



EVALUATION OF UBE TEACHERS' ATTITUDE TOWARDS PROFESSIONAL TRAINING IN OYO STATE

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Abstract

The neglect of the teachers' development programme is one of the significant issues that is threatening the education sector in Nigeria. This study investigated the issue of teachers' attitudes towards professional training. The study employed an ex-post facto design, focusing on the population of all public lower basic schools in Oyo State. A simple random sampling method was employed to select 185 head teachers and 61 teachers for the study. The researchers employed two self-developed instruments, the Basic School Head-teachers Questionnaire (BSHQ) and the Basic School Teachers Questionnaire (DSTQ), to gather data from these respondents. The data collected were analysed using descriptive analysis, including frequency counts, percentages, mean and standard deviation. The results showed that teachers generally held a positive attitude towards professional training ($M = 2.87$ and $S.D. = 0.80$) and that teachers benefited immensely from in-service training and re-training programmes ($M = 3.03$, $S.D. = 0.77$, (Teachers) and $M = 2.88$, $S.D. = 0.71$ (Head teachers). Based on the findings, it was recommended that regular training and re-training should be mandatory for in-service teachers. Furthermore, ensuring that all teachers have equal opportunities to participate in teachers' development programmes is essential, fostering an environment of continuous growth and improvement in teaching practices. Additionally, the government should offer more attractive incentives to participants in the teacher development programme.

Keywords: Evaluation, Teachers' attitude, Professional training, Teacher development.

Introduction

As the first and most effective in the teaching-learning process, teachers ought to be active and versatile in their services to attain quality basic education. The pre-training that teachers-in-training undergo is beneficial and ultimately serves as a prerequisite for foundational knowledge of the teaching profession. In contrast, re-training of teachers would provide them with maximum assistance in discharging their duties effectively and efficiently in the classroom. The Universal Basic Education Commission (UBEC) plays a crucial role in the professional development of basic school teachers in Nigeria.

This initiative is further supported by International Development Partners (IDPs) and Non-Governmental Organisations, such as the Japan International Cooperation Agency (JICA), which have contributed to the construction of additional classrooms. The Korea International Cooperation Agency (KOICA) also assisted in classroom construction; China assisted in developing rural lower basic Schools in Nigeria. Additionally, the Education Sector Support Programme in Nigeria (ESSPIN) has focused on enhancing the institutional capacity building of UBEC and SUBEB officials, ensuring that they are equipped to support educators better (ubeconline.com). According to the FRN, the National Policy on Education (2013), the teacher-pupil ratio is based on the following levels for effective teaching and learning activities: (a). Pre-Primary Education - 1:25, (b). Primary Education - 1:35, (c). Technical and Vocational Colleges - 1:20, and (d). Secondary Education - 1:40. When the ratios are maintained in our schools, it would go a long way for teachers to deliver their duties maximally.

Evaluation is not a new concept in an educational setting; it is a broad concept with multiple meanings and perspectives. The judgment upon a phenomenon, having considered the relevant facts about the set goals, is called evaluation. Evaluation refers to the findings and judgment of a product's effectiveness, utility, or desirability in terms of agreed-upon objectives or values. Alkin and King (2016) defined it as the instrumental, conceptual, and symbolic process of pursuing programme values to enhance organisational decision-making goals. Culture cannot be separated from evaluation because it probes into what influences the way of life as data related to culture are collected, analysed, and interpreted for future reference (American Evaluation Association, 2016). Evaluation is a qualitative measurement of a prevailing situation that estimates the worth of a thing to make a meaningful decision about it. Owoyele, Hammed, and Ajayi (2013) define evaluation as a means to examine and judge the quality or degree of a thing for planning or improvement purposes. Evaluation is seen as an innovative approach that enhances decision-making after information has been gathered, analysed, and interpreted (Cousins, Goh, Elliot, & Bourgeois, 2014). Evaluation is a systematic determination of a programme's merit, worth and significance using criteria governed by a set of standards (Wikipedia). The systematic assessment of an initiative's design and implementation results for learning or decision-making is known as evaluation (Canadian Evaluation Society, 2018). On the note of evaluation definition, this work emphasises the importance of evaluation as a systematic process for assessing the design and implementation of initiatives aimed at learning and decision-making.

The intent of being committed to a service, project, or programme is to achieve success in such an endeavour and attain the desired outcome (Retraining of teachers). This outcome led to the concept of "effectiveness." Effectiveness is the process of achieving a higher performance within available resources. UNESCO (2015) defines effectiveness in education as an output that measures the quality of achievement of a specific educational goal. In research, the extent to which a specific intervention achieves its intended outcome for the target beneficiaries is referred to as effectiveness. Meanwhile, Ediyang et al. (2020) observed that in-service training and retraining of

teachers as an intervention significantly improved their quality and performance, making them more professional. The UBEC noticed this improvement. Therefore, the commission left no stone unturned in the training and retraining of teachers (Oyo SUBEB, PR&S Dept., 2021). Yangambi (2021) suggested that continual teacher development is necessary to improve student academic achievement in this modern age, although he acknowledged that a teacher development programme is costly. Meanwhile, Ojonuba, AbdulRahman, Zaremohzzabieh, and Zulkefli (2023) observed that insufficient resources and funds are barriers to the development of high-quality intervention programs among teachers. Mohan et al. (2017) observed professional development for teachers who sustain changes in teaching policy and practice. Notwithstanding, the health condition of individuals must be considered in human development, as it has great potential to strengthen and improve overall system performance (Uzochukwu, Mirzoev, Okeke, Nicks, Etiaba Obi, Ensor, Uzochukwu, & Onwujekwe, 2022). Osei-Owusu (2022) attributed professional knowledge and professional improvement to improved students' academic performance and enhanced teaching ability, thereby facilitating continuous teacher development.

Because teachers are responsible for managing other educational resources, they are often expected to navigate an ever-changing educational system. Teacher professional development (TPD) is an intervention aimed at improving essential education delivery in Nigeria by motivating professional teachers to be more committed, dedicated, and hardworking, thereby ensuring that learners' psychomotor, cognitive, and affective skills are developed and enhanced. This was affirmed by Ghedjghoud (2014), Medard (2017), and Burname et al. (2022), who noted that regular in-service training fosters teachers' efficiency and productivity. No meaningful achievement could be recorded in basic education except that teachers' quality and quantity were given prior attention. They must be trained and re-trained to be up to their task in the changing world. In 2018, intervention on teacher professional development organised by UBEC focused on effective classroom and school management skills, then teachers' were trained on four key areas; language communication skills, practical classroom management skills, basic teaching methods and techniques, and information and communication technology (ICT) skills (Peoples Daily, March 23, 2018). The Nigeria Teachers Institute (NTI) left no stone unturned in its efforts to professionalise teaching by introducing a series of educational programmes, such as the Postgraduate Diploma in Education and the Postgraduate Diploma Programme in Early Childhood Care Education, to non-professional teachers already in the system (Abraham et al., 2023). Meanwhile, in-service training and re-training must be made mandatory for all teachers in respect of their teaching qualifications as teachers need them often to update their teaching skills, knowledge and experience to cope with ever changing society (Che & Che, 2014; Sulaiman, 2014; Iyunade, 2017; and Banka & Okon, 2019). Many challenges and innovations emerge daily, which teachers must be aware of in order to remain relevant now and in the future. In light of this, UBEC is developing and training Nigerian basic school teachers on the current global wave.

There must be an improvement in teacher quality through participation in the UBEC teachers' development programme; teacher professional development should significantly change teachers' classroom practices, thereby improving students' performance. Notwithstanding, the underdeveloped nation has to improve her infrastructure through adequate funding of capital budget in order to develop her education sector, for the fact that for any nation to develop her basic education, adequate and quality educational resources such as school buildings, workshops, laboratories, libraries, furniture, textbooks and ICT facilities must be provided. Hence, teachers' quality cannot be separated from working in a conducive environment and with adequate resources, for it is rare for professionals to deliver in poor working conditions.

The concept of attitude is multifaceted and complex to define, yet it is essential in shaping individual behaviour and interaction with others. Ojo (2018) defined attitude as a learned tendency to respond consistently in a given situation. One thing about attitude is that it is subject to change. According to Dastgeer et al. (2017) and Evison (2021), various factors, including social interaction, experience, learning, culture, and others, influence attitudes—a crucial thing determining willingness to learn or develop as a human is attitude. A positive attitude towards professional development is essential to career development and growth (Banka & Okon, 2017). Canals & Al-Rawashdah (2018), Mohammadi & Moradi (2021), and Burname et al. (2022) acknowledged the importance of a positive attitude toward professional development, either to foster job satisfaction or to increase productivity. Meanwhile, Coelho et al. (2017) linked training and retraining development programmes to factors that change people's attitudes toward their work, especially if they had a negative attitude toward their work beforehand. Self-efficacy is a significant factor that can reshape an individual's attitude toward professional development (Che & Che, 2014; Shi, 2021). In essence, a training and development programme is the only means of promoting people's attitudes towards their work and profession.

Statement of the Problem

In Nigeria, despite significant investment in basic education, particularly in teacher development programmes, education continues to face serious challenges, one of which is the teachers' poor attitude toward professional development. Many view professional development as a waste of their precious time and government resources, despite having undergone rigorous training during their teaching practice. While highly experienced teachers steadily exit the system upon reaching the statutory retirement age, the newly recruited ones are often inexperienced in addressing teaching challenges. This prompted this work.

Research Questions

Two research questions were answered to fulfil the purpose of this study

1. Do the Basic Education teachers in Oyo State benefit from in-service training and re-training?
2. What is the teachers' attitude towards professional training in the State?

Research Design

This study utilised an *ex post facto* research design because the event had already occurred, and the independent variable could not be controlled.

Sample and Sampling Techniques

The study employed a simple random sampling technique to select respondents for the study. The researcher first selected four (4) Local Government Areas from each of the three (3) Senatorial Districts by simple random sampling, which produced a total of twelve (12) Local Government Areas using the hat and draw method. Each of the names of the local government in each senatorial district was written on a piece of paper, folded, and put on a tray. After shuffling and reshuffling, twelve local governments were selected: Egbeda, Lagelu, Oluyole, Oyo West, Irepo, Iseyin, Itesiwaju, Olorunsogo, Ibadan North, Ibadan South East, Ibadan South West, and Ibarapa Central. For the second selection, the simple random technique was also used to select 20% (185) head teachers and 10% (665) basic school teachers as respondents for the study. Eight hundred fifty respondents were selected as the sample size.

Instrumentation

The researchers used two instruments for this study: the Basic School Headteachers' Questionnaire (BSHTQ) and the Basic School Teachers' Questionnaire (BSTQ);

Basic School Head Teachers Questionnaire (BSHTQ)

The researchers designed the BSHTQ to gather relevant information from the head teachers. The instrument has two sections. Section A collects demographic information from the respondents, and Section B comprises eight items related to teacher development. Responses are measured using a four-point Likert-type scale ranging from Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA).

Basic School Teachers Questionnaire (BSTQ)

The researchers developed the BSTQ, which had two sections. Section A covered information on teachers' attitudes towards biodata, such as rank, gender, and qualification, while Section B contained five items related to teachers' development. The response format was a four-point Likert scale, ranging from Strongly Disagree (SD) to Strongly Agree (SA), with options in between: Disagree (D) and Agree (A).

Validity and Reliability of the Instruments

The content validity method was adopted as it is most suitable for reviewing, critiquing, and adjusting questionnaire items. Two experts in item construction assisted in reviewing

the items, as they thoroughly read through the instruments' items and carefully related them to the research objectives and research questions. A pilot study was conducted on independent respondents in the Afijio Local Government Area of Oyo State to test the reliability of the instruments. A total of forty (40) copies of the Questionnaire were administered to assess the reliability of the instruments used: ten (10) Basic School Head Teachers Questionnaires (BSHTQ) for Head Teachers and thirty (30) Basic School Teachers Questionnaires (BSTQ) for Teachers. The completed and returned questionnaires were analysed using Cronbach's Alpha to determine the reliability of the two instruments. The results of the reliability coefficient of the Basic School Headteachers Questionnaire (BSHTQ) and the Basic School Teachers Questionnaire (BSTQ) were 0.75 and 0.82. The obtained reliability coefficients were high, and the instruments were suitable and reliable for the study.

Data Analysis

The data collected from the respondents was analysed using descriptive statistics. Two research questions were answered through frequency counts, percentages, mean, and standard deviation.

Presentation of Results

Research Question One: Do the Basic Education teachers in Oyo State benefit from the in-service training and re-training?

The lower-level basic teachers (head teachers and teachers) in Oyo State were the respondents who affirmed the benefits of teachers from in-service training and re-training programmes. Mean and standard deviation were used to analyse the data.

Table: 1 Indicating responses of Teachers and Head Teachers on teachers' benefit from in-service training and re-training programme

S/ N	Teachers Development	Teachers			Head Teachers		
		Mean	S.D	Remark	Mean	S.D	Remark
1	Professional trainings are frequently undergone by teachers	3.04	0.84	High Benefit	3.41	0.79	High Benefit
2	I learn and put into use what I learn from my colleagues	3.22	0.67	High Benefit	3.28	0.61	High Benefit
3	All teachers had equal opportunity to attend in-service training/re-training programmer often	2.76	0.87	High Benefit	3.36	0.70	High Benefit
4	There has been regular teacher development programmer in the state	3.00	0.79	High Benefit	2.64	0.75	High Benefit
5	Sharing professional ideas among teachers has a lot of advantages	3.44	0.70	High Benefit	1.89	0.82	Low Benefit
6	Career development programmes are not necessary for teachers	2.05	1.01	Low Benefit	1.84	0.78	Low Benefit
7	I find attending re-training programmers interesting	3.25	0.67	High Benefit	3.26	0.68	High Benefit

8	Teachers development programmer should be carried out on regular basis for teachers.	3.44	0.61	High Benefit	3.38	0.55	High Benefit
		Weighted Mean = 3.03	S.D 0.77		Weighted Mean = 2.88	S.D 0.71	

Note: A Weighted mean of less than 2.50 indicates low benefit, while 2.50 and above indicates high benefit

Table 1 presents teachers' benefits from in-service and retraining programs as perceived by the teachers and head teachers in Oyo State. From the table, items with serial numbers 1, 2, 3, 4, 7 and 8 for both teachers and the head teachers had their mean score (M) ranging from 2.64 to 3.44 which aligns with the criterion mean of 2.50, meaning high benefit from professional training (M = 3.04, S.D = 0.84; M = 3.41, S.D = 0.79), interaction with colleagues (M = 3.22, S.D = 0.67; M = 3.28, S.D = 0.61), in-service training (M = 2.76, S.D = 0.87; M = 3.36, S.D = 0.70), teachers development programme (M = 3.00, S.D = 0.79; M = 2.64, S.D = 0.75), re-training programmes (M = 3.25, S.D = 0.67; M = 3.26, S.D = 0.68) and regular teachers development programme (M = 3.44, S.D = 0.61; M = 3.38, S.D = 0.55). The teachers' view on item number 5, that is, sharing ideas among colleagues (M = 3.44, SD = 0.70), indicates a high benefit, contrasting with the head teachers' view (M = 1.89, SD = 0.82) of low benefit. Regarding item serial number 6, career development is deemed unnecessary (M = 2.05, SD = 1.01; M = 1.84, SD = 0.78), indicating that both teachers and head teachers suggested a low benefit for teachers by neglecting career development.

Summarily, both teachers and head teachers affirmed that they benefited from in-service training and retraining programs (M = 3.03, SD = 0.77 and M = 2.88, SD = 0.71) in Oyo State. The S.D. of 0.77 and 0.71 implies a high level of agreement on the respondents' answers.

Research Question Two: What is the teachers' attitude towards professional training in the State?

Table 2a: Teachers' attitude toward professional training.

S/N	Variables	SD	D	A	SA	Mean	S.D
Remark							
1	Re-training of teachers should be a regular exercise	48 7.3%	32 4.8%	251 38.0%	330 49.9%	3.31	0.86 +ve
2	Workshops and seminars for teachers is a waste of time	315 47.7%	208 31.5%	90 13.6%	48 7.3%	1.80	0.93 -ve
3	Teachers are satisfied with mode of re-training they receive on pedagogy	58 8.8%	102 15.4%	401 60.7%	100 15.1%	2.82	0.79 +ve
4	I always encourage my colleagues to participate in subject based	18 2.7%	33 5.0%	418 63.2%	192 29.0%	3.19	0.64 +ve

development programmes								
5	I am always enthusiastic to participate in teachers development programmes	31 4.7%	40 6.1%	347 52.5%	243 36.8%	3.21	0.76	+ve
Weighted mean = 2.87						Std. Dev. = 0.80		

Note: Weighted mean of less than 2.50 indicate negative, while 2.50 and above indicate positive

Table 2a presents the teachers' attitudes toward professional training in Oyo State. The questionnaire contains five items designed to answer the research question, four of which report positive attitudes among teachers towards professional training. The items are 'teachers re-training should be a regular exercise' (Agree = 581 (87.9%), M = 3.31, S.D = 0.86), 'teachers are satisfied with re-training received on pedagogy' (Agree = 501(75.8%), M = 2.82, S.D = 0.79), 'encourage colleagues to participate in subject based development programme' (610 (92.2%), M = 3.19, S.D = 0.64) and 'teachers are enthusiastic to take part in teachers professional programme' (Agree = 590 (89.3%), M = 3.21, S.D = 0.76). Then, teachers had a positive attitude towards the professional programme.

Discussion

The significant findings from the data analysed and interpreted in this research are discussed below.

The results reveal that both headteachers (M = 2.88, SD = 0.7) and teachers (M = 3.03, SD = 0.77) testified that in-service training benefited teachers in the state. The finding is consistent with Medard's (2017) findings, which confirmed that teachers acquire new skills in information technology, computer technology, school management, curriculum planning, and innovation by attending in-service training. These all promote teacher class attendance, punctuality, and work performance. Teacher re-training and in-service training enhance and update skills, knowledge and classroom performance (Che & Che, 2014; Sulaiman, 2014). Meanwhile, Ghedjghoudj (2014) observed that teachers' pedagogy skills were enhanced through in-service training. Changes are observed in teachers who participated in retraining programmes, ranging from new methods of teaching, new ideas expression, new skills and knowledge exhibitions. All these changes are impressive and make supervision work easier for common stakeholders (Banka & Okon, 2019). In their study, Buname et al. (2022) explained the insightful activities that enhance teachers' pedagogical skills, teaching development, subject matter and contextual knowledge through regular attendance at in-service training. Teachers need retraining and in-service development to prepare, cope with, and adjust to the ever-changing status of Universal Basic Education (Iyunade, 2017). Hence, practical in-service training must be given preference among teachers for more practical teaching

This study's results further revealed that teachers have a positive attitude towards professional training in the State ($M = 2.87$, $SD = 0.80$). This result aligns with the findings of Ojo (2018), who corroborates the fact that teachers have a positive attitude toward professional development for enhancing students' academic performance. Dastgeer, Tanveer, Atta, and Ahmad (2017) indicated a positive attitude toward teachers' in-service training (INSET) for being insightful. They stressed further that good incentives should be attached to INSET and made compulsory for teachers at all levels. Similar findings by Stan, Stancovici, and Palos (2013) reveal that young teachers are enthusiastic about continuous professional training, while older teachers view it as routine and a source of cognitive rigidity. In another view, Canals and Al-Rawashdah (2018) and Shi (2021) reported a high attitude of teachers toward professional development programmes. However, they stressed the need for insufficient skills in using technology for language instruction. DeMonte (2013) states that English teachers have a positive attitude toward professional training. Evison (2021) perceived teachers' positive attitude towards teacher development programs as grossly acknowledging TDPs as a source of adequate knowledge and experience. A high teacher attitude towards professional training was observed among the Primary school teachers (Al-Tamimi & Al-Jubouri, 2021). Teachers' positive attitude toward professional training was evident in the professional competency displayed by teachers who attended some of the in-service training sessions. Mohammadi and Moradi's (2021) view on teachers' attitudes and perspectives toward continuous development programs was highly positive and encouraging. Meanwhile, a study conducted by Coelho, Blazquez, and Cubo (2017) on special educational needs (SEN) revealed that teachers with higher academic qualifications tend to exhibit a more positive attitude toward retraining and professional development.

Conclusion and Recommendations

Based on the analysis and findings of this study, it can be concluded that Oyo SUBEB did an excellent job facilitating the professional development of its teachers. Teachers' professional development (training and re-training) is essential for equipping teachers with the necessary skills and knowledge to implement the Universal Basic Education (UBE) programme effectively. In line with these findings and conclusions, the following recommendations are proposed;

1. It is essential to make regular training and re-training of teachers mandatory to enhance their skills and adapt to evolving educational demands.
2. All teachers should be given opportunities to attend teacher development programmes irrespective of their location.
3. The government should provide better incentives for teacher development programs to attract teachers' participation.

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