

## Impact of Teachers' Off-The-Job Training and In-Service-Training on Teachers' Effectiveness in Public Secondary Schools in Abia State, Nigeria

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### ABSTRACT

*The study impact of teachers' off-the-job training and in-service training on teacher effectiveness in public secondary schools in Abia State Nigeria adopted a descriptive design with a total population of 3,970 teachers and principals in the selected public secondary schools in Abia State. A sample size of 769 respondents consisting of 746 teachers and 23 principals drawn from 23 public secondary schools were selected through multi stage sampling. The figure 769 represents 20% of the population. The researchers' self-developed instrument titled "Teachers' Off-Job-Training, In-Service Training and Teachers' Effectiveness Questionnaire" (TOJTISTTEQ) was used for data collection. The instrument was validity by two experts from the Department of Education Management and one expert from Department of Science Education. The reliability of the instrument was determined using Cronbach alpha coefficient which yielded a reliability index of 0.82. The data collected for the study were computed using descriptive statistics such as mean scores and standard deviation to answer the research while t-test was used as a statistical tool to test the stated null hypotheses at 0.05 level of significance. Off-the-job professional development programmes influence teacher effectiveness to high extent. In-service professional development programmes to a high extent has an influence on teacher effectiveness. The researcher thus recommends that to achieve effective school instructions and high academic standard from teachers, government should grant in-service teachers "leave with pay: that will motivate more other teachers with no or low teaching qualifications to enroll. School principals should organize school-based seminars and allow senior colleagues to teach the young ones within the school are in the vanguard of achieving school set-out goals and the general effectiveness in teaching.*

**KEYWORDS:** Teachers' Off-The-Job Training, In-Service-Training, Teachers' Effectiveness, Public Secondary Schools, Abia State and Nigeria

### Introduction

Professional development of teachers seems to be very low and this however seems to affect teacher's effectiveness in public secondary schools in Abia State. To improve the teachers' professional development in the public secondary schools in Abia State, there should be in-service training, pre-service training and others for teachers in Abia State to remain current in 21st century education. These include programmes put in place to train and retrain teachers to improve performance. Likewise, the success or failure of the student greatly depends on the quality of the instructors who are



incidentally teachers. This is why FRN (2013) acknowledged that no educational system can rise above the quality of its teachers. The implication is that for quality and excellent secondary education in Abia State to be realized, teachers' professional development programmes need attention. Teachers need to be developed so as to be competent and productive in the delivery of their duties. Adequate professional development programmes as discussed above are imperatives for teacher's effectiveness.

Teachers' professional development programme refers to training activities teachers in secondary schools are expected to undergo in order to perform efficiently and effectively. Mohamed in Njoku (2008) defined teachers' professional development programmes as all forms of in-service, continuing education, on the job training, workshops, post qualification course etc. whether formal or informal, structured or unstructured teachers initiated or system initiated, accredited or not. Regarding advancement in modern world, it has become necessary to invest in professional development and training programmes because absence of these programmes often manifest in tripartite of incompetence, inefficiency and ineffectiveness of teachers. Teachers professional development programmes come from various sources, agencies and in various forms of orienting teacher to curriculum or examination changes, upgrading qualifications levels, professional teacher association in developing subjects teaching or sometimes teacher union or school based improvement initiatives or individual teachers working to improve their qualifications, career prospects or teaching skills. Ayeni (2010) identified other approaches to teachers' professional development programmes such as workshops, monitoring and full time in-service training whichever approach an organization adopts for teacher training and development, the most important is for the teacher to be professionally equipped.

Teacher effectiveness is the degree to which a teacher succeeds in producing the desired teaching effect in the course of his duty as a teacher (Uchefuna, 2001). For Anderson (2004), teacher effectiveness is the ability of a teacher to achieve the desired educational goals and objectives which he either set for himself or which were set for him by others (Ministry of Education, legislators, other government officials and school administrators). The success of the teacher in producing the desired teaching effect improves students' academic performance. This improvement is the realization for the educational goals and objectives. Teacher effectiveness is not one-dimensional in nature, but depends to a large extent on the way the various resources work in combination to achieve the desired effect. In line with this, Onyeachu (2006) maintained that teacher effectiveness is a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation.

Off-the job training is a type of programme where the staff concerned is allowed to go off the job by embarking on a full-time programme. The advantage is learning while the job waits. He leaves entirely for academic work. Its disadvantage is that the individual may not be on pay during the period of training and may eventually lose his job or position on completion of the training. To prepare and produce quality teachers



for effective teaching and learning in schools requires a special attention for off-the-job-programmes (Mkpa, 2006).

Imogie in Osamwonyi (2016) maintained that such programmes give ample opportunities to serving professional teachers to update their knowledge and skills towards better objectives performance and advancement in status without having to resign their employment. The reason for this is not farfetched as sole reason for leaving their jobs temporarily is to acquire additional knowledge and skills to improve their teaching effectiveness. The additional knowledge such teachers acquired will improve their teaching methods and approaches, lesson preparations and implementations. According to Asiyai (2017), teachers exposed to such programmes acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy in order to improve their efficiency in the classroom. The off-the-job teachers' development programmes is expected to serve as motivating factors especially those ones that involve granting them permission to study with full payments. In such a case, teachers show more commitment to learn and ready to put back what were learnt in the classroom.

In-service training programmes are the common teachers development programmes used by teachers. These includes induction courses sandwich education programmers' offers teachers the opportunities for acquisition of well-structured educational programs organized by the institution of education, universities and colleges of education for the professional improvement of the personnel in teaching service. Additionally, staff development programme include retraining while the personnel are still on the job. The in-service approach suggests three techniques, namely the university sandwich program, the national teachers institute programme and distance learning programme. Oluwayemi (2002) noted that in-service training programmes enhance instructional delivery, broaden teachers' knowledge and model teachers for optimum performance. Also supporting the above benefits of in-service development programmes on teachers' effectiveness, Odu, Akanle, Osakinle, Alade and Ogunlade (2009) maintained that in-service programmes expose teachers that engage in it to new methods, skills and knowledge for effective teaching. In other words, teachers that are involved in any of the in-service programmes have the chances of acquiring and using the contemporary and innovative teaching methods or strategies for effective learning. It will enable them let-go some obsolete teaching and learning strategies and imbibe the new ones for effective instructions. On the other hand, Adesina (2001) observed that there is always a high efficiency and improvement in approaches, techniques, knowledge and skills of teachers who undergo any of the in-service training programmes.

### **Statement of the Problem**

Teachers' professional development programmes are expected to provide regular off-the-job training programmes and adequate in-service training. These in turn are expected to enhance teachers' effectiveness in secondary schools in Abia State. But the practical situation seems to indicate lack of in-service training, inadequate on-the-job training and off-the-job training programmes and inadequate pre-service training. This



however should give rise to poor method of teaching by teachers, poor assessment of students by teachers, poor classroom management and poor mastery of subject area by the secondary school teachers in Abia State which are the major aspects of teacher effectiveness. It appears that lack of or inadequate teachers' development programme is the cause of teachers' ineffectiveness in secondary schools in Abia State. It is on this note that the motivation of this research is built. Therefore, the problem to this study put in question form is "to what extent does teachers' off-the-job training and in-service training programme influence teachers' effectiveness in public secondary schools in Abia State?"

### **Purpose of the Study**

The purpose of this study is to ascertain the influence of off-the-job training and in-service training on teachers' effectiveness in public secondary schools in Abia State, Nigeria. Specifically, the objectives of the study are:

1. find the extent off-the-job training programmes influence teachers' effectiveness in public secondary schools in Abia State.
2. find the extent teachers' in-service professional development programmes influence teachers' effectiveness in public secondary schools in Abia State.

### **Research Questions**

The following researcher questions guided the study. They are:

1. To what extent do off-the-job training programmes influence teachers' effectiveness in public secondary schools in Abia State?
2. To what extent do in-service training programmes influence teachers' effectiveness in public secondary schools in Abia State?

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study. They are:

**H0<sub>1</sub>:** There is no significant difference in the mean score responses of principals and teachers on the influence of off-the-job teachers' professional development programmes on teachers' effectiveness in public secondary schools in Abia State.

**H0<sub>2</sub>:** There is no significant difference in the mean score responses of principals and teachers on the influence of in-service teachers' professional development programmes on teachers' effectiveness in public secondary schools in Abia State.

### **Methodology**

The study adopts a descriptive survey research design was adopted for the study. The design is considered suitable for the study as it employs a representative sample of the population. Descriptive survey research designs inquire about the nature, frequency,



distribution of variables or relationships among variables (Maduabum, 2004). This entails that the independent variables of this study cannot be controlled or manipulated by the researcher. However, the researcher made deductive inference in terms of the dissimilarity in the dependent and independent variables after data collection and analysis. The population of the study was 3,970 respondents. This consists of 3,735 teachers and 235 principals from 235 public secondary schools in the three education zones in Abia State.

A sample size of 769 respondents consisting of 746 teachers and 23 principals drawn from 23 public secondary schools were selected for the study. The multi stage sampling was employed. 10% of the schools was selected using simple random sampling technique. That means 23 Schools were selected from the 235 Schools in Abia State. Also 20% of teachers were selected from the sampled schools using stratified random sampling technique. Ball and gall in Uzoagulu (2011) asserts that for a population of 1,000, use 20%; population of 5,000, use 10% and for a population of 10,000, use 5%. Supporting this view, Nwana in Uzoagulu (2011), opined that there is no fixed number or fixed percentage is ideal rather it depends on circumstance that determines the number to use. The researchers' self-developed instrument titled "Teachers' Off-Job-Training, In-Service Training and Teachers' Effectiveness Questionnaire" (TOJTISTTEQ) was used for data collection. The instrument was validity by two experts in Department of Education Management specifically, Education Administration and Planning and one expert in Department of Science Education specifically Measurement and Evaluation. The reliability of the instrument was determined using Cronbach alpha coefficient which yielded co-efficient index of 0.82, implying that the instrument was reliable for the study. The data collected for the study were computed using descriptive statistics such as mean scores and standard deviation to answer the research while t-test was used as a statistical tool to test the Stated null hypotheses at 0.05 level of significance.

## **Data Analysis**

### **Research Question**

To what extent do off-the-job professional development programmes influence teachers' effectiveness in public secondary schools in Abia State?



**Table 1: Mean responses on the extent off-the-job Programmes Influence Teachers Effectiveness**

S/N	Off-the-job programmes and teachers' effectiveness	$\bar{X}$	SD	Remarks
1	Granting teachers study leave with pay to study abroad as a means of mastering subject area influence teachers' effectiveness	3.16	0.72	High Extent
2	Granting teachers permission to study abroad influences teachers' effectiveness	3.28	0.66	High extent
3	Teachers full-time study course on commitment to teaching and learning activities influence teachers' effectiveness	2.91	0.80	High extent
4	Teachers leaving their job without payment to study a full-time course to enhance their students' academic performance influences teachers effectiveness	2.74	0.76	High extent
5	Permitting teachers to leave their work for full-time course and absorbed again to attain desired educational goal influences teachers' effectiveness	2.69	0.77	High extent
6	Government regular approval of teachers' off the job training influences teachers effectiveness	2.89	0.77	High extent
	Pooled Mean	3.53	0.70	High extent

Table 1 shows that the mean responses in all the items (1-6) are above the mean benchmark of 2.50 indicating high extent responses. These further showed that they agreed that granting teachers study leave to study abroad, teachers' full-time study, teachers leaving their job without payment among others influence teachers effectiveness. The pooled mean of 3.53 which is also above the mean benchmark of 2.50 showed that respondents agreed that off-the-job programmes influence teachers' effectiveness.

### Research Question Two

To what extent do in-service development programmes influence teacher's effectiveness in public secondary schools in Abia State?



**Table 2: Mean response on the extent in-service Programmes Influence Teachers' Effectiveness**

S/N	In-service programme and teachers' effectiveness	$\bar{X}$	SD	Remarks
7	Teachers regular visit to institutes of education to upgrade mastery of subject area influences teachers effectiveness	2.84	0.92	High Extent
8	Teachers regular attendance to conferences on classroom management skills influences teachers effectiveness	2.95	0.77	High extent
9	Government ability to organize regular workshops for teachers for updating lesson plan skills influences teachers effectiveness	3.26	0.77	High extent
10	Teachers appointment to head committees as a means of acquiring leadership skills influence teachers' effectiveness	2.54	0.88	High extent
11	Teachers engaging in group professional reading with the aid of professional library to improve their communication skills influences teachers effectiveness	2.85	1.03	High extent
12	Teachers visit to other schools to observe effective use of teaching methods from more experienced teachers influence teachers effectiveness	3.32	0.76	High extent
	Pooled Mean	3.55	1.03	High extent

The data in table 2 shows that the mean responses in all the items (7-12) are above the mean benchmark of 2.50 indicating high extent responses. These also showed that respondents agreed that teacher' regular visit to Institute of Education to upgrade mastery of subject area and regular attendance to conferences on classroom management as well as their visits to other schools to observe effective use of teaching methods among others, influence teachers' effectiveness. The pooled mean of 3.55 which is equally above the mean which is equally above the mean benchmark of 2.50 implies that respondents agreed that in-service programmes influence teachers' effectiveness to high extent.

### Hypothesis One

There is no significant difference on the mean responses of principals and teachers on the influence of off-the-job programmes and teachers' effectiveness.



**Table 3: t-test analysis of principal's and Teachers' responses on the influence of off-the-job programmes and Teachers' job effectiveness**

Respondents	N	$\bar{X}$	SD	Df	t-cal.	P-value	Decision
Principals	23	15.61	1.88	767	2.05	0.04	significant
Teachers	746	17.75	1.66				

Table 4.3 reveals the t-calculated value of 2.05 and significant p-value of 0.04. Since the p-value of 0.04 is less than 0.05 level of significant, the null hypothesis stated is rejected. Therefore, there is a significant difference in the mean responses of principals and teachers on the influence of off-the-job professional development programmes on teachers' effectiveness in public secondary schools in Abia State.

### Hypothesis Two

There is no significant difference in the mean responses of principals and teachers on the influence of in-service programmes and teachers' effectiveness.

**Table 4: t-test analysis of Principals and teachers' responses on the extent in-service programmes influence teachers' effectiveness**

Respondents	N	$\bar{X}$	SD	Df	t-cal.	P-value	Decision
Principals	23	17.35	2.42	767	-0.238	0.81	Not significant
Teachers	746	17.46	2.16				

Table 4.4 shows the t-calculated value of -0.24 and significant P-value of 0.81. Since the significant P-value is greater than 0.05 level of significance, the null hypothesis stated is not rejected. Therefore, there is no significant difference in the mean responses of principals and teachers on the influence of in-service teachers professional development programmes on teachers' effectiveness in public secondary schools in Abia State.

The findings of the study include:

1. Off-the-job professional development programmes influence teacher effectiveness to high extent.
2. In-service professional development programmes to a high extent has an influence on teacher effectiveness.





## Conclusion

The study sought to determine the teachers' on-the-job programmes and teachers' pre-service programme on teachers' effectiveness in public secondary schools in Abia State.

Based on the result of this study, the following conclusions emerged:

- i. Adequate financial resources and its accessibility are provided for teachers for in-service training since teachers performs effectively in their duties when exposed to further training.
- ii. There is need for the government, ministry of education and the principals to encourage teachers to imbibe the culture of professional development by attending conferences, seminars and workshops.

## Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made:

1. To achieve effective school instructions and high academic standard from teachers, government should grant in-service teachers "leave with pay: that will motivate more other teachers with no or low teaching qualifications to enroll.
2. School principals should organize school-based seminars and allow senior colleagues to teach the young ones within the school be in the vanguard of achieving school set-out goals and the general effectiveness in teaching.
3. Since professional development programmes have been found to be highly effective in instructional delivery, government and her agencies should map-out strategies to ensure that teachers with lower teaching qualifications go back to school without losing their jobs.



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