Administration of In-Service Training and Teachers Attitude to Work in Private Secondary Schools in Cross River State of Nigeria

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Abstract

The study was designed to investigate the influence of administration of in-service training and teachers attitude to work in private secondary schools in Cross River State of Nigeria. The sample comprised 800 teachers, randomly selected from a population of 2946 teachers. The null hypothesis that guided the study was tested with a set of questionnaire. Independent t-test statistical tool used to analyze the data yielded the finding that administration of in-service training programme significantly influences teachers’ attitude to work in private secondary schools. On the basis of the above finding, it was recommended among other things that systematic and regular in-service training courses should be organized by the proprietors of private secondary schools. These training courses would up-date, motivate and enhance teachers teaching skills for effective performance.

Keywords: In-service training; teachers’ attitude to work; private secondary school

Introduction And Background Literature

Private or non public schools are secondary schools that are operated under private and not state or public auspices. Fees are charged to students attending them. They provide virtually all the educational facilities through secondary level. Although private schools offer educational opportunities similar to those available in public schools, the private school varies considerably in terms of governance, funding and management (Academic American Encyclopedia, 1997). In Nigeria, the private secondary school can be described as a type of school established, owned and managed by private proprietors, missionary bodies, communities or a group of individuals. It offers courses leading to West African Senior School Certificate Examination (WASSCE), General Certificate of Education (GCE) and National Examination Council (NECO) (Ikpe, 2010). The Nigerian National Policy on Education (2004) recognizes the participation of private organizations in the educational system. The policy seeks the inculcation of national consciousness and national unity, the inculcation of right type of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in understanding of the world around; and the acquisition of appropriate skills, abilities and competence both
mental and physical as equipment for the individual to live in and contribute to the development of his society (Federal Republic of Nigeria, 2004). This policy must have necessitated the interest and willingness of many private individuals and voluntary agencies to establish educational institutions which are vastly expanding day in, day out. Private secondary schools are established to complement the roles of public secondary schools, serve specific purposes and carry out designated missions.

On staff personnel management in schools, Fabiyi (2000) noted that the Nigerian teacher is bashed by the very society the teacher labours to build. Most government pronouncements concerning the welfare of teachers had been that of bogus promises. Teachers have suffered a lot in terms of their welfare and have also been abused by the authorities directly concerned with their welfare. Most teachers in the school system especially in the private schools are not happy with their lot and as a result most of them are negatively disposed with their jobs. The existing staff personnel management practices in the private schools appears to indicate that majority of the teachers are dissatisfied with their jobs and this make them withdraw physically from teaching or remain there to constitute serious danger to school effectiveness since they could use such adjustment mechanisms as displacement, regativism, absenteeism, truancy or apathy in their attitude to work (Emertarom, 2000).

Many studies such as those of Ajayi (1991) and Arikewuyo (2006) have shown that secondary school teachers in Nigeria are not only dissatisfied with their teaching profession but also have poor job attitudes. Teachers see teaching as a job that has no prestige and which does not enjoy any recognition from the public. One of the greatest threats to secondary education in Nigeria is teachers’ lack of job satisfaction. Tensions in Nigeria’s educational system are consequent in part upon teachers’ dissatisfaction with their job. Nwadiani (2008) captures the working environment of Nigerian teachers in the following words:

Over the years, teachers have been dejected and appear to be rejected. Their salaries are poor and not paid regularly. This state of affairs has led to intermittent industrial actions by teachers. Teachers live from hand to mouth. Other sections of the public tease them that their reward is in heaven. Teachers in Nigeria are sentenced to a perpetual life of decent poverty (p.9).

The 2008 nation-wide teachers’ strike reported in the 36 State of the federation including Federal Capital Territory (FTC) Abuja. It arose over a number of grievances, including non-provision of in-service training programme for teachers, poor salary structure and allowances, lack of a functional welfare scheme including staff pensions, poor conditions of service, lack of teaching and learning resources, lack of conducive environment for teaching and learning; and inadequate incentives (Newswatch Newsmagazine, 2008).

According to Nakpobia (2008) in-service training programme is a process for continuous updating of teachers’ knowledge, skills and interests in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by teachers educators. In-service teacher education is an integral part of staff development programme,
which is organized for teachers while in service. Nakpodia outlined the benefits of in-service training of teachers to include:

1. To enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system.

2. To help teacher acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.

3. To enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century.

Akinbode (1996) in an earlier study had established that investment in the form of in-service training was a crucial factor in the development of job commitment. The result of the study showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers’ moral and thus, engendered positive work performance among them.

Aitken (2004) defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. He reports that Education Review Office (ERO) of New Zealand carried out a case study of in-service training in school nationally. The study was based on direct observation and discussion between review officers and stakeholders, documentary materials especially self-review information supplied by the schools and provided by earlier reports on the schools. The purposes of the study were to examine how well retraining in schools were currently managed in order to inform government policies about in-service training, and to provide information about good practice that will assist schools to use in-service training effectively.

The reports indicated that in-service training has many objectives, which include specific learning activities tailored to the development needs of teachers and schools; as well as running of nationwide courses funded by the Ministry of Education to equip teachers to deal with curriculum and other changes. Their findings include the following facts: effective in-service training enhances teacher performance which in turn brings about improvement in students achievement; in-service training of teachers is the key mechanism to equip schools to respond to so many challenges. It was also found that in-service training, unlike pre-employment training, can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole.
Statement Of The Problem

The recruitment of professionally unqualified and untrained teachers and non-provision of in-service training courses for them has contributed to the decline in teachers job performance. Students’ poor performance in academic and extra curricula activities has a link to teachers lack of regular staff training and retraining programme.

Purpose Of The Study

The purpose of the study was to determine the influence of in-service training on teachers attitude to work in private secondary schools in Cross River State of Nigeria.

Statement Of Hypothesis

In-service training does not significantly influence teachers’ attitude to work in private secondary schools in Cross River State of Nigeria.

Methodology

An expost facto research design was used for the study, while 800 teachers drawn from private secondary schools in Cross River State of Nigeria were used as subjects for the study. A 12-item structured questionnaire was used for data collection with a 4-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to measure the level of responses to the options. Data was analysed using independent t-test statistical technique.
TABLE 1

Independent t-test analysis of the influence of in-service training on teachers attitude to work in private secondary schools

<table>
<thead>
<tr>
<th>S/n</th>
<th>Attitude to work in terms of:</th>
<th>In-service training</th>
<th>n</th>
<th>X</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Provided</td>
<td>385</td>
<td>14.07</td>
<td>3.976</td>
<td>4.067*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not provided</td>
<td>415</td>
<td>12.98</td>
<td>3.582</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Teaching</td>
<td>Provided</td>
<td>385</td>
<td>11.64</td>
<td>2.696</td>
<td>3.602*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not provided</td>
<td>415</td>
<td>10.97</td>
<td>2.566</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Co-curricula activities</td>
<td>Provided</td>
<td>385</td>
<td>13.71</td>
<td>3.218</td>
<td>3.996*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not provided</td>
<td>415</td>
<td>12.81</td>
<td>3.145</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Record keeping</td>
<td>Provided</td>
<td>385</td>
<td>41.65</td>
<td>6.568</td>
<td>8.167*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not provided</td>
<td>415</td>
<td>37.57</td>
<td>7.544</td>
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</tr>
</tbody>
</table>

* P, .05; df = 798, critical t = 1.96

Results of analysis in Table 1 show that the calculated t-values for the influence of in-service training on teachers’ attitude to work in terms of teaching (4.067), co-curricula activities (3.602), record keeping (3.996) and overall attitude to work (8.167) are greater than the critical t-value of 1.96 at .05 level of significance with 798 degree of freedom. This means that in-service training significantly influences teachers’ attitude to work. Following these results, the null hypothesis was rejected.

Discussion

The results of this study revealed that a significant influence of in-service training on teachers’ attitude to work. The result of these findings is in agreement with the findings of Udey (2002), Nakpodia (2008) and Akinbode (1996). These researchers see in-service training for teachers as a process for continuous up-dating teachers’ knowledge, skills and interest in their chosen profession. They concluded that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. This in-service training served to boost teachers’ morale and engendered positive attitude to work. The findings of study agrees with Jibowo (2004) who earlier explained that in-service training helped teachers to be abreast with current development and trend in classroom instruction, and this exposure no-doubt led to job effectiveness and after motivation on the job. Where the teachers were deprive of the opportunities, they might not likely live up to expectations and when frustration sets in that might reflect in poor attitude to work.
As a follow-up with the findings of these researchers, Akinyemi (2008) suggested that, if the African teacher is to cope adequately with the movement task that lies ahead of him, he has to be well trained of his job, he must be willing to share new information and skills with his fellow teacher, seek more knowledge and above all, be flexible and willing to experiment and not be afraid of failure. The new teacher envisaged must be built into his total professional academic make-up and should be helped through regular in-service training to keep abreast of new techniques, could be observed that most teachers in private secondary schools in Cross River State of Nigeria have not been exposed to in-service training such as seminars, workshops or conferences apart from the initial qualifications they used to secure their teaching jobs. Many teachers often complained that even when they embarked on self-sponsored part-time courses or sandwich programme, their school proprietors hardly rewarded them by promotion to the next grade or increasing their salaries and allowances.

**Conclusion**

Based on the research finding, it could be concluded that the attitude to work of teachers in private secondary schools in Cross River State of Nigeria was significantly influenced by multidimensional factors. One of those factors that had direct influence on teachers’ attitude to work is staff in-service training programme.

**Recommendation**

Following the finding of this study, it was recommended that: Regular and systematic in-service training courses should be organized by the proprietors of private secondary schools. This would update, motivate and enhance teachers’ teaching skills. The training should be in form of sandwich courses, seminars, conferences, workshops and even full-time training programmes.

**Acknowledgement**

We foremost and sincerely acknowledge God for granting us the time, strength and wisdom to carry out this study. We acknowledge the administrators of in-service training programme and teachers in private secondary schools in Cross River State of Nigeria for their cooperation.

**References**

Academic American Encyclopedia (1997)


