

# In-Service (Professional) Training and Teaching Effectiveness in Secondary Schools in Uyo Senatorial District of Akwa Ibom State

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## Abstract

This study was carried out to determine the difference in teaching effectiveness between teachers who had staff development and those who did not in secondary schools in Uyo Senatorial District of Akwa Ibom State. The population of the study consisted of all the 3,116 Secondary School teachers and 21485 students in the Senatorial District. The cluster random sampling technique was used in drawing the sample of 467 teachers and 1401 students as respondents for the study. Data collection was done with the use of the instruments tagged “Staff Development Questionnaire (SDQ)” and “Teaching Effectiveness Questionnaire (TEQ)” developed by the researcher. Test re-test reliability technique was used to test the reliability of the “Staff Development” Instrument; this yielded a result of .86 reliability estimate. Also Cronbach Alpha Reliability Technique was used to test the reliability of the “Teaching Effectiveness” instrument of which a result of .71 reliability coefficient was obtained. A research questions guided the study and a corresponding null hypothesis was formulated and tested at .05 alpha level using independent t-test analysis. The findings of the study revealed positive and significant differences between teachers who attended in-service training programmes and those who did not in their teaching effectiveness. On the basis of this, it was concluded that in-service training programme significantly influence teaching effectiveness of Secondary School teachers in Uyo Senatorial District. Consequently, it was recommended that State Secondary Education Board should emphasize and also approve in-service (professional) training for the qualified teachers to update their knowledge from time to time.

**Keywords:** In-Service (Professional) Training, Teaching Effectiveness

## 1.1 Introduction

According to Oxford Advanced Learners Dictionary 6th Edition, in-service training can be defined as training carried out while actually working at a job. As a result of increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which the classroom teacher must be made aware. The principal has a challenging task in providing adequate in-service programmes aimed at improving both the collective performance of his staff, and the personal performance of individual members.

Non-professional could through staff in-service training become professionals. As stated by Adesina (1998), when staff are given the opportunity to develop, non education graduate will register through in-service training, like Sandwich; Part-time programmes, Post graduate Diploma in Education (PGDE) so as to enable them become professionals.

In-service training to workers in well-managed organisation is aimed at making the workers to acquire new skills and knowledge, increase their level of productivity and in turn contribute to the attainment of the organizational goals. Akinwale (2007) explained that in the civil service, training department is located in the Ministries and Extra-ministerial departments. The management services and Training Department as the centre point of training has facilities to supervise an area of training to consider. The array of training opportunities available in the civil service, includes on-the-job training, formal and informal training.

Nkang (2002) stressed that personnel administration does not halt its activities at the time the employee starts work. It goes further to concern itself with the density, performance and the need satisfaction of the personnel from the initial employment stage to the time of retirement. The effectiveness of the school system rest principally, on the competency of each member of its personnel team. The staff would increase their effectiveness through the opportunities provided by the system to develop their inherent capabilities, update their knowledge and skills in their technical areas. Hence, the need for an organized programmes of in-service education for the educational system personnel.

Nkang (2002) also stressed that personnel development, among other things, helps the person to be committed to a career in education in order to derive personal and personnel satisfaction from his job, thereby minimizing high personal turnover and grievances and eventually prepare the personnel for higher positions of responsibility. Supporting this view, Mbipom (2000) stated that the principal’s major function in staff development is meant to facilitate maximum teacher participation in self-development and in-service educational programmes. The principal is in a better position to counsel his staff, stimulate and encourage them to keep abreast of current re-training programmes. That the principal should motivate, help and encourage his staff to understand, apply, accept and be committed to professional publications, journals, conferences, call for papers, research funding and advertisement for training programmes to his staff.

The in-service training received by teacher in Fritz, Miller-Heyl, Freutzer, and MacPhee's (1995) study on fostering personal teaching efficacy through staff development and classroom activities, was found to foster both general and personal teaching efficiency through evaluation of personal skills and practicing effective classroom strategies. Continued gains in personal teaching efficacy were observed, which means that in-service training enhanced teachers' sense of personal self-efficiency and professional competence.

In-service education at the secondary school level for teachers includes Sandwich and continuing education programmes. In Akwa Ibom State, staff developmental programmes for secondary school teachers include study leave with or without pay, in-service training such as the sandwich programmes, open scholarship scheme, workshops and seminars. Again, for any teacher to benefit from the developmental programmes, some conditions must be met. These include: Confirmation of appointment, signing of bond to serve the government after the training period, serving the board for at least three years before an applicant is considered for study leave with or without pay. (Source: Department of Administration, AKSSEB 2009, Uyo).

In his contributions to Human Resource Development, Kennedy in Tom (2010) asserted that retraining means receiving in-service education. It implies exposing an individual to further teaching and practice after the initial training. It may also be taken as improving the teacher. Our society is dynamic, our needs, values, aspirations and expectations change from time to time. Knowledge, skills and methodologies also change as a result of research. Subsequently, since education is the fastest tool for socialization and propagation of culture and teachers are tools used to implement the teaching-learning process, all teachers should be retrained on a regular basis.

Again, Nwosu in Ido (2008) asserted that training is a tripartite transactional system involving the job, the man and the organization (school) and that the success of management of human resources through training will depend mostly on how clearly these tripartite relationships are understood, analysed and built into the training scheme. The school cannot in any way avoid development of its human resources because of its importance to school growth.

Pigors and Myers in Ido (2008) also mentioned the benefits of training as a function of development, as consisting of benefits to individual (teacher) and the organization (school). This is true because well trained employees, who are also motivated to do good work, can keep beneficial by-products such as avoidance of accidents, spoiled work and damages at the minimum, whereas dissatisfactions, complaint, absenteeism and turnover can be greatly reduced when teachers are so well trained that they can experience the direct satisfactions associated with a sense of achievement and the knowledge that they are developing their inherent capacities at work. Employees (teachers) respond to continuous training that can progressively increase their value to the organization and thus prepare them for promotion.

Edem (1987) maintained that in-service training comprises all activities engaged in by professional personnel during their service and is designed to contribute to professional improvement on the job. It is a means of assisting poorly prepared, untrained and inexperienced teachers to improve both academically and professionally.

According to Akpan (2003), the principal's major function in staff development is facilitating maximum teacher participation in self-development and in-service educational programmes. The principal who is himself highly trained and experienced, should be acquainted with current educational problems, information and demands from the community, the Ministry of Education, the School and training institutes and universities. He is in a better position to counsel his staff, stimulate and encourage them to keep abreast of current retraining programmes.

In-service programme contributes not only to the effectiveness of the attainment of organizational goals but also serves as a potent instrument of motivating people and influencing behaviour in the organization. Given this background, the study sought to investigate the difference in teaching effectiveness between teachers who were involved in in-service programme and those who were not in public secondary schools in Uyo Senatorial District.

## 2. Research Method

The ex-post-facto research design was adopted whereby attributes of variable are examined in their natural situation and relational statistics employed to analyse results adopted. Thus, in the ex-post-facto research design, the investigator attempts to outline some existing effect to one or more variables as causative agents. This is in line with Denga and Ali (1989), Nworgu (1991), Udoh and Joseph (2005) who asserted that in ex-post-facto design, groups differentiated in terms of some independent variables are compared on a given dependent variable. Hence, differences in the dependent variable (teaching effectiveness) across the groups are attributed to the independent variable (in-service training).

The population of this study consisted of all 3116 teachers and 21,485 students in all the 86 public secondary schools in Uyo Senatorial District of Akwa Ibom State as at 2009/2010 school session. (Source: State Secondary Education Board, 2009 Uyo).

A sample size of 467 teachers was randomly selected for the study while 1401 students were selected to rate teachers in their teaching effectiveness. To enhance the effectiveness of this study sample, the study area was clustered into 6 different Local Education zones. From each cluster, 15% of teachers' population was randomly selected. Each teacher selected was accompanied by 3 students who were selected using hat and draw method of simple random sampling technique. The reason for choosing 3 students per teacher was given by the need for uniformity in the number of students who rated each teacher that was selected for the study.

The study was carried out with the use of four-point rating scale questionnaire. The instrument "In-service Training Questionnaire (ITQ) and Teaching Effectiveness Questionnaire (TEQ)" were developed by the researcher. The ITQ contained three items for the teachers and TEQ contain 25 items for the students.

Respondents were expected to indicate by checking the extent to which they agreed or disagreed to statements that were simply stated. Responses on TEQ were measured by means of four category rating system as follows: SA = Strongly Agreed – 4, A = Agreed – 3, D = Disagreed – 2, SD = Strongly Disagreed – 1, for positively worded items and vice versa for negatively worded items. Efforts were made to ensure clarity and brevity in items construction. This removed all uncertainties that the respondents may have come across.

Face and content validity were established for the instruments, by two educational research experts. The reliability indices of .86 and .71 were obtained for the instruments respectively. Effective administration of the instruments by enlisting the services of trained research assistants. The researcher personally interacted with the respondents in their different schools and offices to explain the purpose of the study. The research assistant assisted in administering the questionnaire to the respondents who were given sufficient time to study and respond appropriately to the questionnaire items. The teachers selected per school were asked to identify their classrooms, to enhance the selection of students' who rated them. All questionnaire copies administered were retrieved on completion for coding and data analysis.

The independent t-test was used in analyzing the data. It is worthy of note that an average score of each set of students who rated each teachers' teaching effectiveness was calculated to represent one score for each teacher. The average scores on teaching effectiveness were, therefore, distributed to those who had in-service (professional) training and those who did not respectively. Qualification after current employment was regarded as an in-service (professional) training. The statistical tool made it easy to determine whether in-service (professional) training has any significant effect on teaching effectiveness of teachers in secondary schools. In order to test whether in-service (professional) training was significant, .05 alpha level of significance was used as the yard stick.

### 3. Results

#### 3.1 Research Question 1:

What is the difference in teaching effectiveness between secondary school teachers who had in-service (professional) training and those who did not?

**Table 1:** Mean Difference in Teaching Effectiveness between Secondary School Teachers who had in-service (professional) Training and those who did not

Category	n	$\bar{x}$
Teachers who had in-service (professional) Training	261	75.49
Teachers who did not have in-service (professional) Training.	201	50.03

Table 1 reveals that the mean of teachers with in-service (professional) training (75.49) is higher than that of teachers who did not have in-service training (50.03). Therefore, there is a positive difference between the two groups. Besides, teachers who have in-service (professional) training perform better in teaching than those who do not have in-service (professional) training.

#### 3.2 Hypothesis

There is no significant difference in teaching effectiveness of secondary school teachers who had in-service (professional) training and those who did not.

**Table 2:** T-test of difference between teachers who had in-service training and those who did not

Variable	n	$\bar{x}$	SD	t-cal
Teachers who had in-service training	261	75.49	13.76	12.32*
Teachers did not have in-service training	206	50.03	27.02	

\*Significance at .05 level; Critical t = 1.97; df = 465; N = 467

The result of data analysis in Table 2 reveals that the calculated t-value of 12.32 at .05 level of significant and 465 degree of freedom is greater than the critical t-test value of 1.97. The null hypothesis that claimed no significant difference in teaching effectiveness between teachers who had in-service (professional)

training and those who did not was rejected. This implied that teaching effectiveness of teachers differed based on in-service (professional) training. The standard deviations of 13.76 and 27.02 show the variability of respondents' scores from the mean of 75.49 and 50.03, respectively.

#### 4. Discussion

The result of testing the hypothesis revealed a positive significant difference in teaching effectiveness between teachers who had in-service (professional) training and those who did not in secondary schools. The null hypothesis was rejected because the critical t-value of 1.97 was less than the calculated t-value of 12.32. The mean difference further revealed that those who had in-service training performed better than those who did not.

This study is buttressed by that of Adesina (1998), who saw in-service training as an avenue where non-professionals could become professionals. It also agrees with Kennedy in Tom (2010) and Nkang (2002) who asserted that retraining means receiving in-service education which implies exposing an individual to further teaching and practice after the initial training so as to increase their effectiveness by updating their knowledge and skills in their technical areas.

The recent study was supported by Konopack, Readence, and Wilson (1994) who found that the in-service teachers were able to select a reader-based explanation than the pre-service teachers. The findings of Fritz, Muller – Heyl, Kreutzer and MacPHEE (1995) also supported this study, who asserted that in-service training aid in fostering personal teaching efficiency which enhances effective classroom strategies and professional competence. Hence it is necessary for teachers to go for in-service training if they must reach the peak in their career.

#### 5. Conclusions and Recommendation

On the basis of the data analysis and research findings, it was concluded that in-service (professional) training influenced teaching effectiveness in secondary schools in Uyo Senatorial District. Therefore, the State Secondary Education Board should emphasize and approve in-service (professional) training for qualified teachers from time to time.

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