

INFLUENCE OF IN-SERVICE TRAINING ON PRIMARY SCHOOL TEACHERS' EFFECTIVENESS IN IMO STATE

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Abstract

The study seeks to determine the influence of in-service training on the effectiveness of primary school teachers in Imo State. A sample of 300 teachers was used to carry out the study. The descriptive survey research design was adopted in carrying out the study. Researchers made questionnaire (INSETE) with reliability of 0.76 was used to generate data. Mean, standard deviation, chi-square and t-test statistical tools were used to analyze the data generated. The result of the study showed that there is a significant relationship between in-service training and primary school teachers effectiveness which cuts across gender. Based on the findings, it was recommended that practicing primary school teachers should always attend in-service training through workshops, seminar etc to enhance their effectiveness.

In recent time, the education sector has undergone a lot of considerable changes in production of knowledge information and communication technology and method of delivery. These changes demands that the teachers flow with the changing trends and it needs continuous career-long professional development in order to fulfill the professional role of the teacher in the changing contest in which teachers work and learning takes place. Considering the crucial role of the teacher in the academic achievement and overall development of his pupils, it is imperative that, a teacher should possess qualities like command on the subject, moral and mental fitness, devotion to the profession and appropriate skills to perform his duties for the achievement of the coveted objectives (Asif, Malik, Umar, Jalil-ur-Rahmah and Muhammed 2011). Brown (2001) opined that, a teacher has to play many roles in an

educational setup. He is supposed to work simultaneously as “authority figure, leader, knower, director, manager, counselor and guide”, whereas at the same time he is supposed to play such roles as friend, confidant and parent” as well.

Kakkar (2001) noted that, a teacher is not mere provider of knowledge and lessons in the classrooms but, he’s a person involved and interested in the wholesome development of students; He is accordingly supposed to have some qualities and characteristics like “proficiency in the subject, moral health, physical and mental fitness, professional training and devotion to the profession”, for becoming an impressive and ideal person for his students. Teachers’ competence is therefore always considered as quite important and it is believed that a teacher should not only be competent in his subject area but should have a sound knowledge of his students’ psychological and physiological requirement which serves as ingredient in his effective delivery of lessons. Teaching effectiveness is the extent that students’ performance improves after a period of instruction in a manner consistent with the goals of instruction (olatoye, 2006). Adeola (2010) observed that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learner. Effective teaching goes beyond just imparting knowledge but, it is a purposeful activity carried out by someone with a specialized knowledge in a skillful way to enhance the cognitive, affective and psychomotor development of a person or group of persons.

With the recognition of these facts, today, many countries around the world are attempting to improve the quality of education provided for their children. The need to cope with change in education can be regarded necessary at various levels the global, the institutional and the individual. Despite the qualities of a teacher, time to time in-service training is also equally important for the teachers to become a competent educator. Teacher training is a process through which the trainees learn numerous techniques or strategies for contending with educational situations properly. Mbulaheni (2006) defined in-service training as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, better methods etc, for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Such a workshop is a training designed to benefit a specific group of children at a particular school.

The impact of in –service training programme according to Ihebereme (2010) is gender –friendly. The impression of being a male or female teacher seems not to be a barrier to the rewarding feedback of in-service training programmes. One of the primal purposes of imparting training to the teachers is to provide them with skills and understanding of appropriate techniques for dealing with the students more aptly (Yamamori, Isoda, Hiromori and Oxford, 2003). Prime purpose of any sort of teachers training activity is to improve capacities of the individuals for making them

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most suitable and fit for the teaching assignment. It is a fact that qualities specific to teaching can not be developed overnight through training programme, rather re-training activity for teachers acts as a source of reorientation that helps the trainees to improve their capabilities (Pauda, 1997). In-service training supports, motivates, educates and refreshes one's memory to others; it is a source of information on recent research and technology. It promotes cooperation between various people in the same field. It is a proper place for exchanging ideas and helping to solve each other's problems. Mbulaheni (2006) stated that objectives of in-service training should be:

- a. To recognize what they do not know and need to learn in order to better service students.
- b. To ask and get answers about what they did not understand, so that they may improve the way they teach.
- c. To think about how the environment can be adapted in order to make classrooms better places for learning.
- d. To learn practical ideas that one can bring to the classroom.
- e. To come away with skills, tools and information, this will help one to fulfill the immediate needs.

Based on the foregoing, it becomes extremely pertinent to determine the effectiveness of primary school teacher in Imo State after attending in-service trainings.

Statement of the Problem

Teaching students is an adventure; it does not mean in any way that, because teachers have a qualification or experience obtained over the years they know everything about either their subject matter or techniques to be able to teach well. Teachers who are efficient in their job always seek for avenues to update their knowledge. Therefore, this study was carried out to determine the influence of in-service trainings on the effectiveness of primary school teachers.

Purpose of the Study

The main purpose of this study is to determine the influence of in-service trainings on the effectiveness of primary schools teachers who attend them. Specifically, the study will determine:

- a. The extent, in-service training enhances primary school teachers' effectiveness.
- b. If any difference exists between the effectiveness of male and female primary school teachers after in-service training.

Research Questions

The following research questions guided the study:

1. To what extent does in-service training influence the effectiveness of primary school teachers?
2. What is the difference between the mean responses of male and female teachers on the influence of in-service training on teachers' effectiveness?

Hypotheses

Ho₁: There is no significant relationship between in-service training and primary school teachers' effectiveness.

Ho₂: There is no significant difference between the mean responses of male and female primary school teachers on the influence of in-service training on their effectiveness.

Methodology

The descriptive survey research design was adopted in this study. This was suitable in determining the influence of in-service training on teachers' effectiveness. A sample of three hundred (300) primary school teachers was drawn from the total population of primary school teachers within Owerri educational zone who attended teachers' capacity building workshop in Owerri in the year 2011 which lasted for 5 days. The simple random sampling technique was employed in selecting a total of one hundred and eighty (180) females and one hundred and twenty (120) male teachers.

Researchers made questionnaire titled "In-service training and teachers effectiveness" (INSETE), was used to gather data required for the study. It was a likert four points type of questionnaire. The instrument was validated by three experts such as measurement and evaluation expert, experienced primary school teacher and curriculum studies expert. It had a reliability coefficient of 0.76 determined through Conbach's alpha (K-R₂₀) method. The instrument was administered on face-to-face bases and collected after the respondents filled them out. None of the questionnaire was lost in the course of administration. The data generated was analyzed using, mean, standard deviation, chi-square and T-test statistical tools. In answering the research questions, instrument scale mean of 2.5 was used as a cut-off mean. Any response mean within and above it was accepted while any below was rejected.

Results

RQ1: To what extent does in-service training influence the effectiveness of primary school teachers?

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Table 1: Teachers' Responses on in-Service Training and Teachers' Effectiveness

S/N	Item	SA(4)	A(3)	D(2)	SD(1)	Total	Mean	SD	RMK
(1)	In-service training equips teachers with effective teaching methods.	130 (520)	96 (288)	50 (100)	14 (14)	300 (922)	3.1	0.9	acpt
(2)	In-service training improves teachers' competence in delivery lessons.	110 (440)	87 (261)	63 (126)	40 (40)	300 (867)	2.9	1.0	“
(3)	It improves teacher-pupils relationship.	80 (320)	140 (420)	51 (102)	29 (29)	300 (870)	2.9	1.0	“
(4)	Teachers' subject expertise is improved through in-service training.	115 (460)	75 (225)	63 (126)	47 (47)	300 (858)	2.9	1.0	“
(5)	It equips teachers with latest knowledge	98 (392)	91 (273)	76 (152)	35 (35)	300 (852)	2.8	1.0	“
(6)	Teachers' confidence is built through in-service training.	80 (320)	83 (249)	81 (162)	56 (56)	300 (787)	2.6	1.1	“
(7)	In-service training is a better source of academic information.	87 (348)	89 (267)	75 (150)	49 (49)	300 (814)	2.7	1.1	“
(8)	It improves teachers, time management skills.	76 (304)	93 (279)	84 (168)	47 (47)	300 (798)	2.7	1.0	“
(9)	It improves teachers, communication skills.	91 (364)	131 (393)	67 (137)	11 (11)	300 (905)	3.0	0.8	“
(10)	In-service training improves teachers, improvisation skills.	122 (488)	91 (273)	70 (140)	17 (17)	300 (918)	3.1	0.9	“
(11)	Teachers, classroom management skills are improved through in-service training.	81 (324)	94 (282)	85 (170)	40 (40)	300 (816)	2.7	1.0	“
(12)	It improves teachers' lesson planning skills.	88 (352)	72 (216)	96 (192)	44 (44)	300 (804)	2.7	1.1	“

Grand Mean = 2.8

Table 1 above shows that all the items on the questionnaire were all accepted as they had response mean greater than the instrument judgment mean of 2.5. Also the grand mean of 2.8 is greater than 2.5. This implies general acceptance of the items as in-service training have positive influence on them.

Research Question 2: What is the difference between the responses of male and female primary school teachers on the influence of in-service training on teachers' effectiveness?

Table 2: Mean Responses between Male and Female Primary School Teachers

Teachers	N	Mean	SD	Diff. in Mean
Males	120	2.8	12.7	0.1
Females	180	2.7	13.0	

Table 2 shows that marginal difference in mean (0.1) existed between the responses of male and female primary teachers on the influence of in-service training on teachers' effectiveness. This implies that both male and female teachers have the same opinion.

H₀₁: There is no significant relationship between in-service training and primary school teachers' effectiveness.

Table 3: Summary of Chi-Square Analysis of Teachers' Responses

N	X ² -cal	DF	LS	X ² 0.05	Decision
300	90.59	1	0.05	3.481	Reject Null

Table 3, shows that, the calculated chi-square value (90.59) is greater than the table value (3.841) at 0.05 level of significance and degree of freedom 1. Based on the result, the null hypothesis is rejected and the alternative accepted at 0.05 level of significance.

H₀₂: There is no significant difference between the mean responses of male and female primary school teachers on the influence of in-service training on teachers' effectiveness.

Table 4: t-test Analysis on Male and Female Teachers' Responses

Teachers	N	Mean	SD	P	Df	t-cal	t-0.05	Decision
Males	120	2.8	12.7	0.05	298	0.066	1.645	Accept Null
Females	180	2.7	13.0					

Table 4 shows that, the calculated t-value (0.066) is greater than the table value (1.645) at 0.05 level of significance and degree of freedom 298. Based on the result, the null hypothesis is upheld at 0.05 level of significance.

Discussion

The result of research question one revealed that, responses to all the items on the questionnaire concerning in-service training and teachers' effectiveness were all accepted as they had mean responses above the judgment mean. Also, the grand mean was above the judgment mean which implied a positive influence. The above finding agreed with Yamamori, Isoda, Hiromori and Oxford (2003) in their affirmation that, one of the primal purposes of imparting training to the teachers is to provide them with skills and understanding of appropriate techniques for dealing with the students more aptly. Furthermore, the finding agreed with Pauda (1997) who stated that, retraining activity for teachers' acts as a source of reorientation that improves their capabilities. The hypothesis tested at 0.05 level of significance also showed that, there is a significant relationship between in-service training and teachers' effectiveness. This result is in line with the report of Pomuti (2000), which revealed a significant effect of teachers training on the students' class achievement which shows teachers effectiveness.

Result of research question two showed that very minimal difference existed between the mean responses of male and female primary school teachers on the influence of in-service training on teachers' effectiveness. However, the difference was not found to be statistically significant at 0.05 level of significance. This finding is in support of Ihebereme (2010) who stated that, in-service training programme is gender –friendly. The impression of being a male or female teacher seems not to be a barrier to the rewarding feedback of in-service training programmes.

Conclusion

Through the results of this study, it is concluded that in-service training greatly influences teachers' effectiveness in instructional delivery. This effectiveness cuts across male and female primary school teachers in the system. In- service training provision for teachers cannot be toyed with if teachers' effectiveness and competency must be achieved.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Practicing primary school teachers should always attend in-service training through workshops and seminars as to enhance their effectiveness.
2. Government and non-governmental organizations should always organize in-service training for primary school teachers to arm them with new instructional methods.
3. Attendance of capacity building workshops should be made compulsory for every primary school teacher as to acquire new knowledge

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