

# IN SERVICE TRAINING: A STRATEGY FOR IMPROVING TEACHER COMPETENCE IN ANAMBRA STATE SECONDARY SCHOOLS

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## **Abstract**

The importance of teachers and the roles they play in the educative process are central to basic education. The policy thrust of the National Policy on Education (1981) on the training of teachers centres around the recognition of teacher education in the planning of education, the training of all teachers and the content of the curriculum for teacher education. This paper tried to discuss In-service training as a strategy for Improving teacher competence in Anambra State Secondary schools. Sixty-five teachers were drawn from Ogidi education zone. Two hypotheses guided the study. The findings related to the hypotheses show that the extent to which teachers go for inservice .training was not influenced by their sex or location.

## **Background**

The government and the people of Nigeria have an abiding faith in education as a tool for the development of their mother land. This is borne out of the giant strides taken so far in the qualitative expansion of the education system since the attainment of political independence in 1960. For education to be meaningful and qualitative enough attention should be given to the teacher. In more advanced countries there may be close substitutes for teacher-roles in the form of teaching machines with programmed instruction but in the third world countries such as Nigeria teachers undoubtedly remain the managers of knowledge. Teacher education in Nigeria should therefore be the foundation of quality and relevance of education al all levels. The National Policy on Education (1981) made it clear that no education system can rise above the quality of its teachers.

Accordingly the philosophy for teacher production in Nigeria is anchored on five value objectives of teacher education as enshrined in the National Policy on Education these are:

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
2. To encourage further the spirit of enquiry and creativity in teachers;
3. To help teachers to fit into the social life of the community and society al large and lo enhance their commitment lo national objectives;
4. To provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world;
5. To enhance teachers' commitment to the teaching profession.

In-service training is that type of training a teacher receives while still on the job (Adepoju 1998). It helps the teacher to improve on himself and therefore makes him become more equipped and a competent teacher. The most popular in-service training programme for teachers in the country appears lo be the teacher vacation course (TVC) introduced in 1986 at the instance of the National Council on Education in response to the perceived poor performance of secondary schools students in science and mathematics rather than a desire lo implement the National Policy on Education provision on training of teachers. There is also the sandwich programme which is being organised by most Universities in the country.

Teacher preparation and training has been in a state of flux worldwide. Inspite of the laudable goals of teacher professional development the poor preparation of teachers still abound.

The NCCE (1999) in its information memorandum to the 4<sup>11</sup> meeting of the NCE held in Abeokuta Stated that out of a total 419,997 teachers in the primary school in 1996, 128, 095 or 30.5% were NCE holders and above, 159,025 or 37.9% were TC 11 holders while another 21.7% arc unqualified. The unqualified teachers were really those with no training in teaching.

An attempt-is therefore made/in this work to highlight the importance of Inservice training as a strategy for improving teacher competence.

purpose of the study: The purpose of this study is to find out the extent location and sex affect the rate at which teachers go for in-service training.

## Methodology

Research **Design** - This is a survey research design.

**Area Of The Study** - The study was carried out in Ogidi Kducation Zone of Anambra Slate.

## Population

The population for the study consisted of sixty-five teachers from Ogidi Education Zone.

## Hypotheses

The following hypotheses were formulated and tested at 0.05 level of confidence:

1. There is a significant difference in the extent to which male and female teachers go for inservice training.
2. There is a significant difference in the extent to which teachers in Urban and Rural schools go for inservice training.

## Instrument

The instrument used for the data collection was the checklist which was structured in the four point format with numerical values. The checklist was used to collect data on the extent to which teachers go for inservice training.

## Date Collection and Analysis

The instrument was administered directly to teachers in their various school. There were 100% return. The data was analyzed using the Z - test.

The findings are presented below

**Table 1: The Z - Test Result For Male And Female Teachers On The Extent They Go For In Service Training**

Sex	X	SD	N	Z - Cal	Zeal
Male	3. 15	0. 63	20	5.09	1.96
Female	2. 03	0. 52	45		

**The Z-calculated is 5.09.**

Since the Z calculated is greater then the Z critical of 1.96 the alternative hypothesis is rejected and the null hypothesis is accepted. This means that there is no significant difference at the rate to which male and female teachers go for inservice training.

**Table 2: The Z -Test Result For Rural and Urban Teachers On The Extent To Which They Go For Inservice Training**

Location	X	SD	N	Zeal	Zcrit
Urban	3.03	0.58	43	6. 13	1. 96
Rural	1.87	0.48	22		

**The Z calculated is 6. 13**

Since the Z calculated is greater than the Z critical of 1.96 the alternative hypothesis is rejected and the null is accepted.

This means that there is no significant difference in the rate at which teachers in rural and urban schools go for in service training.

## Discussion

There is a sufficient evidence to show that not all teachers in the secondary school educational system are trained teachers (Fadipe and Oluchukwu, 1999). It therefore becomes very necessary that teachers should go for inservice training to improve on themselves, their knowledge and their competence.

The findings related to the hypothesis show that the extent to which teachers go for inservice training was not influenced by their sex or location. This finding did not agree with Balogun (1988) who identified three major variables that influence teachers desiring for Inservice training thus:

- a. The environmental variables (physical and infrastructural facilities, social system, needs, values and priorities;
- b. Task and method variables; and
- c. Personnel variables.

### **Recommendations**

Based on the above findings:

1. The State Education/Post Primary Education Commission should try and use the ability to go for inservice training as one of the criteria for promotion.
2. Teachers who make an attempt to go for inservice training should be rewarded.

### **Conclusion**

Since educational attainment depends a lot on the quality of teachers available, teachers should be encouraged to go for inservice training.

### **References**

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