# ADMINISTRATION OF IN-SERVICE TEACHER EDUCATION PROGRAMMES FOR ENTREPREURSHIP SUBJECT TEACHERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN IMO STATE: ISSUES AND CHALLENGES

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**Abstract**

Studies have revealed a very substantial shortage of qualified entrepreneurship subject teachers in Imo State Senior Secondary School System and advocated training and re-training as one interim strategy to up-grade the number and competence of teachers drafted into the teaching of entrepreneurship subjects. Though this policy repeatedly echoes in the teacher development programmes of Imo State Secondary Education Management Board (SEMB), its implementation and realization have left much to be desired. This study assessed the modes, regularity, suitability and challenges of in-service teacher education programmes organized and sustained by SEMB for entrepreneurship subject teachers in Imo State Public senior secondary schools with, a view to

identifying the issues and challenges. The study is a survey research guided by four research questions. A sample size of 133 respondents comprising 112 principals and 20 entrepreneurship subject teachers was drawn from a population of 335 made up of 285 principals and 50 entrepreneurship subject teachers in the 285 Senior Secondary Schools in Imo State. Researchers used 37 item questionnaire with 4 point response options for data collection. Data collected were analysed with frequency tables and mean scores. Findings revealed that in-service training programmes sustained by SEMB are irregular, not suitable for entrepreneurship teachers training and are hampered by inadequate government budgetary provisions/release of funds among others.

**Key Words:** Entrepreneurship subject teachers, in-service teacher education.

Nigeria's new Senior Secondary school entrepreneurship curriculum of 2011 was constructed on the philosophy that every Senior Secondary education graduate should have been well prepared for high education as well as acquire relevant functional trade/ entrepreneurship skill needed for poverty eradication, job creation and wealth generation (NERDC 2008).

However, studies have shown that out of the 35 trade/ entrepreneurship skills approved by NERDC as compulsory cross cutting core subject offerings for Senior Secondary School graduates, only 12 have been adopted and introduced as teaching subjects in Imo State Secondary Schools. These include painting and decoration, catering and craft practices, store keeping, book keeping, photography, animal husbandry, fisheries, marketing, dyeing and bleaching, cosmetology, key boarding and data processing. The study further indicated that there are no more than fifty (50) qualified entrepreneurship subject teachers in the employ of Imo State Secondary Education Management Board (SEMB), adding that in response to the shortfall of qualified teachers in these areas, Principals source teachers/instructors for the teaching of these trade/ entrepreneurship skills from teachers of related subjects within their respective schools (Nwankwo, Asoegwu and Nwosu 2016).

The value and success of a curriculum lies in its effective delivery. Okatahi (2016) insists that a major driving force of education is the teacher. The acquisition of relevant functional trade/ entrepreneurship skill by graduates needed for job creation and wealth generation will remain a mirage without trained and qualified teachers and instructors in these subject areas. According to Okatahi (2016) the teacher quality matters so much that a student is likely better off in a bad school with a good teacher than in a good school with a bad teacher. The import of this allegory is that more quality teachers are needed in these subject areas to effectively impart in the students, the content of the new entrepreneurship curriculum.

In this scenario, the imperative of teacher education becomes very obvious, to enable teachers to acquire new ideas and opportunities to discuss, reflect upon, try out

and acquire better instructional approaches to deliver this new curriculum. Komeman (2008) classified teacher education into two; the pre-service training (which is completed prior to initial certificate) and in-service training (which refers to the training acquired after completing the pre-service phase and occurs concurrently with or following a full time classroom teaching. However, Nwankwo (2011) had criticized NERDC and the tertiary institutions in Nigeria for their failure to package certificate, diploma and degree programmes in Nigerian universities and colleges of Education to produce teachers for the trade/entrepreneurship subjects before the introduction of the new curriculum. By implication therefore, the only feasible option for the up-dating and up-grading of entrepreneurship subject teachers is the in-service training.

Emenalo (2013) observed that re-training increases knowledge and improves the skills and competencies of serving teachers and that professional development of teachers involves training teachers in the new curriculum and subject content. Also, Obizue (2014) postulates that the success of achieving high standard in teaching profession depends on the administrators' ability to retrain teachers from time to time. According to Komeman (2008) if we expect quality education, we must be ready to give our teachers quality teacher education that will equip them with the intellectual and professional background they need for effective performance.

Anchoring on this perspective, Ukeje (1991) flares at a prevalent tacit but wrong assumption that once one has undergone training in some subject areas of education, and has done the teaching practice exercise, he is ready to teach. Suleiman (2016) re-echoes this regrettable disposition when he observed that once in the classroom, a teacher is unlikely to attend any professional development programme probably throughout his/her teaching career. These expressions of discontentment suggest that requisite on-the-job training and indeed teacher education is not given a pride of place in our educational planning.

In-service teacher education refers to organized and need based continuing education for teachers to update their knowledge and fine tune their competencies in the classroom, school and community. If teachers are to effectively perform their difficult role as change agents in the society, they must be subjected to constant training and retraining so as to be abreast of the happenings around them. Knowledge explosion, advances in pedagogical science, the use of information and communication technology, changes in social concerns, changes in teachers' work situation and particularly, the introduction of a new senior Secondary School entrepreneurship curriculum are some of those changes that make it imperative for teachers professional development to be on a continuous basis.

Amaechi (2014) identified in-service teacher education strategies open to education administrators for up-dating and enhancing the competencies of teacher in service to include among others, instructional supervision, workshops, seminars and conferences, symposia, induction/orientation, coaching/mentoring, team teaching, research committee, reading groups/study circle, supportive supervision, sandwich/long

vacation courses, staff meeting attendance and membership of professional bodies. Her study revealed that sandwich/long vacation courses, staff meeting attendance and membership of professional bodies are popularly in use, that conferences, seminars, workshops and induction/orientation courses are sparingly conducted while the other strategies are rarely applies by administrators in public secondary schools in Imo State.

Similarly, Obizue, Udeji and Akueshi (2016) identified factors that hinder quality professional development of serving teachers in Imo State primary schools to include among others.

(a) Lack of support from the government
(b) Inadequate funds
(c) Shortage of facilities and equipment for teacher development; and
(d) Absence of long term plan and constant evaluation of the impact of teacher development programmes on teacher instruction and pupil learning.

In sum, these 'borrowed teachers' from related and allied subject areas, who are not all specialist but who teach entrepreneurship subjects need to be developed and require organized and need based continuing education which extends beyond the one-short workshop, seminar and conference, if they are to deliver quality education, cover and implement the entrepreneurship curriculum in the Senior Secondary Schools.

**Statement of the Problem**

A major driving force of education is the teacher, and the objective of a curriculum is only realizable if the teacher has the subject mastery, pedagogical competence and the commitment to execute it. So far, no education programmes are in place in Nigerian tertiary institutions to produce specialist teachers for the majority of the entrepreneurship/trade subjects offered in the senior secondary school system. From records and findings, it is evident that majority of the instructors teaching entrepreneurship subjects in the schools are simply co-opted from related and allied subjects. Undisputably, they cannot be efficient. The only option open to education administrators to raise the competency level of these co-opted teachers is to subject them to organized and need based teacher education programmes. Unfortunately, the programmes, conduct and expressions of the SEMB has left observers in doubt as to her preparedness and commitment to remedy these teachers' quasi professional standing through in-service training.

This state of worry has therefore instigated the need for this research to find out the modes, regularity, suitability and challenges of in-service teacher education programmes conducted by SEMB for entrepreneurship subject instructors in Imo State.

**Purpose of the Study**

The general purpose of the study was to investigate the circumstances of the organization and sustenance of SEMB's in-service teacher education programmes and

activities for entrepreneurship subject teachers in Imo State Public Senior Secondary Schools. Specifically, the objectives were set to:

1. Determine the modes of in-service teacher education activities sustained by SEMB for entrepreneurship subject teachers in Imo State Secondary Schools.
2. Ascertain how regularly SEMB conducts in-service training programmes for entrepreneurship subject teachers.
3. Assess the suitability of in-service programmes sustained by SEMB for entrepreneurship subject teachers.
4. Examine the challenges confronting the sustenance and organisation of in-service teacher-education programmes for entrepreneurship subject teachers.

**Research Questions**

The study was guided by the following research questions.

1. What modes of in-service teacher education activities are sustained by SEMB for entrepreneurship subject teachers in Imo State Public Senior Secondary Schools?
2. How regularly does SEMB conduct in-service teacher education programmes for entrepreneurship subject teachers in Imo State?
3. How much do the in-service training programmes sustained by SEMB suit the needs of entrepreneurship subject teachers of Imo State?
4. What challenges are experienced by SEMB in the sustenance and organization of in-service teacher education programmes for entrepreneurship subject teachers.

**Methodology:**

The study employed the survey research design. The population of study is 335 comprising 285 principals and 50 entrepreneurship subject instructors in the Senior Secondary School system of Imo State. A sample size of 133 respondents comprising 112 principals and 20 entrepreneurship subject instructors was drawn from the three education zones of Imo State using cluster random technique. Researchers made rating scale of 37 items with 4 point response options was used for data collections. Four research questions guided the study and data collected were analysed with frequency tables and mean scores. The instrument was subjected to face validity while reliability was established using split-half and Cronbach alfa statistics. Mean scores were used to answer the research questions.

**Result:**

The data collected were presented in frequency tables to address the research questions.

**Research Question 1**

What modes of in-service teacher education programmes are sustained by SEMB for entrepreneurship subject teachers in Imo State Public Senior Secondary Schools?

**Table 1:** Mean response scores of teachers and principals on modes of in-service teacher education programmes organized by SEMB for entrepreneurship subject teachers of Public Senior Secondary Schools in Imo State.

| S/N | ITEM STATEMENT: In-service training activities sustained by SEMB for entrepreneurship subject teachers include | Teachers Response | | Principals Response | |
|---|---|---|---|---|---|
| | | $\overline{X}$ | Decision | $\overline{X}$ | Decision |
| 1 | Sandwich/Long Vacation courses | 3.24 | Highly Available | 3.31 | Highly Available |
| 2 | Conferences/Seminars | 2.10 | Sometime Available | 2.25 | Sometimes Available |
| 3 | Workshops/Symposia | 2.30 | Sometimes Available | 2.34 | Highly Available |
| 4 | Team teaching | 1.09 | Rarely Available | 1.12 | Rarely Available |
| 5 | Coaching/mentoring | 0.98 | Rarely Available | 1.09 | ✓ |
| 6 | Staff meeting attendance | 3.45 | Highly Available | 3.53 | Highly Available |
| 7 | Research committee | 1.01 | Rarely Available | 0.97 | Rarely Available |
| 8 | Reading groups/study circle | 0.85 | ✓ | 1.02 | ✓ |
| 9 | Membership of professional bodies | 2.53 | Highly Available | 3.12 | Highly Available |
| 10 | Induction/Orientation | 2.32 | Sometimes Available | 3.01 | Highly Available |
| 11 | Supportive Supervision | 0.91 | Rarely Available | 0.88 | Rarely Available |

Table 1 shows the mean response scores of teachers and principals on modes of in-service teacher education activities sustained by SEMB for entrepreneurship subject teachers in Imo State public senior secondary schools. The table indicates a consensus of both teachers and principals that items 1, 6 and 9 are highly sustained/available; item 2 is sometimes available while item 4,5,7,8 and 11 are rarely available. However, they disagree on items 3 and 10. While principals rate workshop/symposia and induction/orientation as highly available, teachers opine that they are available only sometime. This implies that in-service teacher education activities like sandwich/long vocation courses, staff meeting attendance and membership of professional bodies are highly available and sustained by SEMB. Also, team teaching, coaching/mentoring, research committee, reading groups/study circle and supportive supervision activities are

very rare as strategies for in-service teacher education of entrepreneurship subject teachers in Imo State public Senior Secondary Schools.

**Research Question 2**

How regularly does SEMB conduct in-service teacher education programmes for entrepreneurship subject teachers in Imo State?

**Table 2:** Mean response scores of teachers and principals on regularity of in-service teacher education programmes conducted by SEMB for entrepreneurship subject teachers.

| S/N | ITEM STATEMENT: How frequently is this training programme/activity conducted for entrepreneurship subject teachers | Teachers Response | | Principals Response | |
|---|---|---|---|---|---|
| | | $\overline{X}$ | Decision | $\overline{X}$ | Decision |
| 12 | Sandwich/Long vacation courses | 1.89 | Rare | 2.65 | Frequently |
| 13 | Conferences/Seminars | 2.41 | Occasionally | 2.36 | Occasionally |
| 14 | Workshops/symposia | 2.48 | ✓ | 2.30 | Occasionally |
| 15 | Team teaching | 0.92 | Rare | 1.21 | Rare |
| 16 | Coaching/mentoring | 1.11 | Rare | 1.17 | Rare |
| 17 | Staff meeting attendance | 3.18 | Frequently | 3.68 | Frequently |
| 18 | Reading groups/study circle | 0.17 | Rare | 0.76 | Rare |
| 19 | Membership of professional bodies | 2.37 | Occasionally | 2.42 | Occasionally |
| 20 | Induction/orientation | 2.49 | Occasionally | 2.58 | Occasionally |
| 21 | Supportive supervision | 1.03 | Rare | 0.98 | Rare |
| 22 | Research committee | 0.77 | Rare | 0.96 | Rare |

A cursory look at table II reveals a mean score of 2.50 and above by both teachers and principals on item 17 only. This indicates a consensus by both respondents that staff meeting attendance is the only training programme/activity that is frequently conducted for entrepreneurship subject teachers. The respondents disagree in item 12 with mean scores of 1.89 and 2.65 for teachers and principals respectively. While principals opine that sandwich/long vacation courses are frequently conducted for entrepreneurship subject teachers, teachers say it is rarely done for them. Item 13,14,19 and 20 with mean scores of 2.41 and 2.36, 2.48 and 2.30, 2.37 and 2.42; and 2.49 and 2.58 respectively for teachers and principals indicate a consensus among teachers and principals that conference/seminars, workshops/symposia, membership of professional bodies and induction/orientation are occasionally conducted for entrepreneurship subject teachers. Mean scores below 2.0 in item 15, 16, 18, 21 and 22 show that team teaching,

coaching/mentoring, reading groups/study circle, supportive supervision and research committees are rarely conducted for entrepreneurship teachers/instructors.

**Research Question 3**

How much do in-service training programmes sustained by SEMB suit the need of entrepreneurship subject teachers/instructors.

**Table III:**

Mean response scores of teachers and principals on the suitability of SEMB sustained training programmes to the needs of entrepreneurship subject teachers/instructors.

| S/N | ITEM STATEMENT: It is correct to observe that training programmes/activities organized by SEMB for entrepreneurship subject teachers/instructors | Teachers' Response | | Principals Response | |
|---|---|---|---|---|---|
| | | $\overline{X}$ | Decision | $\overline{X}$ | Decision |
| 23 | Adequately address the training need and instructional difficulties of entrepreneurship subject teachers/instructors | 2.31 | Disagreed | 2.52 | Agreed |
| 24 | Sufficiently explain the content and concepts in entrepreneurship/trade curriculum to the understanding of participants | 2.56 | Agreed | 2.58 | Agreed |
| 25 | Equip teachers/instructors with strategies, skills and methods for the teaching of entrepreneurship concepts | 2.27 | Disagreed | 2.71 | Agreed |
| 26 | Provide sufficient drills to enable teachers/instructors use teaching aids effectively | 2.01 | Disagreed | 2.31 | Disagreed |
| 27 | Afford opportunities to demonstrate for participants, the application and management of workshop/studio tools, installations and equipment | 2.32 | Disagreed | 2.42 | Disagreed |
| 28 | Are conducted by resource persons who are experts and have mastery of subject matters | 2.51 | Agreed | 2.56 | Agreed |
| 29 | Make participants better teachers/instructors | 2.48 | Disagreed | 2.51 | Agree |
| 30 | Make use of standard facilities and training equipment | 1.98 | Disagreed | 2.38 | Disagreed |
| | **Cluster Mean** | **2.31** | | **2.49** | |

Data on table III on suitability of SEMB sustained training programmes to the needs of entrepreneurship subject teachers/instructors show a consensus opinion of both respondents on items 24 and 28 implying that training programmes/activities organized

by SEMB's sufficiently explain content and concepts in entrepreneurship/trade curriculum to the subject teachers/instructors. This is authenticated by response mean scores of 2.56, 2.58 and 2.51 respectively for teachers and principals. Similarly, respondents have consensus in items 26, 27 and 30 with response mean scores of 2.01, 2.31, 2.32, 2.42, and 1.98, 2.38 indicating that SEMB sustained training programmes do not provide sufficient drills, fail to provide opportunities to demonstrate use of tools and equipment and do not use standard facilities and training equipment. Respondents hold divergent opinions in items 23, 25 and 29. While principals agree that training programmes adequately address teachers' needs and difficulties, equip them with teaching skills, strategies and methods, and make participants better teachers, teachers state otherwise. However, a low cluster response mean score of 2.31 and 2.49 for teachers and principals suggest that in-service training programmes sustained by SEMB do not meet the needs of entrepreneurship subject teachers/instructors and therefore not suitable.

**Research Question 4**

What challenges are experienced by SEMB in the sustenance and organization of in-service teacher education programmes for entrepreneurship subject teachers/instructors.

**Table IV:** Response mean scores of teachers and principals on challenges to the sustenance and organization of in-service teacher education programmes for entrepreneurship subject teachers/instructors.

| S/N | ITEM STATEMENT: Organization and sustenance of in-service teacher education programmes are hampered by: | Teachers' Response | | Principals Response | |
|---|---|---|---|---|---|
| | | $\overline{X}$ | Decision | $\overline{X}$ | Decision |
| 31 | Inadequate government budgetary provision/release of funds for in-service training programmes | 2.75 | Agree | 3.47 | Agree |
| 32 | Non availability of long term in-service training plan/schedule | 2.52 | Agree | 3.60 | Agree |
| 33 | Nonchalant attitude on the part of entrepreneurship subject teachers to take part in in-service training programmes | 1.88 | Disagree | 2.21 | Disagree |
| 34 | Nonchalant attitude on the part of school administrators about teachers' welfare | 2.37 | Disagree | 2.42 | Disagree |
| 35 | Non availability of subject experts/professionals in entrepreneurship subjects | 3.20 | Agree | 3.33 | Agree |
| 36 | Very crowded/busy school calendar that does not provide time for teacher education programmes | 2.18 | Disagree | 2.45 | Disagree |
| 37 | Lack of encouragement for teachers to participate in national, state and even school internal training programmes | 2.56 | Agree | 3.12 | Agree |

The result as shown on table IV indicate that organization and sustenance of in-service teacher education programmes for entrepreneurship subject teachers is hampered by inadequate government budgetary provision/release of funds, non availability of long term in-service training plan/schedule, Non availability of subject experts/professional in the subject area and lack of encouragement for teachers to participate in training programmes. This is substantiated by a consensus agreement of teachers and principals in item 31, 32, 35 and 37 with mean scores of 2.75, 3.47, 2.52, 3.60, 3.20, 3.33, and 2.56, 3.12 for teachers and principals respectively. Similarly, mean scores of 1.88, 2.21, 2.37, 2.42 and 2.18, 2.45 in items 33, 34 and 36 imply that both respondents agree that nonchalant attitude of the subject teachers, nonchalant attitude of school administrators as well as crowded/busy school calendar do not hinder the organization and sustenance of in-service teacher education programmes for entrepreneurship subject teachers/instructors in Imo State Senior Secondary school System.

**Discussion of Findings**

Analysis of the research questions indicated among other things the prevalence of sandwich/long vacation courses, staff meeting attendance, membership of professional bodies and induction/orientation courses as the popular modes of in service teacher education, with staff meeting topping the list. This finding substantiates the stance of Ameachi (2014) and confirms that administrators at the secondary school level are docile with regards to teacher development. It would be adduced that school principals devote no strategy other than staff meeting through which they can assist serving teachers, especially the entrepreneurship subject teachers to improve their competency levels.

The study reveals that in-service teacher education programmes are irregular and unsuitable for the professional development of co-opted non specialist entrepreneurship subject teachers. This is contrary to the candid observation of Obizue (2014) that achieving high standards in teaching profession is a function of administrations' ability to retrain teachers from time to time, similarly, the scenario does not yield to Emenalo's stand that retraining increases knowledge and improves the skills and competencies of serving teachers to handle new curriculum (Emenalo 2013).

It is evident that the modes, regularity and issues emphasized by in-service teacher education programmes organized by SEMB as highlighted in the analysis of research question 3, cannot address the professional demands of entrepreneurship subject teachers. Notwithstanding the fact that in-service teacher education as a policy is stiffly challenged by hindrances as manifested in research question 4, there can be no better option to it (in-service teacher education policy) especially in the development of entrepreneurship subject teachers since there are presently no curricular programmes and courses available at the tertiary education level by which entrepreneurship subject specialist teachers can be mass-produced.

**Conclusion**

The value of a curriculum lies in its effective implementation. The New Nigerian Senior secondary school trade/entrepreneurship skills curriculum is loaded with enormous benefit. However, there is currently acute dearth of teachers to prosecute and effectuate the programme. The only option in the interim is to enhance the capacity of available teaching crew through in-service teacher education programmes. Efforts should be made to dismantle every obstacle that is hindering its realization.

**Recommendations**

Based on the findings of the study, the following recommendation were made:

1. Experts in the various entrepreneurship subject areas should be assembled by SEMB to draw a long term in-service teacher education plan/schedule to guide a development programme for entrepreneurship subject teachers.
2. Imo State government should provide adequate funds and resources to implement in-service teacher education programmes for entrepreneurship subject teachers.
3. Principals of Senior Secondary Schools should develop internal school programmes to assist improve the competencies and capacity of entrepreneurship subject teachers in their respective schools.

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