

**INFLUENCE OF INNOVATION OF TEACHERS IN-SERVICE TRAINING ON
PUPILS ACADEMIC PERFORMANCE IN PRIMARY SCHOOL IN IJEBU-ODE
LOCAL GOVERNMENT, OGUN STATE, NIGERIA**

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Abstract

This paper investigated the innovation in the in-service training of teachers on pupil's academic performance in primary school in Ijebu-Ode Local Government Area. The population of this study was the total number of teachers in Ijebu-Ode Local Government, while the sample were five (5) teachers selected from forty (40) schools totaling 200 respondents. This was drawn through purposive random sampling technique. A structured questionnaire that had been adequately validated by experts in the fields was used for this study. The instrument was found reliable at 0.81 coefficient of correlation, using the test-retest method. The descriptive survey research design was adapted for the study. In all, three research hypotheses were formulated and tested at 0.50 alpha level of significance. Data collected were analysed by the use of chi-square statistical method (χ^2). The results showed that the training received by teachers on the job has influence on pupil's academic performance and the training received on the use of technology to mass produce instructional materials also impacted the pupil's academic performance. Also, the uses of technology to aid teacher's presentation of concepts in the classroom have impact on pupil's academic performance. Based on the findings of this study, it was recommended that government should increase the number of teachers for in-service training and give adequate fund for the procurement of more hardware for the educational development of teachers and students as well.

Keywords: Academic Performance, Educational Development, Hardwares, Innovation and In-service Training

Introduction

In the contemporary world today, attention is focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement, in terms of living conditions and development of the environment. This is because, in the life of any nation, education is the live-wire of its industries. It is the foundation of moral regeneration and revival of its people. Education is the bedrock of any nation's security. Education is that process that helps to develop the whole man physically, mentally, socially, and technologically to enable him to function effectively in any environment in which he may find himself. Therefore, no nation can afford to pay lip-service to the education of its people especially at the foundation level. After all, the word of God says "If the foundation be destroyed what can the righteous do" Psalm: 11:3 [KJV]

Education is adopted in Nigeria as the most potent instrument of change and formation and development. It is the key to the socio-political change and economic transformation. This position was aptly captured in the National Policy of Education (2004) which states that “(education is an instrument for national development”. The teacher is the implementer of the national educational curriculum. His role among others include inculcating positive values and attitudes in pupils, guiding them towards the discovery of new knowledge, exposing them to useful skills, counseling them on personal and societal issue. For the teacher to satisfactorily discharge the onerous responsibilities, he has to be adequately prepared through the initial training and continuous professional development that lasts its entire teaching career.

The situation on ground especially at the basic education sub-sector shows that the ideals espoused in the National Policy on Education are yet to be achieved. For example, the report of the 2014 national personnel audit of basic education schools conducted by UBEC reveals that 34% of teachers in public schools were yet to attain the minimum qualification of NCE. In addition, not all the teachers in the system were trained to teach in basic education even though they possess the recommended minimum entry qualification of NCE, because, some of them specialized in subject areas such as physics, chemistry, physical and health education, educational management, which are not relevant to the basic education level. Many others have never had the opportunity to update their knowledge and skills since entry into service.

As a result of this, many teachers in the system lack necessary content and pedagogical skills to impart the required knowledge to pupils. It has therefore become necessary that mechanism be put in place to ensure continued professional development for all the teachers

in the basic education sub-sector. The major objective of the training is to update them on their subject scope, sharpen their skill and methodology.

The need for improved productivity in the basic education sub-sector has become necessary and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by teacher's training and development can no longer be over – emphasized. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make teacher's professional development a necessity, so as to keep track with current event.

Also, (Adeyemi, 2011) and (Ajayi & Afolabi, 2012) have pointed to teacher's low productivity. This low productivity could be attributed to many factors and could also have adverse effects on pupil's performance. Training, therefore, is a very important aspect of staff development. Training according to Eze, in Udo in Ezeani & Oladele, (2013) is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Ohakwe also in Ezeani & Oladele, (2013), defined it as a continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization.

Previous Models of Teacher Professional Development

Different models of TPD have been in use in times past. The commonest model is the cascade approach which has been found to be ineffective. The following weaknesses have been identified by UBEC, (2014) reports, of the previous trainings:

- They reach only a small percentage of teachers
- They rely on those who attend workshops to pass new information onto their colleagues through the cascade mechanism which do not happen because of ineffective dissemination process.
- Workshops or courses are “expert-driven” in that a desk-bound specialist typically transmits abstract information to teachers;
- Workshops or courses are often based on a series of presentations or lectures and therefore provide negative models of passive learning;
- They tend to be ad hoc in content and rarely provide a comprehensive learning program for teachers; and
- They lead to little change in teachers classroom approaches because the training are conducted in very artificial circumstances outside the teachers environment with no realistic linkages to his/her current practices.
- However, the Cluster School Model has been introduced as the primary means of updating teacher’s knowledge and skills. This replaced the previous model approach.

The Cluster Schools Model of Teacher Professional Development

Cluster school models is an attempt to bring teachers together in clusters and facilitate a process where they become creative in problem solving, effective utilization of available resources, through lesson study, preparation of lesson plans, production of teaching materials, classroom management and other pedagogical skills.

Neighbouring schools are grouped around a larger nucleus school to form a cluster. Such school clusters serve two main purposes: firstly, to improve teaching by sharing experience and expertise among staff, and secondly, to facilitate administration and to harness resources, especially skills, from several small schools through effective networks and collaboration among the teachers.

The program provides a bottom-up approach, whereby, the on- the- job needs of teachers are identified, the teachers are trained on- the-job, work cooperatively and collaboratively to share ideas, build a local resource network and take the lead in all teaching and learning activities.

The models usually consist of teachers working together, in groups or clusters of schools, to improve their practice through:

- Guidance and facilitation of participatory sessions usually carried out by experts and peer-facilitation by the teachers themselves;
- Teacher mentoring by experts;
- Programs supported by a variety of teaching-learning materials such as printed materials, radio multimedia kits and materials sourced by the use of IT; and communal problem solving.

In-service training which will we can call retraining is an on the job training used by organizations to bring about development and improved competency in the workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Retraining teachers can help to reduce mistakes and improve innovations in the teaching profession.

The purpose of training and retraining according to Eze (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and or provide them with new skills and professional understanding. Training of teachers in the view Rahman, Jumani, Akhter,Christi & Ajmal (2011) provides them with the knowledge, skill and ability that are relevant to the professional life of a teacher. Going further, they posited that it moulds the personality of the teachers, such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted.

Creativity means to cause to come into existence, something unique that would not naturally evolve or would not exist through ordinary processes. Creativity also means something resulting from originality of thought. It is doing the extra-ordinary. Therefore, creativity might be defined as seeing the world through sufficiently new eyes so that new solutions will appear.

King (2011) defined innovation as “the adoption of a new practice, process, or paradigm by a community not just a new product or service. It is adapting, adjusting, or altering what already existed for the purpose of adding value”. Thus the future and success of teachers and pupils in our elementary schools will depend majorly on innovative ideas.

Objectives of Teacher Professional Development

- The goal of teacher in-service professional development of UBEC is to improve the overall quality of teaching and learning at the classroom level. The specific objectives are to ;
- Update teachers subject scope;
- Sharpen their skills and methodology;
- Improve their instructional skills and practices;
- Empower them to have a more positive impact in their classrooms;
- Encourage them to try new methods and materials within their schools; and
- Train them on lesson plan development, pupil-centered techniques, critical thinking, classroom organization and continuous assessment of pupils learning.

Statement of the Problem

The need for improved productivity in educational institutions has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. However after the training and development programs, an evaluation needs to be carried out to ascertain the effectiveness of the program in line with the need which had been identified. This is because organizational development follows the development of individual who form the organization. In this case the educational sectors would develop if teachers are properly trained. That is to say no organization becomes effective and efficient until the individual have decided to apply the required skills and knowledge on the job. This study therefore, examined the influence of innovation of teachers' in-service training on pupils' academic performance in primary school in Ijebu-Ode Local Government, Ogun State, Nigeria.

Purpose of the Study

The major purpose of this study was to examine the influence of innovation of teacher's in-service training on pupils' academic performance. Specifically, the study determined the extent to which teachers in-service training have contributed or enhance their classroom performance which in turn might have affected pupil's academic performance.

Research Hypothesis

There is no significant difference in the performance of teachers who received on- the- job training on the academic performance of pupils in primary schools in Ijebu-Ode.

There is no significant improvement of teacher's provision and use of instructional materials after the on- the-job training on the academic performance of pupils in primary schools in Ijebu-Ode.

There is no significant difference in the classroom presentation of teachers' on-the-job training on the academic performance of pupils in Ijebu-Ode.

Methodology

The study was a descriptive survey research. A survey research design is one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (). This design is considered appropriate because a group of people is studied and data collected and analyzed from few people deemed fit to be representative of the entire group.

The population of the study consisted of all teachers in primary school in Ijebu-Ode. There are 1, 131 number of teachers, 165 male and 966 females. A sample size of 200 teachers, were purposively selected through random sampling.

Data were collected by the use of structured questionnaire entitled "influence of innovation of training on teacher's performance questionnaire" (ITPQ) designed by the researcher. It has

two sections, A and B. Section A, elicits demographic information from the respondents. Section B is on the influence of innovation of teachers' in-service training on the academic performance of pupils in primary schools in Ijebu-Ode.

There are 20 items on the instruments. The response mode to the items is the four point Likert type rating scale of Very Good – 4 points, Good – 3 points, Fair – 2 points and Poor 1 point. The instrument was validated by experts in the Department of Educational Management.

The reliability of “ITPQ” was established using the test retest method. Results of the analysis yielded 0.81coefficient of correlation. The questionnaire was distributed by two research assistants. Data collected were analyzed by the use of chi-square statistical method (χ^2).

Data Analysis

Data analysis was done at the univariate, bivariate and the multivariate levels. The simple percentages and frequency count was used to analyse the demographic section while chi-square was used to assess the influence of innovation of teachers in-service training on pupils academic performance in primary school in Ijebu-Ode Local Government, Ogun State, Nigeria. The result was analysed with statistical package of social sciences (SPSS version 20).

Table 1: Showing that the influence of training received by teachers on the job has influence on pupil's academic performance.

Variable	Strongly Disagreed	Disagreed	Agreed	Undecided	Df	Asymp . Sig	X ²
Informal training received by teacher's enhance their performance	42(21.0%)	49(24.5%)	75(37.5%)	34 (17.0%)	3	.000	18.920 ^a
Formal training received by teacher's enhance their performance	28 (14.0%)	48(24.0%)	81 (40.5%)	43(21.5%)	3	.000	29.960 ^a

Prescribed training enhances teacher's competence in the classroom	35(17.5%)	37(18.5%)	58(29.0%)	70(35.0%)	3	.000	17.160 ^a
Teachers do not usually have access to on-the-job training	10(5.0%)	49(24.5%)	13(6.5%)	128(64.0%)	3	.000	181.080 ^a
The government do not provide adequate fund for training	122(61.0%)	21(10.5%)	32(16.0%)	25(12.5%)	3	.000	139.480 ^a

Significant* df = 3

Table value χ^2 at 0.05 level = 7.815

More than 21% of the respondents strongly disagreed that, informal training received by teachers enhance their performance while, about 37.5% support the fact that, informal training received by teachers enhance their performance. Over 24% of the respondent disagreed that, formal training received by teachers enhances their performance while more than 40% agreed that, formal training received by teachers enhance their performance. Over 18% disagree that, prescribed training enhances teachers' competence in the classroom while 35% agreed that, prescribed training enhances teachers' competence in the classroom. 24% disagree that teachers do not usually have access to on the job training while 64% strongly disagree to the support. 61% of the respondents agreed that, the government do not provide adequate fund for trainings while, 15% agree that, government do not provide adequate fund for training.

However, the same table showed that χ^2 values of the responses of the teachers are greater than the table values at 0.05 level of probability. Hence, all the statements are accepted. Since all the statements are accepted, this implies that the training received by teachers on the job has influence on pupil's academic performance.

Table 2: Showing the influence of the training received on the use of technology to mass produce instructional materials on pupil's academic performance

Variable	Strongly Disagree	Disagreed	Agreed	Undecided	Df	Asym p. Sig	X ²
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Poor utilization of instructional materials affect teacher's competence in the classroom	20 (10.0%)	19(9.5%)	121(60.5%)	40(20.0%)	3	.000	140.040 ^a
Use of instructional materials in the classroom is poor in primary schools	30(15.0%)	7(3.5%)	87(43.5%)	76(38.0%)	3	.000	85.880 ^a
Teachers in primary schools do not utilize instructional material	39(19.5%)	10(5.0%)	76(38.0%)	75(37.5%)	3	.000	60.440 ^a
The instructional materials in the primary schools are out dated	9(4.5%)	29(14.5%)	37(18.5%)	125(62.5%)	3	.000	158.320 ^a
Training received on the use of technology has enhance mass production of instructional materials	12(6.0%)	52(26.0%)	98(49.0%)	38(19.0%)	3	.000	77.920 ^a
Training received on technology utilization impacts the pupils' academic performance	35(17.5%)	28(14.0%)	71(35.5%)	66(33.0%)	3	.000	28.120 ^a

Significant*

df = 3

Table value χ^2 at 0.05 level = 7.815

The result presented above showed that, about 10% of the respondents disagreed that, Poor utilization of instructional materials affect teacher's competence in the classroom while over 60% of the respondent agreed to this statement, 15% disagree that use of instructional materials in the classroom is poor in primary schools is poor, over 43% of the respondents agreed to the fact that, use of instructional materials in the classroom in primary school is poor. 19.5% of the respondents disagreed that, teachers in primary schools do not utilize instructional material while 38% disagreed. 14.5% of the respondents disagreed with the fact that, the instructional materials in the primary schools are out dated while 18.5% agreed to this statement. More than 26% of the respondents agreed to the fact that, training received on the use of technology has enhanced mass production of instructional materials while 49%

agreed. More than 17% disagreed that, training received on technology utilization impacts the pupils' academic performance while 35.5% agreed.

Table 3 shows that χ^2 values of the responses of the teachers are greater than the table values at 0.05 level of probability. Hence, all the statements are accepted. Since all the statements are accepted, this implies that the training received on the use of technology to mass produce instructional materials also impacted the pupil's academic performance

Table 3: Showing the influence of the use of technology to aid teacher's presentation of concepts in the classroom on pupil's academic performance

Variable	Strongly Disagreed	Disagreed	Agreed	Undecided	Df	Asymp. Sig	X ²
The use of technology aids teachers presentation in the classroom	31(15.5%)	14(7.0%)	125(62.5%)	30(15.0%)	3	.000	153.640 ^a
It aids them in adopting the right teaching method	13(6.5%)	24(12.0%)	116(58.0%)	47(23.5%)	3	.000	128.200 ^a
Technology enhance teacher's performance in the classroom	19(9.5%)	26 (13.0%)	35 (17.5%)	120(60.0%)	3	.000	133.240 ^a

Significant* df = 3 Table value χ^2 at 0.05 level = 7.815

Based on the result of analysis presented above 62% of the respondents agreed that, the use of technology aids teachers presentation in the classroom, while less than 15.5% disagreed to this fact. More than 58% of the respondents agreed that, the use technology aids the teachers in adopting the right teaching methods, while less than 6% disagree; over 60% of the respondent were undecided about the fact that, technology enhances teachers performance in

the classroom while 13% of the respondents disagree to the fact that, technology enhances teachers performance in the classroom.

However, the chi-square results showed that χ^2 values of the responses of the teachers are greater than the table values at 0.05 level of probability. Hence, all the statements are accepted. Since all the statements are accepted, this implies that the use of technology to aid teacher's presentation of concepts in the classroom has impact on pupil's academic performance.

Discussion of Findings

The study examined the influence of innovation of teacher's in-service training on pupil's academic performance in Ijebu-Ode local government area of Ogun State. The findings according to the hypothesis tested indicate that there exist a positive and significant relationship between in-service training of teachers and pupils' academic performance. This bring to fore that adequate in-service training would have significant impact on pupils academic performance.

The results agreed with the study of Corey (2013) that planned programme in-service educations are essential to adequate professional improvement of teachers. Also in support of this is Adenuga (2011) who reported a close relationship between in-service training and job performance, while Ayodele & Fashanu (2010) found that in-service training add to the efficiency of teachers, which again would improve the tone of the school and pupils academic performance.

The findings of this work also agrees with Wayne, A. J. and Young P. (2013) who reported in his study that in-service training for teachers should have a positive effect on teachers increasing in knowledge, communication with their pupils, involvement in school activities,

which also increase staff motivation. Goldhaber & Brewer (2010) also found that the major goal of in-service education is continuous improvement of the teachers' performance, effectiveness and effectively in classroom related activities and improved standard of education. This shows that training program that is planned and implemented would give positive effect on pupils, teachers and the schools.

Conclusion

Teacher's in-service training and development has been identified by various scholars to be very crucial to the performance of the students as well as the teachers in the classroom. Also, the findings of this study have clearly shown that in-service training as a work activity that can make a very significant contribution to the overall performance of teachers as well as the students if properly guided. It is therefore important to conclude that in-service training as a concept and method should be accorded its rightful place as a tool for teachers and students performance through the recognition of the fact that it is the most active and effective in this global age.

Recommendation

The main purpose of this paper is to examine the influence of innovation of teacher's in-service training on pupils' academic performance of primary school in Ijebu-Ode local government of Ogun State. The underlying philosophy is the need for the various arms that are responsible for primary schools to recognize that in-service training is one of the commitment strategies that can be utilized to enhance teachers and pupil's academic performance. Based on these, the study recommends that:

- Government should ensure the implementation of adequate and well planned in-service trainings for primary school teachers in Ogun State.
- Government should increase the number of teachers for in-service training, so that all may benefit from the program.
- Teachers should also be encouraged to go for in-service training by sensitizing them of the advantage's to be derived from the training

- Government should endeavor to give adequate fund for the procurement of more hardware for the educational development of teachers and pupils as well.

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