



## **PRINCIPALS' PERCEPTION OF IN-SERVICE TRAINING FACTORS ON SECONDARY SCHOOL TEACHERS' MORALE AND DEDICATION TO DUTY IN EDO STATE**

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### **ABSTRACT**

*This study investigated principals' perception of in-service training factors on the morale and dedication to duty of secondary school teachers in Edo State. A descriptive survey using an expo facto research design was adopted and multi-stage sampling technique was 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. Data were collected and analysed using percentages and frequency count. The instrument for data collection was a 10-item structured questionnaire. The findings of the study showed that in-service training has significant influence on teachers' morale. It was therefore recommended that in-service training should be regularly organized for teachers in secondary schools.*

### **INTRODUCTION**

Education is one of the greatest services provided by the teacher. The teacher being the giver of instruction, an evaluator and model for students is a dominant force in the learning outcome of the students. The role of the teacher in the realization of the objectives in any educational system cannot be overemphasized. They have powerful effect on the development of the nation. Lassa (1998) noted that education is the key to national development and only teachers hold the key to it through the performance of their primary functions in the school. Ukeje (2007) also noted that the quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualifications and experience as well as their level of competency in and level of dedication to their primary function. According to Nakpodia (2008), in-service training programme is a process for continuous updating of teachers' knowledge, skills and interest in chosen fields. It means continuous professional growth, which encourage the extension of technical assistance by teacher educators. In-service teacher education is an integral part of staff development programme which is organized for teachers while in service.

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 constant 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 population 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 extended preparation and are therefore confronted with many problems that were not there in pre-service education.

In-service training is conceived as an organized procedure by which people learn and acquire knowledge and skills for definite purpose. Idonije (2005) perceived 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 masses in the country.

Morale can be explained as a level of wellbeing that individuals or groups experience in references to their work. Morale is a feeling or state of mind, a mental or emotional attitude centered about one's work. Evans (1992) has described morale as the extent to which an individual's needs are satisfied and how that individual perceives the satisfaction relates to his total job satisfaction.

If the teachers' moral is high, then the teachers feel good about each other and at the same time, feel a sense of accomplishment from their jobs. Findings by White (2000) reveal that teachers' morale is important and that it helps to create an environment that is conducive to learning. He also revealed that many teachers have experienced problems with morale in many schools today. That one possible cause for this problem is that education is an institution that is in transition considering the current level of attention afforded by public education in this country. Also, according, to Briggs and Richardson (1992), change can be threatening as it is usually direct conflict with the most stabilizing characteristics of habit, status, traditional and experiences. They further indicate that low teacher morale may be the direct result of sweeping changes, while change is inevitable, it should be evolutionary rather than revolutionary, and as a result in-service training is important to keep teachers upgraded and updated.

### **Types of In-service Training**

Jobs and environment under which jobs are performed are constantly changing. In-service training is training that employees get while in service to be updated to enhance job performance. Huse (1989) and Graham (1990) grouped in-service training into off-the-job and on-the-job training.

**On-the-Job Training:** This is the setting up of training programmes for training workers. On-the-job training programmes are those programmes which allow a staff to be trained during or when doing his normal job. Examples include



1. **Induction Course:** According to Dale (1985), induction course is a systematic organizational effort to minimize problems confronting new staff so that they can contribute their maximum to the work of the organization.
2. **Job Rotation:** This is a training done by moving the trainees from one department or unit to another; this device keeps one's motivation up. The essence of this programme is to broaden his experience in different jobs. Teachers in secondary school are often moved from one class to another to give them better mastery of the teaching of various categories of students.
3. **Coaching:** In this case, supervisors or superior officers put their wealth of experience at the disposal of their subordinates and give the guidelines in the performance of their job. The objective of coaching training programmes, according to Koontz (1988) is to help subordinates to build their strength while minimizing their weaknesses, this depends on the extent of rapport between superior and subordinates.
4. **Training Position:** This is same as apprenticeship programme. Here trainees are given staff posts immediately under a manager with the title "assistant to" such assignment gives trainees a chance to work with and model themselves after outstanding managers who might otherwise have little contact with them.
5. **Temporary Position:** This involves giving trainees important work assignment to develop their experience and ability. Trainees may be asked to head a taskforce or participate in an important committee meeting. Such experiences help them gain insight into how the organization operate and also improve their human relation skills.

**Off-the-Job Training:** This technique removes the individual from the stress and on-going demand for the workplace, enabling them to focus freely on the learning experience. According to Stoner and Freeman (1992), off-the-job training provides opportunity for meeting people from other departments and organizations. The trainees are exposed to useful new training programmes, it could be organized internally or externally, examples include

1. **Leave of absence or study leave:** There are two types of study leave; with pay and without pay. Study leave with pay is granted to confirmed staff. The staffs on this kind of leave are paid their normal salaries and allowances while they meet all other costs related to the course. Study leave without pay is known as leave of absence. Staff on this kind of leave pursue a course of study at no cost of the government but its area of study is considered relevant to the objective of the organization.
2. **Conference, Seminars, Workshops:** These are academic gathering in which certain speakers come prepared, often by invitation or for a fee to openly discuss some reasonably interesting or controversial theme. Workshops are generally of shorter duration than conferences, while seminar is an academic forum whose major purpose centers on reflection or discussion of problems and sincere effort is made towards solving the discussed problems by providing solutions.
3. **Correspondence Course:** These are course whereby for the most part of the period, the teacher has no physical contact with the students. For this period, the student is a home-based learner doing his full time job. Communication between the teacher and the student



is through the post; hence, the name correspondence education. For teachers working in relatively remote areas, correspondence courses have proved a useful life-line.

### **Problems of Training**

Educational training per se is no panacea as it is with all other cultural tools, it can be effective or ineffective in achieving its goals, depending on a variety of factors. Certain problems could be encountered in staff training and development among various school authorities and ministry officials.

The objective of training programmes may not be clearly stated to the participant because of lack of thorough preparedness on the trainees, this would affect the result of the programme if not corrected.

Another constrain is finance and personnel at the various levels of our educational system. Sometimes the financial support from the ministry or school authorities to carry out the programme effectively is not adequate.

Most administrators and even employees see some development programmes as time to enrich themselves with the little money set out for the training programme. And also often times no positive reinforcement after the training, for instance promotion, transfer and job enrichment which would serve as a motivator to the beneficial and even those who are yet to undergo the programme will now be yearning for one.

Kpangbam further explained in an address by the vice chancellor of the University of Benin at the fourth convocation ceremony of the College of Education, Agbor on the 9<sup>th</sup> of May 1991 blamed the problem of 'staff development' on economic depression. Many members of staff fear that they might lose their jobs if they went on study leave without pay. How could they spend so much money improving themselves only to be told that they might not get their jobs back? There are teachers and lecturers who do not believe in innovation. They believe that their old methods of teaching are more reliable than the so called modern methods of teaching.

Finally, apart from social and political problems there might not be a training evaluation to check the level of application of what has been done at the work place. For instance, a state of conference on alternative sources of funding secondary education might not evaluate how far the principals that participated after exploiting these avenues of funding, twelve months after. These and others might constitute grave hindrances to the efficacy of staff training and development programmes.

### **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.

Education in pre-service training may not be enough to provide all the knowledge and skills needed for the capacity building of the teachers and increase teachers' morale in these changing times, since some did not contain the knowledge and skills now required of them. Any teacher caught in the web of curricula innovation may thus lack control over content, reduced in moral



and the management of daily school routine. This study wants to find out what in-service training factors are perceived by school principals as influencing the morale of secondary school teachers.

### **Purpose of the Study**

The main aim of this study was to find out principals' perception in-service training factors influencing the morale and dedication to duty of secondary school teachers.

### **Research Questions**

1. What are principals' perceptions of in-service training factors on teachers' interest on the job?
2. What are principals' perception of in-service training factors on teachers' dedication to duty?

### **Method of the Study**

The study is a descriptive research design. The study covers 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.

## **RESULTS**

### **Research Question 1**

- What are principals' perceptions on the influence of in-service training on teachers' interest on the job?

To answer this question, items 3, 6, 8, and 9 from the questionnaire were made use of.

**Table I: Principals' Perception on the Influence of In-service Training on Teachers' Interest on the Job**

| Item | Details  | Yes  |         | No   |         |
|------|--|------|---------|------|---------|
|      |  | Freq | Percent | Freq | Percent |
| 3    | In-service training assists teachers to acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects. | 215  | 76.7    | 65   | 23.3    |
| 6    | The programmes enhance academic and professional qualifications of teacher within turn boost the teachers' morale.                           | 180  | 64      | 100  | 35.6    |
| 8    | In-service training improves level of competence and their sense of self efficacy.   | 198  | 71      | 82   | 29      |
| 9    | In-service training keeps teachers to become more interested on the job as a result of a boost in their morale.                              | 250  | 89      | 30   | 11      |

In Table I, the findings showed various response rates in respect of each variable examined on the influence of in-service programme on the teachers' morale. The responses were coded on the basis of 'yes' and 'no'. Findings showed that 215 respondents representing 76.7% showed that in-service improved the teachers' knowledge and skill, 180 respondents representing 64% said it enhances academic and professional qualification which in turn causes a boost in the teachers' morale. Competence and sense of self efficacy is improved because of in-service training. 250 respondents representing 89% agreed that in-service programme increases the teachers' interest on the job. 201 respondents representing 71.7% agreed that the teachers' social and academic status is improved as a result of in-service training.

### Research Question Two

To answer this research question, items 10, 12, 13 and 15 from the questionnaire were made use of.

**Table II: Principals' Perception on the Influence of in-service training on teachers' dedication to duty.**

| Item | Details   | Yes  |         | No   |         |
|------|---|------|---------|------|---------|
|      |   | Freq | Percent | Freq | Percent |
| 10   | Attendance of teachers to in-service training programme has increased their dedication to duty. | 240  | 85.7    | 40   | 14.3    |
| 12   | In-service training has inculcated the idea of punctuality in teachers.                         | 187  | 66.7    | 93   | 33      |
| 13   | Attendance of teachers to training programmes has improved teachers' condition of service.      | 150  | 53.5    | 130  | 46      |
| 15   | In-service training has improved the way teachers prepare their lesson notes.                   | 200  | 71.4    | 80   | 28.6    |

In table II above, the findings also show various response rate in respect of each variable examined on the influence of in-service programme on teachers' dedication to duty. The responses were coded on the basis of 'yes' and 'no'. Findings show that 240 respondents representing 85.7% agreed that in-service increase teachers' dedication to duty, 187 respondents representing 66.7% agreed that in-service training inculcates the idea of punctuality in teachers, 150 respondents representing 53.5% showed that attendance of teachers to in-service training programmes improves teachers condition of service and 200 respondents representing 71.4% affirmed that in-service training improves the way teachers prepare their lesson notes.



This study was carried out to find out principals' perception on the influence of in-service training on teachers' morale and their dedication to duty. The findings revealed that principals had high perception on the influence of in-service training on teachers' morale and their dedication to duty. The finding is in agreement with the findings of Ayemere (2008) that showed a relationship between in-service training and teachers' morale. It is also in agreement with the findings of Harley (1999). He emphasized that in-service training is the collection of limited tasks which have direct impact on the quality of instruction offered. In addition, He pointed out that morale can be lifted and maintained by way of in-service training.

Also, the findings of this study are 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 updating of teachers' knowledge, skills and interest in their chosen profession. They concluded that teachers who have low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. In-service training served to boost teachers' morale and engendered positive attitude to work.

### **Recommendation**

Following the finding of this study, it was 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 full time training programmes.



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