
Influence of Teachers' on the Job Training and Pre-Service Training on Teacher Effectiveness in Public Secondary Schools in Abia State, Nigeria

BY

NWAGBARA, Joy A.

&

MODEBELU, Melody N.

**Department of Education Management,
Michael Okpara University of Agriculture, Umudike**

ABSTRACT

The study was to assess the “influence of teachers’ on-the-job training and pre-service training on teacher effectiveness in public secondary schools in Abia State Nigeria,” the study 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’ On-the-Job-Training, Pre-Service Training and Teachers’ Effectiveness Questionnaire’ (TOJTPSTTEQ) 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. The result of the findings indicates On-the-job training programmes influence teachers’ effectiveness to high extent and Pre-service professional development programmes influence teacher effectiveness to a high extent. The researchers’ thus recommends that Government as well as her agencies and school proprietors should organize regular conferences, seminars and workshops to all the teachers in each session; irrespective of the class and subject each teacher teaches to ensure teacher’s instructional effectiveness. Fees charged for sandwich and other part-time programmes for in-service teachers should be very low to enable more teachers with low teaching qualifications, acquire higher teaching certificates for effective instructional delivery.

KEYWORDS: Job, pre-service, training, teachers’, public secondary schools, Abia State

Introduction

The changes in the global society demand that all professionals and organizations develop in order to meet the challenges and cope with the changes that are taking place in the environment in which the teaching profession is not an exception. No wonder there is pressing need for professional teachers to meet secondary education goals in Nigeria today. The Federal Republic of Nigeria - FRN (2016) defines secondary school education as the education children receive after primary education and before tertiary stage. The secondary

education is for six years duration under two stages; the junior and senior secondary stages. Its core curriculum is designed to attaining its two major goals of preparing the individuals for useful living within the society and for higher education. FRN (2016) outlined secondary educational objectives to include: Provide an increasing number of secondary school leavers with opportunity for higher education irrespective of sex, religion and ethnic background, diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course, equip students to live effectively in our modern age of science and technology among others. It is pertinent to note that a secondary school where secondary education is obtained and made up of active teachers and responsive students.

On-the-job trainings are those professional development activities in which one engages in after initial certification. It is important to note that in-service training is part of on-the-job training, since it is a training which the recipient gets while in service. In-service education implies opportunity for growth and development of the teacher. It enables staff to acquire knowledge and new skills while using the same office equipment and materials (Botha and Hite (2000)). According to Odu, Akanle, Osakinle, Alade and Ogunlade (2009), sandwich programme just like other on-the-job training programmes expose teachers to new methods, skills and knowledge for effective teaching. Borishade in Odu et al (2009) posits that sandwich and other on-the-job training programmes are tools that encourage academic growth of saving teachers, improve their productivity level and competencies. This however implies that teachers who received on-the-job training programmes have higher chances of improving on their abilities in the classroom instructions. It is based on the derivable benefits and influence of on-the-job training programmes and teachers effectiveness that Mkpa (2006) conclusively maintained that preparing and producing quality teachers for effective teaching and learning in schools requires a special attention for on-the-job programmes.

These are faculties of education (regular or part-time), institutes of education, and other teacher training centre. It exists in the form of NCE (primary or secondary) BA/B.Ed, BA/B.Sc Ed/B.Ed, plus PGDE. Either way, there are three main components of the program. The subject areas made up of courses taught in the primary and secondary schools, professional education made up of courses in the field of education with emphasis on some core areas as foundation of education (Philosophy of Education, Sociology of Education, History of Education, Comparative Education etc.) curriculum studies, physiology of education and a host of others, and teaching practice including methodology in special subjects. The pre-service teacher education focuses on cultivating in our teachers the competence they need for addressing contemporary and emergent educational problems.

According to Botha and Hite (2000), a competent teacher will focus on certain predetermined results or outcomes which are to be achieved by the end of each learning process. Therefore, the use of students' achievement as a gauge of teaching effectiveness is reasonable and appropriate and one could say that students' learning is the most important criteria by which to evaluate teacher hence competence come as a result of professional development. Onyekuru (2013) holds that teachers' teaching effectiveness could easily be achieved in the course of training in a particular discipline (pre-service); teachers acquire skills, master the subject matter and build up confidence needed in transmitting that knowledge to the student effectively. There should be application and utilization of newer instructional technology in the classroom, such as computers, projectors, video, recorders and monitors, the closed circuit television and the like. Through professional development the teacher gets use of using these for quality output. The ability to improvise and utilize locally available resources is also a skill to be emphasized in the teacher education programme; and

more effective and efficient curriculum delivery. The teacher must be trained to achieve successfully the goal of their teaching subject areas. Though teachers write effective objectives in their lesson notes, they should be encouraged to teach and evaluate the achievement of the said objectives.

Teachers' effectiveness remains a vital element in achieving quality teaching and learning activities. The origin of the word "*effective*" stems from the Latin word *effectivus*, which means creative, productive or effective (Wikipedia encyclopedia, 2012). According to Collins English Dictionary (2009), effectiveness applies to that which has power to or which actually does produce an effect. Therefore, effectiveness is the capability of somebody or something producing desirable results. When somebody is deemed effective, it means he has an intended or expected outcome, or produced pertinent and apparent impression. It is against this background that Wojtezak (2002) defined effectiveness as a measure of the extent to which a specific intervention, procedure, regimen, or service when developed in the field in routine circumstances, does what it is intended to do for a specified population. Ukeje, Akabogu and Ndu (2002) asserted that effectiveness is perceived in terms of production of goods which is comparable to goal achievement and these are quite related to initiating structure which has been defined as behavior in which the leader organizes and defines clearly his own role in relation to group activities.

Statement of the Problem

Teachers' in public secondary schools are expected to be provided with regular on-the-job and off-the-job training programmes, pre-service approach 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. Therefore, the problem to this study put in question form is "to what extent does teachers' professional development 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 on-the-job training and pre-service training on teachers' effectiveness in public secondary schools in Abia State, Nigeria. Specifically, the objectives of the study are:

1. Determine the extent to which on-the-job training programmes influence teachers' effectiveness in public secondary schools in Abia State.
2. Find out the extent pre-service training 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 on-the-job training programmes influence teachers' effectiveness in public secondary schools in Abia state?
2. To what extent do pre-service teachers' professional development 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:

H₀₁: There is no significant difference in the mean score responses of principals and teachers on the influence of on-the-job teachers' professional development programmes on teachers' effectiveness in public secondary schools in Abia State.

H₀₂: There is no significant difference in the mean score responses of principals and teachers on the influence of pre-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 were 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' On-Job-Training, Pre-Service Training and Teachers' Effectiveness Questionnaire" (TOJTPSTTEQ) was used for data collection. The instrument was validity by two experts from the Department of Education Management specifically Education Administration and Planning and one expert from the 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 one

To what extent do on-the-job training programmes influence teachers' effectiveness in public secondary schools in Abia State?

Table 1: Mean responses on the extent on-the-job training programmes influence teachers' effectiveness in public secondary schools

| S/N | On-the-job Development programmes and teachers effectiveness | \bar{X} | SD | Remarks |
|-----|---|-----------|------|-------------|
| 1 | Teachers attendance to seminars, conference/workshop to enhance teaching methods influences teachers' effectiveness | 3.32 | 0.70 | High extent |
| 2 | Teachers engagement in induction courses to improve their teaching techniques teachers' effectiveness | 3.03 | 0.20 | High extent |
| 3 | Sandwich programmes to improve mastery of their subject area has influence teachers' effectiveness | 3.10 | 0.73 | High extent |
| 4 | Teachers' engagement in a distance programme for enhancing the skill of lesson preparation influences teachers' effectiveness | 3.17 | 0.70 | High extent |
| 5 | Teachers participation in National Teachers Institute programmes for acquisition of skills for lesson presentation influences teachers' effectiveness | 2.96 | 0.85 | High extent |
| | Pooled mean | 3.17 | 0.66 | High extent |

Results in table 1 show that the respondents indicated that on –the-job training programmes influence teachers' effectiveness in Public Secondary Schools to high extent with a pooled mean of 3.17 which is equally above the mean benchmark of 2.50. These implied that they agreed that teachers' attendance to Seminars, conferences, engagement in induction courses, participation to sandwich programmes, engagement in distance programmes as well as participation in National Teachers' Institute programmes to high extent influence teachers' effectiveness.

Research Question Two

To what extent do pre-service professional development programmes influence teachers' effectiveness in public secondary schools in Abia state?

Table 2: Mean responses on the extent pre-service professional development programmes influence teachers' effectiveness

| S/N | Pre-service programmes and teachers' effectiveness | \bar{X} | SD | Remarks |
|-----|---|-----------|------|-------------|
| 6 | Teachers grade 11 certificate programmes on classroom management influence teachers' effectiveness | 3.05 | 0.72 | High Extent |
| 7 | National Certificate in Education (NCE) programmes on evaluation methods influences teachers' effectiveness. | 2.89 | 0.68 | High extent |
| 8 | Bachelors in education B.Ed acquired by teachers on lesson planning influences teachers' effectiveness | 3.27 | 0.65 | High extent |
| 9 | Masters in education M.Ed acquired by teachers on achievement of specific educational goal influence teachers' effectiveness | 2.67 | 0.90 | High extent |
| 10 | Doctor of Philosophy in Education PhD acquired by teachers on Achievement of specific educational goal influences teachers' effectiveness | 3.07 | 0.87 | High extent |
| | Pooled Mean | 2.99 | 0.76 | High extent |

Results in table 2 show that the mean responses in all the items (6-10) are above the mean benchmark of 2.50 indicating high extent responses. This implied that respondents agreed that teachers' acquisition of grade II certificate programmes, National Certificate in Education Programmes, Bachelors in Education as well as Masters and Doctor of Philosophy in education influence teachers' effectiveness to a high extent. The pooled mean of 2.99 which is equally above the mean benchmark indicates that respondents agreed that pre-service professional development programmes influence teachers' effectiveness to high extent.

Hypothesis one

There is no significant difference in the mean responses of principals and teachers on the influence of on-the-job professional development programmes on teacher's effectiveness.

Table 3: t-test Analysis of Principals and Teachers Responses on the Influence of on-the-job Professional Development and Teachers' Effectiveness

| Respondents | N | \bar{X} | SD | Df | t-cal. | P-value | Decision |
|-------------|-----|-----------|------|-----|--------|---------|-----------------|
| Principals | 23 | 16.52 | 1.24 | 767 | 1.14 | 0.06 | Not significant |
| Teachers | 746 | 15.56 | 1.54 | | | | |

Table 3 reveals the t-calculated value of 3.15 and significant P-value of 0.062. Since the significant p-value of 0.062 is greater than 0.05 level of significant, the null hypothesis stated is not rejected. Therefore, there is no significant difference in the mean responses of principals and teachers on the extent of the influence of on-the-job professional development and teachers' effectiveness.

Hypothesis two

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

Table 4: t-test analysis of Principals and Teachers responses on the influence of pre-service programmes and Teachers' effectiveness

| Respondents | N | \bar{X} | SD | Df | t-cal. | P-value | Decision |
|-------------|-----|-----------|------|-----|--------|---------|-----------------|
| Principals | 23 | 14.17 | 1.64 | 767 | -2.14 | 0.08 | Not significant |
| Teachers | 746 | 14.97 | 1.76 | | | | |

Table 4 reveals that t-calculated value of -2.14 and significant p-value of 0.083. Since the significant p-value is greater than 0.05 level of significant, 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 Pre-service professional development programmes and teachers' effectiveness.

The findings of the study include:

1. On-the-job training programmes influence teachers' effectiveness to high extent
2. Pre-service professional development programmes influence teacher effectiveness to a high extent.

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. On-the-job training programme is vital for teachers' effectiveness thus influence teachers' performance.
- ii. Pre-service training of teachers is a salient means for ensuring effective delivery of lesson by the teachers.

Recommendation

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

1. Government as well as her agencies and school proprietors should organize regular conferences, seminars or workshops to all the teachers in each session; irrespective of the class and subject each teacher teaches to ensure teacher's instructional effectiveness.
2. Fees charged for sandwich and other part-time programmes for in-service teachers should be very low to enable more teachers with low teaching qualifications, acquire higher teaching certificates for effective instructional delivery.

REFERENCES

- Botha, M. & Hite, P. D. (2000). *Teaching the teachers: University and secondary school teachers' perceptions of their learning activities in a professional development context*. Paper presented at the European conference on educational Research. University of Lisbon. Available: <http://www.leeds.ac.uk/educol/>>
- Maduabum, M. A. (2004). Occupational Stress Factors among Secondary School Principals in Abia State, Nigeria. *International Journal of Educational Planning and Administration* 1(1): 17 – 27.
- Mkpa, M. A. (2006). *Problems of school inspection in Nigeria. In current issues in educational management in Nigeria*. Nigeria Association of Educational Administration and Planning (NAEAP), 270-281.
- Odu, B, Akande, F., Osakinle, O; Alade, F & Ogunlade, R (2009). *Promoting Teachers' Effectiveness through Sandwich Degree Programme in Nigeria Universities*. A Paper Presented At 2nd Annual SOTL Common. George Southern University States Boro, USA.
- Onyekuru, B.U. & Ibegbunam, J.O (2013). Teaching Effectiveness of Secondary School Teachers in Emohuo L.G.A, River State. *European Scientific Journal* 9(28), 270-281.
- Wikipedia Encyclopedia (2012). *Leadership*. Available at: <http://www.en.wikipedia.org/wiki/Leadership>.
- Wojtezak, A. (2002). *Glossary of Medical Education Term*. Available at: <http://www.iime.org/glossary.htm>.