

IN - SERVICE EDUCATION FOR TEACHERS IN ORUMBA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE NIGERIA: CHALLENGES AND WAY FORWARD

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Abstract

The study sought to find out the challenges and way forward towards in-service education of teachers in Orumba South Local Government Area, Anambra State, Nigeria. Three research questions were formulated to guide this study. A total of 450 teachers were sampled out of which 75 teachers were selected for the study through simple random sampling technique. All the 25 school principals in secondary schools in Orumba South Local Government Area in Anambra State were used in the study due to the fact that the population is small. Mean and cumulative mean scores were used to analyze the data. The result of the study showed that teachers were members of the implementation committee on curriculum design and planning, in-service training course design, policy design and implementation, decision making and teachers professional body while principals on the other hand were rejected being a member of the implementation committee on planning of in-service training programme for teachers because they were not consulted. Both the principals and teachers agreed that problems of identification of needs, misconception, non-challant attitude of teachers, poor response to training by teachers, poor image of teaching profession and non-consulting of teachers were major factors that tend to hinder in-service education for teachers while involvement of teachers in decision-making, policymaking, organization of seminars, conferences, workshops involving teachers in curriculum design and planning and establishment of cordial relationship between federal and state ministry of education were strategies adopted to improve in-service education for teachers. It was recommended among others that government should as a matter of urgency fund teachers education to check the incident of non training of teachers regularly on knowledge and skills of classroom teaching.

Keywords: In-service Training, Teachers, Teacher Education

Introduction

Teachers play indispensable role toward the realization of nation's educational development. It is in recognition of this fact that teacher education all over the world will continue to be given a major emphasis in Nigerian educational planning at all levels of educational system since no education system can rise above the quality of its teachers (Igwe: 2011). This is why teachers are at the focus of any human development and a major agent through which the curriculum finds its fulfillment and actualization. Perhaps this may be the reason why it is difficult to discuss the quality of education of any given society or school system without relating it to the quality of its teachers.

In Nigeria, the greatest problem facing education is how to make teacher education rise above its present status in society. This is because teachers are the spark that fixes the whole development process and the key man in the drive progress. That is why teachers should have a deep knowledge of the nature of the learner and the society in which he lives as his role influences the shaping of social goals (Enyi: 2006). This is perhaps, the reason why Fafunwa (1996) in his book, "Perspectives in African Education stated that", "If the African teacher is to cope adequately with the monumental task that lies ahead of him, he has to be well trained for his job. He must be willing to enter into the new African age and willing to share new information and skills with his fellow teachers" The implication of this is that the teacher must have his own initiative, innovative ideas, be flexible and not be afraid of failure. He must also be ready to develop self pedagogically, professionally, academically, emotionally, socially, economically and politically through regular in-service training to keep abreast of new techniques, skills and research in the field.

From the above explanation, it is clear that the aims of teacher education in Nigeria should be total education for teachers, learners and society which will enable the teachers think independently, question authorities and reach an understanding of what learning is all about rather than by merely having academic qualifications. This means an ideal teachers college should be the meeting place of the local community and college population, academic and non-academic staff and learners alike for mutual exchange of knowledge on tradition, culture, music and dance.

In other words, no success can be achieved in teacher education programme without regular in-service training, on-the-job training and pre-service training for teachers to make themselves competent to handle the programme. That is why competent teachers are needed at all levels of education in Nigeria if teachers are to advance with other nations in the areas of economics, education, politics and science and technology for actual realization of national objectives of teacher education to be achieved. Teachers must also be competent, dynamic, inventors, innovators, planners, peace makers and resource oriented persons since the society recognizes them as reservoirs of knowledge. The training must be a continuous process that will assist the individual teacher grow and develop professionally so as to contribute maximally to the changes and reforms in the school system and also become an effective community leader. Consequently, teacher education must come up with the list of priorities for teachers because the service of teachers all over the world today is indispensable to any nation. Such emphasis on list will help solve the problems of why, what, how, where, and when teachers will be going for courses that will help them to face challenges in the profession if the stated aims and objectives in National Policy on Education (2004) as it affect teacher education is to be achieved.

As teachers are role models to the learner and society, it is most desirable to have the right quality of persons for this important role. According to Ugha (2003)

this cannot be achieved if the right condition of services for teachers are not made attractive for those who may wish to be trained as teachers. To this end, teacher education must be made to provide practical experiences for their students by giving them opportunity to observe instruction, improve teaching practice for would be teachers and allow them (students) to participate in club activities, societies, group discussion and extra-curriculum activities. This shows that the problem of providing the guidance of what an educational system should be is not an easy task to accomplish under the present circumstances. To solve this problem Enyi (2001) suggested that the philosophy of teacher education in Nigeria must be such that the worth of the individual prospective teacher by giving him an equal opportunity to learn so as to enhance his job as a teacher. Others include; assisting him to develop his knowledge, skills and professional abilities so as to enable him acquire the right type of attitude, concepts and values in the classroom.

Another problem identified as posing a lot of problem in teacher education is non recognition of teaching as a full fledged profession. This is attributed to our historical past with Britain where we borrowed already abandoned British practice. According to Onwurah (2004) and Udenze (2015) pointed out that some university graduates that didn't read any teaching course finds himself in schools to teach. Although the Nigerian Union of Teachers (NUT) and the Teachers Registration Council of Nigeria (TRCN) are trying to professionalize teaching by making sure that the quacks are removed from the profession. This will help to see that the professionals that are competent and qualified are absorbed during recruitment, selection and retention of people in the teaching profession. According to Coombs (2008) attempt made to remedy the situation in the past failed because most parents do not want their children to become teachers and be confined to the teaching profession because of low esteem of the profession. Lack of motivational incentives like scholarship, sandwich programme, bonuses, recognition, promotion, and well funded in service training to help the teacher to be abreast of time.

Lack of funds to purchase modern technological gadgets and for equipping teaching laboratories, lack of resource centers for experimental, practical and demonstration when necessary. This situation Obanya (2005) noted makes most teacher trainers resort to seeing the profession as a stepping stone to their dream life profession.. He therefore suggested emphatically that integration of sciences will help into retention of interested few into the profession. This shows that if we in teaching profession are to retain the caliber of teachers we envisaged, the curriculum for teacher education must strike a balance between the theoretical and practical aspects of teacher preparation. In supporting this view, Okafor (2008) noted that teachers should not verbalize knowledge as it is not a sufficient condition for affecting impressive teacher but rather should regularly evaluate various programmes of teacher education in terms of variables that are definitive in actual teaching situations (classroom climate, control, management, confidence, flexible and enquiry)

The National Policy on Education (2004) was emphatic on this that it listed national objectives for teacher education in Nigeria to include:-

- Producing highly motivated, conscientious and efficient classroom teachers for all levels of the education system.
- Encouraging further the spirit of enquiry and creativity in teachers.
- Helping teachers to fit into social life of community and the society at large and enhance their commitment to national goals.
- Providing teachers with intellectual and professional background adequate for their assignment and to make them adaptable to changing situations.
- Enhancing teacher's commitment to the teaching profession.

Thus, the quality of education given in Nigerian school system will therefore depend to a large extent on the quality of its teachers measured against the declared objectives for teacher education in the country as outlined above. To strengthen the ideals, goals and objectives of teacher education in Nigeria, the same National Policy on Education (2004) further stated that:- Teacher education shall continue to take cognizance of changes in pedagogy and in the curriculum hence the need to regularly expose teachers to innovations in the profession through training by ensuring that the old and newly recruited teachers undergo a formal process of induction and in-service training as an integral part of continuing teacher education. It therefore mandated school proprietors to provide in-service education for teachers. This stems from the fact that training helps in improving their knowledge and skills in the application of instructional materials and techniques in classroom teaching and learning.

Perhaps, this may be the reason why Dooley (2006) and Iloka (2015) observed that in-service education for teachers is not something that is done once by every employer but is used continuously in every well-run establishment to improve workers' knowledge and skills and does not conclude or end until there is termination of service planned. Therefore, no person in education endeavor would ever really complete his training without an in-service training course or the other if he is to develop himself professionally as soon as he begins teaching. This is also an indication that without well-articulated programmes for teacher improvement in their respective duties, they may remain isolated and untrained, thereby lacking a lot in terms of acquisition of knowledge and skills, new pedagogy, innovative practices, content development and procedure. Teachers' in-service education connotes both formal and informal activities/experiences that help to qualify a person to assume the responsibility of a member of the educational profession that will aid him/her in discharging his duties most effectively and functionally. According to Otegha (2013), it is geared towards helping a newly employed teacher to renew his knowledge and skills and make him fresh or vivid again. One could, for example, take an in-service training in shorthand, computer, arts, and language and still continue to perform his work as a classroom teacher. This is why Okafor (2008) opined that in-service education for teachers is a classroom or

correspondence course for the purpose of reviewing basic studies or mastering new materials applicable to their work. Thus, in-service training for teachers constitute a part of the overall refresher course or training which could be defined as special training or instruction given to employed persons, with a view to increasing their competence. Supporting the above, Oteh (2013) noted that in-service education for teachers is not only the program of activities experienced and developed by an institution responsible for the preparation and growth of person preparing themselves for education but also for those engaging in the work of the educational profession.

The implication of this definition is that in-service education for teachers is mainly an activity geared toward improving the knowledge and skills of those teachers already on the job and those newly employed. There is therefore the need to make this a regular and annual event at least four times a year which will be beneficial to both the teachers and students. Akubue (1981) reaffirm that in-service will improve the skills, attitude, professional competencies and understanding of new educational principles and methods which he concluded should be achieved through attending seminars, conferences, workshops, laboratory sessions, travels, participation in supervisory and curriculum development programmes. This is to say that in-service training for teachers is conceived in terms of activities which are designed to improve and extend the professional capabilities of teachers. Okafor (2008) classified in-service training for teacher education in Nigeria into two main broad distinct models to include:- The course based models and the school based models. The course based models are usually taken outside the schools and instructed in groups while the school based models occur physically within the school itself under the guidance of the school principals.

From the above definitions, it is clear that in-service teacher education in Nigeria includes both the pre-service and refresher course preparation of the teacher. The idea is to ensure that teachers are not lacking behind due to introduction of new ideas into the educational system such as 6-3-3-4 system. Secondly to enable teachers acquire new knowledge on how to handle new innovation in curriculum studies due to dynamic nature of the society which is not static but prone to changes in agriculture, medicine, science and technology, education and law. It will help teachers to prepare for their roles as instructor, evaluator, innovator, planner, implementer and supervisor especially the newly recruited staff or the tenure appointed principals. That is why Okafor (2008) opined that teachers should not be made outcast in the field hence they should be members of all education committee set up by the education.

Since training is an important aspect of human development and Nwachukwu (2008) emphasizes the need for continuing development of workers in educational sector to avoid obsolete of knowledge, frustration and low morale in the application of different methodology of teaching. This stem from the fact that through in-service education for teachers, teachers would be able to acquire more skills since training improves ones competencies while lack of it makes one grow lifeless on the vine (Morti:2000). As Nwachukwu (2008), stated that since employee

training and development are the heart of employee utilization, productivity, commitment, motivation and growth, there is the need for organizers of in-service education for teachers to identify the needs and aspiration of teachers in time before embarking on such programme to avoid what Johnson(2009) termed, "Worker training dispute". He listed factors as negative attitude to work, tardiness, insubordination and excessive complaints as certain conditions that serve as pointers to educational managers, that there is problem in education sector which only in-service training can solve.

Unfortunately, events in our country since independence have shown that despite decades of contact with western education and subsequent investment and reforms in education sector teachers still exhibit behaviour of mediocre in the face of innovations thus showing that they have not fully realized the benefits of in-service training. This is because teachers who are supposed to train the future leaders of the country have not been given adequate training in service training. Most of them have not been given a chance for the past twenty years of their employment to attend in-service education, participate in curriculum design and planning as well as in draw up the training programmes for in-service education. Those who were lucky to attend were denied the opportunity of making their views known. It is against this background that the study sought to find out the challenges and ways forward towards in-service education of teachers in Orumba South Local Government Area in Anambra State

Statement of Problem

In-service education for teachers is the course given to individual teacher in educational sector in order to help him develop on the job. In recent years, this laudable idea aimed at uplifting teachers in classrooms teaching and learning have been besiege by a lot of problems emanating from the organization and management of in-service education for teachers which tend to suggest that they are perennial problems that need to be tackled head long in order to correct the lapses. The researcher observed many teachers in Orumba South Local Government Area are obsolete in this changing time. They shy away from innovation in spite of different reform programmes by the state government to see that teachers are always abreast of the happenings and catch up with their counterparts in the global world. Thus, the problem of this study which among others include; to find out the extent of teachers contribution to reform in teacher education in schools and the factors that hinder effective participation of teachers and finally, the strategies that would help improve in-service education for teachers in schools.

Purpose of the Study

Specifically, the study intend to:-

- Find out the extent of teachers participation to the reform in teachers education in schools

- Find out the factors that tend to hinder effective participation of teachers in in-service education in schools
- Find out strategies that would help improve in-service education for teachers in schools

Research Questions

- To what extent do teachers participate to the reform in teachers education in schools
- What are the factors that tend to hinder effective participation of teachers in in-service education in schools
- What are the strategies that would help to improve in-service education for teachers in schools

Significance of the Study

The result of the study will expose the benefits of in-service education on teachers especially towards the uplifting of teachers morale towards accepting in-service education with their whole hearts. Secondly, government interest will increase towards funding in-service education and make efforts to encourage teachers towards registering in the development through the Post Primary Schools Service Commission (PPSSC). Student's academic performance will be excellent because no teacher can give what s/he did not know, students will be happy to attend classes because their teachers have learned new skills, knowledge, attitude, pedagogy in handling difficult tasks. Of course, their performances both in academics and behaviour will be excellent, highly desirable and acceptable. Finally, parents will be happy their children attend school and will be happy to contribute to the growth of the school through partnership while the society will be a comfortable one.

Problems Militating against In-Service Education for Teachers

Despite federal, states and local government education authorities effort on effective organization, management and implementation of in-service education for teachers, the problem of identification of in-service needs teachers continue to rare its ugly head.

Firstly, the problem of identification of teachers needs. It was observed that teachers training needs are not always congruent with the needs of the schools. To tackle this problem Oteh (2013) is of the opinion that there is need to clearly define the needs of the participating teachers in in-service education for teachers by analyzing the problems in such a way that the teacher's professionalism is recognized.

Another problem is lack of cooperation from some school heads. Some school heads due to misconception they have for in-service training programmes believe it is only the teachers that benefit from the exercise and not the entire school system hence they refuse to motivate the teachers to register for in-service training which they would do better by suggesting to appropriate quarters to encourage the

teachers to be abreast of them by funding them to enroll in the training. This Enyi (2001) noted affected teachers psyche, if the teachers are not encouraged to come up. The identification of the needs of the school by the school head, heads of departments during staff meetings or conferences for corporate self assessment of the entire school activities will help solve the problem of interested teachers for in-service training..

Poor responses of teachers to in-service education. Most teachers do not regard such training as important because it does not attract any certification or financial remuneration. According to Awoyemi (2006), this type of nonchalant attitude of teachers tends to affect in-service training programme for teachers. This he noted could change when teachers realize that it will enhance their professional growth and development in terms of knowledge, skills, and competence.

Programme not planned in consultation with the teachers and their professional bodies such as Nigerian Union of Teachers and Teachers Registration Council of Nigeria. This had a negative effect on the in-service education for teachers. As Onwurah (2004) rightly noted any programme prepared without the approval of the parent body of teacher's union will definitely not be taken as teachers programme but regarded as an attempt to exploit them. The only way out of the problem is to involve the union or council from the planning stage of the programme down to the implementation or execution stage of the programme.

Finally, Finance. This is seen as the biggest threat to in-service education for teachers. Government does not release funds for in-service education. When eventually it is released, it is insufficient or irregular. This poses a lot of problem for the organizers of seminars, conferences or workshop for teaching staff. Principals of schools are also guilty of the same offence as they do not make funds available for their participatory teachers to attend workshops, seminars and conferences. The inability of principals to fund such programmes on behalf of their teachers, Onwurah (2006) noted is a major blow to teachers and therefore discourages them to improve on themselves.

Strategies for Improving In-Service Education For Teachers

At any level of education, the personality of the teacher is a very limiting factor in teaching processes and methods. Teacher's temperaments, convictions about human nature, and what they consider the purpose of education determine to a large extent what their classroom methods should be. The same thing is applicable to what strategies to adopt in order to improve in-service education for teachers. In other words, what the teacher, government, learner and society should do to improve in-service education for teachers having presented these problems listed above.

First of all, various state, federal and education service boards should think of how to provide enough funds for teacher education. This is necessary since there would not be any meaningful progress in education sector without adequate funds to run in-service education for teachers. To this end, government should as a

matter of urgency improve its methods of disbursing funds for in-service training of teachers on regular bases. In line with this, Mgbodile (2004) noted will go a long way in solving the problems created by insufficient, irregular and delay of funds towards seminars, workshops and conferences for teachers.

Principals, supervisors and inspector of schools should learn to give equal opportunities to teachers by recognizing their worth as an individual prospective teacher who deserves to be trained in order to improve himself through in-service education. The idea that the exercise is for the benefit of teachers and not to the school should be discarded. There is therefore the need for proper re-orientation of principals, supervisors and inspectors of education services to show willingness to teacher's welfare and shone nonchalant to their needs and aspirations. This is because the teachers are able to learn from the course which will be beneficial to the teacher, students, society and nation at large.

There should be a cordial relationship between the federal and state ministries of education in different parts of the federation in charge of teacher education in-service training and the different unions of teachers in Nigeria, for instance, the National Council on Education, Nigerian Union of Teachers and Teachers Registration Council of Nigeria. This will help ensure that only courses that will be beneficial to teachers and students are taught during in-service education for teachers. This Ugha (2003) noted will help improve teachers skills and professional knowledge of the different subjects taught in schools.

Teachers should be involved in decision-making on the issues affecting their training in the areas of curriculum development, planning, implementation design and reforms. When they are giving such opportunity Ezeocha (1990) and Ukeje (2003) observed their contributions as a member of the drafting and implementation committee will go a long way in improving man power development of teachers education. Their suggestions and ideas will be a valuable access to teacher education training programme.

Finally, teachers should be involved to take active part in issues affecting their welfare in terms of training, salary and allowances, attendance to courses recruitment, selection, retention, promotion, cooperation with school authority, identification of their needs and programme planning. The nonchalant attitudes always display by them should give way to that of hope. Through such active participation and contributions, they would learn or become conversant with development programmes and the benefits to accrue from such participation.

Method

Research Design

This research was a descriptive survey design aimed at finding out why reforms in in-service education for teachers continue to record low achievement among teachers.

Population of the Study

The population of the study comprised all 25 principals and 75 teachers in all secondary schools in Orumba South Local Government Area in Anambra State. The respondents were chosen in order to ensure that those used in the study were men and women who had knowledge about variables under study and could supply useful information on the research instrument having been involved in education services of this nature.

Sample

Simple random sampling was used in selecting 75 teachers out of 450 teachers in secondary schools in Orumba South Local Government Area in Anambra State. All the principals in the 25 secondary schools in Orumba Local Government Area were used in the study due to their smallness. The total sample size was 100.

Validation of the Instrument

The instrument was face validated by experts in Education Management & Policy and Measurement and Evaluation, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Instrument for Data Collection

An 18 item structured questionnaire was designed by the researcher and used for collection of data. Two sets of questionnaire were prepared, one sets was meant for principals of secondary schools while the other set was for secondary school teachers. The instrument was administered personally by the researcher and was also collected back by the researcher.

Method of Data Analysis

The data collected were analyzed using mean numerical values were assigned to four scaling items thus:- Research question one Very High Extent (VHE)(4), High Extent (HE)(3), Low Extent (LE)(2), and Very Low Extent (VLE)(1) and Research questions two and three Strongly Agree (SA)(4), Agree (A)(3), Disagree (D)(2), and Strongly Disagree (SD)(1). An interval scale of 0.5 was added to the mean of the nominal value thus; $2.50 + 0.5 = 3.00$

The decision point is 3.00. Any item that receive a mean response of less than or below 3.00 is regarded as very low extent or disagree while item receiving mean rating of 3.00 and above is regarded as High extent or Agree.

Result

Table 1: Mean Response of respondents on the Extent Teachers and Principals contribute to reforms on Teacher Education.

S/N	Items	Principals								Teachers						
		V H E (4)	HE (3)	LE (2)	VL E (1)	Tot al	N (25)	– X	R	VHE (4)	HE (3)	LE (2)	VLE (1)	Tota l	N (75)	
1	Teachers are given the opportunity to air their views on issues affecting them.	32	18	16	3	69	25	2.88	A	140	60	20	10	230	75	3
2	Teachers are part of the implementation committee on teacher education	4	33	16	5	58	25	2.32	R	104	30	62	8	214	75	2
3	Teacher were consulted when planning in-service training programme for teacher education	8	24	26	2	60	25	2.40	R	92	93	20	11	216	75	2
4	Teachers were not consulted when the idea of curriculum design and planning was conceived.	20	27	14	4	65	25	2.50	A	160	60	20	5	245	75	3
5	Teachers do not contribute in making policy decisions for teacher education.	36	32	10	3	81	25	3.24	A	148	60	34	1	243	75	3
6	Being a member of Nigerian union of teachers, Teachers registration council															

of Nigeria and National council on education is responsible for many reforms recorded in teacher education	40	18	10	4	72	25	2.88	A	152	21	40	10	223	75	2
Total cumulative mean	-	-	-	-	-	-	2.70	-	-	-	-	-	-	-	3

Data from table above shows that each of the six items 1, 4, 5 and 6 assessed have a mean score above 2.50, indicating that the two respondents (Principals and Teachers) are in agreement with all the items on the table as the extent principals and teachers contributes to reforms in teacher education in Orumba South L.G.A in Anambra State. However, items 2 and 3 were rejected because principals did not accept them as contributing towards reforms for teacher education.

Table 2: Mean Responses of Respondents on the factors that tend to hinder effective participation of teachers in in-service education for teachers.

		Teachers															
S/ No	Items	SA	A	D	S	T ot	N	X	R	SA	A	D	S	Tot al	N	—	

					D	al							D			X	R
7	Problems of identification of needs of teachers	36	32	10	3	81	25	3.24	A	152	60	20	14	246	75	3.28	A
8	Problem of misconception of the programme as being beneficial teachers only.	32	15	16	4	67	25	2.68	A	112	90	14	10	226	75	3.01	A
9	Poor response from teachers when there is no remuneration or certification attached to the training	44	18	16	0	78	25	3.12	A	100	84	20	12	216	75	2.88	A
10	Planned of in-service education for education is done without consultation with the teachers and their professional bodies	32	33	10	1	76	25	2.92	A	80	75	40	10	205	75	2.73	A
11	Lack of funds due to the unwillingness of government officials and school heads to fund teachers in-service education	52	27	1	2	82	25	3.28	A	120	69	30	7	226	75	3.01	A

12	Poor image accorded to the teaching profession by the public	56	15	8	2	81	25	3.24	A	176	60	12	5	251	75	3.34	A
	Total cumulative mean	-	-	-	-	-	-	3.00	-	-	-	-	-	-	-	3.04	-

Results on table 2 shows that each of the six items 7-12 assessed had a mean score above the criterion mean of 2.50. This indicates that the respondents (Principals and Teachers) agreed with all the items on the table as factors that tend to hinder effective participation of teachers in in-service education for teachers in schools in Orumba South L.G.A in Anambra state.

Table 3: Mean Responses of Respondents on the strategies that would help improve in-service education for teachers in schools.

		Principals								Teachers					
S/N	Items	SA	A	D	SD	Total	N	X	R	SA	A	D	SD	Total	N
13	Establishment of cordial relationship between teachers and those in-charge of teachers education	40	12	10	4	66	25	2.64	A	132	111	4	3	250	75
14	Involvement of teachers in decision making on issues affecting in-service education for teachers	28	18	12	6	64	25	2.56	A	88	105	20	8	221	75
15	Organizing seminars, conferences and workshops on regular basis for teachers														

		36	27	4	5	72	25	2.88	A	124	78	20	8	230	75
16	Giving teachers the opportunity to excel by recognizing their worth as an individual prospective teacher	64	12	0	3	79	25	3.16	A	92	45	46	7	190	75
17	Involving teachers in the design and planning of school curriculum as professional	36	39	4	1	80	25	3.20	A	80	132	10	6	228	75
18	Ensuring that adequate funds is made available for in-service education for teachers	18	42	8	1	69	25	2.76	A	148	72	10	9	229	75
	Total cumulative mean	-	-	-	-	-	-	2.86	-	-	-	-	-	-	-

Data from table 3 above show that each of the six items 13-18 assessed had a mean score above 2.50, indicating that the two respondents (Principals and Teachers) are in agreement with all the items on the table as strategies for improving in-service education for teachers in schools in Orumba South L.G.A in Anambra State as the cumulative mean is above 2.50

Discussion of Results

From the result of data analysis made, it is obvious that there are similarities between the responses of principals and teachers. The result of research question one indicate that principals rejecting teachers are part of the implementation committee on teacher education and planning of in-service training for teacher education as the item score for the two items are below the cut-off point. This finding is in line with Onwurah(2004) who noted that any programme prepared without teachers approval will not be taken as teacher

programme but an attempt to exploit them. This view was supported by Okafor (2006) who is of the opinion that teachers should be part of curriculum planning, evaluation, training committee and implementation in schools. Their acceptance that teachers contribute in policy making through its parent bodies is in line with NPE: (2004) stipulation on teacher education, which stresses the need to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations.

Research question two indicates that all the items were accepted as factors that tend to hinder effective participation of teachers in schools. This include identification of needs of teachers, misconception on the programme of in-service training as teacher centered, poor response of teachers to training, non consultation of teachers in programme planning for teachers growth and development and poor image of teaching profession. This is in line with the Onwurah (2004), Oteh (2006), Awoyemi (2006), Enyi (2001) and Coombs (2008) views identification of teachers needs, lack of cooperation, lack of funds, verbalization, lack of consultation and nonchalant attitude of teachers were some of the factors that tend to hinder effective in-service education for teachers.

Research question three on the strategies that would help improve in-service education for teachers in schools shows that both respondents (Principals and Teachers) approved involvement of teachers in decision making and in design of curriculum and planning as well as organizing seminars, conference, workshops and giving them opportunity to excel as the best strategies to adopt if in-service education for teachers can be improved upon in Nigeria. Others are, establishment of cordial relationship with all the levels of education services and ensuring funds are available as the other strategies to be adopted. This is in line with the views of Ezeocha (1990), Ukeje (2003), Ugha (2003), and Mgbodile (2004) on the strategies to improve in-service education for teachers in which their views lean support to the finding of the study as discussed in the work.

Recommendations

Based on the findings of the study, the following s were made bearing in mind the need for the improvement of in-service education for teachers.

- Government, voluntary agencies and private school proprietors and philanthropic organization should embark on public enlightenment programme on the need for in-service education for teachers
- Government should provide adequate funds for training and re-training of teachers in all aspects of methodology of teaching in science, science related subjects, arts, vocational and business education and social sciences.
- The present curriculum of instruction on teacher education should be redesign to meet the needs and aspirations of teacher education.
- Teachers should be involved in taking decisions affecting their training since they are the men in the field.

- Scholarship, awards, bonus, and letter of commendation and other forms of educational incentives should be introduced in teacher education to encourage teachers to improve themselves professionally
- Adequate funds should be made available to organizers of teacher education to organize seminars, conferences, workshops, refresher course and classroom visitation in schools, to enable teachers attend courses and improve their knowledge and skills in teacher education
- Teachers should be encouraged to join professional bodies such as Nigerian Union of Teachers and Teachers Registration Council of Nigeria and other professional bodies to enable them exchange ideas, knowledge and skills on different methodologies of teaching and learning
- Teachers should be educated on the need to change their non-challant attitude to training while school principles should equally be educated to regard teachers in-service training as part of school activities and not for personal benefits
- Teachers should be consulted while planning for training programme.

Conclusion

The education system like culture is dynamic and not static. The areas of innovation in the system dictate the need for in-service training for teachers so as to further enhance their professional growth and development. As Onwurah (2004) noted, teachers competence is a dynamic process and not a point which one arrives at as a final destination. With the explosion of knowledge and population, changes in science and technology, teaching methodology, challenges, aspirations and needs of society, teachers education in terms of in-service training have to be dynamic and appropriately prepared to face the problem posed by these changes in teacher education curriculum. This underscores the need for regular organization of refresher courses, seminars, workshops, conferences, induction, training, supervision and classroom visitation. Others include funding, encouraging teachers to attend courses, and constant training.

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