

Effect of in-service training on effective classroom control and teachers'–students' relationship in secondary schools in Edo central senatorial district

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ABSTRACT

This study investigated effects of in-service training on effective classroom control and teachers'- students' relationship in secondary schools in Edo State. A descriptive survey using an ex-post facto research design was adopted. Stratified and simple sampling techniques were utilized to determine the sample size. The respondents were two hundred and eighty (280) principals, vice principals and heads of department from selected public secondary schools in Edo Central Senatorial District. The instrument for data collection was a 10 item structured questionnaire. Data were collected and analysed using percentages and frequency counts. The instrument for data collection was a 10 item structured questionnaire. The findings of the study showed that in-service training has significantly affects effective classroom control and teachers'-students' relationship. It was therefore recommended that in-service training should be regularly organized for teachers in secondary schools.

Keywords: In-service training, classroom control, teachers'-students' relationship.

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INTRODUCTION

Obanewa (1994) opined that a teacher is someone who has acquired the special skill required for the effective imparting of knowledge and is actually involved in the teaching process. A teacher is a person who attempts to help someone acquire or change some skills, attitude, knowledge and ideas. The teacher is a very important resource in the teaching-learning environment. According to Aghenta (1999), he plans classroom activities that would expose the students to various learning conditions. He prepares the scheme of work and writes the lesson notes which will facilitate learning in the classroom. He is also responsible for planning resources to facilitate learning such as teaching aids. The teacher organizes the syllabus in such a way that it would enhance the development of the students.

Teacher's motivation may contribute to classroom atmosphere full of energy and involvement which satisfies student interest and excitement in learning the subject matter. Ekata (1994) says that student motivation

and attitudes towards school are closely linked to student-teacher relationship. Motivated teachers are particularly good at creating beneficial classroom relations and student involvement in the learning process. Their ability to create effective learning environment that fosters students' achievement depends on the kind of relationship they build with their students.

According to Iwuagwu (2010), in-service training has become a veritable tool in the hands of organizations because of the ever changing environment in which these exist. Change is dynamic and any organization whether profit oriented or not, that does not change with the changing times will find itself left behind. Changes have to take place technically, economically, legally and personally.

Technically, in the educational sector, new syllabus, instructional materials, teaching methods among others are taking place every day. Economically, parents and students are becoming more sophisticated in their

consumption and are demanding new and better teaching methods and services for their money and any school that cannot meet the demand of its students may likely lose popularity and the much needed prestige.

Legally, the government in the bid to cater for the interest of its citizens formulates new policies through the ministry of education with regard to the goals of education and how teachers should be treated in the working place. Any school that is not in tune with this legislation will find itself faced with litigations, sanctions from government and dwindling patronage.

Personally, teachers are becoming more aware of their needs. They are becoming more assertive and able to demand for their rights. They are becoming less satisfied with doing the same type of teaching year in and year out and as such they become agitated. The need for in-service training programmes for these teachers is great and will probably remain so for a number of reasons. Many school teachers currently teaching in our secondary schools have not had adequate preparation and are therefore confronted with many problems that were not there in their pre-service education.

In-service training is conceived as an organized procedure by which people learn and acquire new knowledge and skills for definite purpose. Idonije (2005) says in-service training as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Training and retraining are necessary if efficiency is to be attained. When teachers are offered in-service training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their productivity. Training and retraining for teachers therefore is capable of enhancing the level of performance and also enabling them to cope with the ever-increasing challenges of educating the students in the country.

If the teachers' classroom relationship with the students is cordial and at the same time feel a sense of accomplishment for their jobs learning is easily achieved. Iwuagwu (2010) observed that teachers'-students' relationship is important and that it helps to create an environment that is conducive to learning. she also revealed that many teachers have experienced problems which hampers learning processes in many schools today.

The one possible cause for this problem is that education in much institution is still undergoing reformation; therefore there is the need for constant and constituent in-service training of teachers. Also, according to Iwuagwu and Isabu (2016), change can be threatening as it is usually a direct conflict with the most stabilizing characteristics of habit, status, traditional and experiences. They further indicated that poor teachers-students relationship may be the direct result of negative changes sweeping through the school system.

While change is inevitable, it should be evolutionary rather than revolutionary, and as a result in-service training is important to keep teachers informed and updated.

Statement of the problem

The teacher lives in a dynamic society where change is a constant phenomenon. Values change, choices change, aims and objectives also change. In line with changing times, the content of education and curriculum changes according to the identified philosophy and educational goals.

Pre-service training in education may not be enough to provide all the knowledge and skills needed for the capacity building of the teachers and increased teachers' morale in these changing times. Pre-service training may not contain the current knowledge and skills now required of them. Any teacher caught in the web of curricula innovation may thus lack control over content, have a flinching attitude towards the classroom job and inevitably become inefficient in management of daily school routine. If in-service programmes are introduced to teachers, it is in line with these assertions that this research is being carried out.

Purpose of the study

The main aim of this study was to find out principals' perception on the influence of in-service training on effective classroom control and teachers'-students' relationship.

Research questions

1. What are principals' perceptions on the relationship between in-service training and effective classroom control?
2. What are principals' perceptions on the relationship between in-service training and teachers' relationship with students?

METHODOLOGY

The study used ex-post facto research design. The target population were all five hundred and sixty (560) principals, vice principals and heads of departments in public secondary schools in Edo Senatorial District in 2006/2007 school year. A sample of two hundred and eighty (280) principals, vice principals and heads of department representing 50% was drawn from the population by stratified and simple random sampling techniques. Data was obtained through a questionnaire

titled "Influence of In-service Training on Teachers Job Performance" (IISTTPJ). The questionnaire was made up of two sections – A and B. Section A sought information on biographic items while section B sought information on influence of in-service training on teachers' morale.

Research question one

What are principals' perceptions on the relationship between in-service training and effective classroom control?

To answer this question, items 1, 2, 5, 14 and 18 from the questionnaire were used. From Table 1, a total of 1011 responses to the five items on the questionnaire representing an average percentage of 72.2% who agreed that there is a relationship between in-service training and effective classroom control. In particular, item 5 with 224 responses had a high percentage of 80% which shows a very strong relationship between in-service training and effective classroom control, while 389 responses representing an average percentage of

27.8% disagreed with the fact that in-service training has any relationship with effective classroom control.

Research question two

What are principals' perceptions on the relationship between in-service training and teachers' relationship with students?

To answer this question, items 4, 10, 16, 17 and 20 from the questionnaire were made use of. From Table 2, a total of 933 responses to the five items of the questionnaire representing an average percentage of 66.7% agreed that there is a relationship between in-service training and teachers' relationship with students. In particular, item 17 with 261 responses and a very high percentage of 93.2% shows a very strong relationship between in-service training and teachers' relationship with students, while 467 responses representing an average percentage of 33.3% disagreed with the fact that in-service training has any relationship with teachers' relationship with students.

Table 1. Principals' perceptions on the relationship between in-service training and effective classroom control.

Item	Details	Yes		No	
		Freq	Percent	Freq	Percent
1	In-service training has improved the way teachers prepare their lesson notes	200	71.4	80	28.6
2	With in-service training, teachers are able to control classroom activities	191	68.2	89	31.8
5	Teaching contents are enhanced through in-service training of teachers	224	80	56	20
14	In-service training has given teachers the opportunity to learn new methods in teaching and curriculum	193	68.9	87	31.1
18	The opportunity of going for in-service training programme has improved teachers' knowledge of the educational process	203	72.5	77	27.5
	Total/average	1011	72.2	389	27.8

Table 2. Principals' perception of the relationship between in-service training and teachers' relationship with students.

Item	Details	Yes		No	
		Freq	Percent	Freq	Percent
4	In-service training has improved teachers' assessment of students' progress in learning activities	183	65.4	97	34.6
10	In-service training has improved teachers' relationship with students	159	56.8	121	43.2
16	In-service training programme has improved teachers' method of instilling discipline in the school environment	180	64.3	100	35.7
17	Attendance of teachers to training programmes has brought about an improvement in the teaching/learning process	261	93.2	19	6.7
20	Attendance of teachers to in-service training has helped to reduce students' unrest in the learning environment	150	53.6	130	46.4
	Total/average	933	66.7	467	33.3

DISCUSSION

This study was carried out to find out effect of in-service training on effective classroom control and teachers'-students' relationship. The findings revealed that principals had high perception on the effect of in-service training on effective classroom control and teachers'-students' relationship. The finding is in agreement with the findings of with Yoosuf (1988). They emphasized that in-service training is the collection of limited tasks which have direct impact on the quality of instruction experienced by students

Further, the findings of this study are in agreement with the findings of Uddey (2002), Nakpodia (2008) and Akinbode (1998). These researchers opined that in-service training for teachers is a process for continuous updating of teachers' knowledge, skills and interest in their chosen profession. They concluded that teachers who have low commitment to the profession prior to in-service training became highly committed after they were given opportunity to go for the training. Therefore, in-service training served as a machinery to achieve the goal of education as related to learning and skill development.

RECOMMENDATION

From the findings of this study, it is recommended that regular and systematic in-service training course should be organized for teachers. This would update, motivate and enhance teachers' teaching skills. The training should be in form of sandwich courses, seminars, conferences, workshops and even part-time training programmes.

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