ASSESSMENT OF THE IMPLEMENTATION OF IN-SERVICE TRAINING POLICY FOR TEACHERS IN PRIMARY AND SECONDARY SCHOOLS IN DELTA STATE, NIGERIA.

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ABSTRACT
This study assessed the implementation of in-service training policy for teachers in Delta State secondary schools and basic education in line with the laid down criteria. One research question and one null hypothesis guided the study. Documentary analysis research design was adopted in the study. The population for the study comprised 8 documents containing the details of teachers who applied and benefited from the in-service training policy in the state Post-Primary Education Board (PPEB) and Delta State Universal Basic Education Board (SUBEB). Adopting the census sampling, the entire population was used for the study. The documents for data analysis were from the office of the Honourable Commissioner for Education, Delta State. These documents contained data on in-service training policy in Delta State. The documents were used to ascertain the implementation of in-service training policy for teachers in Delta State secondary schools and basic education in line with the laid down criteria. Data were analysed using frequencies and percentages to answer the research question while chi- square (χ^2) statistic was used to test the null hypothesis. Findings of the study indicated that from 2019 to 2023, in-service training policy implementers did not adhere strictly to the laid down criteria. Hence, some teachers in Delta state public schools benefited from in-service training policy when they did not fulfil all the laid down criteria. Based on data from PPEB and SUBEB, it was also found out that the frequency with which in-service training policy implementers complied with the laid down criteria is greater in PPEB than in SUBEB. It was recommended among other things that Delta state ministry of Education sets-up special monitoring team which would comprise her staff to ensure strict compliance to the laid down criteria in the implementation of in-service training policy. This could lead to the success of the implementation of this policy in Delta State Secondary Schools and basic education.

Keywords: Assessment, Implementation, In-Service Training Policy, Teachers

Introduction

Globally, teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff (Rajkuar, 2014). However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one-need leads to the desire for another higher-level need. The welfare package is therefore considered vital in teachers' motivation (Tao, 2013). Welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, regular promotion, in-service training, ensuring job security and establishing cordial relationship among teachers.

Welfare packages as a factor that propel workers' satisfaction in an organization is a vital variable in this study. Jyoti and Sharma (2019) opined that the provision of a high quality education system depends on high quality teachers. A high teacher morale, relevant subject knowledge, and the

teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007). The various welfare measures provided by the employer will have immediate impact on the physical and mental efficiency, alertness and moral of the worker thereby contributing to higher productivity. School empowerment/welfare is taking center-stage in modern school administration since it is one of key staff motivation elements (Matovu, 2019). This can be seen in the policy statement of the school owners (federal and State government).

Policies are planned expressions of an organization's official attitudes towards the range of behaviour within which it permits and desires its employees to act. According to Asiegbu (2014) Policy can be described as a plan of action agreed or chosen by an individual or a group of people or government to solve a problem. It also makes provisions to motivate employees for greater productivity. Teachers' in-service training policy is formulated to motivate and make teachers take pride in the teaching profession. The relevance of in-service training for teachers was captured by Federal Government of Nigeria in its declarations as contained in the National Policy on education [2015:40(e)] that: "In-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies".

In-service training in Nigeria, is seen as a training-education continuum which allows for such activities that may include conferences, classes, courses, workshops, professional reading and association work (Okeke, 2019). These activities help teachers to continually gain professional growth and competence. In-service training aims at polishing the existing skills and keeping abreast with the latest developments. In the words of Emenajo (2021) "In-service training could have various forms to include: refresher courses, seminars, workshops, sandwich courses" In-service training is thus seen as the basis for relevance in teaching profession.

Available studies and findings over the years show that the implementation of in-service training for teachers in Delta state primary and secondary education is faced with many challenges. A study on the welfare policies for teachers conducted by Osubor (2022) on impact of poor implementation of welfare policies on training and development on the performance of teaching staff in selected secondary schools in Delta state, Nigeria discovered that, whereas there are good welfare policy statements in the study area, the level of implementation of these policies were poor. The results further indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which have negatively affected the performance of teaching staff and have led to poor service delivery in the schools.

Unfortunately, there seems to be some irregularities in the implementation of these teachers' welfare policies (in-service training) formulated by the Federal Government of Nigeria to produce highly motivated and professionally competent teachers for her secondary and basic education. This is evident in the denial of; conferences, seminars, symposium, and other training opportunities for serving teachers by the government as observed by the researcher who is an employee of Delta state government at present.

These studies and their findings discussed above revealed that there is problem in the implementation of in-service training policy of teachers in Delta state public schools. This raises doubt as to whether the implementation of the policy is done in line with the laid down criteria.

Delta State Ministry of Education is expected to operate in accordance with the National Policy on Education (NPE). The ministry has an education board known as Post-Primary Education Board (PPEB). This Board has the responsibility of managing secondary education in Delta State. The ministry has also another education board known as State Universal Basic Education Board (SUBEB), Delta State. This board has also the responsibility of managing basic education in Delta state.

In Delta state, teachers are expected to fulfil certain laid down criteria before they qualify to benefit from teachers' welfare policies. The laid down criteria are obtained from Delta state ministry of education, in line with the NPE (2015). The criteria for approving in-service training for Delta state teachers include; letter of confirmation of appointment, satisfactory record of conduct and letter of admission.

Policy initiatives in Nigeria have been found to be elaborate and laudable but subsequently collapses at the implementation stage. A study of this nature is imperative because if the goals of secondary and basic education are to be achieved, in-service training policy for teachers must be properly implemented.

It is based on the above, that the researcher seeks to assess the extent of the implementation of in-service training policy for teachers for Delta state secondary schools and basic education teachers in line with the laid down criteria.

Purpose of the Study

This study aims at assessing the extent of the implementation of in-service training policy for Delta state secondary and basic education school teachers in line with the laid down criteria.

Research Questions

To what extent is in-service training policy for Delta state secondary and basic education school teachers implemented in line with the laid down criteria from 2019 to 2022?

Hypotheses

There is no significant difference between the pattern of implementation of in-service training policy for teachers from 2019 to 2023 by PPEB and that of SUBEB.

Methods

Documentary analysis research design was adopted in the study. The study was conducted in Delta State of Nigeria. The population of this study comprised of 8 Documents (containing number of teachers that enjoyed; in-service training, promotion, scholarship and Professional development programme) from the state post-primary education Board (PPEB) and the universal basic education board (SUBEB), Delta State. Owing to small size of the population, no sampling was done. Documents (containing number of teachers that enjoyed; in-service training) for data analysis were from the state post-primary education Board (PPEB) and Delta state universal basic education board (SUBEB). The researcher with a letter of introduction and upon approval from the Boards, PPEB and SUBEB, collected data on the implementation of in-service training for teachers in Delta state schools. This data included statistics on the criteria for the implementation of teachers' empowerment policies such as in-service training policy. Having received the data on the implementation of in-service training policy for teachers from the State Post-Primary Education Board (PPEB) and Delta State Universal Basic Education Board (SUBEB), the researcher organized the Data ranging from 2019 to 2022. In the analysis of the data, the researcher employed frequencies and percentages distribution to answer the research question and decision was based on 100 percent point scale. The point score for the research question which is 100 percent indicated strict compliance to the laid down criteria but anything less than 100 percent is considered not to be in strict compliance to the laid down criteria. The hypothesis was tested using chi square ($\chi 2$) statistic.

Results

Research Question: To what extent is in-service training policy for Delta State secondary and basic education school teachers implemented in line with the laid down criteria from 2019 to 2022?

To answer this research question, data in respect to in-service training policy were analyzed and presented on tables 1a (secondary) and 1b (basic education) below.

Table 1a:

Frequencies and Percentages on the Implementation of In-service Training Policy Based on the Laid Down Criteria from 2019 to 2022. (PPEB)

Criteria	**2019**		**2020**		**2021**		**2022**	
	No	%	No	%	No	%	No	%
No that applied	36	-	49	-	60	-	33	-
No. Approved	30	83	47	96	52	87	31	94

Letter of confirmation of appointment	28	78	43	88	52	87	30	91
Satisfactory record of conduct	20	56	41	84	49	82	24	73
Letter of admission	30	83	47	96	52	87	31	94

Table 1a shows that in 2019, 36 Delta State secondary school teachers applied for in-service training, 30 (83%) of them got approval but only 20 (56%) of the applicants fulfilled the laid down criteria. Also in 2020, 49 Delta State secondary school teachers applied, 47 (96%) of them got approval where only 41(84%) of them met the required criteria. In 2021, 60 Delta State secondary school teachers applied for in-service training, 52 (87%) of them got approval while 49 (82%) of them met the requirements.

Again, in 2022, 33 Delta State secondary school teachers applied for in-service training, 31 (94%) of them got approval but 24 (73%) of them met the required criteria.

Table 1b:

Frequencies and Percentages on the Implementation of In-service Training Policy Based on the Laid Down Criteria from 2019 to 2022. (SUBEB)

Criteria	**2019**		**2020**		**2021**		**2022**	
	No	%	No	%	No	%	No	%
No that applied	144	-	158	-	252	-	259	-
No. Approved	138	96	150	95	245	97	250	97
Letter of confirmation of appointment	135	94	149	94	245	97	247	95
Satisfactory record of conduct	129	90	138	87	239	95	246	95
Letter of admission	138	96	150	95	245	97	250	97

Table 1b reveals that 144 Delta State basic education teachers applied for in-service training in 2019, 138 (96%) of them were given approval but 129 (90%) of them fulfilled the laid down criteria. Again, in 2020, out of 158 teachers that applied for in-service training, 150 (95%) were given approval but 138 (87%) of them fulfilled the laid down criteria.

Also, in 2021, out of 252 Delta State basic education teachers who applied for in-service training, 245 (97%) of them were given approval but 239 (95%) of them fulfilled the laid down criteria. Finally, in 2022, 259 teachers applied for the training, 250, (97%), were given approval but 246 (95%) of them fulfilled the laid down criteria.

NB: The law providing for the UBE programme in Delta state was enacted in 2005 by the House of Assembly. **Source:** Documents on basic education teachers in Delta State, as shown on Appendix iv

Research Hypothesis

In testing the Hypothesis, chi-square (χ^2) was used and results are presented in Appendix v. Decision rule stipulates that the calculated value of (χ^2) must equal or exceed the critical/table value of (χ^2) for the null hypothesis to be rejected.

Ho1: There is no significant difference between the pattern of implementation of in-service training policy for teachers from 2019 to 2022 by PPEB and that of SUBEB.

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Table 2: *chi-square (χ^2) output of significant difference between the pattern of implementation of in-service training policy for teachers from 2019 to 2022 by PPEB and that of SUBEB.*

Variable	Status	Number Qualified	Number Given	Calculated Value (χ^2)	Critical Value (χ^2)	**Decision**
In-service training policy	PPEB	142	170	6.80	1.82	Sig.
	SUBEB	752	783			

S- Significant @ ∞ 0,05

As shown in Table 2, the calculated (χ^2) value of 6.80 is greater than the critical (table) value of (χ^2) (1.82). The null hypothesis is therefore rejected while the alternative hypothesis stands, which means: There is significant difference between the pattern of implementation of in-service training policy for teachers from 2019 to 2022 by PPEB and that of SUBEB.

Discussion of Findings

- The implementation of the in-service training policy for Delta state secondary and basic education school teachers in line with the laid down criteria from 2019 to 2022.
- Results of the null hypothesis.

The implementation of the in-service training policy for Delta state secondary and basic education school teachers in line with the laid down criteria from 2019 to 2022.

The result of the findings shows that compliance to the laid down criteria in the implementation of in-service training policy for Delta state secondary and basic education school teachers from 2019 to 2022 was generally low. This may be attributed to indiscipline in the implementation process as Oriaifo (2019) had earlier in his study discovered in support that:

> *Nigeria seems to abhor order … We are not prepared for fair competition… Nigerians will always devise a method to circumvent any governmental measures for greater good of the greater number because of indiscipline. Indeed, indiscipline is about the greatest problem facing Nigeria today as a developing nation.*

In whatever perspective, indiscipline connotes lack of order, it also connotes any conduct that does not respect due process. It is an act of indiscipline for some teachers in Delta secondary schools and basic education to have been given approval for in-service training when they did not fulfill all the laid down criteria. On the basis of their findings, Bien and Brown (2020) identified indiscipline as a threat to the achievement of schools' organizational goals. They recommended supervision as a strategy to check indiscipline in school system. In this vein, this present study is recommending supervision as a strategy to check non-compliance to all the laid down criteria in the implementation of in-service training policy for Delta state secondary and basic education school teachers.

It appears sentimental and unrealistic to attribute indiscipline only to political office holders in Nigeria. Indiscipline is gradually finding its way into Nigerian education sector. Evidence of this assertion lies in the above discovery. All forms of indiscipline within the education sector should be discouraged through enforcement of relevant laws.

In support of this findings, Ebenebe (2016) recommends that in-service training, in all forms should become a duty and a right for every teacher so that they be able to:

1. create meta-cognitive classroom environment in classrooms where students are involved in seeking and utilizing knowledge and facts;
2. use experimental teaching methods instead of expository methods so that student internalize the values embedded in the four main pillars of learning namely: learning to do; learning to know; learning to be and learning to live together;
3. acquire relevant skills to enable them make classroom environment become cooperative learning platforms;
4. Acquire competencies for conducting formal and informal classroom assessments and so be able to monitor individuals(s) learning progress comprehensively;

5. Learn appropriate motivational strategies to employ to arouse individual to become enthusiastic and willing learners;
6. Acquire skills that would enable the teachers deal with children who have learning disabilities.

In line with the above recommendation of Ebenebe, for in-service training to be a duty and a right for every teacher, there must be a procedure. This follows the agitation of the researcher that implementers of this policy ought to adhere strictly to the laid down criteria.

On a similar note, Emenajo (2021) identified that in-service training is a right of every teacher. This means that it's approval should follow a process that is transparent and strict. In-service training can increase the confidence, motivation and commitment of teachers. It can also give a feeling of personal satisfaction and achievement and broaden opportunities for career progression. It should have an impact on the quality of the school programme and focus on helping teachers improve their abilities to perform their professional responsibilities.

Results of the null hypothesis

Based on the result of the null hypothesis, where the χ^2 – calculated value was greater than the χ^2 – critical (table value), showing that: there is significant difference between the pattern of implementation of in-service training policy for teachers by PPEB and that of SUBEB.

The result of the findings shows that the frequency with which in-service training policy implementers complied with the laid down criteria was greater in PPEB than in SUBEB. However, this does not in any way exonerate PPEB from the problem of selective and differential approach to in-service training policy for teachers Ndu (2007). On the basis of the findings, compliance to the laid down criteria by implementers of in-service training policy in PPEB and SUBEB was not strict.

Summary of Findings

Compliance to the laid down criteria in the implementation of in-service training policy for Delta state secondary and basic education school teachers from 2019 to 2022 was generally low.

Conclusion

The Management Team of Post-Primary Education Board (PPEB) and Delta State Universal Basic Education Board (SUBEB) between 2019 and 2022 did not adhere strictly to the laid down criteria in approving In-service training for their teachers.

Recommendations

Based on the findings of this study and its implications, the following recommendations are made.

1) Delta State Ministry of Education should set-up special monitoring team which would comprise her staff to supervise the implementation of in-service training policy for teachers in the state secondary schools and basic education to ensure strict compliance to the laid down criteria.
2) The Management Team of Post-Primary Education Board (PPEB) and Delta State Universal Basic Education Board (SUBEB) should endeavour to adhere strictly to the laid down criteria in approving in-service training for Delta state secondary and basic education school teachers.

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