schools in the State; 167 also agreed to that; 13 were undecided, 20 disagreed, while 16 strongly disagreed. These gave a Mean score of 4.16 indicating respondents' agreement to the proposition. All these computed, gave a Grand Mean of 4.16 and with that result we accept the null-hypothesis which says that "the training programmes were not on continuous/regular basis for teachers in primary and secondary schools in the State." See figure 2 for the pictorial view of this result.

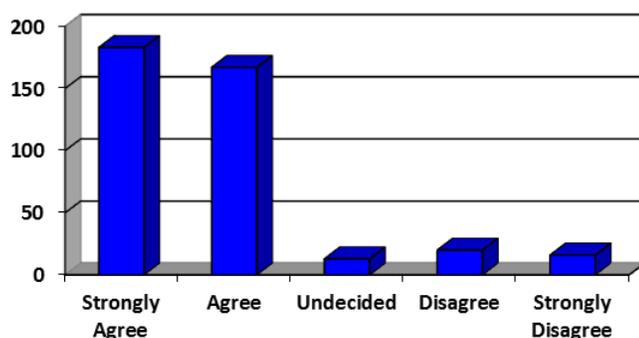


Fig. 2: On whether the training programmes were not regular/adequate for the teachers in primary and secondary schools in the State.

Table 3: Test of Hypothesis 3: Marketing communication tools have no significant relevance for inculcating the importance of teachers' training and retraining to educational policymakers and administrators in the State.

S/N	Questions	SA	A	UD	D	SD	Mean	Decision
1	Marketing communication tools of mass media advertising, billboards and Internet advertising will be highly effective in convincing the educational policymakers & administrators	212 (1060)	133 (532)	15 (45)	20 (40)	19 (19)	4.25	Strongly Agreed
2	Marketing communication tools of workshops, seminars, public lectures, direct mails, moral suasion and traditional media will be highly significant in convincing the educational policymakers & administrators	151 (755)	167 (668)	21 (63)	31 (62)	29 (29)	3.95	Strongly Agreed
	Grand Mean						4.10	Agreed

Source: Field Survey, 2013.

Data on table 3 reflect that 212 respondents strongly agreed that marketing communication tools of mass media advertising, billboards and Internet advertising will be highly effective in convincing the educational policymakers & administrators on the need for teachers' training and retraining in the State; 133 also agreed to that; 15 were undecided, 20 disagreed with it, while the remaining 19 strongly disagreed. These gave a Mean score of 4.25, indicating respondents' strong agreement to that proposition. Again, 151 respondents strongly agreed that marketing communication tools of workshops, seminars, public lectures, direct mails, moral suasion and traditional media will be highly significant in convincing the educational policymakers & administrators; 167 also agreed to that; 21 were undecided, 31 disagreed, while 29 strongly disagreed. These gave a Mean score of 3.95 indicating respondents' agreement to the proposition. These computed, gave a Grand Mean of 3.95 and with that result we reject the null-hypothesis and accept the alternative hypothesis which says that "Marketing communication tools have significant relevance for inculcating the importance of teachers' training and retraining to educational policymakers and administrators in Enugu State."

1.10 Summary of Results and their Implications

A summary of the major findings of the study reveal that:

- i. Majority of primary school teachers in Enugu State have not received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years.

- ii. Majority of secondary school teachers in Enugu State have not also received funding for workshops, seminars, conferences or other continuous education training programmes in the past 5 years.
- iii. The training programmes that were done were not on continuous basis for the teachers in primary and secondary schools in the State.
- iv. The training programmes were largely irregular and inadequate for the teachers in the primary and secondary schools in the State.
- v. Majority of the teachers have not received any computer training since their teaching practice, hence, majority of the teachers are not computer literate themselves and could not teach it to their students.
- vi. Marketing communication tools of mass media advertising, billboards and Internet advertising will be highly effective in convincing the educational policymakers & administrators on the need for teachers training and retraining programmes.
- vii. Marketing communication tools of workshops, seminars, public lectures, direct mails, moral suasion and traditional media will also be highly significant in convincing the educational policymakers & administrators.

The implications of the above-stated results are that the educational policymakers in the country have not been given adequate attention to teachers training and retraining programmes. Thus, majority of the teachers are not updated and equipped with current ideas in the educational world that would enhance effective teachings to the students. How then could products of such educational system adapt and compete on equal terms with their peers from other clime? One critical factor for moving the wheel of teachers continuous training programme forward is adequate funding. It is regrettable, therefore, that the level of funding of the training and retraining programmes of teachers in primary and secondary schools in Enugu State have not been adequate.

It is also quite perplexing that while organisations and institutions that organise national and international examinations in the country have all given deadlines for changing from paper-based to computer-based tests, majority of the teachers in primary and secondary schools in Enugu State have not received any computer training. Who then will teach the students? No doubt, some parents could afford to sponsor their wards on private computer lessons, but what percentage of the enormous number of students have informed and enlightened parents that would send them to such vital lessons? So, educational policymakers and administrators in the country have an uphill task here. Thank goodness, that marketing communications' tools could be used in achieving this.

1.11 Conclusion and Recommendations

Education is unarguably the foundation of development in any country. However, the quality of education pupils and students receive in any country is a function of the quality of teachers it has. Quality teachers themselves do not fall from heaven. They are products of effective educational policies, which must be anchored on continuous teachers' training and retraining programmes. Bearing all these in mind, we hereby recommend as follows:

- i. That above-the-line and below-the-line marketing communications' tools should be used by teachers' associations and professional bodies in Nigeria in persuading educational policymakers and administrators to give priority attention to teachers training and retraining programmes in the country, especially Enugu State.
- ii. That the educational policy in the country should contain that all primary and secondary school teachers must receive funding for workshops, seminars, conferences or other continuous education training programmes annually.
- iii. The National Assembly should ensure that adequate funds are approved in the budget every year for the training and retraining programmes of teachers in primary and secondary schools in the country, in order to equip them with requisite skills for modern educational knowledge in line with global realities.
- iv. The training programmes must be adequate in contents, regular and on continuous basis for the teachers in primary and secondary schools.

v. The country's educational policy must also ensure that all teachers in primary and secondary schools should go on compulsory computer training programmes in order to keep track with current trends in the educational world, and thus, be able to prepare their pupils and students for computer-based examinations.

It is also the opinion of Madumere-Obike (2007) that:

- vi. In order to improve the primary and secondary school teachers' performance and competencies on the job there is need to sponsor them regularly to workshops, seminars and conferences.
- vii. There is need to introduce an evaluation procedure that will require such teachers to sit for promotion examination which they need to pass at intervals. This is because, they hardly think of how to improve on the initial training acquired before being employed. This examination will instigate the teachers to be more committed and will also serve as a prompter for them to improve themselves by taking part in the development programmes organized in the area of skills and technology as a professional.
- viii. There should be a unit in the Ministry of education responsible for teacher development programmes. This is because; teachers are the pivot on which education revolves and education in turn determines the developmental advancement of every nation.
- ix. Those who handle teacher development programmes must be competent and qualified to carry out the training otherwise the exercise will be worthless.
- x. There should be a written-down training policy manual for training serving primary and secondary schools' teachers. This will provide a guideline on the amount and duration of training that should be given to them at all levels. Each of them should undergo at least one week training every academic year. But the duration should vary according to the needs of the teachers (Madumere-Obike, 2005:141; Ojike (2007). Ojike (2007), adds that teachers can also develop themselves informally, through programmes such as participating in professional associations, demonstration teaching and staff meetings.

REFERENCES

- Ani, C.I. (2010), *Public Education and the Law in Nigeria: Implication for School Administration and Teaching*. Enugu: His Glory Publications
- Chukwu, L.C. (2010), "Extent of Implementation of the Universal Basic Education (UBE) Programme in the South East Zone of Nigeria." Unpublished Ph.D Thesis. Enugu State University of Science and Technology.
- Delors, J. (1996), *Learning: The Treasure Within*, Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO, Paris. The *Highlights* to the report are available on-line at http://www.unesco.org/delors/delors_e.pdf.
- Elimore, R.R (2001), "Getting to scale with good educational practice." *Harvard Educational Review*, 66(1), 1-28.
- Enaibe, P.U. and Imonivwerha, P.A. (2010), "The place of teaching practice in teacher education programme in Nigeria: State of affairs in the 21st century," *Nigerian Journal of Education Research* Vol. 5, No. 16.
- Federal Republic of Nigeria (2004), *National Policy of Education*. Lagos: NERDC Press
- Gallagher, J. and Hogan, K. (2004), "Intergenerational, community-based learning and science education." *Journal of Research in Science Teaching*, Vol. 37, No. 2, p.108.
- Guskey, T. R. (2001), "Teacher efficacy, self-concept and attitude towards the implementation of instructional innovation," *Teaching and teacher education A*, 63-69.
- Guskey, T. R. (2002), "Moving from means to ends." *Journal of staff development*, 20 (1), 48.

- Igbo, Rosemary O. (2012), "Teacher continuing professional development (CPD) in Nigeria: Issues in the 21st century." In E.C. Iloputaije, B.U. Maduewsi and R.O. Igbo (Eds) *Issues and Challenges in Nigeria Education in the 21st Century*, Onitsha: West and Solomon Publishing Coy Ltd.
- Knapp, M. (2003), "Professional development as a policy pathway," *Review of research in educational development Vol.9*, p.157.
- Madumere-Obike C. U. (2007), "Refocusing teacher education for sustainable development: a case for continuous teacher development programmes" *Knowledge Review Volume 15 No. 7 December*, p.1.
- McKeown, R. and Hopkins, C. (2009), "EE and ESD: Two paradigms, one crucial goal." B.Chalkley, M. Haigh, and D. Higgitt (eds.), *Education for Sustainable Development*. London, Routledge, pp. 221-224.
- Nwanekezi, A. U. and Ifionu, E. P. (2010), "Challenges of Nigerian Teacher education in the 21st Century." In E.C. Iloputaije, B.U. Maduewsi and R.O. Igbo (Eds) *Issues and Challenges in Nigeria Education in the 21st Century*, Onitsha: West and Solomon Publishing Coy Ltd.
- Ojike, J.U. (2006), *Teaching without teacher education 24 Distinguished Lecture Series*, Adeniran Ogunsanya College education. Otto Ijanikin, Lagos State, Nigeria.
- Okon, J.E. (2006), "Historical Development of Education Administration." In I.B. Babalola, A.O. Ayeri, S. O. Adedeji, A. A. Suleimand and M.O. Arikewuogo (Eds) *Education Management: Thoughts and Practice*, Ibadan: Codat Publication.
- Osakwe, E.O. and Okoye, N.S. (1998), "The Teaching and Learning Process." In Inomiesia, E.A. and Osakwe, E.O. (ed) *Principles and Practice of Teaching*. Warri: Abou Research Publishers,
- Oyekan, S.O. (2000), *Foundations of teacher education*. Okitipapa: Ebun-ola Printers (Nig) Ltd.
- Porter, A.C., Garet, M.S., Desimone, L.D., Yoon, K.S. & Burman, B.F. (2000), *Does professional development change teaching practice? Results from a three year study: Executive summary*. Washington, D.C.: US Dept of Education.
- Smith, S. & Gillespie, M., (2007), *Research on professional development and teacher change*. <http://www.ed.gov/teachers/how/tools/initiative/factsheet.pdf>.
- Taylor, B.M., Pearson, P.D., Peterson, D.S. & Rodriguez, M.C.. (2005), "The CIERA School change Framework: An evidence based approach to professional .development in school reading improvement." *Reading Research Quarterly*, 40, 40-68
- Tilbury, D. and Mulà, I. (2009), *Review of Education for Sustainable Development Policies from a Cultural Diversity and Intercultural Dialogue: Gaps and Opportunities for Future Action*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0021/002117/211750e.pdf>
- UNESCO (2005b), *Links between Global Initiatives in Education. Education for sustainable development in action: Technical paper No. 1*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0014/001408/140848m.pdf>
- UNESCO (2005c), *United Nations Decade of Education for Sustainable Development (2005- 2014): International Implementation Scheme*. <http://unesdoc.unesco.org/images/0014/001486/148654E.pdf>
- UNESCO (2008), "Building A Better, Fairer World For The 21st Century" UNESCO Publication, 2009, p16.
- UNESCO (2012), What is Education for Sustainable Development? ESD Teacher Sourcebook. *Learning and Training Tools*, No. 4.
- Ziegahn, L. (2001). Diversity and inter cultural communication in continuing professional education. *Adult learning Articles/ Cengage Learning*.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

