

Teachers In-service Training Programme for the Sustainability of Early Childhood Education in Ibadan North-East Local Government Area of Oyo State

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Abstract

The study investigated teachers' in-training programme for sustainability of early childhood education in Ibadan North East Local Government Area of Oyo State. Five research questions guided the study. It was a descriptive survey research design using questionnaire to gather the relevant data for the study. Frequency count, percentages mean and average were used for data analysis. It was found out that in-service training programme organized for teachers improves their quality of teaching and enhances the classroom management of the teachers. Therefore, in-service training programme impacts on the sustainability of early childhood education in Ibadan North East Local Government. It was recommended that for the sustainability of early childhood education, the government, private bodies and parents Teachers Associations should work cooperatively in the provision of resources and financing of in-service training programmes.

Introduction

The success of an educational enterprise depends to a large extent on the regular supply of teachers in adequate quantity and quality. In the National Policy on Education, the Federal Republic of Nigeria (2004, revised) also asserts that no nation can achieve economic, social and

technological progress and self-sufficiency without a good system of education to sustain its achievements. The training and production of the manpower required for the attainment of national objectives are therefore, anchored on the quality and quantity of teachers.

Teachers in-service training therefore is very important for their professional development and programme implementation improvement. Teacher education is basically related to every phase of development in Nigeria, for wherever one turns, be it economic, political or social spheres of activities, one is obviously faced with the ever-reoccurring problem of trained manpower needs, and no adequate improvement can take place without competent teachers to handle the programme.

In all countries of the world, education is accepted as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future. It is an essential process of developing the child cognitively, affectively and psychomotively. In every community, education is viewed as a matter of cultural compulsion. The best legacy to bequeath to a child is sound education. This is even more so in this 21st century.

In this century, it is quite obvious that knowledge is the greatest asset to possess. The traditional sources of wealth like gold, oil and other merchandise have already given way to thoughts and ideas. Mr. Bill Gate, the richest man on the surface of the earth today, did not get his wealth from oil, gold or diamond. He was enriched by knowledge and ideas of Information and Communication Technology (ICT). In a similar vein, an increasing number of countries such as Japan, Malaysia and India are making billions of US dollars by exporting computer software rather than cassava, oil or gold. Indeed, this is a century of knowledge and no one should be under the illusion that without knowledge he or she can hope to survive not to talk of thrive. Teachers in-service training programme is thus essential so that such teachers would be able to instill up-to-date ideas, knowledge and skills in learners.

The school system, regardless of which level of operation, is generally accepted as a major agent of education. It provides avenues for interaction between learners and teachers on subject-matters. In contemporary times, there seems to be social concerns about the potential of our school system to deliver sound education to the children in Nigeria because the education system appears to be crisis-ridden. There is the crisis of values, crisis of social confidence, crisis of resource management, crisis of discipline, crisis of population explosion, crisis of educational orientation and social relevance as well as crisis of the teaching profession becoming a dying and decadent industry.

In Nigeria today, education is the biggest industry we have. It employs more workers than can be found in all other sectors put together. The education sector serves more clientele than any other industry. Therefore, the problems of the education system are problems of every individual or household either directly or indirectly. The factor of teacher in-service training programme cannot therefore be overemphasized. The teachers must master the subject-matter and impart knowledge in their students. There is always a need to develop skilled teaching manpower to enable them provide good quality and relevant education to learners at whatever level they operate within the education system. It involves all-round professional development of teachers physically, socially, morally, intellectually, and mentally (Osakwe, 2006).

With in-service training for the teachers, teachers learn job tasks by actually performing them. Using this approach, the supervisor on a one-to-one basis is given an opportunity to teach by example. To be productive, the coach or counselor or manager must have thorough knowledge of the job as it relates to the teaching goals. To improve the effectiveness of in-service training, Fisher (2009) offers three requirements that must be met, they are;

- i In-service should be operated as a joint effort involving both the superior and the subordinate;
- ii The superior is responsible for creating a climate of trust; and
- iii The superior must be a good listener.

In Nigeria, early childhood education programmes offered at Early Child Development (ECD) centres, day care centers, and play groups locally tagged *Jelesimi*, *Ota Okara*, *Ibviousukumehu*, etc., in local dialects need teachers who move with time through knowledge and skill updating.

The National Policy on Education (2004), in recognition of the importance of teacher quality, states, “No education system can rise above the quality of its teacher”. It is a shared view that the quality of any education system depends largely on the competence, commitment and motivation of the teachers (Mbanefoh, 2002). Teachers’ competence can thus be improved upon through in-service training programmes. One of the challenges facing the educational sector in Nigeria is the poor quality of teachers. In his own right, Peter Okebukola, former executive secretary of National Universities Commission (NUC), in a report by the Daily Sun newspaper said many teachers are exceedingly weak in the subjects they teach. Besides, he further argued that very little is done to train and retrain teachers in the country and this takes its toll on the performances of teachers. This training gap creates vicious challenges on early childhood education programme, and inevitably later education (Onu *et al.*, 2010). It is against this background that this study intends to investigate teachers in-training programme for sustainability of early childhood education.

Statement of the Problem

The importance of teachers and the role they play in any educational system cannot be over-emphasized. Teachers are usually linked to issues related to teaching – learning goals, learning achievement, organisation of programmes and the performance. However, their continuous professional development determines how effective they are. Meanwhile, the survival of early childhood programmes in various places has been doubted over the years. Therefore, this study examined teachers in-training programmes for the sustainability of early childhood education in Ibadan North East Area of Oyo State.

Research Questions

- i. Do teachers at the primary level of education go for in-service training programme in Ibadan North East Local Government Area of Oyo State?
- ii. What type of strategies are teachers exposed to during in-service programme in Ibadan North East Local Government Area of Oyo State?
- iii. How effective are the in-service training programmes on classroom teaching and learning in Ibadan North East Local Government Area of Oyo State?
- iv. What are the factors affecting in-service training programme in Ibadan North East Local Government Area of Oyo State?
- v. What are the possible solutions to the factors affecting in-service training programme in Ibadan North East Local Government Area of Oyo State?

Research Methodology

Research Design

This study is a descriptive survey research design in which no variable was manipulated. The survey involves an explicit description of the information on ground since they have occurred already.

Population of The Study

The population of this study was made up of all primary school teachers in Ibadan North East Local Government Area of Oyo State within which early childhood programme operate.

Sample Size and Sampling Techniques

Random sampling technique was used to select one hundred and twenty (120) teachers who constituted the sample for the study. Effort was made to ensure that the sample covered only the teachers that have early childhood classes/centre in the schools where they teach.

Research Instrument for Data Collection

The main instrument employed to gather data and information for this study was a structured questionnaire. The questionnaire was divided into two sections: Section A and Section B. Section A dealt with personal data of the respondents like gender, qualification, specialisation, and work experience. Section B presented statements on teachers in-training programmes for the sustainability of early childhood education. Yes/No response categories was considered adequate and used to gather the opinion of the respondents as relevant to this study.

Validity and Reliability of the Instrument

The draft copy of the research instrument was given to the specialists who are research-oriented and have experience on the research focus. Kuder-Richardson coefficient of reliability was determined. A reliability value of 0.75 obtained was considered adequate.

Procedure for Data Collection

The research instrument was administered on the primary school teachers in Ibadan North East Local Government Area. The administration of the instrument lasted for about one and a half weeks.

Method of Data Analysis

Descriptive statistics methods of simple percentage, frequency count and means were used for data analysis.

Results

Research Question One: Do teacher at the primary level of education go for in-service training programme in Ibadan North East Local Government Area of Oyo State?

Table 1: Teachers Exposure to In-service Training Programme

S/N	Items	Yes	%	No	%	Mean
1	I have attended in-service training programme before	70	58.3	50	41.6	0.58
2	In-service training programme attended improve quality teaching and learning	77	64.1	43	35.8	0.64
3	Classroom management and teaching methodology taught during the in training programme is a good exposure	92	76.6	28	23.3	0.76
4	I have not attended any in-service training programme since I started working	50	41.6	70	58.3	0.41
Average		72.3	60.2	47.8	39.8	0.59

Table 1 reveals the result of data gathered on the Research Question One which seeks to answer teachers' exposure to in-service training in Ibadan North East Local Government Area of Oyo State of Nigeria. According to the table 70 (58.3%) have not attend in-service programme since they have started teaching. This shows that teachers in Ibadan North East Local Government Area are exposed to in-service training programme for the sustainability of childhood education in the Local Government Area. It also shows that 77 (64.1%) of teachers agreed that in-service training programme attended improve quality teaching and learning while 43 (35.8%) responded contrary to the statement. It is found out from the table that 92 (76.6%) of the teachers opined agreed that classroom management and teaching methodology taught during the in-training programme was a good experience while, 28 (23.3%) did not agree that classroom management and teaching methodology taught during the in-training programme was a good experience. With the result, it is evident that classroom management and teaching methodology taught during the in training programme is a condition for earth childhood education improvement. Meanwhile, with

the average value of 72 (60.2%) for the teachers that responded positively as against the average value of 47.8(39.8%) for teachers that responded negatively, it was concluded that teachers at the primary level of education go for in-service training programme in Ibadan North East Local Government Area of Oyo State.

Research Question Two: What type of strategies are teachers exposed to during in-service training programme in Ibadan North East Local Government Area of Oyo State?

Table 2: Strategies Exposed to During in-service Training Programme

S/N	Items	Yes	%	No	%	Mean	
1	Teaching methodology is one of the strategies exposed to during in-service training programme for the teachers.	110	91.6	10	8.4	0.92	0.08
2	Classroom control for effective teaching is part of the strategies exposed to during in-service training programme for the teachers	102	85.0	18	15.0	0.85	0.15
3	Teachers – Students’ relationship is part of the strategies taught during in-service training programme attended	85	70.8	35	29.3	0.71	0.29
4	How to use teaching aids for effective teaching and leaning is one of the strategies exposed to during in-service training programme attended.	99	82.5	21	17.3	0.83	0.18
5	Teaching evaluation techniques and strategies were taught during the in-service training programme organized for teachers	115	95.8	5	4.1	0.96	0.42
	Average	102.28	85.14	17.81	14.8	0.85	0.22

Table 2 presents the result of data gathered on the Research Question Two which seeks to know the strategies taught at the in-service training programme for teachers in Ibadan North East Local Government Area of Oyo State, Nigeria. It was gathered that 110 (91.9%) of the teachers agree that teaching methodology is one the strategies exposed to during the in-service training programme for the teachers. While, 10(8.4%) said no. It was also revealed that 102(85%) of the teachers sample agreed that classroom control for effective teaching is part of the strategies exposed to during in-service training, but 18(15.%) of the teachers said no. 85(70.0%) of the teachers sampled agreed that teacher–student relationship is part of the strategies taught during in-service training programme attended, but 35(29.3%) teachers said no. 99(82.%) of the teachers sampled agreed that how to use teaching aids for effective teaching and learning is one of the strategies exposed to during in-service training programme attended, but 21(17.3%) of the teachers sampled said no. 115(95.8%) of the teachers sampled agreed that evaluation techniques and strategies were taught during the in-service training programme organized for teachers, while 5(4.1%) of the teachers said no. However, with the total average of 102(85.14%) of the teachers that agreed with the strategies mentioned compared with that of 17.8(14.8%) that said no, it was agreed that teaching evaluation techniques and how to use teaching aids for effective teaching and learning, classroom control for effective teaching, and teachers-students relationship are part of the strategies taught in the in-service training programme attended.

Research Question Three: How effective are the in-service training programmes on classroom teaching and leaning in Ibadan North East Local Government Area of Oyo State?

Table 3: Effectiveness of the In-service Training on Classroom Teaching and Learning

S/N	Items	Yes	%	No	%	Mean
1	In-service training programme improve the ability of teachers on teaching.	111	92.5	9	7.5	0.93 0.07
2	In-service training programme improves the interest of teachers in using teaching aids.	105	87.5	15	4.1	0.88 0.04

Table 3 shows the result of data gathered on the Research Question Three which seeks to know effectiveness of in-service training programme on classroom teaching and learning. It was gathered that 111(92.5%) of the teachers sampled agreed that in-service training programme improve the ability of teachers on teaching, but 9(7.5%) said no. 105(87.5%) of the teacher sampled agreed that in-service training programme improves the interest of teachers in using teaching aids, 5(4.1%) said no. 101(84.2%) teachers agreed that in-service training programme improves the competence of teachers in teaching and learning process, but, 19(15.8%) responded contrarily. 104(86.6%) of teachers agreed that in-service training programme improves classroom control of teachers during teaching, but 16(13.3%) counter the statement. 115(95.8%) of the teachers sampled agreed that in-service training programmes expose some teaching problems and proffer solutions to them, but, 5(4.1%) did not agree. With the total average of 107.2(89.3%) respondents that said yes as against the average of 10.8(8.96%) that responded in the contrary, it shows that in-service training programme exposed some teaching problems and proffer solutions to them, improves the competence of teachers in teaching and learning process, and that improves the interest of teachers in using teaching aids.

Research Question Four: What are the factors affecting in-service training programmes in Ibadan North East Local Area of Oyo State?

Table 4: Factors Affecting In-service Training Programme

S/N	Items	Yes	%	No	%	Mean	
1	Poor government policy affects in-service training programme for teachers.	91	75.8	29	24.2	0.76	0.24
2	Poor policy implementation affects in-service training programme for teachers.	102	85.0	18	15.0	0.85	0.15
3	Corruptible central administration affect in-service training programme for teachers.	119	99.1	1	0.83	0.99	0.008
4	Inadequate funding affects in-service training programme for teachers.	112	93.3	8	6.66	0.93	0.07
5	Poor leadership and administration affects in-service training programme among the teachers	117	97.5	3	2.5	0.98	0.025
Average		108.2	226.6	11.89	84	0.902	0.099

Table 4 reveals the result of data gathered on the Research Question Four which seeks to know the problems of in-service training programme. It was gathered that 91(75.8%) of the teachers sampled agreed that poor government policy affects in-service training programme for teachers, but 29 (24.2%) did not agree. 102 (85.0%) of the teachers sampled agreed that poor policy implementation affects in-service training programme for teachers, but 18 (15.0%) negates the statement. 119 (99.1%) of the teachers sample agreed that corruptible central administration affect in-service training programme for teachers, but 1 (0.83%) responded in the contrary. 112 (93.3%) of teachers sampled agreed that inadequate funding affects in-service training programme for teachers, but 8 (6.66%) did not while, 117

(97.5%) of the teachers agreed that poor leadership and administration affects in-service training programme among the teachers, 3 (2.5%) have a contrary opinion, with the total average of 108.2(226.6%) of the respondents that said yes as against 11.8(9.84%) that said no, it shows that corruptible central administration, poor leadership and administration, poor government policy and poor policy implementation affect teachers in-service training programmes in Ibadan North East Local Government Area of Oyo State.

Research Question Five: What are the possible solutions to the factors affecting in-service training programme in Ibadan North East Local Government Area of Delta State?

Table 5: Possible Solutions to the Factors Affecting In-service Training Programme

S/N	Items	Yes	%	No	%	Mean	
1	Funding will improve in-service training programme for teachers.	99	82.5	21	17.3	0.83	0.18
2	Good leadership and administration improve in-service training programme for teachers.	119	99.1	1	0.83	0.99	0.008
3	Proper implementation and follow up positively influence in-service training programme for teachers.	70	58.3	50	41.6	0.58	0.41
4	Adequate programme evaluation is another solution to the problem of in-service training programme for teachers	104	86.6	16	13.3	0.87	0.13
5	Adequate policy statement and proper government attentions will improve in-service training programme for teachers	110	91.6	10	8.5	0.92	0.08
Average		100.4	83.6	19.6	16.29	0.84	0.16

Table 5 reveals the result of data gathered on the Research Question Five which seeks to know the possible solutions to problems of in-service training programme. It was gathered that 99 (82.5%) of the teachers sampled agreed that funding will improve in-service training programme for teachers, but 21 (17.3%) said no. 119 (99.1%) of the teachers sampled agreed that good leadership and administration improve in-service training programme for teachers, but 1 (0.83%) did not. 70 (58.3%) of the teachers sampled agreed that proper implementation and follow up positively influence in-service training programme for teachers, but 50 (41.6%) did not. 104 (86.6%) of the teachers sampled agreed that adequate evaluation is another solution, but 16 (13.3%) said no. while, 110 (91.6%) of the teachers agreed that adequate policy statement and proper government attention will improve in-service training programme for teachers, 10 (8.4%) did not respond positively. With the total average of 100.4 (83.6%) of the respondents that said yes against 19.6 (16.29%) that responded in the contrary, it shows that proper implementation, adequate programme evaluation, adequate policy statement and proper government attention are part of solutions to the in-service training programme.

Conclusion

The study has been able to find out that in-service training programmes organised for teachers improve their quality of teaching and enhances the classroom control of the teachers. Teachers are exposed to in-service training in Ibadan North East Local Government Area of Oyo State to a great extent thereby improving the quality and the sustainability of the childhood education programme that aims at preparing the children for the future challenges.

Recommendations

1. There is the need for continuous in-service training programmes for early childhood education teachers for knowledge update.
2. Government, private bodies and Parents Teachers Association should co-operate in the provision of resources for effective early childhood education programme and in-service training programmes as at when due.

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