

In-Service Training: Vital in Meeting Global Demand in Teacher Education

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ABSTRACT

The need for continuing education of teachers cannot be underestimated. It will help as a catalyst for teachers' effectiveness and an avenue of updating teacher's skills and knowledge to improve teaching and learning. The different ways in which teachers can advance professionally are mostly through pre-service education, induction courses and in-service education. This paper points out that for in-depth knowledge to compensate for inadequacies of teachers' previous training; there is need for them to go for further training. This will help to enhance their knowledge and skills so that they can work efficiently. Therefore, it can be suggested that the planning process should be carefully carried out in order for in-service training to be effective and sustainable and the andragogy principles should be taken into consideration in organizing the teaching and learning process. These trainings should be made relevant to the societal needs particularly in this 21st century.

Keywords: *Continuing Education, Pre-service Education, Induction Courses and In-service Training*

Introduction

The society keeps evolving because of its dynamic nature. Situation and ideas may remain but facts change with research and rapid changes in technology; and social attitude quickly make knowledge and skills obsolete. This brings about the expansion of our educational system for teachers to perform efficiently in their duties; and also training them in new skills and modern methodology. As the level of educational attainment goes higher, the level of educational standard also rises. This is why the Federal Republic of Nigerian's National Policy on Education (2014) emphasizes on the fact that no level of education can use below the quality of its teachers to keep it in line with global economy. This results in compulsorily sending teachers on in-service to update their knowledge, skills and experiences. Hams (2011) says that the demand for new curricular and methods of teaching as well as the problems of providing a teaching profession suitable in quantity and quality for the task becomes increasingly difficult by traditional pattern of teacher education. There arises therefore, an urgent need to consider ways of increasing the supply of

teachers and renewing their training in such a way as to enable them meet the challenges of changing needs. In-service teacher training in various ways offers a potential solution. There are three areas of teacher education namely;

1. Pre-service education
2. Induction courses
3. In-service education

These should be seen as different aspects of the single-going process of teacher education response to the process of curriculum change and processes of development, (Kazmi, S. F, et al 2011).

Pre-Service Education

Pre-service education presents a professional teacher as a life-long learner because of his/her association with scientific knowledge which keeps growing and so opportunities has to be afforded to ensure that he keeps learning and developing throughout his professional life (Esu, 1991). Teacher Education is seen as an effective means of augmenting the inadequacies of preservice training. The duration of this training depends on one's entry behaviour. After five to ten years, post-graduation can no longer depend solely on the knowledge gained, Esu (1991), this is due to change in societal needs, new developments in technological approach and expansion in the educational system. In this regard, teachers must continually study and learn in order to keep abreast with changes in content and context. This is confirmed by the National Policy on Education (2014) which states that no matter the efficiency of preservice training the teachers receive, there will necessarily be areas of inadequacies which in-service education of teachers will continue to fill the gaps.

Taylor (2005) agrees with the above opinion for he said "preservice trainings is inadequate for the making of complete and fully effective teacher, except complemented by in-service training. Dejene (2018) also noted that a member of the professional staff does not have adequate pre-service preparation. The UNESCO publication (1970) maintains that whatever the system of education in existence teachers must be given continuing opportunities for learning. Afolayan (1982) argued that initial teacher preparation is totally adequate for continued success in teaching; but feels that due to knowledge explosion, teachers may have to be re-educated every ten years. Based on the above argument it is with the rapid change in our educational system that in-service education can therefore serve as a means of pre-service training and at the same time keep the teacher abreast with new trends in their various fields of endeavour.

Induction Courses

These are often short term courses of one to a few days or weeks duration. Bolam (1995) posits that induction courses are designed to provide general knowledge of future activities, often times it goes under the general heading of workshop, seminar or conferences. The discussions on themes of educational interest include recommendation and suggestion for in-service education for teachers. Such recommendations usually have

some purposes to fulfill (Esu, 1991) and one of such aim/purpose would be the implementation of a new educational programme; for example just before the introduction of social studies, and modern mathematics, the 6-3-3-4 system of education in Nigerian schools. Adaralegbe (1976) suggested in-service training for teachers that before the new midwifery curriculum was experienced; it was first introduced and discussed extensively by a workshop of principals of schools of midwifery in the country, then followed by pilot schools who undertook the initial one year training before the programme was undertaken by all other schools of midwifery in the nation. At other times, and also in some professions it is a requirement for promotion as it is regarded as an aim of continuing education.

Induction sessions are forums for reasoning and brainstorming which help to discover general laws from particular facts, example, HIV/AIDS. It makes for production of facts to prove a general statement as seen in the case of curriculum evaluation.

In-Service Training

To become professionals, the knowledge of professionalism is gotten through formal learning in any programme of studies. This has an abstract nature and it is this knowledge that distinguishes the professionals from non-professionals (Darling Hamond, 2017). The knowledge attributed is related with expertise which is displayed at workplace by the professional (Pedler, 2006). Teachers who are supposed to carry out some tasks face the need for better professional development. This means it is imperative to acquire knowledge and skills which aids the teacher to improve students' learning outcomes and achieve educational objectives and goals (Evans, 2008). Carrington and Elkins, (2002) studied the effects of in-service training on teachers' classroom behaviour and opined that there were significant changes in the behaviour of the teacher in the classroom and the teacher's administrative work. As a result, in-service teacher training brings about teachers acquisition of skills and updating of their existing knowledge which helps to influence their students learning outcomes.

Therefore, in-service training is necessary for effective teaching to take place in the school system as it is a process that goes on and on and does not end. It increases teacher teaching methods and techniques, brings about subject content knowledge and the collation of latest information in the global education sector. In-service training develops not only new mindset that promotes skills but also cultivates relationship and helps produce self-insight and teaching competences. An institution through in-service training provides opportunities for reflective practices and develops new roles and responsibilities for teachers to bring about effectiveness in the improvement of the school, nationally and internationally.

Osamwonyi, (2016) in his examination of criteria for designing in-service programme categorized it into (5) units namely:

1. Decision making
2. Relationship to the programme of the school
3. Resources

4. Commitment to teacher education
5. Reward.

Osamwonyi (2006) went further to stress that in-service education should be directly related to curriculum development in analyzing the structure for in-service. Esu, (1991) maintained that in-service comprised of four separate but interdependent systems:

1. Governance, which concerns decision-making structures
2. Substantive; that is the content and process
3. Deliverance which includes incentive, motivation and relevance to an individual professional role
4. Model, forms such as sabbaticals or intensive training

Essel (2009) identified four general modes of in-service training. These according to them include:

- Job imbedded mode which allows teachers to learn while actually on the job (committee work, team teaching work with consultants and professional reading and curriculum analysis).
- Job-relatedness mode which takes the form of workshops where teachers work together with resource people to solve a problem of interest to the group.
- Credential oriented mode which is used mainly by those seeking advanced certificates or degrees for the professional organization- related approach in which teachers as professionals diagnose their own needs for in-service training and then go ahead to design and conduct that training.
- The self-directed mode in which teachers as self-motivated professionals are interested in maintaining and improving their own skills through reading. All the views and models provide a broad perspective by which to plan and implement in- service programme.

The Beneficiaries of In-Service Education Programme

The Common Wealth Regional Workshops report that aside from primary school teachers, there is in-service education for trainers of teacher training colleges, inspectors of schools and administrators, lecturers, tutors, curriculum designers and teachers' aids, that is, laboratory technicians should be made available on continuous basis. This agrees with the views of Osamwonyi (2016) who emphasized that in-service should be available to professionals and nonprofessional personnel with the strengths of the university, respective teachers, organizations and teacher aids. Infact every civil servant should avail himself of this exercise since it makes for improvement of self and acquisition of new facts and skills, generally, it gives opportunity for overall replenishment.

Funding

The responsibility of funding this programme is laid solely on the employers. The degree of involvement of the different arm of government in sponsoring the in-service training varies from country to country depending on the number of teachers that

enroll yearly. According to Swaziland (1980) the financial incentive is a strong motivating factor and should be used to involve as many teachers as possible. The incentive of improved salary on the completion of a course was very effective. The main incentive the teacher has for improving his qualification is of a better chance of promotion. In Ghana all teachers and officers are required to attend in-service training courses before being promoted. Nigeria gives credit for courses accumulated, which lead to increment. Promotion to the next grade, satisfactory inspection report on the participant's classroom work, confidential report; and certificates of attendance issued to successful participants after the course. This confirms Osamwonyi's opinion which he suggested that some form of reward system be established for participants of in-service educational programme.

Sometimes NGOs help in funding in-service training of teachers as a form of community service. At other times well-meaning multinational companies have collaborated with individuals who win best teacher of the year award to send them for further training.

In-Service as a weapon for improving Teachers Status in Nigeria

The ultimate goal of the in-service training programme is to improve the professional academic competence and skills of all personnel in the educational service. In-service tries to update and upgrade the knowledge of teachers as an exercise in self-renewal and self-appraisal. Swaziland, (1980) the knowledge gained in this exercise provides him with general background with which he can relate with the society and the specialization from which he must choose to be optimally useful. This is achieved through:

- ❖ Reinforcing desirable teaching-learning methods and techniques.
- ❖ Introducing educational personnel to new concepts, practices, trends and thinking education and education administration.
- ❖ Impressing upon the personnel of the service and the need for innovation and change.
- ❖ Considering and attempting to analyze and remedy any defects in current educational practices and administration.
- ❖ Assisting teachers to meet specific needs brought about by curriculum innovation resulting from changing situations.
- ❖ Helping teachers to develop and evaluate themselves and update their professional knowledge and qualification as well as improve their status in service.
- ❖ Orienting personnel to new obligation and responsibilities resulting from appointments, promotions, posting and changes of schedule (Report from Common Wealth Regional Workshop pg. 40-4 1).

Mangione (2016) stated that the objective of in-service education is to improve serving teacher's assertion when he stated that keeping abreast with changes in the education system and in the society requires a continuous process of education and possible re-education which must include both subject matter and evolving pedagogies. Also that in-service education should keep the professional teacher abreast with new knowledge and

should be capable of inspiring and resurrecting creative abilities in the beneficiaries leaving them well informed to meet global demand.

Conclusion

Pursuit of academic courses under in-service schemes in Teacher Education may lead to acquisition of higher degree which can improve the social status of the individual concerned. It will also put him on the global map because he keeps updating his knowledge and skills to meet the requirements of Teacher Education at the Global level. These periodical training given to the working employees to enhance their knowledge and skills help them to work efficiently. Whilst training they update their knowledge and skills on curricula, psychology and pedagogy of the learners and new research on teaching and learning so they need appropriate in-service training, as well.

Recommendation

1. Teachers need to develop strong identities as professionals. In addition to recruitment remuneration and opportunities for advancement teacher professionalism is impacted by access to quality professional development.
2. Without understanding quality professional development, teachers sometimes are subjected to mediocre and malign professional development that does not help them and that in fact wastes their time and money given for the in-service
3. Collaborating with colleagues and the culture of trust and knowledge sharing which collaboration produces has been linked to increased teacher effectiveness and teacher willingness to adopt ne innovations.
4. There should be simple support strategies such as teacher observation and feedback by a skilled educator have been shown to positively influence teacher practice and motivation.
5. To invest in high-quality teacher educators;
 - Recruit professional development providers with extensive teaching experience
 - Strengthen teacher-professional development provider capacity.
6. Schools in disadvantaged areas benefit tremendously when their lead learners, the head teacher and the school administrator, ensure that teacher are in their classrooms every day, covering the syllabus at an appropriate pace, instructing students in developmentally appropriate and engaging ways and attempting to apply to their classes the knowledge and skills gained through professional development activities.
7. Use information and communication and communication technology (ICT) to provide access to content professional development and professional learning communities.

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