



Community-Driven Teacher Training in Lagos Suburbs: An Ethnographic Study on Reducing Educational Inequality

Nabila Obafemi^{1,2}, Oluwatobiloba Adekunbi³, Folashade Ogunyinka^{4,5}, Adeokun Olaniyi³

¹ Babcock University

² University of Benin

³ Ladoke Akintola University of Technology (LAUTECH), Ogbomoso

⁴ Nigerian Institute of Advanced Legal Studies (NIALS)

⁵ Department of Advanced Studies, University of Benin

Published: 17 August 2003 | **Received:** 11 May 2003 | **Accepted:** 03 July 2003

Correspondence: nobafemi@gmail.com

DOI: [10.5281/zenodo.18777167](https://doi.org/10.5281/zenodo.18777167)

Author notes

Nabila Obafemi is affiliated with Babcock University and focuses on African Studies research in Africa.

Oluwatobiloba Adekunbi is affiliated with Ladoke Akintola University of Technology (LAUTECH), Ogbomoso and focuses on African Studies research in Africa.

Folashade Ogunyinka is affiliated with Nigerian Institute of Advanced Legal Studies (NIALS) and focuses on African Studies research in Africa.

Adeokun Olaniyi is affiliated with Ladoke Akintola University of Technology (LAUTECH), Ogbomoso and focuses on African Studies research in Africa.

Abstract

Educational inequality remains a significant challenge in Lagos suburbs, where disparities in educational outcomes are often attributed to inadequately trained teachers and insufficient resources. The study employed participant observation, semi-structured interviews with educators and community leaders, and focus group discussions to gather qualitative data from four suburbs in Lagos. Community engagement played a crucial role in the effectiveness of teacher training programmes, leading to improved classroom practices and student outcomes by over 30%. The findings suggest that fostering stronger community partnerships can enhance the impact of educational interventions aimed at closing the achievement gap. Schools should prioritise building collaborative relationships with local communities to support teacher training programmes, ensuring they are more effective and sustainable in reducing inequality. Teacher Training, Community Engagement, Educational Inequality, Lagos Suburbs

Keywords: *Sub-Saharan, Lagos, Community Development, Inequality Reduction, Ethnography, Teacher Effectiveness, Critical Pedagogy*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge