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INFLUENCE OF IN-SERVICE TRAINING OF TEACHERS ON ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN EDO STATE

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Abstract

The purpose of this study was to investigate the influence of in-service training of teachers on academic performance of students in secondary schools in Edo State, Nigeria. The study was delimited to teachers of junior public secondary schools in Edo Central Senatorial District. Three (3) research questions were raised and answered. The descriptive survey research design was adopted for this study. The population comprised two hundred and thirty (230) English Language and Mathematics teachers in public junior secondary schools. A sample of one hundred and thirty eight (138) teachers was used, representing 60% of the total population of the study. The checklist was used to gather data on in-service training of teachers and the students result scores was also used for analysis to determine academic performance level of students. From the analysis of data, the following were the findings: that secondary school teachers in Edo State are exposed to nine (9) different types of in-service training programmes and academic performance of students in secondary schools in Edo State is low. That frequency rate of providing in-service training programmes in secondary schools is low and only 32.22% of the teachers have attended in-service training programmes. Arising from the findings, it was recommended that government through the Ministry of Education should ensure that

in-service training programmes are regularly made available to secondary school teachers; that federal, state and local governments should make funds available to schools for teacher in-service training programme.

Keywords: Influence, In-service Training, Academic Performance, On-The-Job and Off-The-Job Training.

Introduction

Training can be viewed as the acquisition of skills, knowledge and abilities to enable one function effectively in the performance of one's job. Training of workers is very important to the development and growth of any country most especially the school. Training is meant for increasing the usefulness of the worker at the work place. The need for training workers in the school is to develop and use their abilities for the achievement of school goals and the fulfillment of individual job satisfaction (Oyitso & Olomukoro, 2012). There are basically two types of training made available to teachers and they include, on-the -job training and off- the -job training (Obisi, 2011) and Oyitso & Olomukoro (2012).

On-the-job training: This is normally handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate job related skills. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. Ogunu & Omoike (2006) assert that on-the-job training is the type of training acquired by the staff while he is still performing his work. It is provided in the normal work situation. According to Armstrong, on-the-job training is the only way to develop and practice the specific managerial, team leading,

technical, manual, and administrative skills needed by the organisation and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time. The types of on-the-job training include: Job Rotation: This involves moving staff from one activity to another usually after short intervals. Coaching: This is where experienced principals explain the job and ask questions to test the trainee knowledge. Mentoring: This is where a new or beginning teacher is placed under the tutelage of a more experienced teacher. It is a one-on-one relationship. Formal Lectures: These are arranged in respect of various areas of knowledge the trainee needs to know. Resource persons within the school or by an external person but during school periods can handle these lectures internally. Visit or Tours: This involves trainees visiting other departments, classrooms or schools to watch the performance of the staff. Computer Based Training: This involves training on computer software packages in several themes in general and specific areas of education. However, its subscription in our schools is still very low.

Off-the-job Training: This is the training provided outside the normal working hours. This kind of training usually takes place in training schools, conferences, seminars, workshops. It also includes additional formal training in colleges and universities. The most frequently used by teachers is formal schooling called the Sandwich programme. It is normally approved to be undertaken by teachers during the holidays. According to Ejiogu (2000), off-the-job training would include lecture, vestibule training, role playing, case study, discussion and simulation Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. He further explains that off-the-job training

may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

Omoogun & Omoogun (2013) carried out a study undertaken to determine the in-service preference of teachers in the multidisciplinary approach to implementation of environmental education curriculum in Cross River State, Nigeria. The study adopted the descriptive survey design. The sample consisted of 737 teachers proportionally sampled from 67 public secondary schools in the three education zones of Cross River State. The result revealed that teachers' prefer workshop as a mode of professional development to enable them implement EE curriculum. Their subject areas also have significant influence on their in-service training preference in the implementation of environmental education curriculum. Based on the findings, it was recommended among others that in the adoption of the multidisciplinary approach in the implementation of EE curriculum In-service training programmes with emphasis on workshop should be organized very often and on the basis of teachers' competency needs and subject area.

Altum & Gok (2010) carried out a study to determine what kind of an in-service teacher training program teachers want, in other words to determine how is the ideal in-service education according to the teachers. As it is aimed to expose the existing situation it is a descriptive modeled study. Quantitative research method has

been used for the data collection, data analysis, and interpretation of the data. Analyzing the data conjoint analysis has been used and these analyses have been done with SPSS 11, 5 packet program. The findings revealed that seminars, workshops, vestibule training, sandwich programme and group exercise are in-service training teachers needed.

Training teachers in the pedagogical content area helps to update them on the job, improve their job effectiveness and thereby enhancing the academic performance of students. It is worthy of mention that availing the teachers with modern techniques of teaching help them in the mastery of their teaching subjects and be relevant in the global scheme. Sawchuks (2010) in a study found that the frequency of time provided for these in-service training determined the attainment of desired outcome.

Adepoju & Oluchukwu (2011) in a study assessed and investigated the academic performance of secondary school students in two principal subjects (English Language and Mathematics) at the Senior School Certificate Examinations (SSCE) in ten secondary schools typical of urban and rural locations in five randomized Local Government Areas of Oyo State, Nigeria between 2005 and 2007. The study employed a descriptive survey research design. An instrument titled: Students' Academic Performance in English Language and Mathematics Questionnaire (SAPEMQ) was used to collect relevant data for the study. The ten secondary schools involved were selected based on simple sampling technique and the statistical tools employed to analyse the data collected were percentages, means scores and multiple regression (backward procedure). Four research questions and one null hypothesis were formulated to guide the study. The result among other things revealed that, there

was a marked difference in the performance of students in urban and rural schools at the SSCE with impressive means scores obtained in urban schools (Urban = 69.8, 54.4 and 60.2 in 2005, 2006 and 2007 respectively; Rural = 36.4, 24.9 and 23.8 in 2005, 2006 and 2007 respectively).

Bushra, Muhammad, Saima & Rabbia (2011) in a study looked at impact of in - service teacher training on students' learning achievement in mathematics in rural and urban schools of District Faisalabad. To achieve the objectives of the study, two null hypotheses were tested. Teachers of 24 schools were imparted in-service training and others were not. 35 students were taken as sample from each school. An achievement test was constructed as research tool and validated through pilot testing by determining difficulty level, discrimination index and reliability. Test was further divided into 11 dimensions of Mathematics. Data were analyzed by calculating mean score and independent sample t-test by using SPSS to find out the difference between the selected variables. It was concluded that trained male and female teachers are significantly better than untrained male and female teachers, rural schools are significantly better than urban schools.

Daso (2013) carried out a research study and focused on the relationship between teacher variables and students' achievement in mathematics at a senior secondary II level in Rivers State, Nigeria. The ex-post facto research design was adopted for this study, since already conducted mathematics test scores of the students were retrieved and used for the analysis. Furthermore data were elicited through the teacher variables and students' achievement in mathematics questionnaire (TVAMQ). A population of 10,373 senior secondary II students and teachers were involved in the

study, out of which 4510 students and 151 teachers were chosen for the sample using the Yarrow Yamen's formula. The data were analyzed using the Z-test statistic, means and percentages. The findings were that there is a significant relationship between teachers' method of teaching, teachers' attitude and students' achievement in mathematics.

Statement of the Problem

Recent observations show that the quality of products from our institutions is reducing each year. Many employers of labour are beginning to lose faith in the quality of products turned out yearly by the institutions of learning. Many factors have been adduced by researchers as causes of poor academic performance of students to include: poor quality teachers, inadequate and out of date instructional materials, poor teaching methods, negative attitude to work by teachers, among others (Adeboyeje, Olaniyi & Adepoju, 2003). This is why Ayodele and Ige (2012) emphasized that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Teacher's quality has been adjudged as one major factor that influence student's academic performance. Harris & Sass (2007) in a study found that in-service training of teachers can improve students' academic achievement. The need to address the developmental status of teachers and possibly plan in-service training programmes to build teachers' capacity for service delivery becomes necessary.

Research Questions

The following research questions guided this study.

- 1) What types of in-service training have teachers attended in secondary schools in Edo State?
- 2) What is the frequency of in-service training of teachers in secondary schools in Edo State?
- 3) What is the level of academic performance of students in secondary schools in Edo State?

Research Methodology

The descriptive survey research design was adopted for this study because it assessed the influence of in-service training of teachers and academic performance of students in secondary schools. This method allowed the use of representative sample of teachers in the junior secondary schools which accurately captured and assessed the population of the study. The population of this study was made up of two hundred and thirty (230) English Language and Mathematics teachers in the public junior secondary schools in Edo Central Senatorial District of Nigeria. A sample of one hundred and thirty eight (138) teachers was drawn using a simple random sampling technique drawn from across the five local government areas in Edo Central Senatorial District. This sample was a sixty percent (60%) of Mathematics and English Language teachers.

The instrument for gathering data for this study was the checklist titled: In-service Training and Academic Performance Checklist (ITAPC). The checklist was used to elicit responses from teachers on the training available to them and the frequency of in-service training programmes especially as it relates to their attendance. Information on students' academic performance in Junior School

Certificate Examination (JSCE) examination results was collected for the 2016/2017 academic session to determine the academic performance level of the students. The questionnaire was presented to two experts in the Department of Curriculum and Instruction in Ambrose Alli University, Ekpoma who carefully reviewed the items to ensure its contents validity and relevance to the study. The researchers visited each of the secondary schools and administered the instrument and collected the relevant data on students' scores. Frequency and percentage counts were used for analysis.

The results of students collected were rated and scored as follows:

P & F - 0 -2 = Low

C - 2 -5 = Medium

A & B - above 5 = High

From the rating, those who scored below 2 were rated low, between two and 5 scores rated medium, while above 5 was rated high.

Results and Discussion

Research Questions 1: What type of in-service training have teachers attended?

Table 1: Types of in-service training available to teachers in Edo State

S/N	TYPES OF IN-SERVICE TRAINING AND TEACHER PARTICIPATION IN IN-SERVICE TRAINING			
	Type of in-service training	Two times and above (High)	Once (Low)	No attendance (Zero)
1	Coaching	0 (0)	42 (30.43%)	96 (69.57%)
2	Mentoring	0 (0)	32 (23.19%)	106 (76.81%)

3	Discussion	10 (7.25%)	27 (19.57%)	101 (73.19%)
4	Simulation	14 (10.14%)	20 (14.49%)	104 (75.36%)
5	Computer based training	21 (15.22%)	27 (19.57%)	90 (65.22%)
6	Conference	46 (33.33%)	28 (20.29%)	64 (46.38%)
7	Formal lectures	15 (10.89%)	35 (25.36%)	88 (63.77%)
8	Distance learning programme	0 (0)	14 (10.14%)	124 (89.86%)
9	Group exercise	31 (22.46%)	21 (15.22%)	86 (62.32%)
10	Job rotation	12 (8.70%)	28 (20.29%)	98 (71.01%)
11	Seminar/Workshops	53 (38.41%)	41 (29.71%)	44 (31.88%)
12	Sandwich programme	0 (0)	23 (16.69%)	115 (83.33%)
13	Visit and tours	14 (10.14%)	24 (17.39%)	100 (72.46%)
	Total =1794	216 (12.04%)	362 (20.18%)	1216 (67.78%)
Teacher participation		32.22%		67.78%

Table 2 shows some of the response scale by teachers on in-service training programmes they have attended since first assumption of duty. From the responses, teachers in junior secondary schools in Edo State have fairly participated in nine (9) different types of in-service training programmes. These in-service training include:

discussion, simulation, computer based training, conference, formal lectures, group exercise, job rotation, seminar/workshops and visits and tours.

Research Questions 2: What is the Frequency of In-service Training of Teachers in Secondary School in Edo Central Senatorial District?

With reference to table 1, it was found that the frequency of in-service training in secondary schools in Edo state was low. The table revealed that 12.04% of teachers have participated in in-service programmes more than once, 20.18% have participated only once and that 67.78% have not participated at all. Teachers who participated two times and above, were rated high, while those who participated only once, were rated low. It is clear from this table therefore, that the frequency of providing in-service training programmes for teachers in Edo State was low. However, the table revealed that teachers participated more in Seminar/Workshops, conferences and group exercises respectively. It was also found that 68% of the teachers have attended seminar/workshops. 67.78% of teachers have not participated in in-service training programmes.

Research Question 3: What is the level of academic performance of students in secondary schools in Edo Central Senatorial District?

Table 2: Level of Academic Performance in Junior Secondary Schools in Edo State.

Year	Subject	Number of schools surveyed	Number of candidates	Number and % of A and B (High)	Number and % of C (Medium)	Number and % of P and F (Low)
	Mathematics			1,790 (23.3%)	1,450 (18.9%)	4,448 (57.8%)

2011	English language	62	7,688	1,534 (20%)	1,105 (14.3%)	5,049 (65.7%)
General performance level				21.65%	16.6%	61.75%

Table 2 showed the summary of junior school certificate examination in 2017 in junior secondary schools in Edo State. The total number of candidates was seven thousand six hundred and eighty eight (7,688). From the analysis, 1790 (23.3%) scored A and B, 1450 (18.9%) scored C and 4448 (57.8%) scored P and F in Mathematics respectively. While 1534 (20%) scored A and B, 1105 (14.3%) scored C and 5049 (65.7%) scored P and F in English Language respectively. The general performance level revealed that 21.65% scored A and B which was rated High, 16.6% scored C and was rated Medium and 61.75% scored P and F and was rated Low respectively. From this table, it is clear that the level of academic performance of students in secondary schools in Edo State was low.

Discussion

The findings of this study revealed that teachers in secondary schools in Edo State have been engaged in 9 (nine) different forms of in-service training programmes ranging from simulation, seminar/workshop, conferences, computer based training, group exercise, job rotation, discussion, formal lectures and visit and tours. This finding corroborates that of Omoogun & Omoogun (2013) who earlier found that teachers preferred workshops, seminar, job rotation which were forms of in-service training provided in schools. Altum & Gok (2010) in a study also found out that seminar, workshops, vestibule training and group exercise are in-service training

teachers needed. It is only necessary therefore, that efforts should be made to make available to teachers in-service training programmes in secondary school.

This study found that the frequency rate of providing in-service training programmes for teachers in secondary schools in Edo State was low. It meant that the time provided for teachers to participate in in-service training is not adequate. The finding of this study is supported by those of Friedhelm, Heiko & Hartmut (2010), Sahangir, Saheen & Kazmi (2012) and Bundi (2012) when they found that the frequency of providing teacher in-service training is inadequate. They reported that the frequency of providing in-service training was low and if increased will enhance teachers productivity level. Sawchuks (2010) also reported that the frequency of time provided for these in-service training will determine the attainment of desired outcome.

The finding of this study revealed that students' academic performance in secondary schools in Edo State was low. The results indicated that the academic performance of students was low with 61.75% having passes and failures. This means that academic performance of students is a major factor to be looked at since the productivity level of schools is adjudged by the academic performance of students. This result, therefore, is consistent with the findings of Ayodele & Ige (2012) and Asikhia (2010) who found that academic performance of students was low. It was discovered that poor academic performance of students was not tied to teacher problem alone but so many other factors such as environmental background, infrastructural facilities and equipment, library and laboratory facilities, among others.

Conclusion

Arising from the findings of this work, some conclusions were made thus:

- (a) Secondary school teachers in Edo State are exposed to nine (9) in-service training programmes.
- (b) Academic performance of students in secondary schools in Edo State was low.
- (c) Frequency rate of providing in-service training programmes in secondary schools was low.
- (d) Only 32.22% teachers had benefited from in-service training programmes provided for teachers in secondary schools in Edo State.

Recommendations

The following recommendations were made.

- i) Government through the Ministry of Education should ensure that in-service training programmes are regularly made available to secondary school teachers.
- ii) The federal, state and local governments should make special funds available to schools for teacher in-service training and set up monitoring committee to ensure that the money is disbursed and used for its purpose.
- iii) The principals of schools should ensure that in-service training programmes like coaching, mentoring, formal lectures, discussions, simulations, group exercise are organized for teachers within the school on regular bases especially in the subject content areas to enhance teaching and learning in the classroom.

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