Evaluation Of Manpower Retraining Programmes On Professional Competence Of Primary School Teachers In Ibadan South-East Local Government Area Of Oyo State

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ABSTRACT
The study investigated influence of manpower retraining programmes on professional competence of primary school teachers. The study adopted descriptive survey of ex-post facto type. The instrument used for data collection was questionnaire tagged “Manpower Retraining Programme Questionnaire (MRPQ). Using Kuder-Richardson 20 technique, the instrument yielded reliability co-efficient of 0.83. The participants for the study were one hundred and twenty (120) teachers from six randomly selected primary schools in Ibadan South-East Local Government Area of Oyo State. Three hypotheses were tested at 0.05 level of significance. The data was analyzed using percentage and chi-square. Findings revealed that teachers who participated in manpower retraining programmes were more efficient in their job performance than those who did not, in terms of knowledge of subject matter, instructional strategies and classroom management. And based on the findings of this study, it was recommended among other things that: serving teachers should be encouraged to undergo retraining programmes for self improvement and this should be government sponsored.

Keywords: Manpower, Retraining Programmes, Professional, Competence, Primary School Teachers.

INTRODUCTION
Every educational system in any known human society requires highly skilled teaching personnel to sustain it. This explains why teachers are regarded as the most important element in the school system. It is generally believed that no educational system can rise above the quality of its teachers. Hence, training is often organised for teachers to upgrade and update their knowledge and skills. In Nigeria, the need for well qualified teachers has gained pre-eminence because it is considered as a means of not only providing them with the necessary skills and knowledge needed to help educate those who cannot gain admission into regular programmes but also assisting those who are unwilling to leave their jobs for full-time education and training programmes.

Training is conceived as an organized procedure by which people learn and acquire knowledge and skills for a definite purpose (Oyitso 1997). Nwanchukwu (1990) sees training as the process
of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialised tasks in their place of work. Training and retraining are necessary if efficiency and profits are to be attained. When people are offered training, they acquire new and improved skills and knowledge that will enable them to perform better, thereby enhancing their level of productivity. Training and retraining for teachers, therefore, is capable of enhancing their level of performance and also enabling them to cope with the ever-increasing challenges of educating the mass of the people in the country.

Since the early 1980s, the Nigerian education system has witnessed an unprecedented increase in population. The major challenge that has continued to agitate the minds of educational planners, administrators and the government is how best to cope with the increasing population of students as well as provide well-qualified teaching personnel who could help empower individual student through the acquisition of knowledge and skills that would enable them to participate fully and actively in nation building. It was in response to this challenge that the Federal Government in April 1976, via Act No. 7, established the National Teachers' Institute. The enabling Act mandated the institute, inter alia, to:

- provide refresher and upgrading courses for teaching personnel
- organise workshops, seminars and conferences
- conduct examinations
- carry out research, and
- formulate policies and initiate programmes that would lead to improvement in the quality and content of education in the country.

The overall goal of the Institute, therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programmes. The institution was thus expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabus using distance education. The Institute's distance learning programme covers the entire country and is managed through field centres located in each of the 36 states, including the federal capital territory. The headquarters are located in Kaduna. The policies and guidelines of operation are issued from these headquarters.

In pursuance of its mandate, the Institute has initiated a training program for helping unqualified primary school teachers and also refresher in the teacher training colleges. Recently, the Institute also embarked on the Nigeria Certificate in Education (NCE) program through the distance learning system (DLS). The Institute also provides training for the Pivotal Teachers' Training Program (PTTP) by the distance learning system. The Pivotal Teachers' Training Program was introduced in 2002 as a means of producing teachers to fill the gap in teacher supply for the newly introduced Universal Basic Education program of the Federal Government.

In Nigeria, the Institute has study centres located in some secondary schools in the country. The schemes have been in operation in the area since 1987, apart from the Pivotal Teachers’ Training Program which commenced in 2002. Many teachers have been encouraged to take advantage of the opportunity offered by the Institute to upgrade and update their skills. In spite of this, it has been observed that many teachers in mid-western Nigeria are yet to benefit from those programs provided by the National Teachers’ Institute.

This study was therefore inspired by the desire to determine how effective the training program has been in helping to uplift the quality (Omoruyi and Osunde, 2004).

Statement of the Problem

Quality education depends on the quality of teachers. In-service education ensures that teachers are kept up to date and adequately empowered to offer quality delivery. The pre-service training might not perfectly prepare them for effective job performance. Therefore, many reasonable teachers sought the opportunity of manpower retraining programme as a means of further professional development. One would expect that this manpower retraining programme should influence the knowledge of the recipients and enhance their performance. It is on this basis, that
this study attempts to assess the effects of manpower retraining programmes on professional competence of primary school teachers in Ibadan South-East Local Government Area of Oyo State.

**Purpose of the Study**
The purpose of this study is to find out if there is any relationship between provision of manpower retraining programmes and primary school teachers’ job performance in Ibadan South-East Local Government Area of Oyo State.

**Research Hypotheses**
Three hypotheses are formulated at 0.05 level of significances thus:

- **Ho₁** - There is no significant difference in the mastery of subject matter performance of teachers who participate in manpower retraining programmes and those who do not, in their professional competence.
- **Ho₂** - There is no significant difference in the instructional strategies of teachers who participate in manpower retraining programmes and those who do not, in their professional competence.
- **Ho₃** - There is no significant difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not, in their professional competence.

The importance of teachers and the role they play in the educative process are central to basic education. Successful educational improvement is intrinsically linked to professional development. One of the most persistent problems facing Nigerian education is that of improving the quality of teachers so as to produce well qualified, conscientious highly motivated, imaginative and committed teachers who would cope with the demands of the nation’s educational system. The new millennium is filled with dramatic global transformation in technology, education, information and social activities which pose immense challenges to the primary school teachers. These teachers need articulate professional orientation on how primary school subjects could be appropriately taught if the objectives of primary education must be achieved as contained in the National Policy on Education (Okobia, 2013). 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.

Manpower retraining programmes has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004) manpower retraining programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of manpower retraining programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meet particular needs, such as curriculum development and orientation helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2007).

Mohammed (2006) noted that many teachers after graduation have little or no opportunity for retraining and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching. Subscribing to this view, Esu (1997) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately for effective teaching except complemented by in-service training. She further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher education programme.
To take care of inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2013) in the National Policy on Education made provision for development of teachers stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that manpower retraining for teachers and headteachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly renewed, upgraded and updated in his or her knowledge to be refreshed and to keep abreast with the rapid changing society through manpower retraining programmes.

Teachers’ job performance has been one of great concern to stakeholders in education of recent in Oyo State, given the deteriorating academic performance of secondary school students in external examinations. A lot of people, notable among them parents, students, government and even teachers themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualification of teachers and huge government investment in education, secondary school system has failed to produce people who can contribute to solve the problem of the society.

Mgbekem (2002) suggested manpower retraining programmes as a very important tool for improving the skills and performance of employees in an organization. As pointed out by Odden, Archibald, Fermanich and Gallagher (2002), effective professional development produces changes in teachers’ instructional practices which can be linked to improvement in students’ academic achievement. This therefore implies that staff development practices are effective motivational strategies for skills and knowledge acquisition for enhanced teachers’ job performance. Ntukidem and Etudor (2003) stressed the importance of continuing professional development for the teachers who are the ones to translate the training acquired to better classroom practices. Continuing staff development programmes for teachers is about reinforcing all the dimensions of good teaching throughout a teachers’ career. It is a means of increasing the competence level of teachers in a way that would enable them to contribute to a knowledge base that would in turn also contribute to development of teaching as a profession.

Professional competence involves the ability to function effectively in the tasks considered essential within a given profession (Willis and Dubin, 1990:3). It provides for professional vitality that involves the ability to meet successfully the forth-coming challenges. If we talk about the job competence, it is more centratred to a specific organization and job as compared to professional competence. Professional competence is reflected in the term of performance of the professional.

According to Kautto-Koivula (1996:154), professional competence involves at least two main domains: (1) proficiencies specific to the science teaching profession. These include the knowledge-base, technical skills considered essential in the science teaching profession, and the ability to solve the type of problems encountered within the profession, and (2) general abilities of the individual/teacher that help him in development and maintenance of professional competence; these are intellectual ability, personality traits, motivation, attitudes and values. She further distinguished three cognitive domains of competence: (1) skills (either manual or intellectual); (2) content knowledge which is simply information committed to memory, and (3) the deeper learning variously described as understanding, conceptual learning or meaningful learning.

Professional competence in view of Creemers (1994) is “competency is not just a particular knowledge, skill or attitude, but is expressed when an individual uses those resources in order to take action. As knowledge does not guarantee skill, skill does not guarantee professional competency. It is impossible to overestimate the importance of knowledge in competency” (Creemers, 1994).

Teachers’ professional and academic competencies are seen in their ability to make use of the learning opportunities available in the environment. They serve the society in many ways. In the future, being a teacher will mean willingness to take active part in influencing social development because the teacher influences the kind of values pupils adopt and how education is imparted in
the school.
According to Ololube competent teachers are expected to have a good command on their academic subject and should be prepared adequately to understand the needs of child and help him to learn through a well-integrated general education, professional training and academic orientation (Ololube, 2005).

METHODOLOGY
Research Design
The study adopted descriptive survey design of ex-post facto type.
Population of the Study
The population is made up of primary school teachers in Ibadan South-East Local Government Area of Oyo State.
Sample and Sampling Techniques
The subject used for the study were twenty (20) teachers per school which were randomly selected from six primary schools sampled for the study and thus gave rise to a total of one hundred and twenty (120) teachers.
Instrumentation
Questionnaire was designed by the researcher: Manpower Retraining Programme Questionnaire (MRPQ) for teachers. The researcher personally administered the questionnaires to the respondents having sought the headteachers’ permission in the schools sampled for the study. The administered questionnaires therefore were later collected immediately after administration by the researcher.
Validity and Reliability of the Instrument
The validity (face and content) was ensured by subjecting it to scrutiny by experts in the field in the school of education. The reliability indices of the questionnaire was established using test-retest method and the reliability coefficient was 0.83 which was acceptable to the researcher.
Data Analysis
Data collected were analysed using percentages and chi-square.

RESULTS
Research Hypothesis 1: There is no significant difference in the mastery of subject matter of teachers who participate in retraining programmes and those who do not in their professional competence.
Table 1: Difference in the mastery of subject matter of teachers who participate in retraining programmes and those who do not in their professional competence.

<table>
<thead>
<tr>
<th>Item</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>( \chi^2_{\text{cal}} )</th>
<th>( \chi^2_{\text{tab}} )</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manpower retraining programme improves pupils performance in their studies</td>
<td>75(62.5)</td>
<td>38(31.7)</td>
<td>3(2.5)</td>
<td>4(3.3)</td>
<td>507.267</td>
<td>21.03</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>2. Attendance at seminars programme improve teaching process</td>
<td>71(59.2)</td>
<td>40(33.3)</td>
<td>8(6.7)</td>
<td>1(0.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching contents are enhanced through retraining programmes of teachers</td>
<td>54(45.0)</td>
<td>54(45.0)</td>
<td>11(9.2)</td>
<td>1(0.8)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The opportunity of going for retraining programmes has improved teachers knowledge in the educational process</td>
<td>78(65.0)</td>
<td>25(20.8)</td>
<td>9(7.5)</td>
<td>8(6.7)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Manpower retraining programmes has improved the way teachers prepare their lesson notes</td>
<td>80(66.7)</td>
<td>34(28.3)</td>
<td>3(2.5)</td>
<td>3(2.5)</td>
<td></td>
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<td></td>
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</tbody>
</table>

As shown on table 1, \( \chi^2_{\text{cal}} = 507.267 > \chi^2_{\text{tab}} = 21.03 \) and \( P < 0.000 \) at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant difference in the mastery of subject matter of teachers who participate in retraining programmes and those who do not in their professional competence and accept the alternative hypothesis that there is significant difference in the mastery of subject matter of teachers who participate in retraining programmes and those who did not in their professional competence.

**Research Hypothesis 2:** There is no significant difference in the instructional strategies of teachers who participate in manpower retraining programmes and those who do not in their professional competence.
Table 2: Difference in the instructional strategies of teachers who participate in manpower retraining programmes and those who do not in their professional competence

<table>
<thead>
<tr>
<th>Item</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>$X^2_{cal}$</th>
<th>$X^2_{tab}$</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Manpower retraining programmes has new methods in teaching curriculum</td>
<td>74(61.7)</td>
<td>31(25.8)</td>
<td>5(4.2)</td>
<td>10(8.3)</td>
<td>426.573</td>
<td>21.03</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>7. Manpower retraining programmes has improved the teachers method of instilling discipline in the school environment</td>
<td>44(36.7)</td>
<td>66(55.0)</td>
<td>9(7.5)</td>
<td>1(0.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Manpower retraining programmes improves primary school teachers' methods of teaching</td>
<td>67(55.8)</td>
<td>47(39.2)</td>
<td>5(4.2)</td>
<td>1(0.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Manpower retraining programmes improves teachers' effectiveness in their job</td>
<td>65(54.2)</td>
<td>45(37.5)</td>
<td>6(5.0)</td>
<td>4(3.3)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Manpower retraining programmes improves pedagogical skills of primary school teachers</td>
<td>47(39.2)</td>
<td>65(54.1)</td>
<td>5(4.2)</td>
<td>3(2.5)</td>
<td></td>
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</tbody>
</table>

As shown on table 2, $X^2_{cal} = 426.573 > X^2_{tab} = 21.03$ and $P < 0.000$ at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant difference in the instructional strategies of teachers who participate in manpower retraining programmes and those who do not in their professional competence and accept the alternative hypothesis that there is significant difference in the instructional strategies of teachers who participate in retraining programmes and those who do not in their professional competence.

**Research Hypothesis 3:** There is no significant difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not in their professional competence.
Table 3: Difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not in their professional competence

<table>
<thead>
<tr>
<th>Item</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>$X^2_{cal}$</th>
<th>$X^2_{tab}$</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. With manpower retraining programmes teachers are able to control classroom activities</td>
<td>43(35.8)</td>
<td>63(52.5)</td>
<td>9(7.5)</td>
<td>5(4.2)</td>
<td>377.880</td>
<td>21.03</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>12. Manpower retraining programmes has improved teachers' relationship with pupils</td>
<td>48(40.0)</td>
<td>63(52.5)</td>
<td>5(4.2)</td>
<td>4(3.3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. Attendance of teachers to manpower retraining programs has helped to reduce pupils' unrest in the learning environments</td>
<td>41(34.2)</td>
<td>55(45.8)</td>
<td>21(17.5)</td>
<td>3(2.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Manpower retraining programmes has improved teachers' assessment of pupils in learning activities</td>
<td>39(32.5)</td>
<td>65(54.2)</td>
<td>13(10.8)</td>
<td>3(2.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Manpower retraining programmes improved teachers' attitude to pupils welfare</td>
<td>48(40.0)</td>
<td>63(52.5)</td>
<td>6(5.0)</td>
<td>3(2.5)</td>
<td></td>
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</tbody>
</table>

As shown on table 3, $X^2_{cal} = 426.573 > X^2_{tab} = 21.03$ and $P < 0.000$ at 0.05 level of significance. Therefore, reject the null hypothesis that there is no significant difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not in their professional competence and accept the alternative hypothesis that there is significant difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not in their professional competence.

DISCUSSION OF RESULTS

From table 1, the result of the findings showed that a total of 94.2% of the respondents sampled agreed that manpower retraining programme improves pupil’s performance in their study while only 5.8% of the population sample had contrary opinion. Also, a total of 92.5% of the respondents agreed that attendance at seminars programme improves teaching process while only 7.5% of the population sampled had contrary opinion. Majority of the respondents 90.0% of the respondents agreed that teaching contents are enhanced through retraining programme of teachers while only 10.0% of the population sampled had contrary opinion. Moreover, a total of 85.8% of the respondents agreed that the opportunity of going for retraining programmes improves’ teachers knowledge in their educational process while 14.2% of the population sampled had contrary opinion. Also, a total of 95.0% of the respondents agreed that manpower retraining programmes improves the way teachers prepare their lesson notes while only 5.0% of the population sampled had contrary opinion. This is an indication that majority of the respondents were of the opinion that teacher who participated in retraining programme made use of better
instructional strategies when compared with their counterpart that did not participate in the retraining programme. This supports the result of non parametric test which shows that $X^2_{cal} = 507.267 > X^2_{tab} = 21.03$ and $P < 0.000$ at 0.05 level of significance. This is an indication that teachers who participate in retraining programmes perform better in their professional competence compared to those who do not in their professional competence. Okobia (2013) therefore corroborated that teachers need articulate professional orientation on how primary school subjects could be appropriately taught if the objectives of primary education must be achieved as contained in the National Policy on Education. He went further that manpower retraining programme has accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively.

From table 2, a total of 87.5% of the respondents sampled agreed that manpower retraining programme gave teachers the opportunity to learn new methods in teaching curriculum while 12.5% of the population sampled had contrary opinion. Also, a total of 91.7% of the respondents agreed that manpower retraining programmes had improved the teacher’s method of instilling discipline in the school while only 8.3% of the population sampled had contrary opinion. Majority of the respondents 95.0% of the respondents agreed that manpower retraining programme improves primary school teachers’ methods of teaching while only 5.0% of the population sampled had contrary opinion. Moreover, a total of 91.7% of the respondents agreed that manpower retraining programme improves’ teacher effectiveness in their job while only 8.3% of the population sampled had contrary opinion. Also, a total of 93.3% of the respondents agreed that manpower retraining programmes improves pedagogical skills of primary school teachers while 6.7% of the population sampled had contrary opinion. This is an indication that majority of the respondents were of the opinion that teacher who participated in retraining programme had better mastery of the subject matter when compared with their counterpart that did not participate in retraining programme.

This supports the result of non parametric test which shows that $X^2_{cal} = 426.573 > X^2_{tab} = 21.03$ and $P < 0.000$ at 0.05 level of significance. This implies that teacher who participated in the retraining programme had better mastery of the subject matter when compared with their counterpart that did not participate in retraining programme. This however corroborate submission of Odden, Archibald, Fermanich and Gallager (2002) that submitted that effective professional development produces changes in teachers’ instructional practices which can be linked to improvement in pupils academic achievement. This therefore implies that staff development practices are effective motivational strategies for skills and knowledge acquisition for enhanced teachers’ job performance.

From table 3, it was discovered that majority of the respondents, 88.3% agreed that manpower retraining programmes enable teachers to control classroom activities while 11.7% had contrary opinion. Also, 92.5% of the respondents sampled agreed that manpower retraining programmes has improved teachers’ relationship with pupils while 7.5% had contrary opinion. Moreover, 80.0% of the respondents agreed that attendance of teachers to manpower retraining programme has helped to reduce pupils’ unrest in the learning environments while 20.0% had contrary opinion. In addition, 86.7% of the respondents agreed that manpower retraining programmes has improved teachers’ assessment of pupils in learning activities while 13.3% had contrary opinion. A total of 92.5% of the respondents agreed that manpower retraining programmes improves teachers’ attitude to pupils’ welfare while 7.5% of the population sampled had contrary opinion.

This supports the result of chi square analysis which shows that $X^2_{cal} = 426.573 > X^2_{tab} = 21.03$ and $P < 0.000$ at 0.05 level of significance. This implies that there is significant difference in the classroom management of teachers who participate in manpower retraining programmes and those who do not in their professional competence. This is in line with submission of Lawal (2004) which supported that manpower retraining programme for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are
essential practices that enhance subject mastery, teaching methodology and classroom management.

CONCLUSION
The result showed that there was significant difference in the proportion of the respondents’ opinion in the mastery of subject matter of teachers who participated in retraining programmes and those who did not participate in their professional competence. Those who participated were more competent in the instructional strategies and classroom management.

RECOMMENDATIONS
based on the findings of this study, the following were recommended:

- underfunding has been the major hindrance to manpower retraining programmes of primary school teachers in Nigeria, hence, the federal government should involve all stakeholders in the Nigeria economy in funding primary school education. The Non-Governmental Organization (NGOs) should also be involved together with other establishment that could be taxed, the petroleum trust fund, import and export taxes. If all these are explored and coordinated well, more money could be generated to finance manpower retraining programmes of primary school teachers for quality instructional delivery;
- the private owned schools should be given aids-in-grants to finance teachers in seminars, workshops or conferences to update teachers’ knowledge, skills and performance so that instructional delivery could be enhanced;
- serving teachers should be encouraged to undergo retraining programmes for self improvement and this should be government sponsored;
- there should be formal policy guidelines for retraining of teachers, opportunity should be made for teachers to attend retraining programmes at least once every academic year and teachers should be involved in planning manpower retraining programmes. The involvement of teachers will guarantee that the retraining programmes meet their needs and interest. Also, they will be able to advise on the type of retraining needed to meet their needs, and will be able to provide meaningful feedback.

REFERENCES


