2019

Challenges faced by Nigerian-Trained Teachers Teaching in Schools in Southwestern Ontario, Canada: A Case Study

Ibhade Ebhaleme
University of Windsor

Challenges faced by Nigerian-Trained Teachers

Teaching in Schools in Southwestern Ontario, Canada: A Case Study

By

Ibhade Ebhaleme

A Thesis
Submitted to the Faculty of Graduate Studies
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education
at the University of Windsor

Windsor, Ontario, Canada

2019

Challenges faced by Nigerian-Trained Teachers Teaching in Schools in Southwestern Ontario, Canada: A Case Study

By

Ibhade Ebhaleme

APPROVED BY:

_____

J. Mboudjeke
Department of Languages, Literatures and Cultures

_____

Z. Zhang
Faculty of Education

_____

A. Allen, Advisor
Faculty of Education

February 13, 2019

DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

Canada is a multicultural country, and its classrooms and teachers reflect this reality. However, many immigrant teachers struggle when adjusting to Canada's cultural and pedagogical environment. This is especially true of Nigerian-trained teachers in Southwestern Ontario's secondary schools, whose experiences provide important insights into this issue. The current study focuses on Nigerian-trained teachers, how these teachers react to and handle such challenges and how these experiences affect their professional lives. This study uses a sample of five intermediate teachers (Grade seven to ten), who have three to five years of Canadian experience in the profession and had obtained their teaching certification from their country of origin. It uses an interpretivist approach to collect data through in-depth interviews and reflective journals maintained by participants over a three-month period. This study revealed how these challenges vary with respect to cultural differences in the classroom, curriculum implementation, qualifications and discipline. Thus, it provided a comprehensive understanding of the experiences of Nigerian-trained teachers in Ontario.

Key words: Nigerian-trained teachers, professional challenges/experiences, Southwestern Ontario schools, integration, and Nigeria/Canadian education system.

DEDICATION

To God

To my parents

To my advisor

To my family and love ones

To all people who inspire me

ACKNOWLEDGEMENTS

My appreciation goes to God for seeing me through my academic program. I am also grateful to my thesis advisor Dr. Andrew Allen, of the Faculty of Education at the University of Windsor. Without his support and helpful suggestions, I could not have accomplished the successful completion of my thesis. Sincere thanks to my thesis advisor for steering me in the right direction whenever help was needed. My special thanks to my committee members, Dr. Zuochen Zhang of the Faculty of Education and Dr. Jean-Guy Mboudjeke of the Department of Languages, literatures and Cultures. Also, to graduate secretary, Mandy Turkaij and all other Faculty of Education faculty members and staff of the University of Windsor. My greatest appreciation goes to them for their support and guidance for my thesis study.

I would also show my gratitude to my Parents, Engineer Omo Ebhaleme, and Mrs. Agnes Ebhaleme, family members and love ones, who believed in me and gave continuous assistance and support during my study. I am also grateful to all five participants who took part in the study and gave me the opportunity to share in the interesting and meaningful experiences of the teaching profession in Southwestern Ontario schools.

Thanks for all your encouragement!

TABLE OF CONTENT

LIST OF FIGURES AND TABLE

CHAPTER I
INTRODUCTION

Teaching is a noble profession in Canada, but it comes with many responsibilities. These responsibilities incur unique challenges that come with the teaching profession, for both Canadian-trained and foreign-trained teachers alike. Due to the relatively favorable condition of the Canadian immigration policy, Canada is one of the most diverse countries in the world. This diversity encourages foreigners from all parts of the globe to choose Canada as their home; including Nigerian-trained teachers.

Nigerian-trained teachers move to Canada for different purposes; for a better life and to increase their educational and professional opportunities. While many teachers have a positive experience coming to Canada, it is important to thoughtfully consider the challenges they might face, including preparation for the classroom and coping with difficulties encountered in the profession (Halicioglu, 2015; Landrum & McCarthy, 2012). Educators in Canada will eagerly agree with the importance of preparing teachers to handle the nuances of Canada's diverse classrooms; however, it is not only the students who reflect Canada's diverse identity: teachers do as well (Banks, 2016; Schmidt, 2010). With the influx of immigrants coming to Canada, Canadian schools, especially those in Ontario, are seeing a teaching community that increasingly reflects the diversity of their classrooms (Deters, 2015). Therefore, it is not only critical to understand how Canadian-trained teachers can navigate diverse classrooms, but also to understand how foreign-trained teachers do the same.

When moving to Canada, these teachers face challenges stemming from a change of location, cultural barriers, language barriers, and differences in the student

population, interaction with colleagues, parental involvement, and expectations of school leaders (Pollock, 2010). Moreover, the loss of familiar signs and symbols might have a major impact on their personal happiness and satisfaction (Joslin, 2002). Consequently, when considering moving abroad to work, these teachers need to inquire about and prepare themselves for unexpected changes. Many teachers around the world who work in locations other than their home countries face a series of challenges, and teachers from Nigeria are no exception.

The countries of Nigeria and Canada share some common characteristics; however, there are some significant differences. Nigeria is a developing country with poor health facilities, low literacy rates, a high infant mortality rate, and a poor standard of education (Olawale, 2016). In contrast, Canada is a well-developed country, with improved working conditions, a highly-rated education system, a very high standard of living, and a health care system ranked as one of the best in the world (Nuwire, 2010). The Nigerian and the Canadian education systems both originated from the British system. However, the Nigerian education system is slightly different from the education system in Canada because of the difference in the history of colonization in Nigeria in 1884 (Graham, 2009) and the history of the country since colonization. Although Nigeria and Canada are English-speaking countries, and though most teachers are taught in English, Canada has French as one of its official languages. Canada is officially a bilingual country and in some areas in Canada, such as Quebec, the French language is the official language. Despite the use of a different language, the system is still similar to other educational systems in Canada. Given these similarities and difference, the challenges

faced by Nigerian-trained teachers in Canada and their successful integration into the teaching profession is an under-explored topic in the academic literature.

Statement of the Problem

Employment of foreign-trained teachers is common to the Ontario education system, but there is a failure to realize the struggles of teachers in the integration process. While programs are in place, the effectiveness in the transition from one country to the other for foreign-trained teachers cannot be easily assessed or determined. Various authors (Schmidt, 2010; Schmidt, Young, & Mandzuk, 2010) see the importance of foreign-trained teachers and regard them as immigrant teachers who play a vital part in educating immigrant students to fit into the school system. These teachers serve as an addition to diversity of representation of people that are a part of the Canadian mosaic and they should be reflected in the diversity of teachers in the education system. These teachers also can bring substantial educational assistance to the progressively growing number of immigrant children in the Ontario Schools (Deters, 2015).

Consequently, a number of Nigerian-trained teachers are working in Ontario and must have gone through some of the rigors required of all foreign-trained teachers in order to be integrated into the Ontario teaching profession. Foreign-trained teachers need to meet these requirements in order to be a teacher in Ontario; this may be seen as a first challenge for all foreign-trained teachers. To teach in Ontario at publicly funded schools, the Ontario College of Teachers must certify a teacher irrespective of where and what country they obtained their teacher education. The basic education requirement

to teach in Ontario is to complete a minimum of a three-year postsecondary degree from a postsecondary institution, with the successful completion of a four-semester teacher education program. Afterwards, a teacher can apply to the College for certification and also pay the annual registration and membership fees (OCT, 2017).

One of the challenges for foreign-trained teachers is to be able to navigate the required rules and guidelines that must be followed for individuals to be allowed to teach in Ontario. This, as a result, causes a struggle for many teachers to integrate into the system (Walsh, Brigham & Wang, 2011). This challenge of integration for teachers may also have an effect on the social-cultural, psychological effects or professional lives (Pascal & Wagner, 2012). For example, teachers who have previous teacher training and teaching experience outside of Canada are sometimes not able to get employment, may have to go through a one-year or two-year education program to be recertified to teach in Ontario and sometimes they can only get teaching jobs on a part-time basis or as substitute teachers.

Some of the professional challenges that they have to deal with are the differences in the classroom culture, school curricula, routines, practices, policies, etc. Additionally, Nigerian-trained teachers are under-represented in the teaching population in Ontario and may lack initial support in helping them to adjust to teaching in Ontario. Their attempts at adjusting to a new country and having to seek recertification poses a series of challenges that may reveal insights into their everyday lived experiences. Thus, the Nigerian-trained teachers' experiences can highlight many of the unique challenges that teachers from

varied backgrounds and nationalities encounter when integrating into the Ontario education system.

Purpose of the Study

Different studies have examined the challenges of foreign-trained teachers. But, there are little or no studies on Nigerian-trained teachers in Canada and particularly in Ontario. In this regard, this qualitative study is designed to explore the challenges faced by Nigerian-trained teachers in Southwestern Ontario schools. The study will examine how these teachers react to and handle these challenges, and how these experiences affect their professional lives. The professional lives of Nigerian-trained teachers may also be affected by several individual factors including their interactions with students, parents, and colleagues. These teachers might also face issues of racism in schools that can hinder the success of their adjustment as newcomers within the school system. Hence, further studies are needed, regarding the adaptation and integration of Nigerian-trained teachers into the Canadian school system. The literature for this study focuses on four main challenges namely, cultural differences in the school system, curriculum implementation, qualifications, and school discipline.

Research Questions

The following questions were formulated to guide the data collection process:

1. What are the current issues and challenges facing Nigerian-trained teachers in schools in Southwestern Ontario, Canada?
2. What are the teaching experiences of Nigerian-trained teachers?

3. What kind of support would facilitate the success of Nigerian-trained teachers working in Ontario schools?

The significance of the Study

The study aims to make an extensive and innovative contribution to knowledge about teaching experiences in a multicultural world for teachers, administrators, and policymakers. The Canadian teaching system welcomes teachers from other countries, such as Nigeria, accepting teachers with different traditions, religions, cultures, and behaviours. The study might also help students to understand foreign-trained teachers and their experiences.

It is important to examine the challenges associated with teaching abroad from a teacher's personal experience rather than the perspective of the collective school system. The awareness of these challenges enables teachers to be adaptable and flexible to some factors, including the use of facilities, technology, working hours, skills in teaching, and the age and ability of students. The results from this research show a comprehensive picture of what Nigerian teachers experience in order to be broadly accepted into the teaching profession in Canada.

Definitions of Terms

- Nigerian-trained teacher in this study are teachers who were born in Nigerian and had gone through the teacher's education program either from the university or college in Nigeria and have obtained teaching certification.
- Foreign-trained teachers are internationally trained teacher who had gone through the teacher's education program either from the university or college to obtain teaching

certification outside Canada. This term is used interchangeably with Nigerian-trained teachers.

- Professional challenges/experiences: Challenges teachers face in the integration and acculturation process in Southwestern Ontario schools.
- Integration/ acculturation: The act of a teacher, incorporating, blending and adapting to the Ontario education system and school cultures.

CHAPTER II

LITERATURE REVIEW

There are numerous challenges for teachers new to the country, such as cultural differences in the school system, curriculum implementation, extracurricular activities, basic chain of authority, teaching style, use of resources, technology, parental involvement, qualifications, and discipline.

This literature seeks to review four major areas of challenge for teachers. These include cultural differences in the school system, curriculum implementation, qualifications, and school discipline. The literature also addresses the teachers' integration process as a concept that must not be ignored when dealing with the challenges of teachers, which addresses the acculturation of Nigerian trained-teachers. The Figure1, below shows the various areas to be illustrated in the literature review.

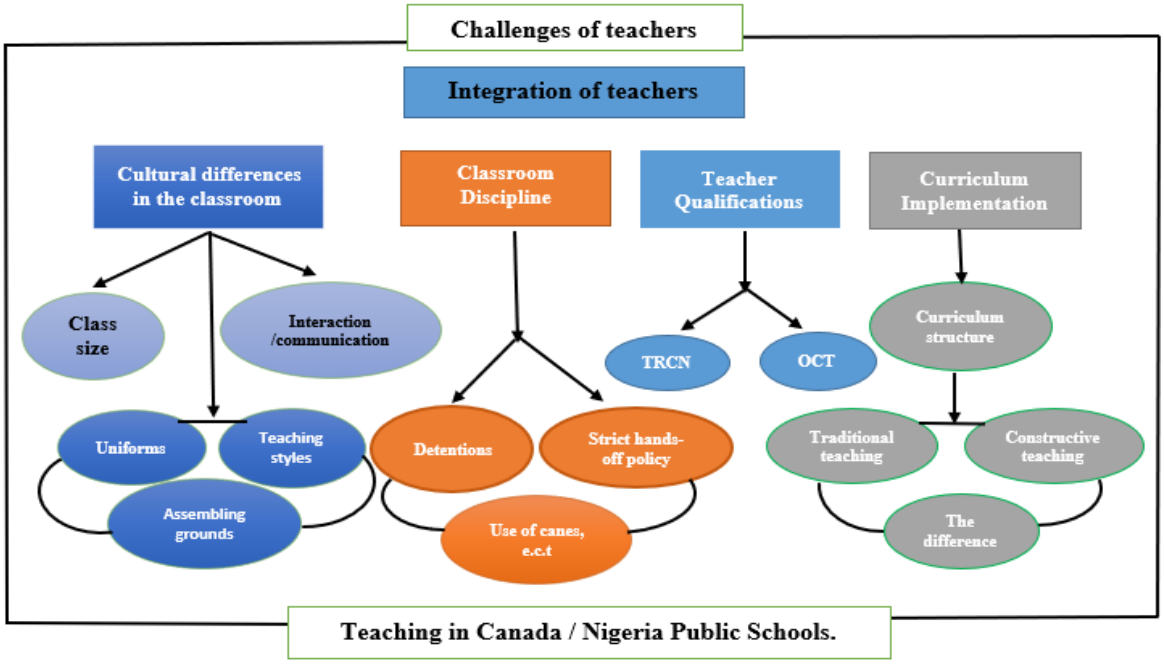

Figure 1: Literature review process chart**.**

Brief History of the Teaching Profession in Nigeria

The teaching profession as it exists in Nigeria today was established in 1842, during the colonial period when Christian missionaries brought formal or Western primary education. In this period, teachers required a certain level of certification (Ozano, 2013). The Teacher Certificate Grade II (TCGDII) was the certificate required to be a teacher and was obtained from teacher-training college. During the period of 1859, the secondary education was established. But during the 1990s, the TCGDII was gradually phased out (Oluremi, 2015).

Between the 1970s and 2000, Nigeria saw the introduction of two central education agencies, both of which created specific requirements for teachers: National Teachers' Institute (NTI) and the Teachers Registration Council of Nigeria (TRCN). In 1976, the Federal Government of Nigeria established the NTI with the sole aim of training and qualifying teachers at all levels of education (Chinaka, 2017; NTI, 2007). In 1978, the NTI was charged with implementing and conducting programs that upgraded teacher qualifications to the Nigerian Certificate of Education (NCE) level, with most of this training carried out using distance education techniques. Increasingly, the Nigerian Certificate of Education (NCE) became the mandatory diploma and was the major requirement for both primary and secondary school teachers (Ozano, 2013). At that time, teachers required either the TCGDII or the NCE to be gainfully employed. NTI was also responsible for developing other areas of teacher training by conducting workshops and conferences on the curriculum. The 1990s saw the introduction of the TRCN, which was

established in 1993. It is an agency of the Federal Ministry of Education of Nigeria that is mandated to regulate and control Nigeria's teaching profession, both in the public and private sectors and at all levels (Nigeria National Policy on Education, 2013).

Based on the criteria outlined by the NTI and TRCN, teachers in Nigeria required certification other than the TCGDII or the NCE. For example, during the 1990s, to be a certified teacher in Nigeria, a teacher had to possess the TRCN certificate (TRCN, 2010). Moreover, by the end of 2000, the NTI received approval from the government for a Bachelor of Education program, which all teachers must complete. This program is now offered by a variety of universities for teachers throughout Nigeria. Though it is now a prerequisite for teachers to have a bachelor's degree in education or a bachelor's degree in a subject field combined with a postgraduate diploma in education to be able to teach in senior secondary schools in Nigeria, a small number of teachers still only possesses the NCE (Chinka,2017; Oluremi, 2015; Ozano, 2013).

Concept of Integration

As Canada continues to embrace diversity, the concept of integration arises. The Canadian government has sought to recognize and support diversity and promote the engagement of foreigners in the economic, social, and political majority (Banting, 2014; Schmidt, 2010). Policies are put in place by the Canadian government to guide integration processes (CIC Canada, 2017). Integration is a phenomenon, which is seen fundamentally from two perspectives; one is from the society accepting a newcomer, and the other is from a new person trying to become familiar with a host country (King & Skeldon, 2010). Over the years, Canada's reliance on immigration has increased in order to meet shortages of skilled labor, especially in its smaller provinces and rural areas (Akbari & Aydede,

2013). In Ontario, the province receives new skilled workers in the teaching sector every year. That is, it is the contention that foreign-trained teachers can be very valuable contributors to the school system in Ontario. Nevertheless, for foreigners in the country to contribute to their full capacity, Canadian worksites must provide workplace environments favorable for their integration (Pascal & Wagner, 2012).

Canada offers support services for foreigners and is mainly managed by different sectors of government, which are the federal, provincial and municipal, and the non-governmental sector (Schmidt, Young & Mandzuk, 2010). One major service offered is the Canadian Immigrant Integration Program (CIIP), a ground-breaking initiative between the Government of Canada, the Association of Canadian Community Colleges (ACCC), and a network of partners across Canada (CIC Canada, 2016). This is offered in all provinces including Ontario. This program prepares foreigners for their economic integration and allows individuals to attend a one-day orientation workshop as well as planning sessions with an Orientation Officer (COSTI, 2017).

The effectiveness of the integration services and policy rendered may reflect on foreigners such as the Nigerian-trained teachers who are skilled workers in Ontario. It is clear that contemporary Nigerian-trained teacher must learn new skills, bodies of knowledge, and predispositions. This is closely associated with the new culture that these teachers encounter when dealing with students from increasingly diverse backgrounds, which are found in Ontario schools (Gay, 2010).

Under these circumstances, Nigerian-trained teachers need to be properly integrated into the Ontario education system, with the ideology that these teachers need

new cognitive maps of what it means to teach effectively in Ontario. Poor or inadequate integration into the Ontario education system may result in conflicts for some professionals that will increasingly reflect on their challenges (Niyubahwe, Mukamurera & Jutras, 2013). For instance, inadequate integration leaves teachers unfamiliar with the educational systems, students, and the procedures in terms of their curricula, teaching methodologies, evaluative procedures, teaching aids, values emphasized, and the parental participation in the teaching-learning process (OECD, 2000; Zhou, Jindal-Snape, Topping, & Todman, 2008). In this manner, several emotional, social or cultural problems become difficult for teachers to understand and to handle. Effective integration may help to alleviate additional barriers from Nigerian-trained teachers, by aiding the reconstruction of their professional identities. France, Rodríguez, and Hett (2013) see identity as a process of knowing and restructuring the relationship between self and others, self and society, and self and the world. This enables teachers to be able to distinguish between the new culture in the education system and former culture and the way of doing things in their home country education system. For teachers to be fully integrated, they must be able to understand the policy and rules guiding the profession in their new country.

Challenges of teachers

The challenges identified based on a comparison of teaching practices in Canada and Nigeria. These include cultural differences in the school system, curriculum implementation, qualifications, and school discipline.

Cultural Differences in the School System

Culture is the customary social behaviour, characteristics, and norms that are deemed acceptable by society, and they can have a tremendous influence on individuals (Johnson & Harris, 2009). Gay (2010) sees culture as the core characteristics of an ethnic group, and this is demonstrated in individuals' behaviours and thinking. This behaviour is subjective to militating variables—such as gender, social class, and the degree of connection—that are illustrated by in *Figure 2.* Culture dynamics

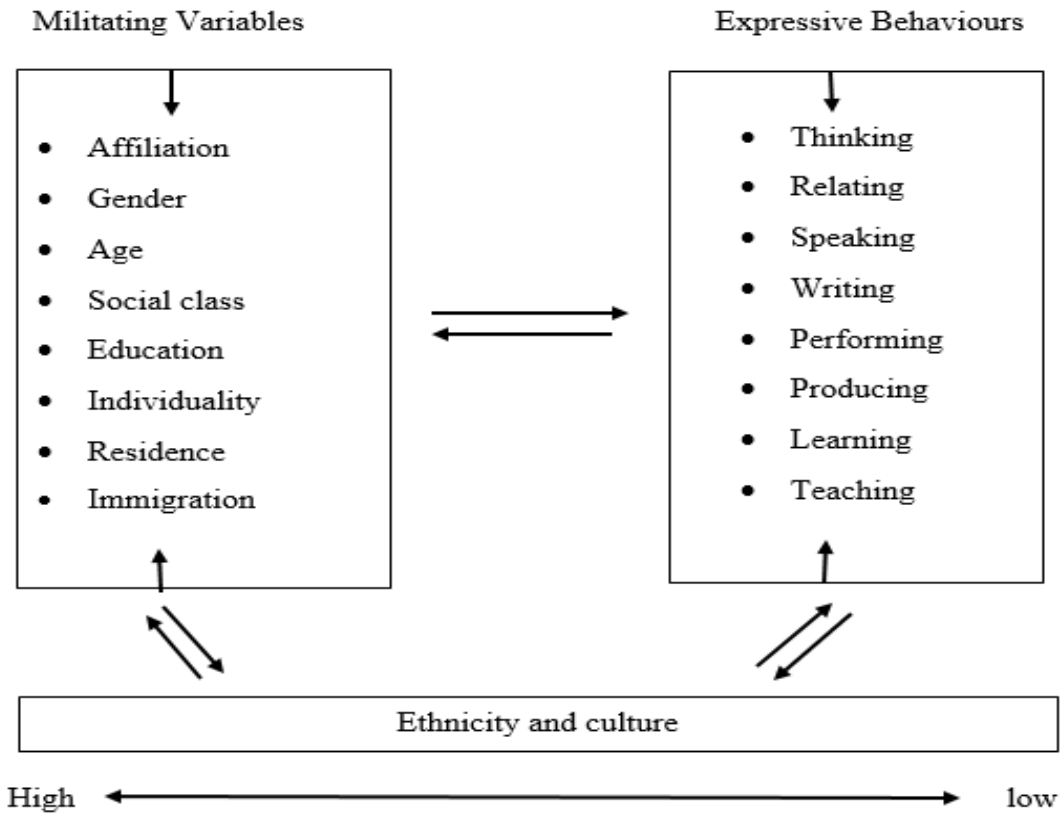

Figure 2. Adapted from, Culturally Responsive Teaching; Theory, Research & Practice by Gay. G, (2010), (2nd ed.). p.11, New York NY: Teachers college press.

The diagram illustrates how human behaviour is influenced by ethnicity and culture, which depends on militating variables such as class and race. The bidirectional arrow shows the degree, relationship, and interaction between variables and behaviour. However, the arrow does not always go in the same direction or at an equal degree. For example, a high level of education is not necessarily correlated with high degrees of learning (Gay, 2010). Behaviours are rooted in the ethnicity and the culture of an individual. However, culture influences teaching and learning, and it is, therefore, an important component of the school system (Yılmaz & Boylan, 2016).

Culture defines what goes on in classrooms (Alexander, 2011; Landrum & McCarthy, 2015). Teachers moving to a host country need to familiarize themselves with a new culture, thereby understanding the different cultural intersections and mismatches in order to bridge the gaps between the different cultural systems (Gay, 2010). Familiarizing themselves with a new culture may incur culture shock for teachers. Consequently, it is important to consider culture shock, which might occur when a teacher struggles to adapt to the cultural practices of the new school environment (Oakes, Lipton, Anderson, & Stillman, 2018). In addition, Matheson and Butler (2013) argue that culture shock may result in a phase of idealizing the tradition of an old country but must accept the culture of the host country. Likewise, adapting to the new culture also depends on the ethnicity, class, race, and gender of the teacher (Gay, 2010; Namulundah, 2011). When acculturating and integrating, teachers need to consider cultural differences (Banks, 2016; Epstein & Kheimets, 2000).

Cultural differences manifest in diverging pedagogies that influence the way students and teachers address each other and interact, as well as the schools and class population, which in return affect the size of a class (Good & Lavigne, 2018). The size of a class varies among countries, and these differences in class size are critical concerns for teachers from developing countries who are working in Canada. The decisions about class size in a country or province is made by administrators and not teachers (O'Brennan, Bradshaw, & Furlong, 2014; OECD, 2012). Furthermore, class size could be referred to as a tool for measurement to ascertain the average number of students in a class in a given school within a country (Adeyemi, as cited in Grace & Oluwatoyin, 2016, p.65). However, when discussing different cultural pedagogies, the comparison of the Nigerian school system and the Canadian school system is a important factor. In Nigeria, the size of a public-school classroom ranges from 40-100 per class (Aina, 2009; Ajao, 2004). Due to the growing increase in Nigeria's population, classrooms often are overpopulated with students (Knofczynski, 2017). While in Canada, classrooms tend to be less formally structured with the number of students ranging from twenty to thirty students. Though Ontario primary schools have previously struggled with large class sizes, this issue has been phased out. Figure 3 illustrates the reduction of class sizes in Ontario from 2008 to 2009 and demonstrates how the small class sizes have been maintained across Ontario from 2016 to 2017 (Ontario Ministry of Education, 2018).

The Line graph shows that:

- 2016 to 2017: 91% of primary classes have 20 or fewer students.
- 2015 to 2016: 90% of primary classes have 20 or fewer students.

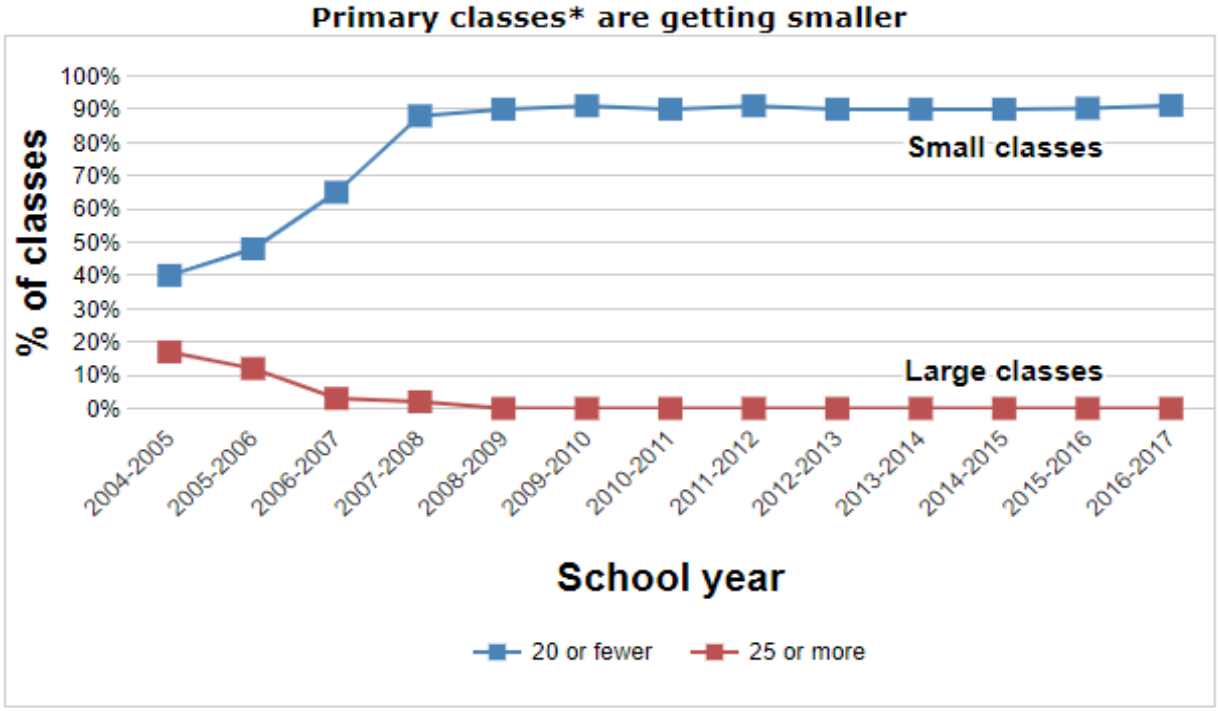

Figure 3. Adapted from, Class-Size Tracker, by Ontario ministry of education (2018). Queen's Printer for Ontario. Retrieved from http://www.edu.gov.on.ca/eng/cst/

Furthermore, Nigerian teachers are not used to giving individualized attention to students because of the larger class sizes (Mamman, Chadi, & Jirgi 2015). In Ontario, interactions between students and teachers are likely to be more informal and individualized than in Nigeria. In English language schools in Ontario, teachers are commonly referred to by their last name, which is paired with formal titles such as Ms., Mrs., or Mr. However, in Nigeria, students refer to teachers by their first name, preceding it with the familial titles of 'auntie' or 'uncle.' In Nigeria, these familial titles are considered as respectful as the more formal Ms., Mrs. or Mr. are in Canadian schools. Moreover, teachers in Nigeria are allowed to hug and hold hands as a sign of familiarity, which is frowned upon in Canada. Despite this, there is little personal communication between the teacher and the student in Nigerian schools and their relationships tend to be

more formal. Canadian classrooms tend to have more two-way communication that connects teachers and teachers more personally (Zhou, Knoke, & Sakamoto, 2005). Educational theory has long established that clearer communication between an instructor and students and timely feedback flows are critical for effective teaching and learning (Lunenburg & Ornstein, 2012).

The practice of the wearing of school uniforms, lecture-style teaching, memorization as the principal learning strategy, and knowledge assessment through standardized testing are quite common in many educational systems (Stitou & Duchesne, 2010). However, cultural differences in the classroom can also reflect on school practices and a particular form of practice is the use of school uniforms for students (Happel, 2013). In Nigeria, uniforms are mandatory and worn by students in both the private and public schools. More so, in Canada, mostly private and Catholic school seem to mandate uniforms, and this might serve as a challenge for teachers from other countries who are not accustomed to the structure of the Canadian classroom.

Some other cultural practices are the use of assemblies by schools in Nigeria. On specific days of the week, students must assemble in the school's large open space where other forms of activities will be carried out, such as giving announcements by the school principals or headmasters, religious practices and thereafter students marching in a line to go back to their individual classrooms. While in Canada announcements are made while students are already in their classroom 5 to 10 minutes prior to the time of teaching, with public address systems in each class.

Having some knowledge of how cultures vary from each other can give teachers a starting point with respect to how they can approach a student or class before getting to know the nature of that class. Many cultural differences may arise in a classroom where teachers and students are from different cultural backgrounds (Alsubaie, 2008; Hofstede, 2011). Identifying and being able to distinguish various cultural differences will allow teachers to create a safe and culturally responsive learning environment for students. It is vital to recognize and understand these differences to be able to implement culturally responsive teaching and pedagogical practices in the classroom to ensure the success of every student (Krasnoff, 2016). The concept of culture, therefore, helps us understand the school's unwritten rules and traditions, customs and expectations and how it affects performance (Deal & Peterson, 2016).

Classroom Discipline

Discipline is assumed to serve to encourage honesty and diligence via the strict following of rules and regulations, social norms, and values in more traditional school systems (Fern, 2013). Amstutz and Mulloent (2015) also refer to discipline as the teaching of rules that help children socialized into their culture with the intent to stop any inappropriate behaviour by taking absolute responsibilities for their own actions. Therefore, some form of discipline or codes of conduct are required for schools, regardless of the cultural practices and norms of each country, even if the methods of execution differ. In essence, discipline as a societal structure can be described as a way of life in accordance with the established rules of society to which all individuals must conform (Temitayo, Nayaya, & Lukman, 2013; Wheldall, 2017).

Discipline is a central concern of most teachers because it encourages students to behave “appropriately” based on their societal norms or follow rules set out for students in the classroom. However, the purpose of school discipline and how it should be implemented varies widely (Landrum & McCarthy, 2012). School officials often worry about indiscipline behaviour of their students and fear occurrences of student unruliness that might prevent the schools and classrooms from functioning effectively. The issue of indiscipline has always been a significant concern for educators, policymakers, and parents (Ali, Dada, Isiaka, & Salmon, 2014). The prevalence of aggressiveness among students creates unhealthy relationships between students and teachers and leads to the destruction of school properties and perhaps even to violence (James, Bunch, & Clay-Warner, 2015). Some other common disciplinary problems found in schools are fighting among students; insubordination and disobedience to teachers and school authorities; disruption in the classroom; truancy; dress code violations; theft; leaving campus without permission (Temitayo, Nayaya, & Lukman, 2013). These disciplinary problems can cause more extensive distress to the education system, such as student regular tardiness, poor academic performance, high dropout rates, and examination malpractices (Ali, Dada, Isiaka, & Salmon, 2014).

In order to achieve satisfactory standards within a school, a certain level of discipline must be established and maintained (Nakpodia, 2010). To this end, the Ministry of Education and school boards set specific policies to maintain discipline in schools. These policies are then carried out by the principals, vice-principles, and teachers. These policies govern how teachers are allowed to administer any form of discipline to students

in accordance with school board or ministry guidelines. Thus, it is critical for teachers to be aware of every disciplinary policy in line with the profession (OCT, 2017).

However, school systems have a variety of methods of discipline that differ from country to country. Some forms of discipline are universal, though applied with varying frequency (Losen, 2011); others that are acceptable in some countries are considered improper or even illegal in others. For example, in both Nigeria and Ontario, discipline often takes the form of detention, suspension, or the revoking of privileges (Payne & Welch, 2013), though these are practiced less often in Nigeria. More so, Nigeria also uses canes as correctional instruments when disciplining students. For instances, students are whipped or flogged by teachers if they are late to school or act in any way that is not acceptable by the school authority. Nevertheless, in Ontario, it would not only be unacceptable to whip or flog a student, but it would also be considered a criminal act. This is demonstrative of Ontario schools' strict hands-off policy, which is not the same in other countries (Ontario Ministry of Education, 2012).

In Ontario, there are two distinct policies on school discipline: The Safe Schools Act (Bill 81) and the Progressive Discipline and School Safety (Bill 212) (Milne & Aurini, 2017). The Safe Schools Act and Regulations and the school board policies on discipline aim to regulate discipline in Ontario schools (Ontario Safe Schools, 2006; Ontario Ministry of Education, 2012; Ontario Human Rights Commission 2013). Both these policies advocate a zero-tolerance rule that calls for a specific response or disciplinary action against any students who commit the same offense (Pollock, 2010). Eventually, the Safe Schools Act was replaced by the Progressive Discipline and School Safety

(Education Amendment Act, 2007). The Ontario Ministry of Education (2012) defines the Progressive Discipline as:

> A whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices (p. 3).

Therefore, the Progressive Discipline approach is intended to promote positive student behaviours and achievement in Ontario schools (Ontario Ministry of education 2012; Ontario Human Rights Commission 2013). Wherever the policies guiding school discipline differ, teachers from other countries might carry their own residual knowledge of discipline from their background, tradition or culture as they adjust to the new discipline pattern mandated by the school board in which they work in Ontario.

Conversely, the Nigeria education system, are also guided by disciplinary policies but, there are several other forms of discipline widely practiced in Nigerian schools and communities that involve social interactions (Lukman & Hamadi, 2014). Students are required to greet any teacher or parent they pass by on their way to school, and it is their first duty to a teacher as soon as a teacher walks into the classroom. Students who do not

greet their teachers in the required manner are regarded as disrespectful and undisciplined and may receive punishment by the teachers and even from the school principal (Nakpodia, 2010). Various forms of punishments may be applicable to students who are regarded as disrespectful, such as kneeling in front of the classroom or outside, doing chores like cutting grass, or cleaning washrooms during class time. While in the classrooms, students are expected to respond to questions in class only when they are asked and are restricted from talking out of turn in the classroom. In other parts of the world, such as China, there is a particular emphasis on school discipline where students are expected to be silent and not interrupt when the teacher is speaking. They are expected to listen in class and only occasionally ask questions (Yaylaci & Islam, 2013). And in certain circumstances, physical contact among students, like hugging is banned on the campus and even outside the school (Zhou, Knoke, & Sakamoto, 2005).

Classroom size and school population may also affect discipline pattern of schools (Aina, 2009; Ajao, 2004; Blatchford, Bassett, Brown 2011). According to Marais (2016), large classes tend to be noisier and are more disposed to pushing, crowding and hitting, to the extent that this can impact negatively on classroom discipline and may affect the teacher's ability to manage the class less effectively. In Canada, the smaller class sizes allow public schools and private schools' disciplinary action to be carried out more effectively (Nakpodia, 2010). However, in Nigeria, strict disciplinary actions are strongly enforced and seen as effective in the private schools and boarding schools where student tend to follow school instructions. It is also perceived that the enforcement of strict authoritarian discipline is necessary in public schools because of larger class sizes and poor teacher training (Ali, Dada, Isiaka, & Salmon, 2014). Teachers in public schools

carry out discipline with caution because they may be the victims of student reprisals, either in class or outside of school (Hall, 2017). Discipline, therefore, is not only just a challenge for just teachers, but the education sector at large.

Curriculum Implementation

Another challenge teachers might face, is the implementation of the school curriculum. The curriculum is seen as the combination of different training courses that are outlined in sequence within a context to affect the education of student (Kasemsap 2017; Abadama, 2018). The glossary of education reform (2015) also, refers to curriculum, as structure or plans set to guide the lessons and academic content to be taught in a specific course or program in a school. Likewise, Modebelu (2015) describes the curriculum as a guided plan, designed to facilitate learning experiences for learners in order to establish a quality relationship between what is learned within and outside the school. The Ontario Ministry of Education (2018), refers to the curriculum as a policy document that is aimed at identifying student's achievement, towards what must be known and able to do at the end of every subject, grade or course in a public school.

Curriculum Implementation is described by Makewa and Ngussa (2015), as the act of executing the plans and suggestions made by curriculum specialists and subject experts in a classroom or school setting. Curriculum Implementation is also the carrying out of the structured curriculum, by school authorities (IBE-UNESCO, 2017). Garba (2004) sees curriculum implementation as the process of putting the curriculum to work in order to achieve broad goals and related specific objectives. Okebukola (2004) also defines curriculum implementation as the translation of the objectives from paper to practice, such

as from theory to practice. Ukpong and Udoh (2012) identify five functions of the curriculum:

I. It determines educational direction, including the decision of the type of society people want to live and serve in.
II. It determines the principles and procedures that will help educators select and arrange instructional programmes.
III. It concerns itself with the application of the chosen principles.
IV. It determines and assesses what changes have been brought about.
V. It determines the next steps to be taken (p. 2).

Therefore, the state, territory school and curriculum authorities are responsible for the implementation process and implementation support (Brady & Kennedy, 2014). This is to ensure the provision and organization of assistance to staff and teachers, with the newly developed curriculum are adequately delivered at the classroom level (Glatthorn, Boschee, Whitehead & Boschee, 2018). The school administrators, teachers, head teachers, and standard officers are responsible for the overall implementation of the school curriculum and the classroom teachers are the main or final curriculum implementers (Modebelu 2015; UNESCO, 2017).

The curriculum structure in Canadian is unique and different from other countries in a number of ways. Curriculum is structured to reflect the teaching patterns of a country's education system (Deal & Peterson, 2016; Pinar, 2014). In Nigeria, the curriculum is designed to suit the 6-3-3 pattern of education: six years for primary education, three years for junior, and three years for senior secondary school education

(Amaghionyeodiwe & Osinubi, 2006; Nigeria National Policy on Education, 2013). In contrast, the curriculum in Ontario schools is designed to suit elementary education, which is from grade one to eight, and secondary education, which is from grade nine to twelve. In Ontario, the curriculum is made up of three components (Ontario ministry of education, 2018):

- The front matter provides critical foundational information about the curriculum itself and about how learning connects to Ministry of Education policies, programs, and priorities.
- The curriculum expectations (overall and specific expectations) are the knowledge and skills that students are expected to demonstrate in each subject at each grade level by the end of the grade.
- Additional supports, glossaries, and overviews are included to provide further guidance and information to support the implementation of the curriculum (p. 1).

Moreover, several factors can restrict the curriculum for foreign teachers and these factors stand as barriers that hinder the successful implementation of the curriculum (Zaphiris & Ioannou, 2015). These factors include: time management, lack of clarity about curriculum reform, teachers' lack of skills and knowledge in the use of materials, the initial mismatch between the teacher's residual ideologies, and role overload (Bennie & Newstead, 1999; Jones & Eick, 2007). Consequently, numerous foreign-trained teachers working in Canadian schools are currently trying to come to terms with an ideology of outcomes-based education and their new learning environments (Bantwini, 2010; Bennie & Newstead, 1999). One major challenge for Nigerian-trained teachers is adjusting from a

traditional or behaviourist teaching approaches in Nigeria to using a constructivist teaching approaches in Ontario.

Constructivist-teaching model

The constructivist-teaching model may result in a challenge for foreign trained teachers who are not familiar with this approach. Ontario school curriculum facilitates and primarily relies on constructivism. The constructivism model is anchored on Piaget's Theory which encourages students learning through collaboration and exchange of learning experiences among themselves (Muijs & &Reynolds, 2011; Reyes, 2013). Likewise, Altun and Yucel-Toy (2015) define it as a theoretical framework that holds that learning is built upon the knowledge that a student already knows. According to the constructivist approach, knowledge and beliefs must be constructed by the students themselves to give meaning to the experiences that one is exposed to within the learning process (Altun and Yucel-Toy, 2015; Mvududu & Thiel-Burgess, 2012). Olusegun (2015), argues that constructivism is not a specific pedagogy, but it is an educational theory that holds that teachers should first consider their students' knowledge and allow them to put that knowledge into practice. However, teachers from developing countries may struggle with implementing this new approach, as they have little or no experience in teaching using a constructivism approach. Although teachers in Nigeria may have knowledge of constructivism, the education system and curriculum Nigeria may not be able to facilitate this model because of the inadequate teaching resources, large classes, etc.

Traditional-teaching model

The traditional teaching approach is also known as a teacher-centered instructional method and involves placing teachers at the center of all classroom activities (Ahmad & Aziz, 2009). This is the most common method practiced in Nigeria, where teacher-directed learning uses an instructive approach, which entails taking responsibility of carefully planning the school curriculum to suit the instructional procedures employed by teachers (Westwood, 2008). In this approach, teachers are seen as the custodians of knowledge, and Tanner (2009) suggests that the teacher-centered method is a classroom dominated by teachers in which students are meant to respond only when called upon to answer questions. In this setting, students have specific roles and perceptions as listeners, receivers, and banks of knowledge (Good & Lavigne, 2018). This implies that students' active participation in the classroom is minimal pending on what the teacher authorizes.

Difference between Traditional Classroom and Constructivist Classroom

Olusegun (2015), identified some major differences between the teaching models as it reflects in the classroom which is seen in Table 1.

Traditional Classroom	Constructivist Classroom
The curriculum begins with the parts of the whole and emphasis is more on the basic skills.	The curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts
Strict adherence to the fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.

Materials are primarily text books and workbooks.	Materials include primary sources of material and manipulative materials.
Teachers disseminate information to students; students are recipients of knowledge	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority	Teacher's role is interactive, rooted in negotiation
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. The process is as important as the product.
Knowledge is seen as inert	Knowledge is seen as dynamic, ever-changing with our experiences.
Student work primarily alone	Students work primarily in groups.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.

Table 1. Adapted from; Constructivism Learning Theory: A Paradigm for Teaching and Learning by Olusegun B.S (2015) Journal of Research & Method in Education *5*(6), p. 68, Retrieved from https://pdfs.semanticscholar.org/1c75/083a05630a663371136310a30060a2afe4b1.pdf

The main difference between the both classrooms is the focus on either the student at the center of their own learning or the focus on the teacher and the curriculum. The knowledge and comfort teacher through constructivism may be a challenge for teachers from another country as they adjust to teaching in Ontario.

Qualifications

Qualifications are essential credentials or certificates obtained after the completion of any program and they grant teachers access to a profession (OECD, 2007). These may be earned from an authorized source, such as the government, a higher institute of learning, or a private source. In addition, a teaching qualification is one of a number of academic documents and professional degrees that enables an individual to become a registered teacher **(**Darling-Hammond & Lieberman, 2012).

Teaching qualifications vary from country to country and have different measures. Some authorities require student teachers to go for practical teaching exercises during the course of a teacher education program in order to acquire certain teaching competencies, develop foundational concepts of teaching and learning and to become familiar with the curriculum (Landrum & McCarthy, 2015). In Nigeria, teachers' qualifications are obtained after the completion of a teacher's education program, either from a university or college of education (Nigeria National Policy on Education, 2013). Afterward, they must register with a national accreditation body or the Teachers Registration Council of Nigeria (TRCN, 2010). The TRCN grants teachers the complete license to teach all level in Nigeria. In Nigeria, there are three levels of education. The first is primary, which features levels P1-P6. These are equivalent to grades 1-6 in Western schools. The second is junior secondary, which features levels JS1-JS3. These are equivalent to grades 7-9 in western schools. The third is senior secondary, which features levels SS1-SS3. These are equivalent to grades 10-12 in Western schools (Nigeria National Policy on Education, 2013). Teaching in Nigeria, in any location or state, has the same prerequisites in the

teaching profession and is governed by the central body or TRCN throughout the country (TRCN, 2010).

In Canada, provincial requirements for the teaching profession vary from one province to another as each has different governing authorities (Adamson, Astrand, & Darling-Hammond, 2016). However, all teachers in Canada must have attended a Canadian teacher education program and must obtain teacher qualifications to teach any grade from kindergarten to grade twelve. To be a teacher in Ontario, teachers from other countries with a teaching certificate must enroll in the Ontario College of Teachers (OCT, 2017). Teachers who have teacher education credentials from their countries of origin need to pass a test for proficiency in English and obtain a teaching certification from their country of origin in order to apply to the college. A certificate is a form done either electronically or on paper issued by the government or originating authority according to the applicable rules of origin (World Customs Organization, 2014).

In addition, the transcript from their previous institution is required. One major concern arises in transferring transcript of teachers. Due to poor documentation of records in the 1960s, vandalism, corruption of staff in examination and records department of some universities and other tertiary institutions, such records are difficult to obtain and may hamper the smooth retrieval of any documents (Atulomah, 2011). A teacher who has studied in that period may be unable to transfer their transcripts to the current location in Ontario. This may require the teacher to gp through the process of becoming certified again to obtain a teaching certificate. In Ontario, teachers must be a certified member of the Ontario College of Teachers and the license is based on four criteria:

1. Completion of an acceptable teacher education program;
2. Completion of an acceptable post-secondary degree of at least three years in length or work experience if applicable;
3. Fulfillment of the College's language proficiency requirements; and
4. Fulfillment of the College's Professional suitability requirements. (OCT, 2017)

The category of teaching in Ontario falls under the elementary and secondary schools and are divided into four age levels or divisions: the primary level, which is from junior kindergarten to grade 3; the junior level, which is from grades 4-6; the intermediate level, which is from grades 7-10; and the senior, which is from grades 11-12 (OCT, 2017). Hence, teachers who intend to teach in public school in Ontario must meet the certification requirement by the Ontario College of Teachers.

CHAPTER III

METHODOLOGY

Introduction

The current study adopts qualitative research method as a way of capturing the lived experiences of the participants. Qualitative research method is defined as an approach geared towards helping investigators to examine social experiences, academic learning experiences and factors affecting these experiences (Gelling, 2015). To achieve this, the study uses a case study design. This approach is beneficial because it provides rich data for the analysis of complex issues and interventions (Atchan, Davis, & Foureur, 2016) and allows researchers to investigate a phenomenon "from multiple perspectives within a bounded context, allowing the researcher to provide a 'thick' description of the phenomenon" (Taylor & Thomas-Gregory, 2015, p. 41). This requires the researcher to investigate the meaning that others give to their own situations (Race, 2015) through an intensive study of a single unit that aims to generalize across a larger set of units (Gerring, 2004). It can also be a research strategy and an empirical inquiry which investigates a phenomenon within its real-life context. A phenomenon could be a group, an individual, a program or an event that the researcher is intending to gain insight into through interpretation of the case being studied (Anderson, 1981). In this way, other authors suggest that a case study is not a methodological choice but a choice of an object to be studied (Stake, 2000).

In this project, a case study design explores the experiences of individual teachers trained in Nigeria who has spent three to five years in the teaching profession across

Ontario. The data collection in this study consists of interviews, field notes, reflective journals and documents retrieved online. The use of face-to-face interviews and interactions to explore a particular research phenomenon could clarify a problem, situation, or context that is not thoroughly understood (Sutton & Austin, 2015). The researcher is not aiming to make assumptions from the data, but rather simply seeks to identify challenges that originate in personal experiences in the teaching profession of the individual Nigerian teachers. The interviews were designed to explore these experiences based on cultural differences, curriculum, qualifications, and classroom discipline. Five Nigerian-trained teachers in public schools in Southwestern Ontario were interviewed using several guiding questions (see Appendix C) to elicit their professional experiences.

The Participants

Many Nigerian-trained teachers are scattered around different Ontario schools. This research was based on the teachers' personal experiences and not on the school system perspective. These teachers have spent three to five years in the profession and teach grades seven to ten. Grade seven to ten is the middle school and was chosen by the investigator in order to get an in-depth insight from both the primary and high school and not to generalize the experiences for all teachers. A teacher in a primary school may have a different experience from a teacher in high school. The study excluded Nigerian teachers who were born in Nigeria and received their teacher's education in Canada. Also, Nigerian-trained teachers who had any form of relationship with the investigator were excluded. The investigator used a convenience sample of one to five participants. The sample was carried out in the Windsor-Essex county area of Ontario.

The recruitment of participants for this study began by seeking permissions from two different organizations. The churches that are predominately Nigerian (Redeemed Christian Churches) and the Nigerian Canadian Organization Windsor (NCOW). Announcements were made, and posters were placed strategically around the offices of these organizations, and emails were sent to members of these organizations. The recruitment poster had the investigator's e-mail address, through which Nigerian teachers who were interested could contact the investigator.

Finally, five participants consisting of three males and two females, who met the study's criteria were recruited for the study. The study required the participants to have at least three to five years of experience: two participants fell within this range and three had more than five years of experience. The participants were recruited through e-mail response and through a one-on-one introduction by those who had participated in the interview. Participants were informed of their right to remain in or withdraw from the study, and informed consent was read and signed by each participant.

The Research Site

To ensure scheduling was convenient for the participants, the interviews were conducted at a time chosen by participants between June 30th to July 30th. The interviews were done in two strategic places: The University of Windsor library and the Redeemed Christian Church Hall. Likewise, to ensure the interview venues were comfortable and accessible for the participants, they were allowed to choose a venue from several options that provided a quiet environment that would facilitate clear recordings for data collection.

Data collection

Data were collected through two methods, the first was semi-structured, in-depth interviews, during which the researcher took field notes. The second was reflective journals that were maintained by participants. The details of some of these were verified by documents retrieved online. The data collection process was done between June 30, 2018, and July 30, 2018, and began with interviews. The interviews allowed the researcher to collect data by asking questions related to the subject of the study and recording participants' responses (Creswell & Creswell, 2018). Also, Gelling (2015) sees the interview as a means to provide rich data associated with an individual's experiences and relevant knowledge of the phenomena.

The semi-structured Interviews were informal and consisted of open-ended questions which began with the inquiries of some basic information about the participants (see Appendix C). These questions were designed to help obtain participants' perspectives and experiences as teachers in Ontario. The interviews were conversational in nature and included face-to-face interaction with each participant. Several days before each interview, questions were given to each participant to allow them to reflect on their experiences and prepare for the interview. The interview investigated the three major research questions outlined by the current study, which were accompanied by other sub-questions. The interviews were tape-recorded with the permission of the participants and lasted approximately one hour.

Furthermore, data was also collected from participants' reflective journals, which were kept for a period of two weeks and included participants' personal reflections on

their experiences in the teaching profession. This journal contained various important challenges the participants encountered when integrating into the teaching profession in Southwestern Ontario schools. Participants were allowed to decide what challenges and experiences they shared in their reflective journal, and there were no compulsory requirements. These journals would be read only by the researcher and were not shared with other participants; therefore, after being collected following their interviews, the content of the journals was recorded, and the journals were destroyed immediately after completion of the research. The submitted journals were only accessible to the investigator and her supervisor.

Data Analysis

Data collected using the above research instruments, interviews and reflective journals, were analyzed. Data analysis is the process of aggregating data into smaller number of themes, thereby generating meaning from each theme (Creswell, 2014). Miles, Huberman and Saldana (2014) also described data analysis as the emerging of themes, which will become clearer to answer research questions and gradually give meaning to actualize the purpose of the study.

The data collected for this study were analyzed in three phases as follows:

Phase one: This took place in the field while conducting interviews. The investigator took field notes, which was the documentation of important key points that would be useful in further analysis.

Phase two: This was conducted after the interviews had been completed and the participants 'reflective journals were collected. The recorded interviews were

transcribed, and the transcriptions were read several times by the investigator to elicit the emerging themes.

Phase three: The investigator examined similar ideas and the relationships among them. The ideas were integrated and emerged in several themes.

The challenges faced by Nigerian-trained teachers in the Windsor-Essex county region in Southwestern Ontario were explored based on participants' experiences and stories. The findings of the study based on the analysis of data collected, are reported in the following chapter.

Ethical Concerns

This study was approved by the Research Ethics Board (REB) of the University of Windsor and Greater Essex County School Board (GECDSB). Permission was obtained from Greater Essex County School Board because the participation in this study requires teacher's involvement. (See Appendix H and I, respectively).

The participants were informed of their rights to voluntary involvement in the study. The participants also possessed the right to withdraw from the study and were given a period of one month, from July 30th, 2018 to August 30th, 2018. After this period to request that their data be withdrawn was not permitted. The interview was intended to be discontinued at any time upon participant's request, without any consequences to the participant within the specified period. In the event the participant requested to withdraw, the audio recording of the interview would be erased, any transcript stored would be destroyed, and all data relating to the participant would be deleted. The confidentiality of

the data from the participants guaranteed, and as of significance, only pseudonyms were used in describing the participants.

Limitations of the Study

The study is limited to only Nigerian-trained teachers in Southwestern Ontario schools. The investigator used a convenience sample of five participants, of which three are male, and two are female who teach from grade 7 to 10. The results from this study, therefore, could not be generalized. The participants were drawn from various disciplines, such as mathematics, science, and arts in order to give a different view of their professional experiences and challenges. However, this study explores different perceptions and views of Nigerian-trained teachers in Southwestern Ontario schools. Furthermore, three participants from the study were seen to have more years of experience than was expected, but they were accepted into the study.

Locating Myself in the Study: Personal Reflection and Challenges

This research work was bore out of my curiosity as an internationally educated teacher from Nigeria. Though the system of teaching in Nigeria and Canada are similar in terms of school structure and language of instruction (English). During the period of my coursework, I encountered many concerns stemming from communication barriers between lecturers and students in classrooms, which inhibited my self-expression, whether between myself and my fellow students, or between myself and my professors. I also realized that the possibility of getting a job with an undergraduate degree in education from Nigeria was not as easy in Canada as it is commonly believed. Another area of concern to me was certification from the Ontario College of teachers, which requires lengthy processing time

and most times leads to frustration. The most frustrating element is the monetary requirements involved in obtaining the necessary documents from Nigeria. Thus, I was curious as to what extent and the challenges Nigeria-trained teachers face in a culturally diverse society like Canada. The process of re-certification, integration, acculturation, and classrooms issues were perceived to be the beginning of the challenges faced by the Nigeria-trained teachers because they are coming from a society where occupational discipline is given priority culturally, and the adoption of traditional teaching methods, which facilitate teaching in Nigeria, is well recognized. These were the thoughts that came to my mind during my first semester of graduate study. I embarked on this project after obtaining approval from the appropriate bodies: The Research Ethics Board (REB) of the University of Windsor and Greater Essex County School Board (GECDSB).

In the course of my research, I contended with the inconsistencies of participants and was eventually able to secure five participants. All participants presented their challenges, but they accepted the earlier mentioned processes as a way of life as each profession comes with its own challenges. They all agreed that the Canadian education system is preferable to the Nigerian education system in terms of the state-of-the-art teaching facilities, continuous professional development, and relative financial security. Participants attested to these benefits and prioritized them over their own personal challenges. They shared their experiences, although they were concerned about the confidentiality of the research as southwestern Ontario is a community that Nigeria-trained teachers were in minority group and could be easily identified. Anonymous status was assured however, this research exposed me to intrigues embedded in teaching

profession which could not be seen from the surface, such as dealing with school expectations.

CHAPTER IV

FINDINGS OF THE STUDY

Five Nigerian trained teachers—three males and two females—participated in this study through one-on-one taped interviews and individual reflective journals that generated rich data. The data gathered from the interviews and reflective journals revealed four major recurrent themes (and related subthemes):

Cultural Adjustment

- The ability to navigate the system and develop confidence,
- Meeting School Expectations,
- Cultural Differences,
- Communication Barriers,

Teaching Strategies

- Classroom Management,
- Teacher-Student Relationships,
- Teaching Methods,

Teaching Resources

- Materials and Facilities/Approach to Teaching,
- The Curriculum, and

Teacher Support

- Experience associated with the support for Nigerian- trained teachers.
    - The new teacher's program, and
    - Other forms of support.

These various themes are further explored in detail. To protect the identities and confidentiality of the participants, only pseudonyms will be used in the discussion. The names of the male participants will be substituted with Frederick, Jeffrey, Joseph, while Margaret and Patricia, respectively will replace the female participants' names.

All participants have spent three to five years in the teaching profession; however, three participants have spent more than five years in the profession. Frederick has spent thirty years teaching, Jeffrey has been teaching for 14 years, and Margaret has spent over 11 years in the teaching profession. In the findings, all participants share their experiences and challenges by relating to the comparison of their teaching experiences in Nigeria and Canada acculturation process.

Navigating the System and Developing Confidence.

Navigating the system and finding confidence is a major challenge for participants Frederick, Jeffrey, Margaret and Patricia. At different levels and entry points into teaching, participants were trying to find their feet in a new environment in Southwestern Ontario, Canada. Some of the questions were as follows:

- How and where do I apply to be a teacher?
- What is required to teach in southwestern Ontario?
- How do I teach my class effectively?
- How can I approach my classroom with students from diverse cultures?
- How will my students react to me as a new teacher?

These questions all centered on getting the appropriate information about teaching in Southwestern Ontario and developing confidence for teaching in a new system.

Participants Frederick, Jeffrey, Margaret, and Patricia were not only trained teachers in Nigeria but taught a couple of years in their home country before relocating to Canada.

Navigating the system was a bit challenging for participant Frederick, who came into Canada in 2000. According to him, at the year he arrived in Southwestern Ontario, there were not enough teachers from Nigeria, who were teaching in high schools. The majority of Nigerian teachers were lecturers at the universities and colleges, and he found it difficult to get appropriate information on how to become a high school teacher. Although there was information about the teaching profession online, but he initially lacked the support or social connections to help him find it. Finally, he got information on how to get into the teaching profession from a staff in the school board who guided him through. Likewise, Patricia also had difficulties in navigating the teaching profession in Southwestern Ontario. After she got adequate information, she was faced with the challenge of paying the membership fees to the teacher professional body. The key in navigating is getting the right information, steps and guidelines to follow.

Developing confidence was a major struggle for participant Margaret. She got her confidence in teaching by relating to other foreign-trained teachers she found in the profession, who were able to overcome this lack of confidence. Likewise, participants, Patricia and Jeffrey had the same confidence issues. Frederick regard the lack of confidence as the one major fear as an immigrant teacher. He indicated that his intention was to seek professional development right after arrival to help him adjust to teaching in Ontario. He was required to take a one-year education program that granted him full access into the teaching profession in Southwestern Ontario, which helped to build his self-confidence in continuing and taking up teaching employment. Obtaining more

information about where, how and what to do helped to build the confidence of participant Jeffrey. Jeffrey served as a support teacher for close to two years before getting full-time employment. This period was a good time for him also to gain self-confidence. Once these individual participants found their confidence in teaching in schools in Southwestern Ontario, it reduced the tension and anxiety from each participant.

Furthermore, while navigating the system, re-certification was an obstacle as all participants attest to the difficult experiences in getting all the required documentation needed from their home country. Each participant had different experiences in the recertification process as they testified that it lasted for months or a year. During that time, participants had to work in related fields or as support staff in schools while they waited for their documentation from Nigeria. Participants in the study were not prepared for this wait period to be able to apply for a job.

Meeting school expectations

Meeting school expectations is another challenge faced by participants as they attempt to adapt to the new teaching environment. These worries arose after being employed in a teaching job. For example, participant Fredrick revealed that feelings of uncertainty and inability to discern what to expect from a new environment could sometimes be frustrating. After completing his one-year education program, he struggled with a number of issues including inadequate time to organize resources, familiarizing himself with the new curriculum (as it was very different from his previous teaching experience), securing student materials that will aid his teaching methods, and inadequate time to organize his classroom set-up.

Moreover, he was unfamiliar with learning how to use the school teaching facilities in Ontario. Few weeks after starting to carry out his obligatory duties as a teacher, he was overwhelmingly stressed because he lacked appropriate preparation for the tasks on the job and was questioned on his inability to meet the expectations of the school. But he eventually adjusted to the conditions and with time, became increasingly proficient in his duties.

Also, Margret had similar issues when she was employed, but fortunately for her, she had a few teachers in her school who were readily available to render assistance in getting helping her to become familiarized with the system. She felt very comfortable getting acquainted with the curriculum, the use of teaching facilities and asking questions on necessary school information of the colleagues and was able to meet the school demands over a short period. One of the essential duties of a teacher is to meet to the expectations of the school. However, new teachers to Canada will require more time and support to help them to get up to speed with their Canadian colleagues.

The Cultural Differences

When a person with a different national and ethnic background enters a new community, there are challenges in the acculturation process as many things are done differently. With regard to Nigerian trained-teachers moving to Canada, there were two key issues that were discussed by the participants: time management and their personal and professional lives.

Time Management and Punctuality

While Western culture puts significant emphasis on time and punctuality, the culture in Nigeria places an emphasis on other social practices that supersede punctuality. This leads to a cultural conflict that requires adjustment. The habit of being at school on time is required of every teacher. Jeffrey observed that punctuality was standard practice in Canada and that teachers are expected to be in school well before their class begins. Frederick supported this finding, noting that "Lateness is not tolerated by" school administrators and that he had to learn how to keep track of time, which was not required in Nigeria because, even though they promoted "punctuality and time management in the government school," there was not a significant emphasis on it in practice.

Margaret and Patricia also added that punctuality and time management is an essential part, as the life of a teacher in Canada. Teachers take responsibilities and request permission if they are going to be late or absent from school. This allows school administrators to find replacements for absentee teachers. Taking time management seriously, teachers in public school stay until the end of the school day and during examination before leaving. This is not emphasized as strongly for teachers in Nigeria.

Joseph shared his experience in a large public school in Nigeria, noting that due to security reasons, and especially during examination periods, he often left school on time to avoid confrontations with the student who may cause conflicts for teachers. The issue of safety on school property after hours was an issue for Joseph in Nigeria. Though this is not as prevalent an issue in Ontario, there are still security issues in many schools.

This makes it safer for teachers to sometimes stay past school hours and during the examination.

Personal and Professional Life

Just as Western and Nigerian culture differs with respect to prioritizing punctuality, they are also different with respect to the relationship between one's personal and professional lives.

Personal and professional lives in Canada

Teachers' professional lives tend to be separated from personal life in Canada. Teachers are meant to take sole responsibility of their teaching profession by leaving matters of personal needs at home and attending almost exclusively to student's needs. Furthermore, all five participants attest to the issue of isolation and experiences of racism in their various schools in Southwestern Ontario. At the early stage of their teaching, they felt loneliness because they were too shy or unsure of how to connect with or relate to other teachers from a different culture. Frederick illustrated that at his first teachers meeting, he brought some suggestion that will improve the school, but his suggestion was ignored by other teachers. This made him feel isolated.

Personal and professional lives in Nigeria

While it is acceptable for teachers and students' personal lives to intersect with the professional setting in Nigerian schools, this is not considered acceptable in Canada. This difference necessitated an adjustment period for many of the participants. For example, Patricia noted that in Nigeria, a teacher's "personal life and activities" would reflect on their teaching, and that they were expected to take an interest in the personal lives of their peers. This was consistent with Joseph, who found it difficult to separate his personal life

from his profession: “Sometimes when I taught in Nigeria, having a rough day from home, my aggression and behaviour for that day are being transferred to my class or students in the way I teach for that day.” Every culture has its unspoken rules and subtle cues that determine normal interactions between teachers and students, adapting to the classroom with a different setting can be challenging. Teaching is a cultural endeavor and when teachers change the culture in which they operate, they experience a change in culture. Cultural differences also reflect in teacher’s classroom management.

Classroom Management

Classroom management is a recurring challenge for all participants. Teachers who were trained in Nigeria and had taught in public schools are used to a large number of students in a classroom, which ranges from 40 to 75 and even up to 100 students per class. Managing a smaller classroom tends to be a challenge for all five participants. Management of the classroom was closely related to student discipline for all participants. Due to the large number of students in the Nigerian classroom, using strict disciplinary measures was the only way to maintain classroom orderliness by the participants. This is entirely different in Ontario classrooms. Frederick, who taught previously in Nigeria, used a cane as an instructional tool to correct students and maintain classroom discipline. He said;

> I used the cane to correct students and also help them to improve in learning. If a student fails a subject during a test or assignment, he or she is being flogged to improve in the next assignment. But, coming to a school in Ontario where students are not to be flogged or corrected using this measure was difficult. How do I get these students to obey and improve in learning was a problem.

Similarly, Jeffrey reflected that the use of a cane and yelling is not allowed in his present school in Ontario. Although used in Nigerian schools, using a cane cannot guarantee the student's improvement and adequate classroom management. Other measures are used in his present school to maintain classroom discipline and management, including detention, extensive communication with the student, and the use of counseling assistance. Joseph says that he now sees classroom management as the ability to monitor the totality of the classroom and overseeing the classroom regardless of the type of students in the class.

Margaret indicated that she deals with classroom management on a few occasions in her classroom. She says her Ontario students tend to be quite noisy while teaching is ongoing, and she assumed that the lack of respect might be due to the students lack of respect for her color or race. However, she eventually had to adjust her teaching style to be able to handle her classroom and make them more respectful of her. Furthermore, Patricia had issues in classroom management; she encountered a disruptive student in her class but struggled on how to maintain a quiet learning atmosphere among the rest of the students in the classroom. Likewise, Joseph was attacked by an aggressive student "saying to him why are you stealing our jobs, please go back to your country." Teachers had to take workshops or seek advice from peers to help them adjust to managing their classrooms in Canada.

Participants often struggled with poor classroom management and due to cultural differences, teachers faced the issue of disobedience from students, undisciplined behaviour and lack of respect. Undisciplined behaviour from the student was difficult for participants to deal with because students would invoke their rights as students. Any form of perceived undisciplined behaviour from a student made Nigerian-trained teachers feel powerless. The

need to create a coherent teacher-student relationship may help to improve how teachers communicate with students and ease the challenges associated with classroom management.

Teacher-Student Relationship

Building up a teacher-student relationship in terms of interaction helps both the teacher and the student create a more open classroom environment. This can lead to more productive teaching. Three of the participants brought to light in the interviews, however creating an interactive relationship with students takes time. The number of students in Canadian classrooms is much smaller than in Nigerian classrooms, which allows teachers to interact individually with student more often. Initially, participants began their teaching in Canada by distancing themselves socially from their students in Southwestern Ontario schools. Teachers were reluctant at first to get to know their students socially in class. Teaching in Ontario tend to be built more around relationships and teachers are encouraged to share of themselves with their class. In general, any kind of close personal relationships between the teacher and student are discouraged in Nigerian schools. The larger numbers of students in the public schools' classroom in Nigeria can also limit teacher and student interactive relationship. Also, how a student is perceived or viewed is another issue in schools. Margaret shares her experience;

> I viewed my student in Nigeria as empty, and I keep pouring and pouring knowledge into them, but that was how the system was structured to function. Teaching is the passing out of all knowledge and student are at the receiving end. The student does not have the right to question their teacher; the student is submissive to their teacher's instructions. While in Canada I come into our classroom prepared and I do diagnostics assessment, I want to know what the

> student knows, how to explore the topic based on the student strength, characteristics and what they want to know. Assessment is done continuously, and it is part of teaching, and that informs my teaching. I also missed the subservient nature the students in Nigeria, they are less challenging, more respectful, over the years I have come to appreciate the questioning power of student in my school at southwestern Ontario Canada.

Also, Jeffrey shared a similar experience. He pointed out that in Nigeria, students are taught to be submissive and accept information without asking questions, while in Canada, students are taught to express themselves more. Jeffrey felt learned that in allowing students to challenge the knowledge he brings to the classroom, as a teacher, he became adept over the years in giving more nuanced answers to his student questions. In addition, he says that his students in Southwestern Ontario are at an advantage as they lean how to question what they are learning. He now sees the benefits of exposing students to engage in research and other related activities at an early stage in their education. The different kinds of interaction in the classroom has changed his teaching.

Another factor that is seen by participants to affect teacher-student relationship is gender issues. Joseph was quite taken by the relationship between teachers and students of the opposite sex. Joseph felt that in Nigeria, male students were often directed to male teachers for counselling and advice. Very rarely do teachers work closely with students of the opposite sex. He also reflected that in Nigerian schools, due to strict religious practices and where schools are still connected to religion, boys and girls are sometimes treated differently in schools. For example, in some schools, boys are directed to enroll in technical courses and girls directed to enroll in culinary or household-oriented courses.

All participants state that the education standard in Ontario tends to foster a stronger teacher-student relationship. Although, the participants often encountered the struggle of establishing lasting and resilient relationships with their students. Participants had to work extremely hard in their school in order to gain the student's respect, to create a positive relationship and to build a friendly teaching environment. For example, all participants related stories of having to overcome students' initial perceptions of their competencies and having to prove themselves as competent teachers.

Teaching methods

Teaching methods in which the teacher chooses to operate vary from one country to another, such as Nigeria and Canada. Five participants stated that their teaching methods or style was significant in their learning to teach in Canada. Teaching style plays an essential role in all interactions with students. The participants outlined two specific styles that they encountered: the teacher-centered approach and the student-centered approach.

The Teacher-Centered Approach

Participants Frederick, Jeffrey, and Patricia attest to a teacher-centered approach as a teaching style that is primarily practiced in Nigeria. Teachers were all accustomed to the traditional or teacher-centered style of teaching in Nigeria. As stated before, this is the premise that teachers are expected to pass on knowledge and information student needs to be successfully acquired. Teachers are authorities in the classrooms and students are in school to simply learn through direct instructions. The aim of teachers in the teacher-centered approach is focused on how to ensure that students can learn to pass tests and assessments, most especially the high-stakes standardized testing. Technology is mainly

used by the teacher to support their instruction. With the increased use of technology in the classroom, participants were expected to cater their teaching to involve more hands-on activities and make the math and sciences come to life in class. Frederick, describes his use of this teaching approach:

> As a teacher in my previous school in Nigeria, I[he] taught science in both junior secondary school and senior secondary school. This style was what I[he] adapted whereby the authority and leadership of the classroom was solely my responsibility, on the teacher-centered approach involving teacher-designed rules and expectations. To my students, I[he] was described as a model who knows everything in the classroom. I[he] guided and directed by giving out instructions and information with low expectations from my student, towards contributing while I[he] taught in the classroom.

This traditional method is a standard method that has been used historically not only for Nigerian-trained teachers but also for other internationally trained teachers within and outside Ontario and Canada. Jeffrey also attests to the use of this approach until he arrived in Canada, where he eventually used a different teaching style and saw students differently. However, his attempts at using the teacher-centered approach was not initially effective in his present school in Ontario with a smaller number of student population. As he developed his competence and confidence in teaching in Ontario, he concluded by noting that seeing an interactive class in a well-organized and controlled environment impressed him. He now uses a combination of teaching styles in his classroom.

Student-Centered Approach

Frederick and Jeffrey described their new teaching approach in Canada as a style that involves both the teacher and the student-centered approaches. Teachers are authorities and students are more engaged in the learning process. Teachers pass on information, give instructions, and advice that will direct the students learning with respect to what is needed and what is obtainable. A student-centered approach also entails a continuous assessment of student's learning. This method utilizes a various form of assessments such as the use of tests, student classroom participation, portfolios, and group projects. Participants argue that the teacher is more successful using this teaching approach by learning how best to approach students and to improve teaching quality to be of the most benefit to the student. Furthermore, Frederick stresses two aspects of this approach: inquiry-based learning and cooperative learning.

Inquiry-Based Learning

Participants Jeffrey, Joseph, Margaret, and Patricia added their experience with inquiry-based learning teaching strategies in their various schools in Canada. Most students in Canadian classrooms are expected to participate and actively engage in the learning process. Students explore and play an active role in learning; which participants argue can make teaching easier. The learning environment is more interactive and involves giving directions, guidance, and support to students to facilitate their learning efforts. Students are free to question any teaching that they struggle with.

Margaret illustrated with this approach,

> I teach grade seven students in Ontario; I serve as a model and a facilitator to my student. I ensure to create a good teacher-student relationship by creating a bond and joining my student in the learning activities. I also encourage my students to be exploratory and self- reliant, paying more attention to details, while learning to explore and experiment with new concepts. I allow my student to make mistakes, for them to know that making a mistake is a part of the learning process.

Patricia exemplify this approach,

> I serve as facilitator and a resource person to my student by encouraging them to be independent. I try as much as possible to explain what is expected from them as students by ensuring the resources needed for learning are available to them. I also use the cooperative learning approach for my student, which I regard to be an essential part of my teaching.

Cooperative Learning Approach

The purpose of the cooperative learning approach is to help students learn from each other. In this context, teachers focus on actively guiding students through the learning process, and it increases student independence and exploratory ability. Patricia found that the cooperative learning approach served as both a useful assessment tool and provided her with insights into which learning approaches would best support her students. Before introducing a cooperative learning exercise, Patricia would go over the class content. After the lesson, she would introduce a cooperative learning exercise. This would allow “various group in the classroom to facilitate” the lesson and would

also allow her to see which student understood what she had taught. This allowed her to "distinguish the slow learners from the fast learners" as she could see which students were relying on other students to explain content. Likewise, she was able to ascertain her "students' learning preferences." For example, if she used visual learning style for one lesson and few students were able to process it, but a kinesthetic learning approach led to a high level of retention, then she would know which styles to incorporate. Patricia outlined several benefits to cooperative learning in a Canadian context. For example, she broke the students up into groups and watched them as they brought "up various ideas," which allowed her to ensure what she "taught was understood" by her students. This facilitated her teaching by "bringing out the values and the right ideas" and allows her to determine her student's abilities.

Participants often used cooperative learning approach when doing assessment. However, though Frederick recognized the value of this approach, he also noted that it is not necessarily a practical approach for young teachers. He argues that teachers with more experience have a better understanding of the inherent issues associated with the cooperative learning approach and can, therefore, anticipate potential issues with this method. Likewise, he states that teachers understand the nuances of the kind of guidance that teachers must provide and know what challenges students will face. However, he believes that young teachers might not have as firm an understanding of these more nuanced elements of teaching. For example, he argued that if a teacher gives control to students concerning the direction of the lesson, it is critical to ensure they stayed focused on the task and did not view this as taking authority away from the teacher. Thus, before engaging in the cooperative learning approach, he believes that it

is critical that teachers have enough experience to maintain control over the direction of the learning while still ensuring that students are critically engaged. Participants believed that they use a range of different teaching strategies and approaches which combine what they learned both from teaching in Nigeria and Canada.

Materials and Facilities

The use of materials and facilities also poses a challenge as participants learn to use teach in very unfamiliar environments in Ontario. Participants were trained in Nigeria and indicated a lack in the use of materials and modern facilities in teaching. Frederick recalls his experiences in teaching in Nigeria. As a science teacher who taught in secondary school, he had no teaching facility in his school and had to improvise during teaching. This was in the 1980s and he had to learn how to make use of materials and facilities in his present school in Southwestern Ontario. Such modern facilities include the use of online resources like Blackboard Learn technology, computers and other library facilities to aid in teaching and learning.

In sharing his experiences teaching back home in Nigeria, Jeffrey describes the lack of facilities. He sees the use and the availability of materials and facilities in Ontario as being helpful to facilitate teaching and learning. Coming to a new teaching environment, he appreciated the use of facilities that are available to be utilized by both teachers and students. He identified fully equipped science laboratories and the use of PowerPoint software for presentations, Smartboards, etc. Also, Joseph also struggled with learning to the use of facilities in teaching in Ontario. He had taught students with improvised learning facilities back in Nigeria coming to Canada, he had to learn how to

use more modern facilities. Learning to adjust to the classroom physical environment took him a few weeks at the start of his teaching career in Southwestern Ontario.

Margaret embraced the use of teaching facilities and admired the fact that students are allowed to use equipment individually and as a group; such as the use of thermometers in the teaching of science. Students were allowed to explore and make discoveries for themselves using various science apparatus. Patricia commented that the use of teaching materials, equipment and facilities help increase learning, teaching and student achievement. The use of these materials and teaching facilitates was a continuous learning issue in adjusting to Ontario for the participants.

Communication Barriers

Communication barriers are also challenges cited by all participants. They viewed teaching in Ontario as a competitive profession in which communication is a key aspect. Fluent communication enables students to get a clearer understanding of what is being taught in class. Frederick, Jeffrey, Joseph, Margaret, and Patricia encountered accent challenges as a communication barrier due to their Nigerian accents. However, every nationality has an accent that could be geographically attributed to where a person originated from.

Margaret saw her accent as a prominent communication barrier. How to communicate effectively with her student was one major problem for her, which gave rise to her insecurity in teaching and discernment among her co-teachers and students-parents. More interaction on a daily basis with students from her class tended to reduce the cultural communicative difference. Jeffrey was also faced with an accent barrier and

was even challenged by a student in his class during the first week of being a teacher in Southwestern Ontario. Patricia also faced the fears of an accent barrier and felt that it impacted on her confidence as a new-comer teacher. She pointed out that speaking differently does not make her different, and that all Canadian students also have accents. Joseph also encountered an accent barrier. He also encountered problems in trying to seek employment as a teacher in the public-school systems. He decided to teach in a private school where there was a large population of students from Nigeria. Similarly, Frederick Also was faced with the accent barrier, which increased his fear of teaching; he saw his accent as a challenge for him as a form of communication barrier. Communication barriers are often one of the most common and observable challenges that foreign-educated teachers encounter and it is viewed as an issue of re-constructing their professional identity.

The Curriculum.

All five participants attest to the curriculum which was slightly different from what they were trained in. They were able to adjust to the current curriculum in Canada as quickly as possible; They claimed that the Ontario curriculum seems easy and self-explanatory. Frederick commented that there is a regular review of the curriculum in Canada compared to the curriculum while he taught in Nigeria. He taught science for over twenty years and during that period, he used the same curriculum all through, and there were no changes and no improvement. The curriculum in Canada is spread out to all areas in the sciences which helped his teaching to be more effective. Jeffrey also commented that the school curriculum in Canada enables students to explore their field of study and students are exposed to be involved in writing class projects at an early age

of education. He said, “The curriculum covers a broader scope of school activities than I [he] imagined.” Participants for the study were impressed that the implementation of the school curriculum involves continuous training and learning.

Inclusive in the Ontario curriculum is the aspect of standardized testing which put pressure on the research participants. This pressure is from external government mandates for the participant to cover all required curriculum. Participant Patricia attests to this; “preparing students for the EQAO examination is very tasking as she spent more hours in school, to put her student through.” This may lead to stress for Nigerian-trained teachers trying to meet up with the school or parent’s expectations and education requirement for students. Participants also discovered that parents are likely to put more pressure on Nigerian-trained teachers as they notice they are from a different culture and may result in the issues of trust for the teachers and acceptance to the parents.

Experience associated with the support for Nigerian- trained teachers.

The New Teacher Induction Program (NTIP)

All five participants have participated in the new teacher’s induction program, which is a comprehensive course. The program aims to help new teachers to continuously develop the skills and knowledge necessary to their success as new teachers. The program covers orientation and the mentoring of all new teachers in Ontario’s education system while offering professional development. The program teaches all aspect of the profession, including classroom management and assessment, teaching pedagogies, the use of resources, theories, and varieties technological tools that can be used in the classroom. Jeffrey, Margaret, and Patricia’s experiences demonstrate the effectiveness of the new teacher induction program (NTIP). While Frederick and

Joseph could not ascertain the effectiveness of this program, as they criticized it stating that each session attended was too long, for each day during the time allocated.

Jeffrey attest to his experiences,

> I learned a lot from the program, which lasted for one to two weeks and was meant for six hours in a day. It was organized and sponsored by my school board who has given the employment. It was strictly meant for teachers who have been successfully employed, either on a part-time basis or as a full-time employee. During the program, there were a lot of things taught, but after a few months into teaching, here in southwestern Ontario. I tend to forget a lot of them which is natural. Though there were sufficient resources provided, I always go back to them when the need arises.

Margaret added her experience,

> The most interesting part was the orientation. I gain much knowledge as if I was undergoing a teacher training college program all over again. It was an enriched program that gave me a balance into the profession in southwestern Ontario. I also discovered it was not only for foreign new teachers, but Canadian citizens who were new teachers still went through this process. This I always compared to when I was a new teacher in Nigeria, no such facilities, if I could recall was put in place.

Patricia also added, “The knowledge of classroom management and effective communication skills, was one major resource which I[she] took out of the training that made her overcome tough classroom situational problem. Dealing with a student from a

diverse background in a public school, though there were rules but was challenging handling these students."

However, the did acknowledge that the NTIP was most resourceful, with imparting more knowledge that added to the participants' experiences. Though this program was easily accessible to new teachers, other programs in the profession had limited access, such as the Teacher Learning and Leadership Program (TLLP). However, some of the participants were not aware of other programs being offered for new teachers. They felt that they wished that they were made aware of more resources and support program to help them adjust to teaching in Ontario.

Other Forms of Support

In addition to the support received from their respective school boards in Ontario. Four participants namely Frederick, Jeffrey, Joseph, and Patricia, attested to the fact that, in recent times, few experienced teachers in their schools were ready to assist new teachers in providing information on adaptation strategies. In addition, these teachers were not readily available due to the demands of their statutory duties.

Jeffrey viewed his early years of teaching in Ontario as very challenging. Although he had some friends in the profession whom he looked to for support. For him, he discovered that experienced teachers in the profession were either unavailable or not willing to help. He felt that teachers would have benefitted from having more mentors to the new teachers. This made him believe that experienced teachers were not approachable, and for fear of being perceived as being inadequate or incompetent, he initially avoided seeking out their help or support. Eventually, he sought help from other mentors who were willing to help. Over the years he has been acting as a formal mentor to new teachers in

the profession. However, he still believes that adequate support is needed for new teachers.

CHAPTER V

DISCUSSIONS, RECOMMENDATION AND CONCLUSION

The study explored the challenges faced by Nigerian-trained teachers working in schools in Southwestern Ontario, Canada. Their experiences were collected from the participants, who offered insights into some of the challenges. The previous chapter presented the findings of the study; this chapter discusses the findings in relation to the research questions and provides recommendations and suggestions. The discussion of the findings will focus on the study's research question:

1. What are the current issues and challenges facing Nigerian-trained teachers working in schools in Southwestern Ontario, Canada?
2. What are the teaching experiences of the Nigerian-trained teachers?
3. What kind of support would facilitate the success of Nigerian-born teachers working in Ontario schools?

Discussion and Recommendation.

Re-Certification of Teaching Credentials

Re-certification of Nigerian-trained teachers was a important issue discussed by the participants as teachers with non-Canadian education finds it difficult to become certified in Canada. This is especially true in Ontario where Nigerian-trained teachers are not easily integrated into the teaching profession and must go through a rigorous re-certification process, despite the fact that other countries over the world recognize teacher education certificates from Nigeria. Recertification is not uncommon and is also seen in other provinces such as in British Columbia where international trained teachers had to go through the process in order to be able to teach in Canada (Maron, 2017).

Recertification is the process of validating the previous qualifications and experiences of foreign-trained teachers who are required to redo some or all of their professional training (Beynon, Ilieva, & Dichupa, as cited in Vandeyar, Vandeyar, & Elufisan 2014). Under the Ontario College of Teachers Act and regulations, if Nigerian-trained teachers want to teach in Ontario publicly funded schools, they must be certified by the Ontario College of Teachers (OCT) and pay an annual membership fee to maintain their membership and certification (OCT 2017; Ontario Teachers Federation [OTF], 2017). This recertification process requires Nigeria-trained teachers to provide all teaching education credentials and the collating of all document and clearance from Nigeria, from education institute attended and the Nigerian licensing body the Teachers Registration Council of Nigeria (TRCN). After their foreign credentials are assessed, they can begin the process of re-certification, which may take from eight months to a year (Marom, 2017).

Beynon, Ilieva, and Dichupa (2004) argue that financial constraints on the part of the teacher may likewise contribute to this process. New teachers who have come to a new environment incur many expenses when settling into their new country and the expenses incurred during recertification can add excessive financial constraints. This is compounded by the fact that educational institutions and offices in Nigerian often engage in corrupt practices, which can make it even more expensive and challenging to obtain clearance as officers may deliberately delay delivery of documentation until extortion is paid to them (Odunayo & Olujuwon, 2010). Even after incurring the excess costs, recertification does not guarantee automatic employment in the teaching profession (Niyubahwe, Mukamurera, & Jutras, 2013).

Furthermore, Nigerian-trained teachers who do not meet the criteria for certification are required to complete a teacher education program before applying to the Ontario College of teachers (OCT, 2017) and this also poses a challenge (Beynon, Ilieva & Dichupa 2004). The education program offered in Ontario was previously a one year within the space of three- semester. On September 1, 2015, the Ontario's teacher education program was changed to a four-semester program while practicum was increased to 80 days. (OCT, 2017). Undergoing a two-year program for a Nigeria-trained teacher is challenging because they had to go through a similar teacher education process that they already completed in their native country.

Moreover, the Nigerian–trained teachers also struggle with underemployment. Even if they possess the required qualifications, they struggle to secure full-time employment. As a result, many are compelled to accept part-time employment or positions as auxiliary teachers, and it is more difficult for them to secure full-time employment than it is for their native counterparts (Schmidt, Young, & Mandzuk 2010). Unfortunately, Nigerian–trained teachers are often required to work in part-time and auxiliary positions for several years before they are to secure full-time employment (Niyubahwe, Mukamurera, & Jutras, 2013).

Accent Barrier

Nigerian-trained teachers also encounter issues relating to their accents. Baretta (2017) refers to accents as a central dilemma encountered by teachers who speak a variant of English that is considered inappropriate for the teaching context. Every ethnic group has an accent, and Nigerian-trained teachers tend to have a different accent that is foreign

to the Canadian context. Though accents are closely related to individuals' personal identity, they are not accepted as such, and in the teaching profession, Moram (2017) notes that some accents are considered easier to understand and are therefore, more acceptable. This also leads to the belief that accent barriers equate to language barriers or deficiencies (Moram, 2017), which is not necessarily true. Akomolafe (2013) argues that the perception that possessing a foreign accent may result in a form of workplace discrimination. For example, when considering candidates for teaching positions, most school administrators require a 'clear' accent from teacher to ensure effective communication (OTF, 2017). Thus, accent barriers may hinder employment opportunities for Nigerian–trained teachers. When they do secure employment, accent barriers may reduce the sense of hope and belongingness for teachers entering the teaching profession. For instance, when dealing with Canadian students who are native English speakers, Nigerian-trained teachers may find communication challenging. This can, in turn, impede the development of positive teacher-student relationships. Co-teachers' professional relationship can also be strained, resulting in teacher's isolation. This creates a problem as teachers who may be inclined to engage in forms of racial discrimination can justify it by rationalizing this discrimination as being based on one's accent rather than one's skin color. This is a prominent form of racial discrimination for Nigerian–trained teacher, which is supported by several studies that conclude that the color of the skin may also result in discrimination for professionals (Hannon, DeFina, & Bruch, 2013; Hunter, 2008; Ortiz, 2014). However, Dewing as cited in Kayaalp (2016, p. 137) views accent barriers as relating to accent discrimination, which is the result of the native majority and even non-native minority idealizing the Canadian accent as a standard and set as be a status marker.

Consequently, non-native speakers in Canada are categorized by many native speakers as people who are less intelligent, less affluent, and less educated.

The Council of Ministers of Education Canada stressed the need for accent clarity. They noted that school boards must put the needs of students above all other priorities. If students are unable to understand a teacher's, then the teacher may be required to modify his or her accent. Furthermore, teachers must be able to communicate with parents about their child's progress (Council of Ministers of Education, Canada, 2014).

Classroom Management in Relation to Cultural Differences and Classroom Discipline

Managing a classroom is another major challenge for Nigerian-trained teachers in Ontario. Nigerian-trained teachers are entangled with this struggle as it intersects with cultural differences and classroom discipline. Allen (2010) views classroom management primarily as the discipline and management of student misbehaviour, and Burden (2016) defines management as the active involvement of teachers' actions and directions with the purpose of constructing a positive learning environment that fosters social interactions, commitment in learning and motivation. He also outlines eight major questions teachers have in mind with regards to classroom management:

1. How can the physical environment be organized?
2. How can the school year begin effectively?
3. What rules and procedures are appropriate?
4. How can students be held academically accountable?
5. How can appropriate behaviour be encouraged and supported?

6. How right order be restored in the class if there are disruptions
7. How can class time and instruction be managed effectively?
8. How can the safety of student be assured? (p. 2)

Because of cultural changes, these issues can make classroom management problematic for Nigerian-trained teachers (Polat, Kaya, & Akdag, 2013). Managing a Nigerian classroom with the culture Nigerian-trained teachers are used to is not the same as managing a Canadian classroom. Few Nigerian-trained teachers fail to realize that the culture of Nigerian classrooms is far different from the culture of Canadian classrooms, and the differences such as class size and school structure may affect their judgment when managing culturally diverse classrooms (Grace & Oluwatoyin, 2016).

Roy (2011) sees "culture in Canada as a metaphor- literally, in the sense that it means more than one thing, and, figuratively, because its meaning is a bridge or balancing act between what seem to be incommensurable concepts: old and new" (p. 1). Despite the integration and acculturation processes that school systems put in place to support Nigerian-trained teacher during their cultural transition, there remains a lack of understanding with regards to classroom management and the skills required to influence and control student behaviour in Canadian classrooms. Therefore, Nigerian-trained teachers often conceive of classroom management as being primarily about student discipline, and they consequently put more effort into classroom discipline.

Aydın defines discipline as the modeling of behaviours that are expected for students and abolishing the behaviours that are not wanted (as cited in Niyubahwe, Mukamurera & Jutras, 2013). With respect to classroom discipline, the school culture of one country

like Canada may emphasize different priorities to discipline measures than those of another country, like Nigeria. Consequently, experienced teachers entering a new environment are often faced with what they perceive to be undisciplined behaviour, such as a lack of respect or disobedience from students (Niyubahwe et al., 2013).

A lack of classroom discipline results in a chaotic classroom with disobedient students. There is a tendency to have lower student achievement, distracted students, and frustrated teachers in this type of classroom with little or no (POOR) classroom discipline. Hosaka (2011) notes, a well-disciplined classroom is more likely to have motivated students, greater student achievement, less distracted students, and a happier, more satisfied teacher. Thus, it is vital to have classroom discipline in order to create and maintain an organized and safe learning environment and produce well-mannered students with proper personal, social, and ethical abilities (Hosaka, 2011). To facilitate this, schools can use punitive disciplinary measures such as detention, to address the problematic behaviours of undisciplined students (Flannery, Fenning, Kato, & Mcintosh, et al., 2012). Successful classroom management requires more than controlling student behaviour; it necessitates addressing other related issues in the classroom, such as respect and student attentiveness, which most Nigerian-trained teachers struggle with and work hard to earn.

The Use of Technology/ Infrastructure

The use of technology and infrastructure is another challenge for Nigerian-trained teachers as the use of technology and modern infrastructure continues to create new learning and teaching opportunities for today's schools. Technology has become an essential part of the instructional process, resulting in the development of new pedagogical

ideas (Madu, Obidi, & Genevive, 2015). The effective use of technology as a tool has enhanced the effectiveness of teaching and learning process across all subject areas such as in sciences, arts, etc.

Nigerian teachers trained in the 1980s were not exposed to the use of various technologies in the classroom and thus, continue to teach as they were taught (Struyven, Dochy, & Janssens, 2008). Though some Nigerian teachers have been exposed to the use of technologies during teaching practices, many teachers in Nigeria public schools do not have access to such resources in their classrooms, and those who do have to work with outdated technologies. This is of particular concern for those working with science laboratory instruments in secondary schools. As a result, Nigerian teachers often provide their personal instrument for teaching. Due to limited funds, resources, and the lack of modern technology in some Nigeria public schools may frustrate teachers in Nigeria and negatively impact their abilities to support student learning with technology. This issue may be due to the fact that some school has challenges, such as budget restrictions and school security problems, or more complex issues relating to policies. These issues are concerns for both public and private schools across Nigeria.

Nigerian-trained teachers coming to Ontario schools often struggle when determining how to best utilize various educational technologies, such as the modern computer technology, IT Infrastructures, library facilities, and smartboards. Most Nigerian teachers are used to relying on chalk and dusters on a Chacko board or darken wooden board. However, the use of chalk and dusters is referred to as traditional methods. Mujumdar and William (2008) also noted that boards and chalks are still commonly used

in many parts of the world because they are the most affordable teaching method. However, many schools all over the world have recently transitioned to modern teaching facilities and technologies, such as the use of white marker boards and audio-visual aids (Lin, Lee, & Huang, 2015). One of the most intriguing things about Ontario schools is the use of modern teaching technology, which facilitates effective teaching and learning (Ontario Ministry of Education [OMOE], 2018). Nigerian-trained teachers have to come to terms with the usage of new technology as it helps to modify instruction to student needs in the school. With technology in the school system, Nigerian-trained teachers can provide accuracy when targeting student instruction. School administrations created a mandate that teachers be familiarized with technology in the classroom; therefore, Nigerian-trained teachers are required to be able to talk about students' achievements with a sense of certainty and precision to school administrators when the need arises. Although Nigerian-trained teachers struggle with new technology, after a period of constant usage of and practice with these technologies, they are eventually able to adapt.

Time Management issues and school expectations.

Every profession has an expectation, dealing with its expectations as a requisite may be a challenge for professionals. Time management is essential to meeting these expectations. Forsyth (2013) defines time management as the ability to prioritize activities based on urgency and importance. Time management is a unique challenge faced by Nigerian-trained teachers, and they must balance their personal lives while familiarising themselves with their professional environment in Ontario. Time is of a strict essence in Canada in general. Though Nigerian schools emphasize time management in their education system, the focus is not as firm as it is in the Canadian school system, where

everything must be done in a specified period. In southwestern Ontario schools, the teacher must possess excellent time management skills, which Nigerian-trained teachers must be able to demonstrate to succeed. This is due to the fact that there is a need to balance the long-term goals of the classroom and daily activities, which include the preparing of lesson plans and notes, regular assessments, grading exams and essays, and giving feedbacks. This must all be done out of school usual schedule. Although Nigerian-trained teachers are used to these activities, they often feel that it is impossible to fit everything into the allocated time frame.

According to Zeller (2015), investing a greater amount of time into needed goals and objectives can increase success. Working in a new environment is challenging, and teaching in Ontario can sometimes require more work than it is possible to complete in a day: this makes time management difficult. By acquiring effective time management skills, Nigerian-trained teachers can increase their efficiency and offer better service to their students. Teachers must work efficiently with the limited time and must be flexible within the school system because there is limited leeway with regards to altering a class schedule. Sorenson, Goldsmith, and DeMatthews (2016) see time management as involving more than scheduling and keeping students on task: it also involves other extra activities. Another important component is teachers' availability for students and parents beyond the actual classroom teaching time. There are also other demands on teachers' time outside the classroom activities, which includes demands from administrators and the community in order to contribute to the school's on-going development. Nigerian-trained teachers must ensure that students are adequately engaged and suitably challenged, and

this requires high levels of energy and skill. Consequently, teachers must engage in the continued development and update their professional skills.

Implications for the Support of Nigerian-Trained Teachers

Resources and Supports Available for Nigerian-Trained Teachers

A profound mismatch exists between the profile of the teaching profession among teachers and student diversity in Ontario (Block, 2012). These teachers have the possibility of inspiring the Canadian teaching profession as they offer experiences of a diversity of language and skills to students (Niyubahwe et al., 2013). Canadian immigration, the OMOE, and school boards and universities offer assistance to newcomers, such as Nigerian-trained teachers, who seek to enter the teaching profession in Ontario through a variety of programs. These programs offer transition support, teacher training, and continuous development. They stress on the importance of enabling the accessibility of internationally educated teachers within the context of the teaching profession in Canada and are recognized by the government, school systems, and faculties of education (Block, 2012). For example, the New Teacher Induction Program (NTIP) seeks to facilitate the continued development of teachers by offering a year of professional support in the development of the required skills and knowledge for the success of new teachers in Ontario (OMOE, 2018). Some of the support offered for the induction program includes

- New teacher orientation at the school and school-board level,
- New teacher mentoring through the support of experienced teachers, and
- Professional development training in a variety of areas (OMOE, 2018).

The professional development training includes strategies that promote literacy and numeracy, student success, and school safety. In addition, it provides guidance for classroom management and instructional strategies as well as strategies for parent communication. These collectively help to address "the learning and culture of students with special needs and other diverse learners" (OMOE, 2018, para. 4). In addition is the Teacher Learning and Leadership Program (TLLP), which was launched in 2007, seeks to develop leadership skills in teachers through continuous education and professional development. The TLLP is an annual project-based program for a professional learning opportunity for experienced classroom teachers. Hundreds of teacher-led TLLP projects have supported the Ministry. The program provides funding to support classroom teachers who introduce proposals that promote a curriculum which includes peer leadership to supports other teachers through instructional practice (OMOE, 2018). The program seeks to achieve three primary goals:

- offer support and opportunities that promote professional learning,
- develop teacher leadership, and
- promote exemplary practices with teacher to benefit students.

Furthermore, the University of Windsor offers programs to support foreign-trained teachers. However, some Nigerian-trained teachers are not aware of the programs that are put in place by the Canadian government, and those who have been informed tend to struggle through the process.

Positive Implication

These programs facilitate a smooth integration and acculturation process for Nigerian-trained teachers into the teaching profession in southwestern Ontario schools.

They clearly improve Nigerian-trained teachers' skills. Other forms of support that the Nigerian-trained teachers are more interested in is the promptness in payment of teachers' salaries as teachers teaching in Ontario are adequately paid with no delay. Though this might be standard in Ontario, this is atypical for Nigerian-trained teachers who sometimes went weeks without a regular paycheque, even when working full-time. The Ontario education system is adequately funded, although there are other issues regarding to government budgetary policies on education. The education system, based on records from 2016 to 2017, demonstrates that the government's total investment, excluding capital, was estimated to be $22.9 billion. Also, from 2016 to 2017, the government's total capital investment was estimated to be $1.35 billion (OMOE, 2018). Schools in southwestern Ontario also ensure the comfort and the support of their teachers regardless of their country of origin.

Negative Implication

The programs offered, tend to reconstruct the professional identity of Nigerian-trained teachers as they have developed on their communication in unique linguistic and professional identities that have been shaped by the educational systems and the support offered. Nigerian-trained teachers have difficulty with their non-native speaker identity and struggle to reconstruct their professional identities in a new setting. Nigerian-trained teachers identified that cultural differences, communication, social, personal, and professional relations maintained between students, co-teachers and school administrators, these features, presented the greatest challenges that impacted teachers' professional identity and transformation. As studies show, identity issues are associated with foreign

trained teachers' experiences in new settings and successful formation of new professional identity is critical to their professional integration (Niyubahwe et al., 2013).

Participants' Suggestions

Nigerian-trained teachers in the current study, suggest various approaches that will ease the challenges they encounter in the profession.

Mentoring and Support

Nigerian-trained teachers move to Canada with high expectations for a better life, the ease of employment in the teaching profession, and a broad network of persons who will help them through the integration and acculturation phase. However, this is not always the case. Every teacher tends to go through challenges at different phases in the profession. The participants suggested that teachers should get mentoring and supports as it is ideal for all internationally trained teachers. Mentoring involves connecting new teachers with experienced teachers who have been in the system and who understand the cultural differences and have gone through various phases in the teaching profession. These mentors may be individual teachers or group of teachers, and mentees might work with them individually or attend mentoring programs that facilitate improvement in the teaching profession. Furthermore, getting support such as guidance from school administrators, school boards, and the MOE is crucial, as is learning about various support that is accessible within the limited support available for teachers. This support can help address challenges and reduce the anxiety associated with them by creating a sense of belonging while easing the adjustment period for Nigerian-trained teachers entering Ontario's education culture.

Adequate and Useful Information

Acquiring right and timely information is key to success. Nigerian-trained teachers must consider, before relocating to southwestern Ontario, the requirement to get into the teaching profession. Participants suggested that new teachers should learn about vital information online in advance of and upon arrival in Ontario. This includes information about useful contacts such as the Ontario College of teachers and school boards. This may likely reduce the delay in the teacher recertification process. In addition, participants suggest that Nigerian-trained teachers should read reviews to get a good sense of what is happening in the profession. These include the policies for foreign teachers, relationships between teachers and students, relationships between school administrators and teachers, responsiveness and recipient attitudes, school organization and management policies, and the Ontario school curriculum. Being informed on these topics will ensure Nigerian-trained teacher know what to expect in the profession and enable them to build their confidence. In addition, participants recommend that once employed, teachers can get information that is more helpful through positive interactions with co-teachers and school administrators, who can guide them on career growth and how to overcome obstacles.

Observation

Observation is another way that helps to reduce Nigerian-trained teacher's challenges. Staying aware and observant of students and other teachers will give the teacher a comprehensive view of current school activities. Nigerian-trained teachers should observe a lesson or two from other teachers to be informed of the type of communication, the relations among students, and disciplinary approaches used on the

students to understand what is acceptable. The disciplinary pattern may differ from school to school and depend on the type of student behaviour that teachers encounter. Observing others may give teachers insights into the most effective techniques that can be utilized to undisciplined students. Furthermore, classroom observations will provide Nigerian-trained teachers with the ability to give constructive critical feedback aimed at improving classroom management and teaching pedagogies.

Continues Learning and Planning.

Participants also advise Nigerian-trained teachers to become involved in continuous learning and not bank on their residual teaching knowledge. Constant learning tends to improve teachers mentally and attending educational programs on areas such as curriculum implementation, classroom management, effective use of modern classroom technologies, school management, and professional development improves teachers' interpersonal skills. Learning within the classroom is also a strategy that teachers must understand, and that involves classroom interactions. This is because every student in a classroom has a unique behaviour and display different character. Therefore, every student's behaviour needs a distinctive approach. Nigerian-trained teachers need to learn how to handle all kinds of students from diverse cultures. Develop a more comprehensive knowledge base builds confidence as teachers have a better understanding of what to do and which perspectives should be considered.

In addition, participants stressed that a teacher must understand their duties when creating lesson notes and plans, organizing classroom materials, coordinating student learning activities, and giving feedback to school authorities. In addition, Nigerian-trained

teachers must have lesson plans that are flexible in order to be prepared when school-wide issues arise or when personal issues might interfere with the classroom. This will ensure that school activities are not interrupted by outside factors, including the teacher's personal life. It also helps teachers to keep a balance and controlled the distance between two basic elements, which are the teachers' professional and personal lives. An effectively organized plan should be done during the weeks in advance of the commencement of a semester and during weekends. This can help reduce stress, tension, and anxiety among Nigerian-trained teacher.

Conclusion

It is shown from the study that Nigerian-trained teachers do face a series of challenges, but the benefit they receive in southwestern Ontario schools outweigh these issues. It provides a more thorough understanding of who Nigerian-trained teachers are, their pedagogical context, and why they came to Ontario. The study also offers important insights into their experiences upon arriving in Ontario's culturally diverse population. Nigerian-trained teachers contribute to multicultural education and enrich the education of students of native and immigrant families in southwestern Ontario. There are various program and initiatives to help Nigerian-trained teachers address the challenges they encounter with regard to securing recognition of their teaching qualifications, obtaining teacher registration in Ontario, and acquiring full-time employment. These have proven effective as the majority of participants were generally satisfied with their experience in southwestern Ontario schools. However, each reported experience in the form of negative responses to their accents from students, co-teachers, parents, and even school

administrators. All of the participants believed that there is a form of racism in schools and perceived negative responses to their cultural difference as seen from the findings of the study. In addition, teachers reported negative responses by students and struggled with undisciplined classrooms. The failure to effectively manage this delayed the implementation of the school curriculum. They also reported that they needed to adapt to modern teaching technology. Therefore, more needs to be done to understand the experiences of these highly educated teachers and how they engage with and in their respective schools as members of a minority group. Still, Nigerian-trained teachers finds southwestern Ontario welcoming as they connected to others in the same profession. They received mentorship and were able to participate in sport and leisure activities and attended local social activities. They were also able to develop social networks with other Nigerians. The Ontario Government should maintain their current programs while improving the policies on foreign-trained teachers to facilitate access to all government facilities and funding in order to help address the challenges that Nigerian-trained teachers encounter. Also, Nigerian-trained teachers who are new to the system should be prepared, avoiding short-cut, thereby following appropriate requirement which needed for their employment into the teaching profession in Ontario.

Suggestions for Future Research

The findings of this study identified some challenges faced by Nigerian-trained teachers who are foreign-trained teachers teaching in schools in Southwestern Ontario. The challenges encountered tend to change the perception of these teachers as they influence their socio-cultural activities and create an impact on their professional lives. Some challenges relating to the school system such as teacher-student relationship, integration regarding acceptability and supports discussed, need more investigation. Therefore, further studies are needed to address the following questions:

- What type of facilities can best facilitate the integration and acculturation process of foreign-trained teachers in Ontario?
- How can foreign-trained teachers improve teacher-student relationships?
- How can southwestern Ontario Schools improve on the support of Nigerian-trained teachers?

Addressing these questions in future research will contribute to the benefit and knowledge of learning experiences for students and policymakers.

REFERENCES

Abadama, D. S. (2018). The role of education in attaining sustainable development in Sub-Saharan African nations. In K. T. Alemu (Ed.), *Advances in electronic government, digital divide, and regional development handbook of research on sustainable development and governance strategies for economic growth in Africa* (pp. 114-129). doi:10.4018/978-1-5225-3247-7.ch006

Adamson, F., Astrand, B., & Darling-Hammond, L. (2016). *Global education reform*. New York NY: Routledge.

Ahmad, F., & Aziz, J. (2009). Students' perception of the teachers' teaching of literature communicating and understanding through the eyes of the audience. *European Journal of Social Sciences, 7*(3), 17-26. Retrieved from https://ukm.pure.elsevier.com/en/publications/students-perception-of-the-teachers-teaching-of-literature-commun

Aina, O. (2009). *Three decades of technical and vocational education and training in Nigeria*. Ilé-Ifẹ̀: Obafemi Awolowo University Press.

Ajao, W. (2004). Nigeria: Education: How large class reduce quality of learning. *The Vanguard.* Retrieve from http://allafrica.com/stories/200401080639.html

Akbari, A. H., & Aydede, Y. (2013). Are the educational credentials of immigrant and native-born workers perfect substitutes in Canadian labour markets? A production function analysis. *Education Economics, 21*(5), 485-502. https://doi.org/10.1080/09645292.2011.568700

Akomolafe, S. (2013). The invisible minority: revisiting the debate on foreign-accented speakers and upward mobility in the workplace. *Journal of Cultural Diversity, 20*(1), 7-14. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/23614175

Alexander, R. (2011). *Culture and pedagogy: International comparisons in primary education*. Malden, MA: Blackwell.

Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu local government area of Lagos state. *Journal of Studies in Social Sciences, 8*(2), 2201-4624. Retrieved from http://infinitypress.info/index.php/jsss/article/view/790

Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *The Professional Educator, 34*(1), 1–15. Retrieved from https://files.eric.ed.gov/fulltext/EJ988197.pdf

Alsubaie, M. A. (2008). Examples of current issues in the multicultural classroom. *Journal of Education and Practice, 6*(10), 86-89. Retrieve from https://files.eric.ed.gov/fulltext/EJ1081654.pdf

Altun, S., & Yücel-Toy, B. (2015). The methods of teaching course based on constructivist learning approach: An Action Research. *Journal of Education and Training Studies, 3*(6). doi:10.11114/jets.v3i6.1047

Amaghionyeodiwe, L.A, & Osinubi, T.S. (2006). The Nigerian educational system and returns to education. *International Journal of Applied Econometrics and*

Quantitative Studies, 3(1), 311-40. Retrieve from http://www.usc.es/economet/reviews/ijaeqs312.pdf

Amstutz, L. S., & Mullet, J. H. (2015). *The little book of restorative discipline for schools: Teaching responsibility, creating caring climates*. New York, NY: Good Books.

Anderson, L. F. (1981). *Research on teaching issues in international education* [mircoform]. Washington, DC: Department of Education. (Eric Document No Ed203712).

Atchan, M., Davis, D., & Foureur, M. (2016). A methodological review of qualitative case study methodology in midwifery research. *Journal of Advanced Nursing, 72*(10), 2259-2271. doi:10.1111/jan.12946

Atulomah, B. C. (2011). Perceived records management practice and decision making among University Administrators in Nigeria. *Library Philosophy and Practice,* 1-8. Retrieved from https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1572&context=libphilprac

Banks, J. (2016) *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). New York NY: Routledge.

Banting, K. (2014). Transatlantic convergence? The archaeology of immigrant integration in Canada and Europe. *International Journal, 69*(1), 66-84. Retrieved from http://www.jstor.org/stable/24709342

Bantwini, B. D. (2009). District professional development models as a way to introduce primary-school teachers to natural science curriculum reforms in one district in South Africa. *Journal of Education for Teaching, 35*(2), 169-182. doi:10.1080/02607470902771094

Baratta, A. (2017). Accent and linguistic prejudice within British teacher training. *Journal of Language, Identity & Education, 16*(6), 416-423. doi:10.1080/15348458.2017.1359608

Bennie, K., & Newstead, K. (1999). Obstacles to implementing a new curriculum. In M. J. Smit & A. S. Jordaan (Eds.), *Proceedings of the National Subject Didactics Symposium* (pp. 150-157). Stellenbosch: University of Stellenbosch.

Beynon, J., Ilieva, R., & Dichupa, M. (2004). Re-credentialing experiences of immigrant teachers: Negotiating institutional structures, professional identities and pedagogy. *Teachers and Teaching, 10*(4), 429-444. doi:10.1080/1354060042000224160

Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher–pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools. *Learning and Instruction, 21*(6), 715-730. doi:10.1016/j.learninstruc.2011.04.001

Block, L. A. (2012) Re-Positioning: Internationally educated teachers in Manitoba school communities. *Canadian Journal of Education, 35*(3), 85-100. Retrieved from https://eric.ed.gov/?id=EJ995611

Brady, L., & Kennedy, K. (2014). *Curriculum construction*. (5th ed.) Frenchs Forest, NSW: Pearson.

Burden, P. R. (2016). *Classroom management: Creating a successful k-12 learning community* (6th ed.). Hoboken, NJ: Wiley.

Government of Canada, & Council of Ministers of Education. (2014). Certification and workforce integration: Experiences of internationally educated teachers. Retrieved from http://www.cmec.ca/Publications/Lists/Publications/Attachments/328/Certification-and-Workforce-Integration-EN.pdf

Chinaka, N. J. (2017). Strategies for professionalization of teaching in Nigeria and the role of Teachers Registration Council of Nigeria (TRCN). *International Journal of Humanities and Social Science Invention, 6*(8), 2319 -7722. Retrieved from http://www.ijhssi.org/papers/v6(8)/Version-4/G0608045561.pdf

COSTI. (2017). The Canadian Immigrant and Integration Program (CIIP). Retrieved from http://costi.org/programs/program_details.php?stype_id=0&program_id=211

Ontario College of Teachers. (2017). Prescribed professional learning courses: Course practitioner resource. Retrieved from https://www.oct.ca/-/media/PDF/Prescribed Professional Learning Courses/English/Classroom Management_PPL_April 1_FINAL.pdf

Creswell, J. W. (2014). *Study guide for research design: Qualitative, quantitative, and mixed methods approaches*. Oxford, UK: Content Technologies.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative & mixed methods approaches*. Los Angeles, CA: SAGE.

Darling-Hammond, L., & Lieberman, A. (2012). *Teacher education around the world: Changing policies and practices.* New York, NY: Routledge.

Deal, T. E., & Peterson K. D. (2016) *Shaping School Culture*. (3rd ed.). Hoboken, NJ: Wiley.

Deters, P. (2011). *Identity, agency and the acquisition of professional language and culture*. London, UK: Bloomsbury.

Deters, P. (2015). Factors facilitating the successful entry of internationally educated teachers into the Ontario education system. *Bildung Und Erziehung, 68*(4). doi:10.7788/bue-2015-0403

Diehl, L. (2013). American germ culture: Richard Matheson, Octavia Butler, and the (political) science of individuality. *Cultural Critique, 85*(85), 84-121. doi:10.5749/culturalcritique.85.2013.0084

Education Amendment Act (2007). *Progressive Discipline and School.* Retrieved from https://du0tsrdospf80.cloudfront.net/docs/S07014_e.doc

Epstein, A. D., & Kheimets, N. G. (2000). Cultural clash and educational diversity: Immigrant teachers' efforts to rescue the education of immigrant children in Israel. *International Studies in Sociology of Education, 10*(2), 191-210. doi:10.1080/09620210000200055

Federal republic of Nigeria, (2013). *National policy on education* (6th ed.). Lagos: NERDC.

Fern, A. (2013, June 31). Why discipline is essential to your character. *Elite Daily*. Retrieved from https://www.elitedaily.com/life/why-discipline-is-so-important

Flannery, K. B., Fenning, P., Kato, M. M., & Mcintosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly, 29*(2), 111-124. doi:10.1037/spq0000039

Forsyth, P. (2013). *Successful time management*. London: Kogan Page.

Garba, M. (2004). The critical role of educational resources on curriculum implementation. In A. O. K. Noah, D. O. Shonibare, A. A. Ojo, and T. Olujuwon. (Eds.) *Curriculum implementation and professionalizing teaching in Nigeria*. Lagos: Central Educational Services.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York: Teachers College Press.

Gelling, L. (2015). Qualitative research. *Nursing Standard (2014+), 29*(30), 43. doi:http://dx.doi.org/10.7748/ns.29.30.43.e9749

Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review, 98*(02), 341-354. doi:10.1017/s0003055404001182

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation*. (5th ed.) Los Angeles, CA: SAGE.

Good, T.L, & Lavigne, A. L. (2018). *Looking in classrooms.* (11th ed.). New York NY: Routledge.

Grace, A.O, & Oluwatoyin, O.M. (2016). The Implication of Large Class Size in the Teaching and Learning of Business Education in Tertiary Institution in Ekiti State. *Journal of Education and Practice, 7*(34), 65-69. Retrieved from https://files.eric.ed.gov/fulltext/EJ1126751.pdf

Graham, K. (2009, May 22). Nigeria: Colonization. *Nigeria*. Retrieved from. https://hj2009per6nigeria.weebly.com/colonization.html

Halicioglu, M. L. (2015). Challenges facing teachers new to working in schools overseas. *Journal of Research in International Education, 14*(3), 242-257. doi:10.1177/1475240915611508

Hall, K. D. (2017). *Teachers' perceptions of student violence in public schools: A qualitative phenomenological study* (Order No. 10635271). Available from ProQuest Dissertations & Theses Global. (1964385099). Retrieved from https://search.proquest.com/docview/1964385099?accountid=14789

Hannon, L., Defina, R., & Bruch, S. (2013). The relationship between skin tone and school suspension for African Americans. *Race and Social Problems, 5*(4), 281-295. doi:10.1007/s12552-013-9104-z

Happel, A. (2013). Ritualized girling: School uniforms and the compulsory performance of gender. *Journal of Gender Studies, 22*(1), 92-96. doi:10.1080/09589236.2012.745680

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, *2*(1). doi:10.9707/2307-0919.1014

Hunter, M. (2008). Teaching and Learning Guide for: The Persistent Problem of Colorism: Skin Tone, Status, and Inequality. *Sociology Compass, 2*(1), 366-370. doi:10.1111/j.1751-9020.2007.00078.x

IBE-UNESCO. (2017). International bureau of education training tools for curriculum development: *Developing and Implementing Curriculum Frameworks*. Retrieved from http://unesdoc.unesco.org/images/0025/002500/250052e.pdf

James, K., Bunch, J., & Clay-Warner, J. (2015). Perceived injustice and school violence: An application of general strain theory. *Youth Violence and Juvenile Justice*, *13*(2), 169-189. doi: 10.1177/1541204014521251

Johnson, K. A., & Harris, S. R. (2009). *Teaching literary research: Challenges in a changing environment*. Chicago: Association of College and Research Libraries.

Jones, M. T., & Eick, C. J. (2007). Implementing inquiry kit curriculum: Obstacles, adaptations, and practical knowledge development in two middle school science teachers. *Science Education, 91*(3), 492-513. doi:10.1002/sce.20197

Joslin, P. (2002). Teacher Relocation. *Journal of Research in International Education, 1*(1), 33-62. doi:10.1177/1475240902001001268

Kasemsap, K. (2017). Advocating Problem-Based Learning and Creative Problem-Solving Skills in Global Education. *Handbook of Research on Creative Problem-Solving Skill Development in Higher Education Advances in Higher Education and Professional Development,* 351-377. doi:10.4018/978-1-5225-0643-0.ch016

Kayaalp, D. (2016). Living with an accent: A sociological analysis of linguistic strategies of immigrant youth in Canada. *Journal of Youth Studies,19*(2), 133-148. doi:10.1080/13676261.2015.1052050

King, R., & Skeldon, R. (2010). 'Mind the Gap!' Integrating approaches to internal and international migration. *Journal of Ethnic and Migration Studies, 36*(10), 1619-1646. doi:10.1080/1369183x.2010.489380

King, R., & Skeldon, R. (2010). 'Mind the Gap!' Integrating Approaches to Internal and International Migration. *Journal of Ethnic and Migration Studies, 36*(10), 1619-1646. doi:10.1080/1369183x.2010.489380

Knofczynski, A. (2017, September 29). Overpopulation in Nigeria Strains Education. Retrieved from http://www.borgenmagazine.com/overpopulation-in-nigeria-education/

Krasnoff, B. (2016). Culturally responsive teaching; A guide to evidence-based practices for teaching all students equitably. *Education Northwest*. Retrieve from http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf.

Landrum, R. E, & McCarthy, M. A. (2015). *Teaching ethically: Challenges and opportunities.* Washington, DC: American Psychological Association.

Lin, C., Lee, M., & Huang, H. (2015). Effects of chalk use on dust exposure and classroom air quality. *Aerosol and Air Quality Research, 15*(7), 2596-2608. doi:10.4209/aaqr.2015.04.0216

Losen, D. J. (2011). Discipline policies, successful schools, and racial justice. *National Education Policy Center.* Retrieved from https://files.eric.ed.gov/fulltext/ED524711.pdf

Lukman, A. A., & Hamadi, A. A. (2014). Disciplinary Measures in Nigerian senior secondary schools: Issues and prospects. *IOSR Journal of Research & Method in Education (IOSRJRME), 4*(3), 11-17. doi:10.9790/7388-04311117

Lunenburg, F.C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Belmont: Wadsworth.

Madu, I. C., Obidi, U. E., & Genevive, O. C. (2015, November 30). Challenges of integrating new technologies for teaching and learning in the business education programme of colleges of education in South-East Nigeria. Retrieved from http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=196&doi=10.11648/j.edu.s.2015040601.12

Matheson, S. & Butler, J.A. (2013). *Horizons North: Contact, culture and education in Canada*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Majumdar, D., & William, S. P. (2008). Chalk dustfall during classroom teaching: Particle size distribution and morphological characteristics. *Environmental Monitoring and Assessment, 148*(1-4), 343-351. doi:10.1007/s10661-008-0164-2

Makewa, L. N., & Ngussa, B. M. (2015). Curriculum Implementation and Teacher Motivation. *Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies Advances in Higher Education and Professional Development*, 244-258. doi:10.4018/978-1-4666-8162-0.ch013

Mamman, J., Chadi, A.M., & Jirgi, I. (2015). Perception of business studies teachers on the influence of large class size in public secondary schools in Yobe state, Nigeria. *Journal of Education and Practice, 6*(11), 116, 116- 119. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1081764.pdf

Marais, P. (2016). "We can't believe what we see": Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education, 36*(2), 1-10. doi:10.15700/saje.v36n2a1201

Marom, L. (2017). Mapping the field: Examining the recertification of internationally educated teachers. *Canadian Journal of Education, 40*(3), 157-190. Retrieved from https://search-proquest-com.ledproxy2.uwindsor.ca/docview/1952352769?accountid=14789

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook.* Thousand Oaks, California: Sage Publications.

Milne, E., & Aurini, J. (2017). A tale of two policies: The case of school discipline in an Ontario school board. *Canadian Journal of Educational Administration and Policy,* 183, 30-43. Retrieved from https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/16334/30760

Modebelu, M. N. (2015). Curriculum Development Models for Quality Educational System. *Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies Advances in Higher Education and Professional Development,* 259-276. doi:10.4018/978-1-4666-8162-0.ch014

Muijs, D. & Reynolds, D. (2011). *Effective Teaching –Evidence and Practice,* (3rd ed). London. Sage Publications.

Mvududu, N. H., & Thiel-Burgess, J. (2012). Constructivism in practice: The case for english language learners. *International Journal of Education, 4*(3).108-118. doi:10.5296/ije.v4i3.2223

Nakpodia, E.D. (2010). Teachers' disciplinary approaches to students 'discipline problems in Nigerian secondary schools. *International NGO Journal, 5*(6), 144-151. Retrieved from http://www.academicjournals.org/article/article1381827362_Nakpodia.pdf

Namulundah, F. (2011). *Immigrant teachers, American students: Cultural differences, cultural disconnections*. US: Palgrave Macmillan.

National teachers institute Nigeria. NTI (2017) *Nigeria Certificate in Education NCE.* Retrieved from http://www.nti.edu.ng/programmes/nigeria-certificate-in-education-nce/

Niyubahwe, A., Mukamurera, J., & Jutras, F. (2013). Professional integration of immigrant teachers in the school system: A literature review. *McGill Journal of Education*, *48*(2), 279. doi:10.7202/1020972ar

Nuwire (2010, July 21,). Why Canada is leading developed countries in economic recovery. Retrieved from https://www.nuwireinvestor.com/why-canada-is-leading-developed-countries-in-economic-recovery/

O'Brennan, L. M., Bradshaw, C. P., & Furlong, M. J. (2014). Influence of Classroom and School Climate on Teacher Perceptions of Student Problem Behavior. *School Mental Health*, *6*(2), 125-136. doi:10.1007/s12310-014-9118-8

Oakes, J. (2018). *Teaching to change the world* (4th ed.). New York, NY: Routledge.

Odunayo, W., & Olujuwon, T. (2010). Corrupt practices and educational values attainment in Nigeria society. *European Journal of Science, 16*, (1)64-74 Retrieved from https://www.academia.edu/10971131/Corrupt_Practices_and_Educational_Values_Attainment_in_Nigeria_Society

OECD (2012). Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. http://dx.doi.org/10.1787/9789264130852-en

Okehukola, P. A. O. (2004). *Curriculum implementation in Nigeria*, strategies for the 21st century in Noah, A. O. K. Shonibare, D.O. Ojo, A. A and Olujuluon, T. (Eds) Curriculum implementation and professionalizing teaching in Nigeria. Lagos: Central Educational Services.

Olawale, S. (2016, September 10). Is Nigeria a developing country or is Nigeria a developed country. Retrieved from https://naijaquest.com/is-nigeria-a-developing-country-or-is-nigeria-a-developed-country/

Oluremi, F.D. (2015). Professionalization of teaching in Nigeria: strategies, Prospects and challenges. *Journal of Education and* Learning, 9(3), 190-196. Retrieved from https://www.researchgate.net/publication/282513235/download

Olusegun, B.S, (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. IOSR Journal of Research & Method in Education.5(6)66-70. Retrieved from https://pdfs.semanticscholar.org/1c75/083a05630a663371136310a30060a2afe4b1.pdf

Ontario College of Teachers. (2016). Career map internationally educated teachers - Ontario Immigration. Retrieved from http://www.ontarioimmigration.ca/prodconsum/groups/csc/@oipp/documents/document/oi_en_tea_cm.pdf

Ontario College of Teachers. (2017). Teaching requirement. Retrieve from https https://www.oct.ca/becoming-a-teacher/requirements

Ontario Human Rights Commission (2013) Supporting bias-free progressive discipline in schools. *A Resource Guide for School and System Leaders.* Retrieved from http://www.edu.gov.on.ca/eng/policyfunding/SupportResGuide.pdf

Ontario Ministry of Education (2012). Policy/program memorandum no. 145: *Progressive discipline and promoting positive student behaviour*. Retrieved from http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf

Ontario Ministry of Education (2018). Class-size tracker. Retrieve from https http://www.edu.gov.on.ca/eng/cst/

Ontario Ministry of education. (2018). 2018-19 Teacher Learning and Leadership Program. Retrieved from http://www.edu.gov.on.ca/eng/teacher/tllp.html

Ontario Ministry of education. (2018). Education Facts, 2016-2017* (Preliminary). Retrieved from http://www.edu.gov.on.ca/eng/educationfacts.html

Ontario Ministry of education. (2018). Teachers. Retrieved from http://www.edu.gov.on.ca/eng/teachers/

Ontario Safe Schools. (2006), *Safe Schools Policy and Practice: An Agenda for Action.* Retrieved from http://www.edu.gov.on.ca/eng/ssareview/report0626.pdf

Ontario Teachers' Federation.OTF (2017). Retrieved from https://www.otffeo.on.ca/en/

Ortiz, K. (2014). Skin color, interviewer-ascribed ethnoracial classification, racial/ethnic self-identification & discrimination: Commentary on Perreira and Telles (2014). *Social Science & Medicine, 116*, 251-252. doi:10.1016/j.socscimed.2014.07.013

Ozano, P.B. (2013). Enhancing the teaching profession in Nigeria: A historical perspective. *Academic Journal of Interdisciplinary Studies,* 2(5), 2281 -4612 Retrieved from http://www.mcser.org/journal/index.php/ajis/article/viewFile/593/616

Pasca, R., & Wagner, S. L. (2012). Occupational stress, mental health and satisfaction in the Canadian multicultural workplace. *Social Indicators Research, 109*(3), 377-393. Retrieved from https://search-proquest-com.ledproxy2.uwindsor.ca/docview/1238188266?accountid=14789

Payne, A. A., & Welch, K. (2013). Restorative justice in schools. *Youth & Society, 47*(4), 539-564. doi:10.1177/0044118x12473125

Pinar, W.F. (2014). *International handbook of curriculum research*. (2nd ed). New York NY: Routledge.

Polat, S., Kaya, S., & Akdag, M. (2013) Investigating pre-service teachers' beliefs about classroom discipline. *Educational Sciences: Theory and Practice, 13*(2), 885-890 Retrieved from https://eric.ed.gov/?q=Investigating+Pre-service+Taechers%E2%80%99+Beliefs+about+Classroom+Discipline&id=EJ1017368

Pollock, K. (2010). Marginalization and the occasional teacher workforce in Ontario: The case of internationally educated teachers (IETS). *Canadian Journal of Educational Administration and Policy*, (100), 1-21. Retrieved from https://files.eric.ed.gov/fulltext/EJ883749.pdf

Race, R. (2015). *Multiculturalism and education* (2nd ed.). New York, NY: Bloomsbury.

Reyes, P.B. (2013). Implementation of a proposes model of a constructivist teaching-learning process -A step towards an outcome-based education in chemistry laboratory instruction. *Asia Pacific Journal of Multidisciplinary Research,1*(1),174-187 Retrieved from http://research.lpubatangas.edu.ph/wp-content/uploads/2014/08/APJMR-Implementation-of-a-Proposed-Model-of-a-Constructivist-Teaching-Learning.pdf

Rodríguez, M. D., France, H., & Hett, G. (2013). *Diversity, culture and counselling: A Canadian perspective*. Calgary: Brush Education.

Roy, B. (2011, May 27). Culture differences between generations. *Canadian Immigrant* .Retrieved from https://canadianimmigrant.ca/living/community/culture-differences-between-generations

Schmidt, C. (2010). Systemic Discrimination as a Barrier for Immigrant Teachers. *Diaspora, Indigenous, and Minority Education*, *4*(4), 235-252. doi:10.1080/15595692.2010.513246

Schmidt, C., Young, J. & Mandzuk, D. Int. (2010). The integration of immigrant teachers in Manitoba, Canada: Critical issues and perspectives. *Journal of*

International Migration and Integration, 11(4), 439-452. Retrieved from https://doi.org/10.1007/s12134-010-0149-1

Sorenson, R. D., Goldsmith, L. M., & DeMatthews, D. (2016). *The principals guide to time management: Instructional leadership in the digital age*. Thousand Oaks, CA: Corwin, Sage

Stake, R. (2000). Case studies. In N. Denzin, & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.); (pp. 435-454). Thousand Oaks, California CA: Sage.

Stitou, M., & Duchesne, C. (2010). Conceptions of learning: The challenge for immigrant student teachers. *EdcanNetwork.* Retrieved from https://www.edcan.ca/articles/conceptions-of-learning-the-challenge-for-immigrant-student-teachers/

Struyven, K., Dochy, F., & Janssens, S. (2008). The effects of hands-on experience on students preferences for assessment methods. *Journal of Teacher Education*, *59*(1), 69-88. doi:10.1177/0022487107311335

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, *68*(3), 226–231. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4485510/

Tanner, K. D. (2009). Talking to Learn: Why Biology Students Should Be Talking in Classrooms and How to Make It Happen. *CBE—Life Sciences Education, 8*(2), 89-94. doi:10.1187/cbe.09-03-0021

Taylor, R., & Thomas-Gregory, A. (2015). Case study research. *Nursing Standard, 29*(41), 36-40. doi:10.7748/ns.29.41.36.e8856

Teachers Registration Council of Nigeria. TRCN. (2010). *Professional standards.* Retrieved from https://www.trcn.gov.ng/PSNT%202010.pdf

Temitayo, O., Nayaya, M. A, & Lukman, A.A. (2013). Management of disciplinary problems in Secondary schools: Jalingo metropolis in focus. *Global Journal of Human Social Science.13* (14), 1-14.Retrieved from https://globaljournals.org/GJHSS_Volume13/2-Management-of-Disciplinary-Problems.pdf

Ukpong, I., & Udoh, N.S. (2012). Curriculum development and implementation: challenges for Nigerian education system. *Nigerian Journal of Curriculum and Instruction, 20*(1), 1-8. Retrieved from from http://globalacademicgroup.com/journals/nact/CURRICULUM DEVELOPMENT AND IMPLEMENTATION CHALLENGES FOR NIG.pdf

Vandeyar, S., Vandeyar, T., & Elufisan, K. (2014). Impediments to the successful reconstruction of African immigrant teachers' professional identities in South African schools. *South African Journal of Education, 34*(2), 1-20. doi:10.15700/201412071136

Walsh, S. C., Brigham, S. M., & Wang, Y. (2011). Internationally educated female teachers in the neoliberal context: Their labour market and teacher certification

experiences in Canada. *Teaching and Teacher Education, 27*(3), 657-665. doi:10.1016/j.tate.2010.11.004

Westwood, P.S. (2008). *What teachers need to know about teaching method?* Victoria, Australia: Acer press.

Wheldall, K. (2017). *Discipline in Schools Psychological Perspectives on the Elton Report*. Milton: Taylor and Francis.

World Customs Organization. (2014). Guidelines on certification of origin .Retrieved from http://www.wcoomd.org/en/topics/origin/instrument-and-tools.aspx

Yaylaci, Y., & Islam, A. (2013). Teaching across cultures: Considerations for international language teachers in Kazakhstan. *Procedia - Social and Behavioral Sciences, 103*, 900-911. doi:10.1016/j.sbspro.2013.10.412

Yılmaz, F., & Boylan, M. (2016). Multiculturalism and multicultural education: A case study of teacher candidates' perceptions. *Cogent Education, 3*(1). doi:10.1080/2331186x.2016.1172394

Yılmaz, F., & Boylan, M. (2016). Multiculturalism and multicultural education: A case study of teacher candidates' perceptions, *Cogent Education, 3(*1), 1-13.doi:10.1080/2331186X.2016.1172394

Zaphiris, P., & Ioannou. A. (2015). *Learning and collaboration technologies. Technology-rich environments for learning and collaboration.* New York, NY: Springer

Zeller, D. (2015). *Successful Time Management for Dummies*, (2nd ed.). John Wiley & Sons.

Zhou, Y. R., Knoke, D., & Sakamoto, I. (2005). Rethinking silence in the classroom: Chinese students' experiences of sharing indigenous knowledge. *International Journal of Inclusive Education, 9*(3), 287-311. doi:10.1080/13603110500075180

Zhou, Y., Jindal-Snape, D., Topping, K., & Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. *Studies in Higher Education, 33*(1), 63-75. doi:10.1080/03075070701794833

APPENDICES

APPENDIX A

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Challenges faced by Nigerian-Trained Teachers, Teaching in Schools in Southwestern Ontario, Canada.

You are asked to participate in a research study conducted by Ibhade Ebhaleme and supervised by Dr. Andrew Allen at Faculty of Education University of Windsor. Results of this research will contribute to Ibhade Ebhaleme's thesis.

If you have any questions or concerns about the research, please feel free to contact Ibhade Ebhaleme via email at ebhalem@uwindsor.ca. You can also contact Dr. Andrew Allen, supervisor of this research by aallen@uwindsor.ca.

PURPOSE OF THE STUDY

The proposed study will explore the challenges faced by Nigerian-born teachers in the Windsor-Essex county region in Southwestern Ontario, how these teachers react and handle these challenges, and how these experiences affect their professional lives.

PROCEDURES

Volunteer (participant) in this study, you will be asked to follow several steps:

Step 1: Sign the consent form before the interview.

Step 2: Inform the researcher of any emotional disability.

Step 3: The interview is scheduled to take place in within late June and July 2018.

Step 4: Your interviews must be completed between the months specified.

Steps 5: You must be available for the interview dates chosen. Please give 24 hours' notice if you need to cancel your appointment.

Step 6: Interviews will be informal and open-ended and will be done in a conversational way with face-to-face contact with each participant. Interviews will last for approximately 50 minutes.

Step 7: You will be requested to keep a reflective journal for a period of two weeks. The journals may include a personal reflection of experiences in the teaching profession.

POTENTIAL RISKS AND DISCOMFORTS

The risk for this research is very low but there might be an emotional risk and you will be given the right to either continue or discontinue with the research.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

The research will create awareness and give you a voice to share your personal story, struggles, and challenges with regard to the teaching profession.

COMPENSATION FOR PARTICIPATION

There is no compensation for participant, but you will receive a cup of coffee during the interview.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Step 1: Names and contact information will be kept in a secure place.

Step 2: After the interview, codes will be assigned to replace your information, thereby erasing your name. Your data will be stripped of a direct identifier.

PARTICIPATION AND WITHDRAWAL

You will have the rights to participate in this study or not. If you volunteer to be in this study, you will be given a space of one month, from June 30, 2018 to July 30, 2018 to withdraw without consequences of any kind and your data information will be removed. If otherwise, will not be permitted.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

A summary of the research will be available to participants.

Web address: www.uwindsor.ca/reb

Date when results are available: approximately 2018/12/30

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and, in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study challenges faced by Nigerian-trained teachers, teaching in schools in southwestern Ontario, Canada as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study.

I have been given a copy of this form.

Name of Participant

_____ _____

Signature of Participant Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

_____ _____

Signature of Investigator Date

APPENDIX B:

CONSENT FOR AUDIO TAPING

Title of Study: Challenges faced by Nigerian-Trained Teachers, Teaching in Schools in Southwestern Ontario, Canada. The study conducted by Ibhade Ebhaleme and supervised by Dr. Andrew Allen at Faculty of Education University of Windsor. Results of this research will contribute to Ibhade Ebhaleme's thesis.

Research Participant Name: _____

I consent to the audio-taping of interviews, procedures, or treatment of my record for the purpose of this research.

I understand these are voluntary procedures and that I am free to withdraw at any time by requesting that the taping be stopped. I also understand that my name will not be revealed to anyone and that taping will be kept confidential. Tapes are filed and store in a locked cabinet.

The destruction of the audio tapes will be completed after transcription and verification.

I understand that confidentiality will be respected and that the audio tape will be for professional use only.

This research has been cleared by the University of Windsor Research Ethics Board.

_____ _____

Signature of Participant Date

APPENDIX C:

INTERVIEW QUESTIONS

SECTION 1

Instruction: This information is for research purposes only. Complete confidentiality of the information provided is assured.

Name of Participant _____

Date of interview: dd/mm/yy/ _ _ /_ _ /_ _ _ _.

Gender: _____

Age range: 21 - 61 years _____ 31 – 40 year's _____

Employment Status: Full time _____ Part Time _____

Name of School _____

Number of years of experience _____

Number of years in the current school _____

SECTION 2

Semi-Structured Interview with open-ended questions to address the challenges faced by Nigerian-Trained Teachers, Teaching in Schools in Southwestern Ontario, Canada.

Interview Guide

1. What do you think are current issues and challenges facing Nigerian-trained teachers teaching in schools in Southwestern Ontario Canada?
2. How long have you been teaching in Canada?
3. How is teaching different or the same in both countries?
4. What do you miss the most about teaching in Nigeria?

5. What kind of things do you now do differently in Canada?
6. What are the teaching experiences in general of the Nigerian-trained teachers in Canada? Do you think that there are common experiences for other Nigerian trained teachers?
7. What aspect about your teaching was most challenging? Why?
8. What kinds of support would be useful for Nigerian-trained teachers teaching in Ontario schools?
9. What aspects of induction and orientation programs worked for you?

Note: Each question will allow the participants to express and share their experiences without limitations.

APPENDIX D:

RECRUITMENT LETTER

Dear,

My name is Ibhade Ebhaleme and I am a student from the Faculty of Education at the University of Windsor. It is my pleasure to invite you to participate in this research: Challenges faced by Nigerian-Trained Teachers, Teaching in Schools in Southwestern Ontario, Canada. Conducted by Ibhade Ebhaleme and Dr. Andrew Allen. Please feel free to contact Ibhade Ebhaleme by ebhalem@uwindsor.ca and Dr. Andrew Allen, the Supervisor of this research, by aallen@uwindsor.ca

The interview will take approximately 50 minutes. Participation is voluntary. The information will be used for my thesis and potential, subsequent research. You have the right to withdraw from the study at any time prior to data transcription. A brief summary of the results will be available to all participants. The University of Windsor Research Ethic Board has cleared this study.

Criteria:

- Teachers from grade seven to ten.
- Teachers with teaching qualification from Nigeria.
- Teachers will be interviewed and will be asked to keep a reflective journal

Thank you for your time.

Yours Sincerely,

Ibhade Ebhaleme *ebhalem@uwindsor.ca*.

APPENDIX E:

CHURCH ANNOUNCEMENT.

I am pleased to announce to all Nigerian-Trained Teachers, Teaching in Schools in Southwestern Ontario, Canada, of an ongoing research project, which requires your help. I am inviting teachers who have spent three to five years in the teaching profession to come share their professional teaching experiences.

Criteria:

- Teachers from grade seven to ten.
- Teachers with teaching qualification from Nigeria.
- Teachers will be interviewed and will be asked to keep a reflective journal.

If you are interested or know of anyone who may be, please let me know; you can contact me at ebhalem@uwindsor.ca.

Thanks

APPENDIX F:

FLYER

VITA AUCTORIS

NAME:	Ibhade Ebhaleme
PLACE OF BIRTH:	Delta state, Nigeria
EDUCATION:	Delta Carriers Primary School, 1995. College of Education Demonstration Secondary School, Warri Delta State. July 1995. Sure, Success Collage Warri Delta State, June 2002. Delta State University Nigeria, B.A (ED). September 2006. Master of Education (Educational Administration) University of Windsor, Windsor, Ontario, March 2019.