UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (3);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

IN-SERVICE TRAINING OPPORTUNITIES PROVIDED FOR PRIMARY SCHOOL TEACHERS PROFESSIONAL DEVELOPMENT IN ANAMBRA STATE

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ABSTRACT

The ineffectiveness and poor performance of many teachers which has negative consequences on the primary school pupils' learning and academic achievements in Anambra State was the reason for this study. The study therefore, examined the in-service training opportunities provided for primary school teachers professional development in Anambra State. Two research questions guided the study. The descriptive survey research design was employed in the study. Population for the study constituted a total of 8,031 teachers in 1,067 primary schools in the 6 education zones in Anambra State. The study sample size consisted of 803 teachers from 213 primary schools in the six (6) education zones in Anambra State selected using stratified random sampling technique. The sample was selected at 10% of the teachers' population and 20% of the primary schools' population within the 6 education zones in Anambra State. A 21-item questionnaire developed by the researchers and titled: "In-Service Training Opportunities Provided for Primary School Teachers Professional Development Questionnaire (ISTOPPSTPDQ)", which was validated by three experts was used to collect data from the teachers. A pilot test was conducted in order to establish reliability of the questionnaire. Data collated were analyzed using descriptive statistics of the mean scores and standard deviation in order to answer the two research questions. Findings of the study indicated among others that both on-the-job and of-the-job in-service training opportunities were not sufficiently provided for the primary school teachers for their professional development in Anambra State. Based on the findings of the study, recommendations were proffered and among them included that; the Anambra State Universal Basic Education Board (ASUBEB) and other financial and private institutions should support the primary schools through adequate financial assistance to enable the head teachers provide sufficient on-the-job in-service training opportunities for teachers' professional development.

Keywords: In-service Training, Opportunities, Primary Schools, Teachers, Professional, Development

Introduction

Teachers are one of the important forces in the primary schools. Teachers promote students' learning by helping them to actualize their goals in life. All educational policies are implemented by teachers in the classroom. Teaching and learning in the Nigerian primary schools, is therefore, orchestrated through the efforts and commitment of teachers. The primary schools are the first contact and foundation of every child's schooling. The primary schools inculcate into children the abilities, skills and competences which will enable them cope with other higher levels of schooling. Anero (2014) described the primary schools as educational institutions that provides education for children within their late childhood, for children aged 6 to 11 plus, in which the rest of the education system is built upon it and is the key to the success or failure of the whole system. The role of primary schools in impacting into children such quality teachings, basic and rudimentary skills for molding their character cannot be overemphasized. Opoh, Okou and Ubung (2014) posited that the role of primary schools is to inculcate into children learning, functional skills and ideal information, to act rationally to the expectation of the broader society. Primary education therefore, is the foundation of children learning on which other educational levels are anchored, which enable children to imbibe certain skills, knowledge, attributes and understanding that will enable them communicate effectively with people in their environment. The goals of primary education on which every primary schools in Nigeria is been established as indicated by the Federal Republic of Nigeria (FRN, 2013, p.9) are to: inculcate permanent literacy, numeracy and ability to communicate effectively; lay a sound basis for scientific, critical and reflective thinking; promote patriotism, fairness, understanding and national unity; instill social, moral norms and values in the child; give citizenship education as a basis for effective participation in and contribution to the life of the society; develop in the child the ability to adapt to the changing environment; and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity. Achievement of all these goals, apart from leadership management practices, also, requires the quality efforts and contributions of teachers who handles the teaching and learning situations in the primary schools. Teachers make it possible for all educational goals and instructional objectives to be effectively actualized. As regards to this statement, the primary school teachers have a unique chance to teach children about tolerance and respect. The pupils should be taught basic lifetime skills like reading, writing, spelling, interpersonal communication and concentration, and they also learn good study habits including: time management, multi-tasking and organization, short and long-term planning, and test preparation. Other subjects like: mathematics, science, language arts, history, geography, art and music, among others are also taught in the primary schools (FRN, 2013; Learn.org, 2020).

Children passing through this phase of schooling will inculcate certain attributes, skills, abilities and competences that will develop their personalities and enable them adapt in the society. Anero (2014) opined that the primary schools lay sound and solid basis for scientific and reflective thinking to enable children explore nature and their immediate environment. Basic habits necessary for successful science activities are taught at the primary school level. Some of such habits are hygienic practices such as washing of hands before and after meals, toilet habits as well as sleep and rest. The primary schools help the child to develop the abilities to adapt to the child's changing environment (Anero, 2014). It is therefore, the responsibility of the teachers to see that children pass through the phase of primary schooling without so much difficulties. McDiarmid and Clevenger-Bright (2008) described a teacher as a professional or educationist who helps students (a person primarily enrolled in a school or other educational

institution) to acquire knowledge, facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discoveries or learning. Teachers are also experts that help students to learn. The duties, roles and responsibilities of primary school teachers are enormous, since the stage of primary schooling is a very delicate stage. Korth, Erickson and Hall (2009) pointed out one important role of the primary school teacher as mentoring; the classroom teacher is critical to the academic successes of pupils. Other additional responsibilities of the primary school teacher apart from their teaching task include providing critical and evaluative feedback to pupils, helping children acculturate into the broader learning, and being willing to invest themselves in a professional relationship with pupils in their charge. In essence, the teachers' role includes teaching, supervision, evaluation, mentoring, coaching, facilitation, reporting students' academic performances and achievements, among others (Korth, Erickson & Hall, 2009). For teachers to remain active and competent in the primary schools, so as to render efficient and quality services, their continuous professional development matters a lot. This can be realized through consistent in-service training opportunities provided for teachers for their professional development. No matter how good the pre-service training or education for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce (Organization for Economic Cooperation and Development - OECD, 2009). Professional development of teachers according to the Organization for Economic Cooperation and Development (OECD, 2009) means activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. This can serve a number of objectives, which assists teachers to: update their knowledge of a subject in light of recent advances in the area; update individual skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; enable teachers to apply changes made to curricula or other aspects of teaching practice; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; to exchange information and expertise among teachers and others, e.g. academics, industrialists; and help weaker teachers become more effective (OECD, 2009).

Amadi (2013) says that teachers' professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Student achievement is linked to numerous factors, but quality teachers are one of the most important components of student success. If school teachers do not have the tools they need to teach students effectively, their students will suffer. To teach effectively, teachers need access to ongoing teacher professional development. This professional development enables teachers to improve their own education through seminars, workshops, and classes. Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students

learn the same way. It also helps teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research. Kampen (2019) opined that teacher professional development is any type of continuing education effort for educators. It is one way teachers can improve their skills and, in turn, boost student outcomes. It is important because it affects students learning and creates opportunities boost students' outcomes. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development helps teachers shape career-long learning. Effective professional development also enables teachers as educators to develop the knowledge and skills they need to address students' learning challenges. Teacher professional development encourages teachers to be active participants in their own learning by sharpening their mindset, and ensures that students and teachers alike are eager to learn. When the school management provide learning and support for teachers, they are able to communicate to the teachers that the school community values the work they do and wants them to grow. However, Kampen (2019) noted that there are lots of challenges to running an effective teacher professional development session and they include: time, money, engagement, effectiveness, and more. While the challenges may be daunting, they should not stop the school management from creating opportunities for teachers to deepen their understanding. From all the foregoing discussions, effective professional development is on-going, includes in-service training, practice and feedback, and provides adequate time and follow-up support. Successful in-service training professional development programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (OECD, 2009).

Besides, in-service training according to the United Nation's Educational Scientific and Cultural Organization (UNESCO, 2020) can be compulsory, relating to official professional development activities to maintain or upgrade professional qualifications or it can also be optional, with the sole purpose to improve skills. This includes training that is concurrent to official teaching responsibilities to improve teachers' qualifications and skills. According to the IGI Global (2020), in-service training is offered to teachers while they are in service to enhance their teaching skills. It is the training occurring during the course of employment. Intended for those actively engaged in the teaching profession or activity concerned. It is the training given to teachers while they are working as full time. In-service training is what a teacher receives after he has entered to teaching profession and after he has had his education in a university (IGI Global, 2020). Amadi (2013) posited that in-service training is defined as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Furthermore, such a workshop is a training designed to benefit a specific group of teachers at a particular school. A good in-service training should, via workshop trainees and improve the quality of programming for the development of teachers in service. Therefore, the benefits and importance of in-service training programmes are the same as professional development of teachers as previously indicated in the study. In-service training opportunities provided for teachers can take various shapes of both in-door training or out-door training. For some scholars such as Ezugoh (2017), teachers' in-service training could take different form of on-the-job training and off-the-job training. However, examples of the various types of in-service

training opportunities offered for teachers as indicated by Amadi (2013), Ezugoh (2017), Kampen (2019), OECD (2009), Osamwonyi (2016) and others include; induction and orientation training, conferences, seminars, workshops, symposiums, guided practice, education classes or regular courses such as PGDE, Masters and Ph. D, computer-based technology training, mentoring/peer observation, individual or collaborative research on a topic of professional interest, short time institutes lectures, professional reading, individual conferences, lesson study, coaching, consultations, reflective supervision, technical assistance, staff meetings, committee work, correspondence courses, participation in a network of teachers, observation visits to other schools, individual or collaborative research, and engaging in informal dialogue with peers on how to improve teaching, among others. Noting the importance of computer-based technology training for teachers in this 21st century, Amadi (2013) attested that serving primary school teachers need to be familiarized not only with the technology but with: the teaching and instructional design skills that will enable them to help their pupils engage in constructivist thinking, experimentation, problem- solving and learning linked to real life situations. This enables teachers know how to exploit collaboration tools such as weblogs, wikis, podcasts, Flickrand YouTube so that pupils can create, adapt and share content, discuss issues and support one another's learning. The use of e-assessment - that is, not only using ICT for true/false, multiple choice or fill-in-the-blank testing, but also assessing pupils' abilities in self-directed study, information retrieval, analysis, synthesis, problem-solving and creativity; and the use of e-portfolios - that is, creating multimedia records of pupils' efforts, achievements and reflections on learning for the purposes of conducting formative assessment, showcasing pupils' best work and conducting summative assessment.

Other ICT training resources which can be offered for primary school teachers include; tutorial software and simulations for knowledge transfer; and conceptual development; email and conferencing software for communication support; groupware and other tools for collaborative learning; concept mapping and other tools for conceptual manipulation; software for access to educational databases; specialized computer-based tools for subject areas such as mathematics and technical drawing; software for testing and assessment; and different forms of web-based resources (Amadi, 2013; Collis, 2001). All the aforementioned in-service training programmes are crucial and beneficial for primary school teachers' professional development in Anambra State. From the examples of the in-services training programmes, the present study sought to group them into two categories by investigating the on-the-job and off-the-job in-service training programmes provided for teachers. The need for in-service training opportunities provided for professional development of primary school teachers in Anambra State cannot be underestimated. It is a necessity in enhancing work performance and motivation of teachers in the field. Absence of in-service training of teachers will retard professional growth of teachers as well as "missing gaps" between demands and actual achievement levels. In-service education allows for such activities that may include seminars, workshops, conferences, classes, exhibitions, etc., that are designed to develop and improve employees in an organization from the initial employment stage to retirement (Osamwonyi, 2016). Observations from the primary schools in Anambra State showcases that many of the teachers lack the professional pedagogical skills and practices that will improve their pupils learning. So many teachers exhibit or demonstrate lots of unprofessionalism in the teaching career; while majority of the primary school teachers are unqualified. This has been indicated by Amadi (2013) who attested that in Nigeria, unqualified teachers have been a necessity. Nigeria's considerable achievements in the expansion of

Universal Free Primary Education in 1976 (UPE) and Universal Basic Education (UBE) in 1999 had resulted in part for the use of unqualified teachers for the former, though these have now been phased out as planning goals start to shift from quantity to quality. Presently in this 21st century technology age, most of the primary school teachers lack the necessary competences which will make them become effective in the profession. This situation is worrisome for education stakeholders and the researchers because teachers' poor quality, inefficiency and ineffectiveness has negative consequences on students' learning and academic achievements. Several, studies like those of Akinsolu (2010), Amadi (2013), Ezugoh (2017), Mphale and Mhlauli (2014), and Oviawe (2016) has proven that teachers' ineffectiveness and poor quality has been responsible for poor students' academic performances and achievements in internal and external examinations.

Akinsolu (2010) opined that if teachers are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like. Again, teachers' incompetency has posed a lot of threats in the education system especially in the aspect of students' examination malpractices and misconducts. Teachers have been found to have a profound effect on students' academic performance for instance when a teacher has little interest or lacks experience in teaching, he or she will lack the required competence to create effective teaching-learning process thus low academic achievement. But when teachers are given adequate and constant in-service training this will impact positively in their professional development for quality services. The backdrops of all the previous studies reviewed on teachers' ineffectiveness, has therefore, motivated the researchers to conduct the present study. It is based on this background that the present study sought to examine the in-service training opportunities provided for the primary school teachers for their professional development in Anambra State, looking specifically at the provision made for on-the-job training and off-the-job training opportunities provided for primary school teachers.

Statement of the Problem

Teachers are supposed to promote and maintain high quality standards in the primary schools for effective actualization of educational goals and objectives. This is so because, teachers are one of the most important factor for quality education in the primary schools and beyond. No education system can operate on its own without the teachers. Teachers are regarded as the hub for sustainable educational development in the country. However, there is a growing concern nowadays about the type of students or pupils especially the primary schools produce. The industry is now questioning the integrity of the present day teachers. The policy makers, educators and the parents have also joined the chorus. It is therefore, saddening to see that many teachers cannot efficiently and effectively deliver quality services for students' learning. The ineffectiveness and poor quality of teachers which seem to negatively affect their performances coupled with its negative consequences on the primary school pupils' learning and academic achievements in Anambra State has kept many education stakeholders including the researchers worried. Observations shows that teachers' inefficiency and poor quality is most visible on their poor method of teaching delivery in the classroom, poor attitude and commitment towards work, involvement in indiscipline and other malpractices, and most common on students' poor academic performance. The issue of poor quality of teachers especially in the primary school needs appropriately redressing in order to promote quality education in the primary schools. This situation which is also seen in Anambra State, demands that in-service training opportunities be provided for primary school

teachers for their professional development. In order to fill this gap and provide solutions to the problem established, the present study sought to examine the in-service training opportunities provided for primary school teachers professional development in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the on-the-job in-service training opportunities provided for primary school teachers for their professional development in Anambra State?
2. What are the off-the-job job in-service training opportunities provided for primary school teachers for their professional development in Anambra State?

Research Method

The descriptive survey research design was employed in the study. The design was adopted in order to enable the researchers carry out a field investigation using a questionnaire to retrieve information from on a sample of primary school teachers selected out from their population. Data gathered from the respondents were analyzed using a statistical tool in order draw inferences and generalization to find out the in-service training opportunities provided for primary school teachers' professional development in Anambra State. Population for the study constituted a total of 8,031 teachers in 1,067 primary schools in the 6 education zones in Anambra State (Source: Anambra State Universal Basic Education Board, ASUBEB, Awka, 2019). The study sample size consisted of 803 teachers from 213 primary schools in the six (6) education zones in Anambra State selected using stratified random sampling technique. State. To draw this sample, both the primary schools and the teachers were stratified according to the 6 education zones in Anambra State, thereafter, selection were made. The sample was selected at 10% of the teachers' population and 20% of the primary schools' population within the 6 education zones in Anambra. A 21-item questionnaire developed by the researchers and titled: "In-Service Training Opportunities Provided for Primary School Teachers Professional Development Questionnaire (ISTOPPSTPDQ)", was used to collect data from the teachers. Construction of the questionnaire was based on the purpose of the study and research questions. The questionnaire was arranged into two clusters and structured on a 4-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point.

The questionnaire was validated by three experts. These experts came from the Departments of Educational Management and Policy, and Educational Foundations (Measurement and Evaluation expert), Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The experts made useful corrections which established the face and content validity of the questionnaire before the final print out and distribution. A pilot test was conducted once on a sample of 30 teachers from 3 public primary schools in Delta State in order to establish reliability of the questionnaire. Delta State was not included in the studied area, although, it shared boundary with Anambra State. The scores obtained after the pilot test were measured using Cronbach Alpha method which yielded coefficient reliability scores of 0.84 and 0.93 for each of the two clusters respectively and were added up to give an overall coefficient reliability score of 0.89. The result indicated that the instrument was reliable in order to collect the necessary data for the study. Data gathered and collated were analyzed using descriptive statistics of the mean scores and standard deviation in order to answer the two research questions. The decision rule was that any mean score which rated at 2.50 and above was considered as 'Agree' and was accepted; while the mean score which rated at 2.49 and below was considered as 'Disagree' and was not accepted.

Presentation of Results

Research Question 1: What are the on-the-job in-service training opportunities provided for primary school teachers for their professional development in Anambra State?

Table 1: Mean Scores Ratings and SD of Teachers on the On-the-Job In-Service Training Opportunities Provided for Primary School Teachers for their Professional Development in Anambra State

N = 803 Teachers

S/N	Statements: Please give your opinion concerning the on-the-job in-service training opportunities provided for your professional development	SA	A	D	SD	Mean	SD	Decision
1.	Induction and orientation training are constantly provided for the newly employed teachers to get them acquainted with the teaching practices for their professional development	105	160	320	218	2.19	0.98	**Disagree**
2.	Staff meetings are held in the school from time to time in order to discuss matters bordering teachers professional development	351	439	6	7	3.41	0.56	**Agree**
3.	Workshops are organized for teachers at regular intervals in school for their professional development	133	115	344	211	2.21	1.01	**Disagree**
4.	The school authority regularly conducts seminars to positively impact on teachers professional development	125	153	412	113	2.36	0.91	**Disagree**
5.	Teachers are organized into various collaborative research groups in the school for their professional development	16	55	410	322	1.71	0.68	**Disagree**
6.	Individual research is highly encouraged in the school for teachers professional development	81	123	339	260	2.03	0.94	**Disagree**
7.	Teamwork is encouraged in the school as a way of enabling the old, experienced teachers to mentor the younger, less experienced teachers (that is, mentoring), for their professional development	108	119	321	255	2.10	1.00	**Disagree**
8.	The use of on the job coaching is highly encouraged in the school as a way of improving teachers' practices for their professional development	122	154	303	224	2.22	1.02	**Disagree**
9.	Teachers are allowed to consistently engage in informal dialogue with peers on how to improve teaching for their professional development	131	129	221	322	2.09	1.10	**Disagree**
10.	Reflective instructional supervision is provided in the school in order to observe teachers work for their professional development	255	370	102	76	3.00	0.91	**Agree**
11.	Teachers are constantly involved in committee work to support their professional development	51	121	340	291	1.92	0.87	**Disagree**
						2.29	**1.03**	**Disagree**

Data presented in Table 1 on the respondents (that is, teachers) responses indicated that only items 2 and 10 were rated above 2.50 of the acceptable mean score by the teachers, thus, showing that they agreed with these statements. All other items from 1, 3 to 9 and 11 were rated below 2.50 of the acceptable mean score by the teachers, in order to disagree with these statements. The grand mean is 2.29 with SD of 1.03 showing closeness and less variations in the teachers' responses, therefore, indicating that the on-the-job in-service training opportunities were not sufficiently provided for primary school teachers for their professional development in Anambra State. Only a few of the in-service training opportunities investigated were provided for the primary school teachers. While a whole lot of others investigated were not provided for the primary school teachers.

Research Question 2: What are the off-the-job job in-service training opportunities provided for primary school teachers for their professional development in Anambra State?

Table 2: Mean Scores Ratings and SD of Teachers on the Off-the-Job In-Service Training Opportunities Provided for Primary School Teachers for their Professional Development in Anambra State

N = 803 Teachers

S/N	Statements: Please give your opinion concerning the off-the-job in-service training opportunities provided for your professional development	SA	A	D	SD	Mean	SD	Decision
12.	Teachers are encouraged to engage in formal education coursework for degrees such as diploma, PGDE, Masters, Ph. D for their professional development	275	414	60	54	3.13	0.82	**Agree**
13.	Computer-based technology training are offered to teachers for their professional development	78	114	328	283	1.98	0.94	**Disagree**
14.	Short time institute lectures are organized for teachers outside the school premises for their professional development	112	171	289	231	2.20	1.01	**Disagree**
15.	Outside situated informal training opportunities are provided for teachers to improve their practice for their professional development	106	148	321	228	2.16	0.98	**Disagree**
16.	Symposiums are organized so that experts could be called to discuss issues and new trend in education with teachers	122	186	225	270	2.20	1.07	**Disagree**
17.	Teachers are allowed to engage into consultations with consultants for their professional development	132	160	310	201	2.28	1.01	**Disagree**
18.	Observation visits to other schools is constantly organized to teachers professional development	104	191	218	290	2.14	1.05	**Disagree**
19.	Correspondence training courses are provided for teachers professional development	98	125	335	245	2.09	0.97	**Disagree**
20.	School management supports teachers to attend conferences in order to offer technical assistance for teachers professional development	116	202	217	268	2.21	1.06	**Disagree**
21.	The school supports teachers participation in a network of teachers for their professional development (that is, networking)	147	151	295	210	2.29	1.05	**Disagree**
						2.27	**1.04**	**Disagree**

Data presented in Table 2 on the respondents (that is, teachers) responses indicated that only items 12 was rated above 2.50 of the acceptable mean score by the teachers, thus, showing that they agreed with the statement. All other items from 13 to 21 were rated below 2.50 of the acceptable mean score by the teachers, in order to disagree with these statements. The grand mean is 2.27 with SD of 1.04 showing closeness and less variations in the teachers' responses, therefore, indicating that the off-the-job in-service training opportunities were not sufficiently provided for primary school teachers for their professional development in Anambra State. Only one out of all the off-the-job in-service training opportunities investigated was provided for the primary school teachers. While a whole lot of others investigated were not provided for the primary school teachers.

Discussion of findings

It was discovered through the findings of this study that both on-the-job and of-the-job in-service training opportunities were not sufficiently provided for the primary school teachers for their professional development in Anambra State. This could however have been responsible for the teachers' inefficiency, ineffectiveness and poor quality which has negatively affected their performances in the primary schools. The finding of the study further indicated that the on-the-job in-service training opportunities were not sufficiently provided for primary school teachers

for their professional development in Anambra State. Only a few of the in-service training opportunities investigated were provided for the primary school teachers. This finding included that: staff meetings were held in the school from time to time in order to discuss matters bordering teachers' professional development; and reflective instructional supervision was provided in the school in order to observe teachers work for their professional development. While a whole lot of other on-the-job in-service training programmes investigated were not provided for the primary school teachers. The finding included that: induction and orientation training were not constantly provided for the newly employed teachers to get them acquainted with the teaching practices for their professional development. Workshops were not organized for teachers at regular intervals in school for their professional development. The school authority did not regularly conduct seminars to positively impact on teachers' professional development. Teachers were not organized into various collaborative research groups in the school for their professional development. Individual research was not highly encouraged in the school for teachers' professional development. Teamwork was not encouraged in the school as a way of enabling the old, experienced teachers to mentor the younger, less experienced teachers (that is, mentoring), for their professional development. The use of on the job coaching was not highly encouraged in the school as a way of improving teachers' practices for their professional development. Teachers were not allowed to consistently engage in informal dialogue with peers on how to improve teaching for their professional development. Teachers were not constantly involved in committee work to support their professional development. Whereby various on-the-job in-service training opportunities are not created for teachers this will have negative impact them making their professional development impossible. The present study finding agrees with studies conducted by Amadi (2013), the Organization for Economic Cooperation and Development (OECD, 2009) and Oviawe (2016) which found out that teachers did not has access to most of the on-the-job in-service training programmes, as such, this affected their professional development and performance in school. Ezugoh (2017) confirmed in a study that in-service training programmes were not given to the educators as a part of motivational strategy to improve effectiveness of their work; and this equally had negative consequences on their performance.

It was further discovered through the finding that off-the-job in-service training opportunities were not sufficiently provided for primary school teachers for their professional development in Anambra State. Only one out of all the off-the-job in-service training opportunities investigated was provided for the primary school teachers. This finding was that teachers were only encouraged to engage in formal education coursework for degrees such as diploma, PGDE, Masters, Ph. D for their professional development. A whole lot of other off-the-job in-service training opportunities investigated were not provided for the primary school teachers. The finding included that computer-based technology training was not offered to teachers for their professional development. Short time institute lectures were not organized for teachers outside the school premises for their professional development. Outside situated informal training opportunities were not provided for teachers to improve their practice for their professional development. Symposiums were not organized so that experts could be called to discuss issues and new trend in education with teachers. Teachers were not allowed to engage into consultations with consultants for their professional development. Observation visits to other schools were not constantly organized to teachers' professional development. Correspondence training courses were not provided for teachers' professional development. The primary schools' management did not support teachers to attend conferences in order to offer technical assistance for teachers' professional

development. Likewise, the school did not support teachers' participation in a network of teachers for their professional development (that is, networking). Given all the above findings, there is need to show a lot focus and priority attention on teachers in-service training for their professional development. Concerns about building teachers' quality, efficiency and effectiveness for promoting quality education in the primary schools cannot go without creating opportunities for sufficient on-the-job training and off-the-job training programmes for teachers to flourish in their profession.

Conclusion

In-service training opportunities, whether on-the-job training or off-the-job training, when extensively and sufficiently provided for teachers enhances their professional development. Based on the findings of the study, there is need for various education stakeholders to pay priority attention to the various in-service training opportunities provided for the primary school teachers' professional development. The present study however submits that both on-the-job and of-the-job in-service training opportunities were not sufficiently provided for the primary school teachers for their professional development in Anambra State. This situation calls for absolute redress if teachers are to render efficient and quality instructional services through their professional development in order to impact positively on students' academic achievements in the primary schools.

Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. The Anambra State Universal Basic Education Board (ASUBEB) and other financial and private institutions should support the primary schools through adequate financial assistance to enable the head teachers provide sufficient on-the-job in-service training opportunities for teachers' professional development. The primary should within their own reach should organize most of the on-the-job in-service training programmes for teachers' professional development as well.
2. The Anambra State government should make sufficient budgetary allocations to support the primary schools with sufficient off-the-job in-service training opportunities for teachers' professional development. Also, scholarship, sponsorships and grants can be given to teachers by the State government as a means of creating opportunities for teachers' off-the-job in-service training for their professional development.

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