

Extent of Teachers' Participation in In-Service Training Programmes for Secondary Schools Effectiveness in Anambra State

Obineme, Patience Obiageli

Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State
obinemepatience@gmail.com; 08066124487

Juliana Umeozor

Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State
julzyiana@yahoo.com; 08035085408

Chime, Gladys Ozululuonye

Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State
egladinthelord@gmail.com; 08035500483

Abstract

The inefficiency of many secondary school teachers' whose defects have continued to cause poor performances of their task for school effectiveness in Anambra State has necessitated this study. The study examined the extent of teachers' participation in in-service training programmes for secondary schools effectiveness in Anambra State. Two research questions guided this study. The study adopted the descriptive survey research design. Population for the study consisted of 5,800 teachers from the 259 public secondary schools located within 6 education zones in Anambra State. Sample size of the study comprised 580 teachers from 26 public secondary schools, selected out of the entire teachers' population at 10% (percent) using stratified random sampling technique. A 24-item questionnaire titled: "Extent of Teachers' Participation in In-Service Training Programmes for Secondary Schools Effectiveness Questionnaire (ETPISTPSSEQ)" developed by the researchers was the main instrument for data collection. The research instrument was validated by three experts. A pilot-test was carried out in Delta State in order to determine the reliability of the questionnaire. Data collated were analyzed using mean scores and standard deviation. The findings of the study revealed that the extent to which teachers' participated in on-the-job and off-the-job in-service training programmes

for secondary schools effectiveness in Anambra State, were to a low extent. Among the recommendations which were proffered from the findings of the study are that the Anambra State Government should promote teachers participation in in-service training programmes through adequate financing, scholarship, and policy implementation.

Keywords: Extent, Teachers, Participation, In-Service, Training, Programmes, Secondary schools, Effectiveness

Introduction

Teachers are among the important human resources in the Nigerian education system. They are one of the forces or machineries that promotes schools effectiveness; being that, teachers stand at the forefront of every child's learning. They lead every child or student to accomplish their purpose and dreams in life. In fact, the significance or relevance of teachers in the education sector can never be overemphasized. Without effective or quality teachers, no education system can stand. Thus, the trite statement that 'no education system can rise above the quality of its teachers' (Federal Republic of Nigeria, FRN, 2013). Imaowaji (2018) observed that teacher shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education sector. The extent to which this can be done depends on the quality of pre-service training, in-service or retraining programmes received by teachers since the quality of educational outcomes depends to a great extent on the quality of teachers. Ayodele and Adegbile cited in Imaowaji (2018) indicated that the development of students in terms of the quality of education is dependent on the quality of knowledge that the teachers have. All over the world, there is a technological revolution in education which according to Etim cited in Imaowaji (2018) that teachers must necessarily be part of the revolution through in-service training. In the United States, teachers' training has become one of the most prominent exponents of title 2 of No Child Left Behind (NCLB, 2011) and 72% of teachers reported having engaged in training in the subjects they taught which gives them job satisfaction (Imaowaji, 2018). From the above statements, teachers would continue remain functional and productive for school effectiveness only when they constantly and consistently engage in in-service training programmes. On the other hand, the goals and objectives of educational system like the secondary education cannot be achieved without placing emphasis on teachers continuous development. In the secondary schools, teachers' job performance and task is a complex phenomenon which involves drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress. Other activities carried out by teachers include maintenance of discipline among students, keeping of attendance registers of students, participation in staff meetings, conduction of morning devotion, house mastership, counselling, participation in sports, games and club activities, among others. All these teachers' job areas and

responsibilities which relate to the individual teacher's performance need adequate skills and competences, hence, the need for in-service training (Imaowaji, 2018).

Teachers' in-service training programmes according to Imaowaji (2018) refers to all activities intended to increase the skills and capabilities of teachers. Such programme may include the education provided for workers either in industries, schools or other institutions. According to Okolie cited in Imaowaji (2018), regardless of an employee pre-service training level, there is still need for every staff to constantly renew, upgrade and update his/her knowledge, skills and capability in order to keep pace with the rapidly changing society. Tel-Guebuza (2013) and Uzemen (2013) described teachers in-service training as a series of short programmes made available to teachers or personnel's in order to acquire higher qualification and improve on their professional practices. Redmond (2010) saw teachers in-service training programmes as public or private education programmes directly applicable to work situation. An educational organization may have teachers with the ability and determination with the appropriate equipment, with the appropriate teaching equipment and managerial support yet performance falls below expected standards because of inadequate in-service training. The missing factor in many cases is the lack of adequate skills, and knowledge, which is acquired through training and retraining after employment (Eze, 2016). Commenting further Iboma cited in Imaowaji (2018) is of the opinion that effective re-training can change the entire view of workers in an organization and make the firm more productive as new skills and attitudes are developed by workers. Looking at the indispensability of in-service training and development to an industrial set up, Ladipo-Ajayi cited in Imaowaji (2018), observed that both are very demanding ventures in any organization because people commit huge resource to them. Olaniyan and Ojo cited in Imaowaji (2018) argued that knowledge from training and retraining is the substance capability, skills, understanding and information needed by individuals to perform and function effectively in an organization. Training is very necessary for teachers because a teacher who is not growing in skills cannot keep his/her relationship with her profession alive. Leu and Price-Rom cited in Ezugoh (2017) noted the benefits of in-service training programmes as including; enabling staff to gain sufficient knowledge of the subject matter and varieties of teaching methodologies in order to become effective in teaching. It enables recipient staff to gain the ability to communicate effectively both within and outside the school community; and equip staff with new competences, skills and capabilities that will aid their abilities to the use of other information media such as internet that could be worked out as part of the globalization process. In-service training aids teachers to develop the abilities to manage their classroom and class population size effectively, among others. From all the foregoing discussions, the importance of in-service training and retraining programmes to both the teachers' development and schools effectiveness cannot be overemphasized. The Federal Republic of Nigeria (FRN, 2013:44) indicating the relevance of in-service training programmes to schools

effectiveness and teachers efficiency by highlighting in the National Policy on Education (NPE) that teachers, especially those newly employed must undergo a formal process of induction. Also, in-service training shall form an integral part of continuing teacher education which is mandatory that all school administrators provide in-service education for teachers.

The Federal Republic of Nigeria (FRN, 2013) further stressed that improvement and regulation of career-long professional development of teachers can only be realizable through the provision of a wide range of programmes and multiple pathways to provide serving teachers with regular opportunities for updating their knowledge and skills (FRN, 2013, pg. 45). In addition, several in-service training programmes are offered for teacher development in the secondary schools including those in Anambra State. They can be broadly classified as on-the-job and off-the-job training programmes (Ezugoh, 2017). On-the-job in-service training are those provided within the employee's place of work and it is usually a cross-training which moves the trainee from one department or unit to another; as they include: orientation and induction programmes, coaching, mentoring, team teaching, guided practice, among others. Off-the-job training is provided outside the workplace in form of University education training courses, vestibule training, computer-based training, symposiums, apprenticeship training, conferences, seminars and workshops, among others (Ezugoh, 2017). Egboka (2018), Tel-Guebuza (2013) and Uzemen cited in Imaowaji (2018) added that in-service training programmes such as Distance Education, irregular Education Programme, Adult learning, Adult continuous Education, Part Time Programmes, Part-time studies, Sandwich Programmes, study leaves, refreshers course, among others are the various names given to the educational programmes provided outside the normal working hours and working environment. Osamwonyi (2016) gave examples of some of the in-service training programmes for teachers participation as follows; Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days); Conferences (give participants an opportunity to question others and discuss ideas presented); Workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field (A skilled consultant work with each group); Staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies); Committee (five or several members work on a problem that could be impossible for a whole staff to tackle); Professional reading (with the aid of a professional library' study groups), Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor); Visits and demonstrations (opportunity to observe actual teaching techniques). In the same vein, Maduabum cited in Osamwonyi (2016) added other different forms of in-service education programmes as follows: Regular courses: These are the full time courses undertaken during the normal academic session. The period of the programme depends on the type of course e.g B.A (ed),

B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M. Ed and Ph.D. Correspondence courses, where there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education. Exhibitions, which can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources. Given the importance of in-service training on schools effectiveness, yet the poor students' learning and inefficiency of many secondary school teachers' whose defects have continued to cause poor performances of their task for school effectiveness in the country and Anambra State inclusive, still remains a mirage.

Many teachers through execution of their task are found to not having the requisite skills and competences to effectively accomplish task in the school. This poor situation which has continued to have negative consequences on students' learning, academic performances and achievements has become a matter of concern for the researchers in this present study. Besides, school effectiveness has been termed in the present study as the school ability to substantively achieve good, positive results and outputs. Through teachers efficiency, competences, productiveness and quality, which can be developed through constant participation in-service training programmes, schools can attain their effectiveness. The extent to which a teacher participate in in-service training programmes would have great positive impact on school effectiveness. Although, studies such as those of Egboka (2018), Ezugoh (2017), Ifediorah Okeke and Okaforcha (2019), Nwite (2016) and others have been conducted on teachers' in-service training programmes, as it is, these studies have their own mix, shortcomings and findings which has necessitated the present study. Most of this previous studies did not delve into finding out the extent of teachers participation in in-service training programmes. However, the present study has to determine the extent of teachers' participation in in-service training programmes for secondary schools effectiveness in Anambra State.

Statement of the Problem

All-over world, including in the Nigerian education sector and Anambra State, teachers are important human resources in the various school system. Teachers contribute and impact greatly on students academic achievements and national development. Their efforts towards promoting students learning and preparing them for successful careers are impeccable. However, the issues relating to teachers' constant training for their skills, knowledge and competency development cannot be overlooked. Teachers' knowledge, competences and skills for high performances, productivity and schools effectiveness cannot be developed without constant in-service training programmes which comes in form of on-the-job and off-the-job training. A look at the poor situations and problems of many secondary schools in Anambra State which is associated with teachers indiscipline, corruption, poor

performances, inefficiency, examination malpractices, poor quality of work and low commitment to duty, among others, remains a question for the type and extent to which in-service training and retraining programmes are offered to teachers in their various schools. The poor quality of teachers which seems to have become worrisome for the researchers and other education stakeholders has been observed and visible on students poor academic performances. This ugly situation has created a gap which needs to be filled by the present study in order to ensure that quality education triumphs especially in the secondary schools in Anambra State. Therefore, the need to determine the extent of teachers' participation in in-service training programmes for secondary schools effectiveness in Anambra State, has become the problem of this present study.

Purpose of the Study

The purpose of this study was to determine the extent of teachers' participation in in-service training programmes for secondary schools effectiveness in Anambra State. The specific objectives of the study aimed at ascertaining;

1. The extent of teachers' participation in on-the-job in-service training programmes for secondary schools effectiveness in Anambra State.
2. The extent of teachers' participation in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State.

Research Questions

The following research questions were posed to guide the study;

1. What is the extent of teachers' participation in on-the-job in-service training programmes for secondary schools effectiveness in Anambra State?
2. What is the extent of teachers' participation in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State?

Method

The study adopted the descriptive survey research design. This design was used to collect data from a sample of teachers in the public secondary school in Anambra State in order to share their opinions concerning the extent of teachers' participation in in-service training programmes for secondary schools effectiveness in Anambra State. Information gathered from the teachers was analyzed using a statistical tool in order to generalize and draw conclusion on the study. Population for the study consisted of 5,800 teachers from the 259 public secondary schools located within 6 education zones in Anambra State. Information concerning teachers was obtained from the Anambra State Post Primary Schools Services Commission as at January, 2020. Sample size of the study comprised 580 teachers from 26 public secondary schools, selected out of the entire teachers' population at 10% (percent) using stratified random sampling technique. Justification for selecting the sample of teachers and the public secondary schools at 10% was a means to enable the

researcher have controllable sample size of the teachers' population in Anambra State. The choice of 10% (for a large number) is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work. A 24-item questionnaire titled: "Extent of Teachers' Participation in In-Service Training Programmes for Secondary Schools Effectiveness Questionnaire (ETPISTPSSEQ)" developed by the researchers was the main instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. Items in the questionnaire were organized in two clusters and structured on a 4-point scale weighted as follows; Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2, and Very Low Extent (VLE) - 1, for answering the two research questions.

The research instrument was validated by three experts in the Department of Educational Management and Policy, and Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The experts determined the face and content validity of the questionnaire to make some necessary corrections on few items on the instrument and which were equally incorporated before the final distribution of the questionnaire. To determine the reliability of the questionnaire, a pilot-test was carried on a sample of 30 teachers selected from five public secondary schools in Delta State, which was not part of the study. The scores obtained were computed using Cronbach Alpha method which gave internal consistency reliability value 0.88 and 0.75 for each of the two clusters, which was equally added up to yield an overall reliability value of 0.82, showing that the questionnaire was reliable in order to carry out the study. Copies of the questionnaire were distributed to the respondents by the researchers with the help of seven research assistants who were also teachers from the respective secondary schools sampled in the study. These research assistants were communicated about the essence of the study and how to approach their colleagues in order to get the necessary data from them. Distribution of all the copies of the questionnaire took a period of two weeks of completion. This enabled both the researchers and the research assistants to get the respondents at their various schools and likewise wait for them to fill the questionnaire right there on the spot while maintaining the social distancing and use of face masks. A total of 580 copies of questionnaires were printed and distributed. All the copies of the questionnaire distributed to the respondents were recovered back by the researchers and research assistants at a return rate of 100%. Data collated were analyzed using mean scores and standard deviation. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of High Extent, and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Low Extent and therefore not accepted.

Results

Research Question 1: What is the extent of teachers' participation in on-the-job in-service training programmes for secondary schools effectiveness in Anambra State?

Table 1: Mean Score Ratings and SD of Teachers on the Extent of Teachers' Participation in On -The-Job In -Service Training Programmes for Secondary Schools Effectiveness in Anambra State

N=580 Teachers

S/N	Please indicate the extent to which you participate in the under listed on -the-job training programme:	VHE	HE	LE	VLE	Mean Score	SD	Decision
1.	Staff meetings organized for teachers in the school	183	289	64	44	3.05	0.85	High Extent
2.	Classroom demonstration teaching organized to observe actual teaching techniques	45	53	260	222	1.86	0.88	Low Extent
3.	Cooperative experimentation and research in your subject area	94	103	183	200	2.16	1.07	Low Extent
4.	Professional lectures organized within the school to give participants information as possible in a short time	40	89	236	215	1.92	0.89	Low Extent
5.	Induction and orientation organized for especially newly employers teachers	57	70	271	182	2.00	0.91	Low Extent
6.	Team teaching for teachers collaborations in a subject area	68	94	202	216	2.02	1.00	Low Extent
7.	Mentorship provided by a well -experienced teacher to the younger teachers	53	83	197	247	1.90	0.96	Low Extent
8.	Coaching for teachers by an expert arranged in the school	41	66	230	243	1.84	0.89	Low Extent
9.	Workshops organized inside the school for teachers	66	85	249	180	2.06	0.95	Low Extent
10.	Intra-school training taking place within departments in the school	50	64	245	221	1.90	0.91	Low Extent
11.	Exhibitions organized in the school	46	86	232	216	2.31	1.02	Low Extent
12.	Committee formed by several staff members in the school in order to work on a particular problem	34	59	259	228	1.83	0.84	Low Extent
13.	Individual conference between a teacher and supervisor arranged in the school	55	83	211	231	1.93	0.96	Low Extent
14.	Summer school or extension programmes organized during vacations or holidays for teachers in school	61	87	225	207	2.00	0.96	Low Extent
Grand Mean Score & SD =						2.03	0.98	Low Extent

Analysis of data in Table 1 from the respondents' responses indicated that only item 1 was rated above 2.50 of the acceptable mean score by the teachers to show that they agreed with the statement. All the other items from 2 to 14 were rated below 2.50 of the acceptable mean score by the teachers in order to show that they disagree with these statements. The grand mean score and standard deviation (SD) is 2.03 and 0.98, indicating that there was no deviation in the respondents' responses. The result however reveals that extent of teachers' participation in on-the-job in-service training programmes for secondary schools effectiveness in Anambra State was to a low extent.

Research Question 2: What is the extent of teachers' participation in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State?

Table 2: Mean Score Ratings and SD of Teachers on the Extent of Teachers' Participation in Off-The-Job In -Service Training Programmes for Secondary Schools Effectiveness in Anambra State

N=580 Teachers

S/N	Please indicate the extent to which you participate in the under listed off -the-job training programme:	VHE	HE	LE	VLE	Mean Score	SD	Decision
15.	Conferences held outside the school premises in other institutions which enables participants discuss certain problems	56	103	208	213	2.00	0.96	Low Extent
16.	Seminars organized outside the school	86	100	242	152	2.21	0.99	Low Extent
17.	Workshop conducted by other organizations outside the school	53	94	243	190	2.02	0.92	Low Extent
18.	Short and long term training courses in another institution	60	99	199	222	1.99	0.98	Low Extent
19.	Regular university education courses for certification	55	64	230	231	1.90	0.94	Low Extent
20.	Vestibule training organized by another school	94	101	220	165	2.21	1.03	Low Extent
21.	Computer-based training organized by another institution outside the school premises	86	110	244	140	2.24	0.98	Low Extent
22.	Apprenticeship practical training arranged during vacations outside the school	67	142	171	200	2.13	1.02	Low Extent
23.	Correspondence courses , where there is no physical contact between the teacher and the student	61	75	226	218	1.96	0.96	Low Extent
24.	Interschool training, an organized visit arranged for teachers to go to another school to boost their competences on a particular subject matter	76	108	217	179	2.14	1.00	Low Extent
Grand Mean Score & SD =						2.08	0.99	Low Extent

Analysis of data in Table 2 from the respondents' responses indicated that none of the items were rated above 2.50 of the acceptable mean score by the teachers to show that they agreed with any of the statements. All the items from 15 to 24 were rated below 2.50 of the acceptable mean score by the teachers in order to show that they disagree with these statements. The grand mean score and standard deviation (SD) is 2.08 and 0.99, indicating that there was no deviation in the respondents' responses. The result however reveals that extent of teachers' participation in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State was to a low extent.

Discussions

Generally, the findings of the study indicated that the extent of teachers' participation in on-the-job and off-the-job in-service training programmes for secondary schools effectiveness in Anambra State were to a low extent. It was found out in the study that the teachers' participation in on-the-job in-service training programmes such as; classroom demonstration teaching organized to observe actual teaching techniques of the teachers, cooperative experimentation and research in teachers subject areas, professional lectures organized within the school to give participants information as possible in a short time, induction and orientation organized for especially newly employers teachers, team teaching for teachers collaborations in a subject area, mentorship provided by a well-experienced teacher to the younger teachers, coaching for teachers by an expert arranged in the school, workshops organized inside the school for teachers, intra-school training taking place within departments in the school, exhibitions organized in the school, committee formed by several staff members in the school in order to work on a particular problem, individual conference between a teacher and supervisor arranged in the school, summer school or extension programmes organized during vacations or holidays for teachers in school; were all to a low extent. The above finding indicated that teachers participated in on-the-job in-service training programmes for secondary schools effectiveness in Anambra State, to a low extent. This finding could have been responsible for the poor quality of work and inefficiencies observed on many public secondary school teachers in Anambra State; which also have negative consequences on schools effectiveness. This finding agrees and corroborates with the major findings of Imaowaji (2018) study which found out that teachers mean rating on their participation in in-service training programmes was less than average. The findings of Egboka (2018) study supporting the present study finding confirmed that principals do not apply professional development practices for enhancing teachers' job performance by not involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies. In support of the present study finding, Ezugoh (2017) study confirmed that the educators' in the literacy centres did not actively participate in on-the-job in-service training programmes; this affected their motivation and attitude towards work.

The finding of the study also indicated that the extent of teachers' participation in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State was to a low extent. This finding revealed that teachers' participation in off-the-job in-service training programmes which included; conferences held outside the school premises in other institutions which enables participants discuss certain problems, seminars organized outside the school, workshop conducted by other organizations outside the school, short and long term training courses in another institution, regular university education courses for certification, vestibule training organized by another school, computer-based training organized by another institution outside the school premises, apprenticeship practical training arranged during vacations outside the school, correspondence courses, where there is no physical contact between the teacher and the student, and interschool training, an organized visit arranged for teachers to go to another school to boost their competences on a particular subject matter; were all to a low extent. The above finding indicated that the teachers participated in off-the-job in-service training programmes for secondary schools effectiveness in Anambra State, to a low extent. This finding could have been responsible for all the inefficiency of many secondary school teachers' whose defects have continued to cause poor performances of their task for school effectiveness in Anambra State. This finding concurs and agrees with the findings of Ifediorah Okeke and Okaforcha (2019) study which indicated that the teacher support services especially support for in-service training programmes in both the public secondary schools and private schools in Anambra State were limited in order to impact on teachers' job commitment in schools. Also, in the private secondary schools, teacher support services for their in-service training programmes impacting on teachers' job commitment were not prevailing. The findings of Egboka (2018) is also in conformity with that of the present study which found out that principals do not apply professional development practices for enhancing teachers' job performance by not sponsoring teachers' on conferences, workshops and seminars to enable them withstand the challenges brought about by change and innovation, and granting study leave for teachers to go for refresher courses. Ezugoh (2017) study equally corroborates with the present study finding, by indicating that the educators in the literacy centres did not actively participate in off-the-job in-service training programmes; which affected their work efficiency and effectiveness. Findings of Nwite (2016) study confirmed that most principals' feel reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher degree from principals for fear of victimization. From the findings of this presented study, it can be deduced that because of teachers low participation in on-the-job and off-the-job in-service training programmes, this situation has continued to affect schools effectiveness, therefore, making it difficult towards achieving educational goals and objectives.

Conclusion

Teachers' constant participation in on-the-job and off-the-job in-service training programmes is highly crucial and beneficial for secondary schools effectiveness in Anambra State. Based on the findings of the study, it was concluded that the extent to which the teachers' participated in on-the-job and off-the-job in-service training programmes for secondary schools effectiveness in Anambra State, were to a low extent. Failure to remedy and correct the poor situation as regards to teachers' participation in on-the-job and off-the-job in-service training programmes, means that the achievement of quality education and high standards for secondary schools' effectiveness in Anambra State will be jeopardized. Adequate priority attention showed however be paid on teacher development through their constant participation in on-the-job and off-the-job in-service training programmes which will make significant impact on schools' effectiveness.

Recommendations

The following recommendations have been proffered based on the findings of this study;

1. Anambra State Government should promote teachers' participation in on-the-job and off-the-job in-service training programmes through adequate financing, scholarship, and policy implementation.
2. The Anambra State Post Primary Schools Service Commission (PPSSC) in conjunction with the public secondary school principals should also financially support and encourage teachers' participation in off-the-job in-service training programmes.

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