



Strategies for Improving Teachers Job Effective in Secondary Schools in Anambra State

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Abstract

This paper examined the strategies for improving teacher's job effectiveness in Secondary Schools in Anambra State. Related literatures were reviewed based on others scholars research. The paper focused on important ingredients for improving teachers' job effectiveness such as in-service training, self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method amongst others. It concluded that teachers need to be sponsored to attend seminars', workshops, symposium and conferences in other to achieve job effectiveness in public secondary schools in Anambra State. The paper recommended amongst others that government should organize seminars, symposia and workshops to teachers and principals on teaching and learning methodology and also administration of school.

Keywords: Strategies, Effectiveness, Conferences, Training, Symposia, Principals, Teachers, Learning.

Reference to this paper should be made as follows:

Eke, E. N. (2023). Strategies for improving teachers job effective in secondary schools in Anambra State, Nigeria. *International Journal of Scientific Research in Education*, 16(2), 100-108.

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INTRODUCTION

Education generally raises the dignity of man in his quest to solve the problems of life and promote development. It is to this end that Egbulc (2011) described education as the matrix around which national development revolve. Education is a major tool for economic, political, social and technological transformation of any society. It is used to strengthen and empower individual members of the society in the performance of the cherished roles for the society.

The United Nations in Ololube (2012), described education as fundamental human rights of all people for improving the value and quality of life, an essential part of social and human development. Ololube (2013, 2017), however, outlined many strategies available for supervisors to articulately and assiduously guide the teachers to improve on the job effectiveness as well as

facilitating effective instructions in schools. Some of the strategies include: self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method amongst others. These methods provide feedback to the teachers on the various learning outcomes of the educational system and also help to realize the goals of teaching and learning.

Quality education is required as an important means of achieving national development. Improving teachers' job effectiveness is a necessity that must not be ignored. Teachers job effectiveness beget quality education and quality education beget quality products that will help in the advancement and transformation of the society (Ogundele, 2000).

According to Fafunwa (1978), writing on the importance of a quality teacher education opined that the demand for more and better school, the need to relate curriculum to the needs of the child and the environment, the crying need of the child and his other instructional materials, the desirability of training in vocational and technical skills and indeed, the overall problem of preparing the future citizen of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teachers.

The place of the teachers in controlling the tempo of change and development cannot be over-estimated. Considering the vital role of teacher in the society, it can be asserted that, for the welfare of the youth and society as well, there is need for teaching to be established, improved and maintained by society as a full profession. Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Stressing this point, Hammad (2011) pointed out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in- service training and so on. Every institution is expected to be committed in creating an equitable and motivating working environment to empower staff.

Teachers are important figures in the nation and are authorities at all level of the education system. This is because apart from their primary role in curriculum implementation, their feelings or opinions about their job as well as their behaviour towards the students in the classroom are issues of great concern. The opinion or feelings they have about their job as well as the behaviour patterns displayed in doing their job determine how motivated, committed and effective they will be in doing their job.

Teachers' job effectiveness programme is one of the main roots of achieving this commitment. It is, therefore, a process designed to improve teaching job understanding, promote more effective teaching skills, and establish future goals for career growth. It helps teachers in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants (Para-professionals). These activities are designed to improve the quality of classroom instruction and enable individual to grow professionally.

Education authorities therefore have an obligation to seek and provide opportunities for teachers to grow professionally as they make this growth; they make a greater contribution to teachers. The performance of any institution to a large extent depends on effective human resource, although other factors are essential in the attainment of institutional goals. For every educational institution, it is a basic requirement to have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, training, and development are means for professional advancement which deals

with all developmental functions directed at the maintenance and enhancement of their professional competence (OECD/ILO, 2017).

The quality of teachers that work in a specific educational system helps in the attainment of positive learning outcomes in schools. Dolores and Ernest (2018) aptly opined that performance of teachers is partly hinged on their pre-service training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers’ skills, knowledge, competence and performance as well as to enable them to be more effective. In-service training programs (ISTP) on the other hand are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas of knowledge since information and new skills emerge in short period of time (Obanya, 1999).

Teaching may be hard work because it is heart work and the key players are teachers though more control and pace of learning are in the hands of learners while teachers’ roles are as guide on the side. This in no way has not limited the teachers’ job specification neither has it eliminated the duties the teacher performs daily, hence training and development for the teaching profession remain vital. Training and development consequently have become the most important factor in the organizations today not just in business but in every facet, because it increases the efficiency and the effectiveness of both employees and the organization (Ololube, 2019).

CONCEPTUAL FRAMEWORK

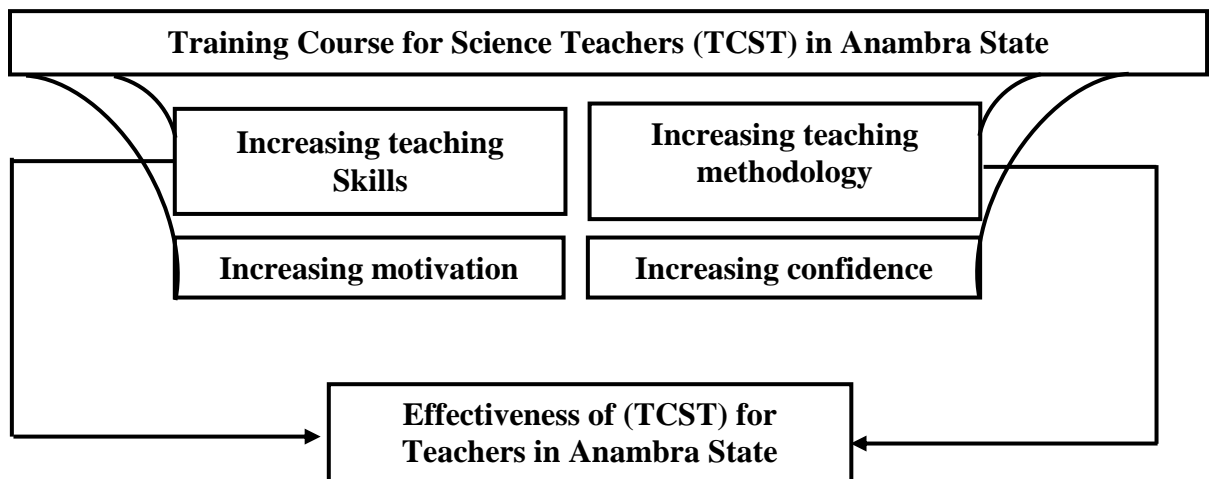


Figure 1: Teachers job effectiveness training programme in Anambra State

TEACHER IMPROVEMENT STRATEGIES

Teachers Induction or Orientation

The act of hiring a man for a job carries with it the presumption that he will stay with the organization. The value to education of a well-planned employed induction therefore, cannot be overestimated. Induction training according to Roland (2004), is a systematic effort to minimize problems confronting newly employed teachers so that they can contribute maximally to the

goals of the school while realizing personal and position stratification. It should be noted that the point at which any one decides to enter any profession, marks a very significant juncture for both the person and the organization. It is to the advantages of both the system and the individual that he becomes adjusted as soon as possible to the conditions affecting his performance in the office. Proper induction for new entrants into actual teaching should therefore be regarded as an integral part of the training process.

Teacher induction programs aim to provide systematic and continuous support for teachers in the first year of their career and contribute to their socialization in such a way to ensure their adaptation to the school and the environment they are in (Serpell, 2000).

Characteristics of successful induction programs include: a coherent structure; structured mentoring; formative assessment; and sufficient fiscal resources and political support.

The experiences lived in the first years of the teaching career are very important in the formation of the perceptions and attitudes towards the teaching profession. The way this process is structured and the way it is experienced can affect the beginning teachers' perception of the profession. The main goal of these support programs is to increase the performance and retention of beginning teachers (Ingersoll & Strong, 2011).

For this reason, the induction process of beginning teachers is an important issue. The basic assumption behind such programs is that teaching is a complex process, and pre-service education cannot be entirely sufficient in providing pre-service teachers with the knowledge and skills required for successful teaching. Most of this knowledge and skills can only be acquired on the job. Thus, beginning teachers should be provided with an environment in which they can learn how to perform teaching, how to survive and how to be successful. These programs aim to improve performance, increase the retention of beginning teachers, and develop beginning teachers' skills required to maximize student learning (Ingersoll, 2012).

The first years in the profession are defined as an important and problematic period for teachers (Ololube, 2012), and it is stated that their experiences in these years have a strong effect on the development of their self-efficacy perception (Hoy & Spero, 2005). It is emphasized that even if beginning teachers have received a qualified pre-service teacher training, they will have difficulties in teaching or classroom management when they cannot receive an effective induction program support (Kaufman & Johnson, 2002). The induction period, which is important in teacher training and can be expressed as a critical period, is a process that has practical value in preparing the beginning teachers for the profession and introduces them to practice in the most intensive way, and is an important stage for teachers' adoption of the profession and socialization (Ekinici, 2010).

In-Service Training

The importance of in-service training in education for all educational personnel is recognized throughout the literature of the teaching profession. In-service training act as a catalyst for a teacher's effectiveness. It is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. In-service training is important for teachers to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve teacher professionalism. The effectiveness of in-service training is important so that teachers can apply the knowledge acquired in teaching and learning. Few factors that contribute towards the effectiveness of in-service training are the role of

administrator, attitudes of teachers, training needs and strategies in conducting in-service training.

The primary purpose of in-service training is to increase the knowledge and skills of teachers and thereby increase the potential of the school to attain its goals and objectives. The process of assessing employees' needs is essentially the process of determining the discrepancy between the existing and the needed competencies of the staff. This analysis also must consider projected human resource needs. According to Roland (2004) and Ololube (2019), the data obtained from the human resources inventories used in the human resource planning process along with the data obtained from needs assessment techniques provide the framework within which program goals and objectives can be established.

An effective in-service training must be able to identify systematically the needs of employees because it's the base to develop the objectives and the activities for training program. In identifying the training needs, many aspects have to be taken into consideration. It's important to understand that training need analysis is a process to identify employees that need training and what kind of training they need. A need analysis should precede the planning and execution of a training program. In a need analysis, the school administrator determines exactly what the staff training needs are, before designing a program to meet them (Ololube, 2017).

There are several methods of determining which needs to focus on in the in-service training. The first method is to evaluate the school district's output variables such as performance levels and growth levels of employees, school community relations, employee-management relations, employee job satisfaction and the like. Another method is direct feedback from school district employees regarding what they feel on organizations development needs. The final method of determining training needs involves projecting. If the new programs, procedures or equipment are predicted, some type of corresponding training will be needed (Ingersoll & Strong, 2011).

Training needs analysis is important to determine the objective and the content of training and to identify the teachers really need training for their professional development and to improve their knowledge in many aspects of teaching and learning which will give benefit to the students. With this, the training will run well and will be very effective with the aim of improving the quality of the teacher (Hoy & Spero, 2005).

In-service training shall be implemented according to a through, comprehensive and well organized plan that includes goals, objectives, strategies, activities, materials, assessment plan and program evaluation procedures that are well defined and coordinated with each other. In making sure that the process of channeling knowledge becomes reality, the approaches used in presenting in-service training should be appropriate with the needs of the participants. Through the process of training, an adult can obtain knowledge more effectively. This is based on theory that adults have higher level of self-development effort and learning through experience (Hammad, 2011).

Each method and approach used in in-service training in schools has its strong and weak points. Therefore, to use the right methods or approaches should be suitable to the objectives, contents, ability of the participants and facilities available in the training program (Wali & Ololube, 2016). The effectiveness of such method and approach used will depend on the knowledge, skills and discretion of the coaches or facilitators with respect to the concept, planning, implementation and evaluation of the approaches used.

Teachers of all categories (whether trained or untrained, certificated or not certificated), elementary is not a matter of if we can afford it, but a necessary need. No educational system

has the choice between training and not training most of its new teachers, even with their qualified certificates, still have to be trained for the job they are to perform and old employee often must learn new skills and process in order to recharge their intellectual battery. One, therefore, may like to observe at this point that the number of in-service training and refresher courses we have for teachers is grossly inadequate.

Intra-School and Inter-School Visitation

The value of intra-school and inter-school visitation programme as a way of improving the professional performance of teachers must not be under-estimated, although: there is a general tendency to neglect this important aspect in schools. Teachers from secondary schools should be able to visit those in the primary school and teacher-training colleges, and vice versa. The rationale for this is that teachers are usually not cognizant of the goals, methodologies and role expectation at organizational levels other than their own. These exchanges could therefore, help to relate goals of education at one level to the other as well as enhance vertical curricular planning and implementation (Wali & Ololube, 2016).

Improving teachers' performance through organized workshop and seminars is good. Human resources development is the process of building the knowledge skills, working abilities and innate capacities of all the people in an organization, it means therefore, that the use of workshops and seminars for improving the performance of teachers cannot be over emphasized (Ololube, 2019).

FACTORS AFFECTING TEACHERS JOB EFFECTIVENESS

Lack of Curriculum Development: According to Ayeni (1992), curriculum for subjects is very demanding that learning of those subjects require a lot of sacrifice on the part of the teachers and parental support and assistance to student in areas of monitoring and provision of necessary materials, which should also be very important. The curriculum is to be academic oriented and not job oriented. The academic content at the Nigeria Education system is disproportionately large, we educate job seekers but do not train job makers, the school curriculum decide to influence teachers against farming and handworks.

Teacher's Teaching Methodology: Using different types of teaching methods are strategies for learning and teaching effectiveness (Ololube, 2009) stated the aim of teaching strategies to include:

- To stimulate teacher to study regular;
- To improve the teachers understanding of the concepts of teaching;
- To increase teacher's interest in the subject;
- To improve teacher's performance in the examination set by the government.

The School Time Table: These are number of periods allocated to teach subjects in schools. Enough periods should be devoted to learning and teaching, because some are practical subject that involve calculation and constant practice by the student.

Method of Teaching

Ololube (2011) highlighted three basic methods of teaching:

- **Demonstration Method:** This method is an explanatory one in which the teacher transmitting knowledge involve the student in handily materials and relating them to the ideas he is disseminating, the classroom demonstration is an important teaching techniques.
- **Lecture Method:** This can be described as a verbal mode at communication or disseminating ideas or the content of a subject in a formal setting, the teacher talks while the students are passive listeners. This method is not so much appropriate for teaching of subject involving calculation such as Accounting and Mathematics and lecture method is the simplest way of describing the relationship between the teacher and the students.
- **Question Method:** This is a method whereby the teacher develops the concept and thinking ability of the students through questioning. This is important because it enable the teacher to discover how far the students have understood the lesson.

CONCLUSION

The strategies for improving teachers job effectiveness in public secondary schools in Anambra State is anchor on systematic training programme. Teachers' in-service training will lead to the transformation of the educational sector, and this would equip the teachers as they will acquire more knowledge. The new things they have acquired would be imparted into the students. Therefore teachers need to be sponsored to attend seminars', workshops, symposium and conferences to achieve job effectiveness in public secondary schools in Anambra State. This also would have made teachers on their part, contributed immensely and effectively to the maintenance of standard of education.

Suggestions

- The ministry of education and principals should give encouragement to teacher and support activities that lead to adequate teaching and learning.
- Government should organize seminars, symposia and workshops to educational teachers, principals on teaching and learning methodology and administration of school.
- More vocational training centers to be established in the country to take care of teachers.
- Teachers should be given attractive condition of service to retain them in the profession.
- The teaching profession should be regulated - It should be made mandatory through legislation that anyone intending to take teaching as a profession in the secondary school must possess a minimum qualification of Bachelor of Education from any recognized university or its affiliates.
- Those with degrees other than Bachelor of Education should be made to obtain a Postgraduate Diploma in Education. Only in this way can productivity be enhanced in the sector.

- For Nigerian secondary schools to be transformed, teachers should be given the opportunities to attend workshops, seminars, conferences and symposium in order to improve on their profession.
- Teachers should improvise teaching aids, as that would assist them in their teaching. Proprietors and government should ensure adequate provision of instructional materials and facilities in their schools. The laboratories should be equipped and the libraries stocked with enough materials.

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