

In-Service Teacher Education as a Pathway to Teachers' Capacity Building in Nigeria

Okebiorun, J. O.

*Department of Adult Education,
Faculty of Education, University of Lagos, Akoka – Lagos*

Abstract

The study appraised in-service teacher education in enhancing capacity building of public teachers in Lagos State, Nigeria. The study employed the descriptive survey research design. The population consisted of all teachers in public secondary schools in Lagos State. The sample size comprised five senior secondary schools and 150 teachers selected from Education District II in Lagos State using the simple random sampling technique. A self-designed questionnaire tagged: “In-Service Teachers' Education and Capacity Building Questionnaire (ISTECQ)” was used to collect data. The questionnaire was face and content validated by relevant psychometrics experts in the department of Adult Education, University of Lagos. The reliability of the instrument was determined through test-retest method which yielded the reliability coefficient of 0.67 and 0.69 as internal consistency and revalidation validity. The data collected were analyzed using descriptive analysis such as mean scores and percentage for the general questionnaire. Pearson Moment Correlation and t-test analysis were used for the three hypotheses formulated at 0.05 level of significance. The study revealed that in-service teachers' education has contributed immensely to teachers' capacity building and their professional prospects. Based on the findings, it was recommended that the Nigeria educational policy and professional development of teachers should be revisited.

Keywords: *In-service, Teachers, Education, Capacity building and Training.*

Corresponding Author: Okebiorun, J. O.

Background to the Study

Any educational system has a set of inputs in form of human and material resources aimed at producing predetermined or specified outputs. What then is education? Education is the process of teaching, training and learning to improve knowledge and acquire skills. The Federal Republic of Nigeria stipulated in her National Policy on Education (2008) that education is to bring about the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for individual to live and contribute to the development of the society. Education therefore is rightly recognized as “an instrument per excellence” for affecting national development.

The educational system in Nigeria is facing unprecedented challenges. The rot and decadence in the Nigerian education system has always been attributed to her human resource rather than her material resource. Arong and Ogbadu (2010) provide a précis of the debate in the following analysis of the state of education in Nigeria. The Nigerian school system is increasingly challenged with many complex problems. There is a general outcry that the standards of education are falling and morals flagging. Some blame pupils for this apparent decline in quality of education and moral values. A thoughtful few think that they are due to the nature of changes in all directions. Majority blame the teachers for the woes in our schools. They are not as devoted and dedicated to the cause of education as their predecessors. Teachers as a group blame parents and the children. They also blame government for unattractive condition of service and poor physical facilities in some parts of the educational system.

The National Economic Empowerment Strategy (NEEDS) (2004) aptly describes the appalling state of education in the country. The delivery of education in terms of teaching and learning has suffered from years of neglect, compounded by inadequate attention policy frameworks within the sector, inadequate funding, lack of conducive physical facilities, poor curricula that could not meet the challenges for sustainable development of the nation in this 21st century. However, the challenges in educational system in Nigeria, as many and as formidable as they are, they are not insurmountable and the hope placed on education is not misplaced. The poor outcomes of the education systems are strongly linked to quantitative and qualitative shortcomings of teacher in the education system in Nigeria. In the National Policy of Education, it is stated clearly that no nation can rise beyond the quality of teachers in the educational system. Thus, the role of teachers in the educational process cannot be underestimated. The 21st century teachers are expected to possess multicultural, interdisciplinary and multidisciplinary skills. The current and global education requires teachers to be constantly involved in advancing their knowledge, skills and attitudes (KSAs) that will improve teaching and learning outcomes. The fact remains that teaching and learning depends on teachers for there can be no meaningful and all-round development without teachers. Thus, it is mandatory that the needs of the teachers in enhancing their capacity building are carefully assessed and clarified.

No matter how good an initial education or pre-service education is, it can never be adequate for the world of work, there will always be areas of inadequacies. If teachers are to perform

their functions effectively and efficiently, it becomes imperative for them to require training in new skills, modern technologies and expose themselves to innovations in their profession. This can only be found in adult professional education.

The sad truth in Nigeria is that successive governments, going back to the military governments of the mid 1980s to the current civilian governments have failed in investing in training and manpower development of Nigerian teachers. The nation's human builders (teachers) have been subjected to perpetual neglect and ridicule. The manpower of any sector can be ignored, damaged and undeveloped but when the teachers in the education sector are neglected, underdeveloped or developing, the greatest harm has befallen such nation. In view of the importance of teachers in educational process and the present dearth in schools, enhancing the teachers' capacity building now becomes imperative. What then is teachers' capacity building?

The Concept of Teachers' Capacity Building

The concept of teachers' capacity building has become an important word in educational discourse. Teachers' capacity building programmes are embedded in the National Policy on Education revised edition (2014) that all teachers in educational institutions should be professionally trained based on clear goals and objectives. Similarly, National Economic Empowerment and Development Strategy (NEEDS) also emphasized the importance of capacity building of teachers in education. Olaleye (2015) quoting Wilson (1973) defines the teacher as a person who helps another person to learn something more quickly and easily than the learner could by himself. Teacher therefore, is the one to introduce the learner into the formal world of learning. Teachers are central to successful school reforms.

“Capacity” on the other hand is the ability to understand or do something while “building” is an increase in the amount of something over a period of time. Capacity building is about developing knowledge, skills, and attitudes and the application of these for the individual. Okebiorun (2016) on capacity building sees individual capacity building as expanding the skills, potentials, talents, knowledge, opportunities and productive capacity of a person to function and be relevant to himself and the society which he belongs. The ability of this individual can only be enhanced through adult education and its programmes, hence the role of adult education in individual capacity building and human capital development is no longer questionable (Okebiorun, 2016).

Wall and Bonanno (2014) quoting UNESCO (2006) explained capacity building or development as the process by which individuals, groups, organizations, institutions and societies increase their abilities to:

1. perform core functions, solve problems define and achieve objectives;
2. Understand and deal with their development needs in a broad context and in a sustainable manner.

In simple terms, capacity building according to Wall and Bonanno (2014) can be described as a sustainable process of equipping teachers with the knowledge, skills and attitudes to enable

them to cope with change and achieve desired educational outcomes. In fact, enhancing teachers' knowledge, skills and attitudes is a crucial component of desired change and reform in education. Teachers need knowledge of subject matter and problem solving skills.

In the context of this study, teachers' capacity building is the process of increasing the knowledge, skills, attitudes and the capability of teachers through formal, non-formal and informal education (training and manpower development education). The ultimate goal of capacity building is to sustain a process of individual and institutional change and to enable institutions, groups and individuals to achieve their development objectives. Consequently, teachers' capacity building has significant impact on the nation, learners and on the success of educational reforms. The more teachers are updated and upgraded, the more professional they become and the higher the levels of their performance and competence will be. Hence, in building teacher capacity, the focus should be on several but in particular on in-service education of the teachers.

In-Service Teacher Education as a Pathway to Teachers' Capacity Building

We are living in a changing world where change itself is constant. One of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development through constant training and re-training programmes. The efficiency and potentials of teachers is a function of how well their knowledge and skills are constantly upgraded. The rate of change and the type of knowledge and skills that the workplace requires means that teachers cannot be content-based only and depend on the previous knowledge acquired in pre-service training. The ultimate aim of in-service education is to improve work outcomes.

Osamwonyi (2016) defined in-service teacher education as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching profession. It encompasses all forms of education and trainings given to a teacher who is teaching and learning.

In the same vein, in-service teacher education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his/her professional knowledge, skills and competence in the teaching profession. It is important to note that "in-service" from the concept means the teachers are already practicing as teachers while "education" be it formal, informal or non-formal is the acquisition of skills and development of mental, physical and competencies for the empowerment needed for full actualization of human potential. In specific term, in-service teacher education is simply put as any learning activity for practicing teachers to update and upgrade themselves for the world of work. It can equally be referred to as professional education embedded in adult education and received by teachers for attainment of knowledge, skills and attitudes considered appropriate in making them (teachers) efficient, effective and competent in performing various tasks at work. Various tasks in the sense that the society expects teachers by virtue of their position to be a character builder, a role model, parents, counsellors, lawyers, preachers and peace makers. Without constant and continued upgrading of practicing teachers, it may be difficult for them to

perform the identified tasks. Therefore, for teachers to meet the growing needs of education in a global and depressed economy like Nigeria, it becomes imperative for government to provide sound in-service teacher education for them.

Summarily, in-service teacher education can be in form of in-service training to upgrade and update. Okebiorun (2014) explained different forms of on-the-job training programmes that teachers can also be exposed to as: conferences, workshops, seminars and exhibitions. Similarly, teachers can equally update through regular courses in higher institution. It can be on full time or part time basis leading to the award of B.A (Ed), B.Sc. (Ed), Postgraduate Diploma in Education (PGDE), M.Ed. and even to Ph.D. level. It can also be through correspondence courses where there is no physical contact between the teacher and the student. Communication between the teachers and the students is through network exchange.

Statement of the Problem

The educational success of any nation depends greatly upon the quality and competence of teachers in the sector. Majority of Nigeria populace believe that certain percentage of teachers are not well equipped to deliver quality education due to some reasons such as inadequate in-service teachers' training. Teacher education is not a one short affair that ends when the initial formal education is completed and a certificate is awarded. Learning is inevitable and it is a continuous process. The role of teachers in imparting knowledge and as development agent cannot be over-emphasized; hence, the need for teachers to continue learning. In view of the importance of teachers in educational process and the present dearth in schools, enhancing teachers' capacity becomes imperative. It is against this background that this study seeks to examine in-service teachers' education as a means of teacher capacity building in Nigeria.

Purpose of the Study

The main purpose of the study is to examine how in-service teacher education will enhance teachers' capacity building in Lagos State. Specifically, the study will examine:

1. How in-service teacher education programmes will enhance the intellectual capacity of teachers in Lagos State;
2. The in-service teacher education and professional prospects of teachers in Lagos State;
3. The extent of in-service teacher education is capable of producing effective teachers in conformity with global teacher/market; and
4. The challenges hindering public teachers in participating in in-service teacher education in Lagos State.

Research Questions

The following research questions guided the study.

1. What relationship exists between in-service teacher education and teachers' intellectual capacity in Lagos State?
2. How will in-service teacher education influence the professional prospects of teachers in Lagos State?

3. To what extent will in-service teacher education be capable of producing effective teachers in conformity with global teachers?
4. What are the challenges hindering public teachers in participating in in-service teacher education in Lagos State?

Research Hypotheses

To guide the study further, three hypotheses were raised.

- H0₁:** There is no significant relationship between in-service teacher education and their intellectual capacity.
- H0₂:** There is no significant relationship between in-service teacher education and teachers' professional prospects.
- H0₃:** In-service teacher education is not capable in producing effective teachers in conformity with global teachers.

Methodology

The study focused on the role of in-service teacher education in building the capacity of the teachers. Descriptive survey design was used to examine the relationship that exists between the variables.

The population of the study comprises all teachers both in junior and senior secondary schools in Lagos State. The sample size for the study was one hundred and fifty teachers drawn from Education District II in Lagos State. The sampling technique adopted was purposive sampling technique. This was used based on the knowledge of the traditional division of Lagos State and the purpose of the study. In selecting the schools, six secondary schools were randomly selected comprising three junior and three senior secondary schools Education District II. In each school, thirty teachers were selected using the simple random sampling technique and 180 teachers were selected.

The main instrument used to collect data for the study was the author constructed questionnaire tagged: "In-Service Teacher Education and Capacity Building Questionnaire (ISTECBQ)". The questionnaire contained twenty four (24) items arranged and based on the four research questions. The questionnaire has the modified Likert scale of strongly agree, agree, disagree and strongly disagree. Two experts in the department of Adult Education, University of Lagos validated the instrument. Their corrections were duly incorporated into the final drafting.

To ascertain the reliability of the instrument, thirty (30) copies of the questionnaire were administered to teachers in three schools in Education District IV in Lagos State. The district was not part of this study. Data obtained from the responses to the instrument through test-retest method were analyzed using Spearman Correlation Coefficient statistics. The analysis revealed 0.67 and 0.69 as the internal consistency and revalidation reliability respectively. The instrument was considered reliable through favourable comments of experts on the suitability of the items.

The researcher administered the instruments with the help of two trained research assistants. Specifically, one hundred and eighty (180) copies of the questionnaire were distributed, one hundred and fifty (150) copies were returned. Twelve (12) were not well filled and discarded while eighteen (18) were returned unfilled. This left a total of one hundred and fifty (150) correctly filled and returned, were analyzed for the study.

The data obtained were analyzed using weighted mean, while Pearson correlation and t-test were used to test the hypotheses at 0.05 alpha level. The criterion mean of the scale of the items is 2.50. Any item with a weighted mean value of 2.50 and above was considered accepted while any weighted mean of less than 2.50 was considered not accepted.

Results of Data Analysis

Research Question 1: What relationship exists between in-service teacher education and teachers' intellectual capacity in Lagos State?

Table 1: Mean analysis on the in-service teacher education and their intellectual capacity

S/N	Items	Strongly		Strongly		Total	Mean
		Agree	Agreed	Disagreed	Disagreed		
1	In-service education has improved my work outcome.	57 (38%)	74 (49.3%)	8 (5.3%)	11 (7.3%)		3.18
2	The courses and activities gained when I went back to school upgraded by knowledge and skills.	16 (10.6%)	111 (74%)	23 (15.3%)	-		2.95
3	In-service education has increased by mental, physical and competencies.		23 (15.3%)	68 (45.3%)	23 (15.3%)		2.69
4	In-service education helps me to develop my human potentials.	23 (15.3%)	90 (60%)	22 (14.7%)	15 (10%)		2.81
5	My initial entering qualification to teaching is not enough for my world of work.	82 (54.6%)	46 (30.7%)	22 (14.7%)			3.40
6	In-service teacher education is a waste of resources to both individual and government.	-	-	111 (74%)	23 (15.3%)		2.95
Grand Mean				2.93			

Table 1 result shows the mean ratings of in-service teacher education and teachers' intellectual capacity. The analysis reveals the mean ratings of items 1, 2, 3, 4, 5 and 6 as 3.18, 2.95, 2.69, 2.81, 3.40 and 2.95. This is to say that the mean ranges from 2.69 to 3.40. This implies in-service teacher education to a certain extent have increased the intellectual capacity and improved the work outcomes of the teachers in Lagos State.

Research Question 2: How will in-service teacher education influence the professional prospects of teachers in Lagos State?

Table 3: Mean analysis on in-service teacher education and conformity with global teachers

S/N	Items	Strongly		Strongly		Total	Mean
		Agree	Agreed	Disagreed	Disagreed		
1	The quality of education has fallen in Nigeria due to incompetence of teachers.	7 (4.66%)	12 (8%)	111 (74%)	20 (13.3%)		2.32
2	Teachers in Nigeria are not as devoted and dedicated as teachers in developed countries.	68 (45.3%)	49 (32.6%)	28 (18.6%)	5 (3.3%)		2.72
3	I constantly embark on professional courses to improve my teaching and learning outcome.	-	31 (20.6%)	69 (46%)	50 (33.3%)		3.22
4	I have been adequately trained and developed in modern technology.	71 (47.3%)	25 (16.6%)	54 (36%)	-		3.27
5	Teachers have a lot of inadequacies hindering their professionalism.	82 (54.6%)	45 (30%)	13 (8.6%)	10 (6.6%)		3.38
6	The attitude of government to teachers in time of teachers' development has been greatly damaged.	27 (18%)	20 (13.3%)	70 (46.6%)	33 (22%)		2.93
Grand Mean							2.97

Results emanating from table three show the mean rating of items 14 to 18 are above the criterion mean as 2.72, 3.22, 3.27, 3.38 and 2.93. While the mean rating of item 13 was 2.32 which was less than criterion mean of 2.50. This result implies that though the teachers can compete with their counterparts globally, but the standard of education cannot be compared to standard of education in global market.

Research Question 4: What are the challenges hindering public teachers in participating in in-service teacher education in Lagos State?

Table 4: Frequency counts of challenges hindering public teachers in participating in in-service teacher education

S/N	Challenges	Frequency	Percentage	Decision
1	It is capital intensive.	150	100	Agreed
2	It is time consuming.	115	76.67	Agreed
3	Poor funding by government.	132	88	Agreed
4	The method of facilitating does not consider my age.	124	82.67	Agreed
5	Economic recession in the country.	150	100	Agreed
6	Family issues.	69	46	Disagreed
7	Accommodation problem when in session	80	60	Agreed

Table 4 reveals that majority 150(100%) of the respondents agreed in-service education is capital intensive and the economic recession in the country hindered them in participating. Closely followed by poor funding 132((88%) and method of facilitating 124(83%). In addition, 115(76.67%) agreed it is time consuming and 90(60%) agreed accommodation is a major problem while 69(46%) identified family issues as a hindrance.

Testing of Hypotheses

H0₁: There is no significant relationship between in-service teacher education and their intellectual capacity.

Table 5: Pearson correlation of in-service teacher education and their intellectual

Variable	N	Mean	SD	r	P
In-service teacher education	150	128.273	12.128	0.358	0.000
Intellectual capacity		14.6267	2.12857		

P < 0.05

From table 5, it could be observed that there is a significant relationship between in-service teacher education and intellectual capacity of the teachers (r = 0.358, P = 0.000). Therefore, the hypothesis is rejected.

H0₂: There is no significant relationship between in-service teacher education and teachers' professional prospects.

Table 6: Pearson correlation of in-service teacher education and teachers' professional prospects

Variable	N	Mean	SD	r	P
In-service teacher education	150	78.687	11.1374	0.358	0.000
Teachers' professional prospects		8.226	1.821		

P < 0.05

Analysis from table 6 shows that the probability associated with the calculated value of (r = 0.358, P = 0.000) for the relationship in the mean ratings of in-service teacher education and their professional prospects is 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, then the null hypothesis was rejected. Thus, there is a significant relationship between the mean ratings of in-service teacher education and teachers' professional prospects.

H0₃: In-service teacher education is not capable in producing effective teachers in conformity with global teachers.

Table 7: t-test showing the influence of in-service teacher education on producing effective teachers in conformity with global teachers

Variable	N	Mean	SD	df	t	P
In-service teacher education	150	128.27	13.13	149	109.268	0.000
Effective teachers in global market		21.11	2.20			

P < 0.05

From table 7 above, it could be observed that in-service teacher education is capable of producing effective teachers in conformity with global teachers (t = 109.268, P = 0.000). The null hypothesis is therefore rejected.

Discussion of Findings

The results from hypothesis one show that majority of the respondents agreed that in-service teacher education has improved their intellectual capacity and enhanced their overall capacity building. These findings confirm what Okebiurun (2016) and Olaleye (2015) reported. They explained that capacity building will bring desired changes in potentials, knowledge, skills and attitudes. Thus, teachers' in-service education has significant impact on their performances and competencies.

Table 6 result shows there is a positive significant relationship between in-service teacher education and their professional prospects (r = 0.358). This result is similar to the findings of Wall and Bonanno (2014), that the more teachers are updated, the more profess they become and the more competent they also become. On the challenges faced by teachers in participating in in-service teacher education, majority of the respondents 150 (100%) agreed that in-service teacher education is capital intensive and the economic situation in the country had greatly hindered their participation. Majority of the respondents 132 (88%) identified government poor funding as a challenge. This result implies that teachers are challenged with many complex problems. This is corroborated with the finding of Arong and Ogbadu (2010) that the Nigerian school system is increasingly challenges and the standard of education is falling and morals flagging.

Conclusion

The discussion above has shown that building teacher capacity for enhancing teaching and learning process through in-service teacher education cannot be ignored. The quality of teachers and the roles they perform have been identified in this study as a function of the knowledge and skills they acquired from post service education.

Recommendations

Based on the findings, it was recommended that:

1. Both government and individual teacher should invest more on their in-service education. If government wants education sector to grow, they need to invest on the teachers that make up the sector.
2. Teachers on their own part should develop interest in updating and upgrading their knowledge, skills and attitudes. This will make them to be competitive in education market both at local and globally.
3. There is need to revisit educational policy and professional development of teachers in Nigeria.
4. The teachers without educational qualifications should be encouraged to further their studies as education is a profession and teachers are professionals.

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