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**Comparing Teachers' perception of their Career and Professional Development in different School types in Nigeria and England. A case study of Private/Independent and Public/State Maintained Primary Schools in Abuja, Nigeria and Portsmouth, England.**

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**Background**

Professional development and training are experiencing sweeping changes in many countries in the past decade. Capacity building to improve and update the quality of the existing teaching force is a great necessity in Nigeria today as the Government is making every effort to ensure that the educational objectives are met. In England and Wales, the Government's focus on raising standards of teaching and learning through the Continuing Professional Development (CPD) strategy aims to take a partnership approach in its implementation with LEAs, schools, teachers and other relevant organisations strategy. Research shows that CPD is necessary for all teachers in order to keep pace with the change and review their own knowledge, skills and visions for good teaching. However teachers in different schools have different experiences and perceptions about their career and professional development.

**Research Questions**

The paper examines the teachers views on their career and professional development in both public and private primary schools. The researcher's interest lies in investigating different perceptions of teachers in different school types as regards their career and professional development. One of the specific aims of the study is to contribute to a better understanding of how CPD can be planned and organised considering teachers' experience in different schools. It also aims at identifying the limitations and gaps in the practice of CPD of teachers in school types in both countries.

**Methods**

A mixed methods approach is employed for this study as it entails an innovative combination of various research instruments in the collection of data collection. It comprises of primary data i.e interviews, questionnaires, and other forms of secondary data e.g review of documents and reports. A purposive sampling method was used to select the participating schools in both countries. Questionnaires were distributed to teachers in eighteen different schools, in Phase 1 of Abuja comprising of four public and fourteen private schools and the three independent and ten state maintained schools from amongst the CIP(Community Improvement Patnership) areas in Portsmouth. Head teachers and CPD leaders of the participating schools were also interviewed as a means of triangulation.

**Frame**

One of the theoretical frame work that underpins this study is the concept of comparative research. The aims of comparative research is to seek explanations of the differences and similarities or to gain a greater awareness and a deeper understanding for social reality in different national contexts. In this case the researcher explores the perception of teachers in different school types in both countries.

**Research findings**

As the data collected are in the process of being analysed, the findings will provide gaining a deeper understanding of the practice and perceptions of teachers in the different school types. SPSS

package was used to determine the reliability of the questionnaires and then analysed while the interviews were analysed using thematic analysis. Hence this will provide suitable recommendations on the professional development of teachers that will be relevant to the stakeholders involved in teacher professional development