

ASSESSMENT OF IN-SERVICE TRAINING AND SECONDARY SCHOOL TEACHERS JOB SATISFACTION IN RIVERS STATE

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Abstract

The study examined in-service training and secondary school teacher's job satisfaction in Rivers state. To achieve the objectives set, data was collected from primary and secondary data sources. The primary data used was obtained from reconnaissance survey and direct interviews. The secondary data sources included existing literature, academic journals, and the internet. The study adopted Multi-stage sampling technique for adequate representation, while applying the Taro Yamane formula to determine a manageable sample size of 349. Descriptive statistics such as frequency, percentages, tables and the PPMC were used for data analysis. Majority of the variables tested shows that there are strong positive correlations between in-service training and teacher's job satisfaction. The major findings of this study revealed these forms of in-service training; pre-service training, in-service training, correspondence courses, regular courses, conferences, workshop's, distance learning/ self-study, seminars, exhibitions. 100% of the sampled teachers agreed that in-service training inculcate new ideas and innovation on them, which directly affect their teaching skills positively. Also 9.7% of teachers agreed that they learnt how to use ICT through participation in in-service training, against 90.3% who disagreed with such assertion. Furthermore, teachers who engage in in-service training tend to enhance their communication skills; 20.3% of teachers agreed to that while majority (79.7%) totally disagreed with such assertions. The study concluded that, teachers who take part in in-service training tend to acquire relevant teaching skills. The development of teachers through in-service training is essential to the nature of their commitment to work, and job satisfaction. The study recommended that the Rivers state government should enable her public secondary school teachers to access adequate monetary grants to ensure self-development among this will promote maximum job efficiency in teachers input.

Keywords: In-service Training and Teachers Job Satisfaction

Introduction

Over the years, different nations of the world have adopted education as a tool for socio-economic, political, scientific and technological development. It is generally believed that education helps individuals to discover their innate abilities and contribute meaningfully to the overall development of society. It is pertinent to state that for individuals to realize their potentials through qualitative educational system, the teacher has a great role to play.

In-service training is any ongoing training of practicing teachers, which is typically arranged by school boards that employ them, (Udofia & Ikpe, 2012). A well-organized in-service training is obviously a veritable tool for ensuring effective and efficient curriculum implementation especially at the secondary school levels. Teachers, being the curriculum implementers, have to keep abreast with trends in the educational system. With the introduction of Information Communication Technology (ICT), the teaching-learning process poses new challenges to teachers. The surest way of overcoming such challenges resulting from application of new technologies to teaching and learning methods at the secondary school level is for teachers to embrace opportunities for in-service training programmes.

Teachers in public secondary schools in Rivers State as well as other states of the Federation are civil servants. Their activities are bound by policies enacted by their employers at both the Federal and State levels. Such policies determine the employment status of teachers including promotion, remuneration, demotion, termination, transfer as well as opportunities for in-service training programmes. Ajadi, Ejieh, & Salawu (2008) suggest that teachers should be constantly guided, mentored and given opportunities to attend relevant courses as to update their knowledge in their subject areas and upgrade certain academic qualifications. Teachers are responsible for new innovations in school organizations and can only render such by acquiring new knowledge themselves, sharing understanding, and constantly improving themselves and the organization. Teachers' inability to enroll in in-service training programmes could make the teaching-learning process unnecessarily complicated, frustrating and difficult to deliver.

The demand for quality education all over the world has become a subject of interest, Nigeria and Rivers state is not left out. Due to this fact parents and guardians have become highly interested in the educational outcome of their wards or

children. It is no longer news that when students' educational outcome falls short of societal expectations, the blame is completely attributed to the teacher. In many cases, the quality of teachers' pre-service training is reckoned as the root cause of poor quality service delivery because teacher education programmes are underfunded and schools are poorly equipped. Arinde (2010) opined that one of the purposes of education is acquisition of knowledge and skills, students' performance before and after graduation can be seen as a reflection of their performance in school. This also borders on the quality of human and material resources which are available during their schooling.

Despite the numerous benefits arising from teacher's participation in in-service training programmes, public secondary school teachers in Rivers state are still experiencing numerous challenges as a result of little or no opportunity given to them to attend the needed pre-requisite training; thus teachers are confronted with these problems of deliberate cut off of updated educational development, also in acquiring much needed teaching skills, not acquainted with new teaching methods, use of outdated instructional materials, difficulty in using modern ICT technology/gadgets among other

challenges experienced are hampering effective and efficient service delivery. Therefore it is important to note that adequate in-service training has been adopted as a useful strategy for strengthening teacher's professional competence for quality service delivery and job satisfaction. Goal driven, resourceful managers and administrators of education institutions have even gone as far as adopting in-service training as a measure for staff promotion or upgrading while others are yet to adopt such laudable policies.

The goal theory of organizational effectiveness and the concept of teacher quality are the most appropriate upon which this study paper was based. The theory states that a rational group of decision makers in the organization have set out rational goals to pursue, and the goals are few enough to be measured and are concretely defined to be understood by the participants. The characteristics features of the theory include defining organizations as entities made up of people who are oriented towards the achievement of goals and employing specialization and coordination to achieve goals. The government (Federal, State and Local Councils) possesses the qualities of a typical or formal organization as enunciated above.

Many educational programmes or reforms have failed mainly because the authorities did not give due cognizance to the teacher factor. Awokoya (1981) in his contribution to the need for adequate supply of teachers, concluded that one of the constraints to effective dispensation of activities in schools is the adequacy of qualified and devoted teachers. Where schools are not properly staffed, effective utilization of resources will be hampered, resulting in administrative ineffectiveness. There is no educational programme that can succeed in the face of the combined strength of inadequate supply of qualified teaching staff and ineffective administration. The situation calls for a radical complementary approach to urgently reverse the inadequate teacher production for the Universal Basic Education Programme. Fafunwa (1974) asserted that teachers must train youths to use their head, heart and hands well in a coordinated way. They must train them towards self-discipline and independent self-re-assurance. According to Okeke (2004) no one denies the fact that the teacher is the central process of quality and equality in education.

Teachers are crucial inputs of an educational system. No school can be stronger than the quality of the teachers. If we believe in the capacity of educational

system to promote rapid and directed social and economic change we should be concerned with who teaches in the Nigerian Schools. Okeke (2004) outlined that the qualities of a professional teacher should be as follow; mastery of the subject taught, an understanding of the basic principles of children growth and development, good general knowledge, knowledge of method and techniques, positive attitude to the work, willingness to adapt his or her teaching to local needs, taking into account the materials available, courage to struggle for better standards and conditions in the school.

The concept of teacher quality was adopted from the study of Arinde (2010), he opined that quality is a grade, a matter of excellence, especially a high level of goodness or worth. Therefore quality can be viewed as an agreed level of goods and services. Muriel (1995) opined that quality concept is premised on the fact that people will take a greater interest in and improve the productivity of their work if they can take more part in the decision-making process. By so doing, the workers improve both their self-image and their work environment. In the same vein, Oakland (1999) posited that quality is the totality of features and characteristics of a product of service that bear on its ability to satisfy stated or implied needs. Quality can then

be said to mark a level of acceptance or satisfied excellence of teaching/learning process in the school. Ejiofor & Aniagoh (1994) explained that “the quality of personnel determines the products and services they render; no organization can rise above the quality of its staff; without personnel, all other factors of production will remain in their natural untapped state”. It is therefore imperative that all products and services should possess a high quality in order to appease the would-be customers (learners), stand the test of time and also produce the expected results. Like personnel in other fields of human endeavour, teachers in schools who are at the center of learning are equally expected to possess the desirable personal and professional qualities that will enable them perform well and achieve the aims and objectives of education as spelt out in the National Policy on Education. Since education is considered as one of the important keys that unlock the door of success in life, it therefore means that the teacher is the person that holds the key to modernization. He can also be described as a person that imparts knowledge, a director of learning, an instructor, a disciplinarian, a pace-setter, an evaluator and a judge (Abdul-Kareem, 1989). According to John (1993), teacher education in Nigeria is conditioned by historical and social factors. Like it can be seen in most

countries all over the world, providing adequate facilities and finance for teacher education has lagged behind the provision of similar inputs in other fields of education. Concerning the issue of employment and vacancies of teachers, John (1993) stated that next to students, teachers are the largest, most extensive and crucial inputs of an educational system. In the light of this, there should be production of high quality teachers who have good academic knowledge of their subject disciplines and who possess professional skills, experience, administrative responsibility, attitudes and values as well as personal qualities for effective teaching. It is believed that the more experienced a teacher is the more productive he will be in his teaching and the more likely his students will perform more brilliantly academically in school examinations than those students taught by an inexperienced teacher.

Dike (2000), stated that, three major factors compel the re-training of teachers. He holds the view that the traditional role of a teacher is fast disappearing. These factors are: knowledge and population explosion, the changing nature of the learner, and the emergence of new resources for teaching and learning process. Reacting in the same vein, Igwe (1990) stated that teaching should stop to

be the hope for the hopeless, a job to be considered when everything else fails. He emphasized the need for in-service training as to educate them properly to realize the ever cherished dream of a greater tomorrow. According to Nakpodia (2008), in-service teacher training is a major step in updating teachers' information, teaching skills and their interests in various specialty. It creates room for professional development. In-service teacher training is an essential part of teacher progress, which is set up for teachers in active service. According to Akinbode (1996) he opined that in-service training is a vital factor in developing of teacher's satisfaction. He revealed that teachers who are not committed to the profession earlier to training becomes very dedicated to their job after attending some forms of in-service training. Therefore, in-service training served to moral boost to teachers', provoked positive work satisfaction among teaching staff. Abdul et al (2013) evaluated the impact of in-service training on the professional competence of science teachers at secondary level in Pakistan. All the science teachers of secondary schools constituted the population of the study. A questionnaire for science teachers was developed to explore the nature of in-service training and its effect on professional competence of science teachers. The analyses showed that the in-

service training has an important impact on the professional competence of science teachers at secondary level. However some improvement is still needed as for as training procedure and duration are concerned. The major study findings of the study are as follows: The successful completion of in-service training by the teachers has a positive and far reaching impact on their professional competence, In-Service training has made the implementation of science curricula more effective as it has made science teachers aware of new curricular changes, Igwe (1990); Fafunwa (1974) buttressed the above findings as both share the same opinion that in-service training provides for proper grooming of teachers so they can create concepts, develop strategies and apply them hence for the advantage of the students the teach. It provides planned and systematic instruction with an educational setting. The need for more training is directly related to the capability of a teacher to accomplish his teaching tasks. They are of the opinion that the further the nature of this role variations, the more frequently the teacher must partake in-service education. An experienced teacher may need such additional training because of the change in his assignment. For instance a change from independent to team teaching, introducing to the curriculum of a new subject matter or a

radical change in the socio-economic and ethnic composition of the school population.

However, from the literature, it is pertinent to state that secondary school teachers' job satisfaction in relation to in-service training participation is very important and cannot be overstretched. This situation occurs when teachers are exposed to the much needed training and retraining programmes available. More so, several researchers have studied the importance of in-service training and its impact, types of in-service training, and implication for not attending any but no research has specifically carried on in-service training on public secondary school teachers' job satisfaction in Rivers state, Nigeria. Therefore, this current study intends to fill that gap. It is therefore on the trust of this research study to examine the forms of in-service training available and its impact on teachers of public secondary schools in Rivers state.

Materials and Methods

The paper is an extract from the main research study that was focused on public secondary schools in River state. Rivers state is one of the 36 States of the Federal Republic of Nigeria. It is located in the oil-rich Niger-Delta region. According to the National Bureau of Statistics (2012), the

population of Rivers State is estimated at 5,198,716 inhabitants. The people of Rivers are ecologically classified as Upland and Riverine dwellers. The main occupation of the people are fishing and farming while a great majority are civil servants. The major ethnic groups are Ikwerre, Etche, Ogba/Egbema, Etche, Ekpeye, Ogoni and Ijaw respectively. Port-Harcourt Local Government Area is the Headquarters of Rivers State.

Cross sectional research design was adopted for this study. Cross-sectional studies are observational in nature and are known as descriptive research. This type of research can be used to describe characteristics of teachers that exist in a geographic space. The population of this study comprises of 2,738 teachers of public senior secondary schools in Rivers state. There are two hundred and forty-five (245) senior secondary schools in the study area. (Reconnaissance survey, 2018 & Uku sowa, 2013).

The study area comprises of 23 Local Government Areas (LGA) with 245 public secondary schools. Therefore 10% (ten percent) of the 245 population was taken. Therefore, 4 (four) LGAs was randomly selected to include; PHALGA, Obio/Akpor, Etche and Ikwerre. There is a need to further reduce the population of

the study area. To this effect, 10% from the 56 schools in the 4 (four) LGAs was drawn. This gave rise to 18 public senior secondary schools with a total of 2,738 teaching staff. As indicated, the Multi-stage sampling technique was adopted from Oyegun (2003) and have been used in several studies (Nwanyanwu, 2018) which yielded substantial result and level of sampling. The Taro Yamane formula was finally used to determine a manageable sample size, while the purposive sampling will be applied to the population.

Yamane (1967) provides a simplified formula to determine the sample size;

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = the sample size

N = the total population

e = the error of sampling/accepted error limits (5%)

1 = the constant figure/level of precision.

To obtain a proportionate method of allocation of questionnaire to the sample strata, this method have been utilized by several researchers to include; (Oyegun, 2003; Amamilo, Wekpe & Ajayi, 2018) the procedure is shown in table 1 below.

Therefore it can be illustrated as seen below in the formula;

$$\frac{Np \times n}{N}$$

Np = population of each strata/motor parks

n = study sample size

N = total population of the study

Table 1: Determination of sample size

S/N	List of public secondary schools/ Sample frame	Number of principal	Number of teachers	Proportionate allocation method
1	^CGS, IKWERRE/ETCHE	1	181	181×349 $2738 = 23$
2	^GGSS, NDASHI	1	190	190×349 $2738 = 24$
3	^GSS, OZUZU	1	138	138×349 $2738 = 18$
4	^CSS, IGBO ETCHE	1	157	157×349 $2738 = 20$
5	^CSS, OBITE	1	192	192×349 $2738 = 24$
6	∞GSS, OMERELU	1	166	166×349 $2738 = 21$
7	∞CSS, ALUU	1	189	189×349 $2738 = 24$
8	∞CSS, OMAGWA	1	122	122×349 $2738 = 16$
9	∞ICSS, IGWURUTA	1	164	164×349 $2738 = 21$
10	GGSS, RUMUOKWUTA	1	118	118×349 $2738 = 15$
11	MGSS, RUMUEME	1	66	66×349 $2738 = 8$
12	CSS, RUMUAPARA	1	139	139×349 $2738 = 18$
13	CSS, MGBUOSIMINI	1	149	149×349 $2738 = 19$
14	×EHS PORT HARCOURT	1	144	144×349 $2738 = 18$
15	×GGSS, OROMENIKE	1	127	127×349 $2738 = 16$
16	×CSS, NKPOLU	1	176	176×349 $2738 = 22$
17	×CSS, OROWORUKWO	1	158	158×349 $2738 = 20$
18	×MSS, GRA PORT HARCOURT	1	162	162×349 $2738 = 21$
	Total		2,738	349

Source: Authors reconnaissance survey, 2018.

N:B; ^Public schools in Etche LGA

∞ Public school in Ikwere LGA

Public schools in Obio/Akpor LGA

×Public schools in Phalga LGA

Two major types of data sources will be used to carry out this research work. The sources include primary and secondary source of data. The general procedure will be to approach the principals of each schools and inform them of administering questionnaire to their teachers. The teachers' questionnaire will be administered to them at their staff rooms while on break/general free period, at this time they are relaxed in the staff room which give each of them ample time to respond to the questionnaire. They will also be briefed on the nature and purpose of the survey.

The researcher will administer the questionnaire directly to the respondents, while other Ten (10) research assistants will aid the researcher covering other schools in different locations at same time. The research assistants were effectively trained for this purpose.

The Multiple Linear Regression (MLR) was used to test the relationship between in-service training and number of students, teachers training, remuneration, instructional materials, conducive classroom, and promotion. All analyses was carried out SPSS version 20.1

Results

1.2.1 Various Forms of In-Service Training Available To Public Secondary Schools in Rivers State.

Teachers training over the years has been a subject of discuss, the sampled respondents identified the following forms of in-service training in existence and those they have participated in which include;

Pre-service Training: it is interesting to understand that pre-service training only takes place before a qualified teacher is enrolled for a job. This refers to student teachers who finally become teachers after completing their pre-service training. A student teacher is expected to develop an understanding of a model teacher, and gain the necessary skills and competences required.

In-service Training: in-service training are organized training for teaching staff who are already working as qualified as teachers. This form of training can come in various ways, that is; two-week intensive training, weekly / monthly sessions over a period of time, several intensive training sessions during a long vacation maybe in two weeks. In-service training can be organized for a group of teachers from different schools (discipline base), or can

be organized for a whole team of teachers in one school (general content base).

Correspondence courses: In this type of in-service training, there is no physical contact between the instructor and the teacher. Communication between the instructor and the teachers is through post, mail or any medium of correspondence in educational learning

Regular Courses: This form of training are mostly seen as full time courses embark on during normal academic session. The period of the training depends on the type of course involved. For instance; B.Sc. (Ed), B.A (Ed), Postgraduate Diploma in Education (P.G.D.E.), M.Ed. & Ph.D. and their likes.

Conferences: this form of teachers training comes in the form of academic gathering in which certain presenter come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial subject matter. Generally, conference attenders come to listen, question the speakers, make additional inputs or contributions of their own, evaluate various opinions, points of view, and discuss formally and informally among themselves. While reaching reasonable and tangible communicate.

Workshop's: it can be seen as a conference, workshops can be regarded as

academic congregations but in this case aimed primarily at providing within the intellectual perspectives of participants, selected functional experiences that will enhance their performance and satisfaction on the job.

Distance learning/self-study: In this form of training which can be likened to self-study courses, the teacher and learner are separated by space and time. A variety of mass media can be utilized to compensate for this spatial barrier and facilitate communication between the teacher and learner. For instance DVDs, online lectures and interactive forums. This form of training can be very beneficial to teachers who are unable to attend training courses due to problems with location, time constraints and finances. The time flexibility of self-study makes it a good way of training for working adults.

Seminars: A seminar is an academic training/forum focusing on a carefully selected debated problems. It is led by a coordinator who has a written obligation of putting down brief summary of the views expressed by each member of the discussion board. At the end of the sitting, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation and synergy.

Exhibitions: this form of training can be regarded as physical displays of scientific and no-science base materials intended to enlighten a wider range of community of learners/audience. It could be of classroom presentation or in an open sphere context geared towards solving identified societal issues.

1.2.2 Impact of In-Service Training on Teachers Job Satisfaction

The importance of teacher's in-service training cannot be over stressed, it is empirically obvious that the larger population of secondary school teachers are with the public schools (government owned schools). In view of this, the need for adequate teachers training is imperative.

The data obtained through the survey questionnaire as indicated in table 2 shows the impact of in-service training on teacher's performance. 100% of the teachers agreed that in-service training inculcate new ideas and innovation on them, which directly affect their teaching

skills positively. Other areas of teacher's performance and job satisfaction that are improved as a result of adequate participation in in-service include; teaching methods, the use of modern and improvised instructional materials, enhancement of teachers subject area competence, it provides to the teachers the ability to be at par with current developmental trends in the teaching profession, and fosters cohesion between principals, teachers and students relationship. These findings as outlined in this study is in line with the impact of in-service in several studies to include that of Udey (2002), Nakpodia (2008), Jibowo (2004), Akinbode (1996) and Udofia & Ikpe (2012). The experience teachers would derived from adequate training and retraining no-doubt led to job effectiveness, motivation and satisfaction on the job. Where teachers are deprive of this opportunities, they might not likely live up to expectations and when frustration sets in that might reflect in poor attitude and commitment to work.

Table: 2 Impact of In-Service Training on Teachers Job Satisfaction

Items	Agreed (%)	Disagreed (%)
Teachers who go for higher training always come back with new ideas and innovations to teach the students.	349 (100)	0 (0)
Has in-service training improved your teaching skills?	349 (100)	0 (0)
Has in-service training improved your method of transferring knowledge to students?	159 (45.6)	190 (54.4)
Teachers learn the use of modern instructional materials in teaching after in-service training?	134 (38.4)	215 (61.6)
In-service training enhances teacher competence in their subject area?	278 (79.7)	71 (20.3)
Teachers who go for training frequently teach better	18 (5.2)	331 (94.8)
In-service training widens the scope of teachers.	349 (100)	0 (0)
In-service training keep teachers abreast of new trends in the education profession	349 (100)	0 (0)
In-service training promotes teacher/ students classroom relationship?	291 (83.4)	58 (16.6)
There is an improved relationship between Teachers and Principals after in-service training.	24 (6.8)	325 (93.1)
Certificate(s)/qualification(s) obtained after in-service training?	349 (100)	0 (0)
There is a need for in-service training improvement/advancement	349 (100)	0 (0)
Does your involvement in the in-service training motivate you to do your best in teaching?	349 (100)	0 (0)

Source: Authors work, 2018.

1.2.3 Implication of in-service training on teacher's job satisfaction in public secondary schools in Rivers state.

In view of the impact of in-service training on teachers job satisfaction discussed above, the implications of partaking or not is enormous. Therefore, the study clearly shows perception of teachers on the implications of in-service training. The questionnaire data obtained indicates that 9.7% of teachers agreed that they learnt how to use ICT (information communication technology) through participation in in-service training, against 90.3% who disagreed which such assertion. Arguing that majority of them have in one time or other acquired such skills and they continuously go for further training for self-development against the odds of the government not giving them the opportunity to go for such training.

It is in line of the inability of teachers to attend series or constant training and retraining over the years as indicated in table 4.8, gave rise to a debatable ratio or margin of 54.2% agreed to learn more about class room organizational skills through in-service, while 45.8% disagreed, this finding is in line with the study of Ajadi, Ejieh, & Salawu (2008). Teachers who engage in in-service training tend to enhance their communication skills; 20.3% of teachers agreed to that while majority

(79.7%) totally disagreed with such assertions.

89.4% of teachers agreed that written report about teacher's in-service training performance helps assess their individual competence, while it is obvious to note that 100% of teachers agreed that feedback from teachers after they have attended in-service training benefits other teachers and students respectively. And they learn more about effective and efficient curriculum implementation.

The survey data obtained on the implication of in-service training shows a positive-negative output on the side of the teachers who verbally argued during the interview session that, if all things been equal, in a normal working environment teachers are supposed to constantly attend training and retraining workshops despite the university of educational training to keep them abreast with current educational development in the course of their teaching profession. While 85.1% of teachers agreed to the fact that teachers who participate in in-service training impact positively on students' academic achievement. Several studies have added voice to the need for in-service training and its positive implications, Udofia & Ikpe (2012) in their study suggested that, if the African teacher is to cope adequately

with the nature of task that lies ahead of him, he has to be well trained of his job.

But the situation is totally different of teachers of public secondary schools in Rivers state who over the years have barely attended just once or twice in-service training. 93.1% of sampled teachers agreed that not attending in-service training negatively affect teacher's performance and job satisfaction.

The multiple regression result on table 3 indicates that public secondary school

teacher's job satisfaction has a strong significant relationship with the variable measured with. The result as seen in the output below gave a very high regression coefficient of 1.00 making the null hypothesis to be rejected and the alternate hypothesis accepted. The alternate states that "public secondary school teacher's job satisfaction is influenced by number of students, teachers training, remuneration, instructional materials, conducive classroom, and promotion".

Table 3: Multiple Regression

	Mean	Std. Deviation	N
Job Satisfaction	85.0000	115.68636	4
No of Students	85.0000	78.84584	4
Renumeration	85.0000	57.97701	4
Instructional Material	85.0000	63.98437	4
Conducive Environment	70.0000	94.94209	4
Promotion	85.0000	118.81077	4
Teachers' Training	85.0000	107.33437	4

Table 5: Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig.
1	1.000 ^a	1.000	.	1.000	.	3	0	.

a. Predictors: (Constant), Teachers' Training, Promotion, Renumeration

b. Dependent Variable: Job satisfaction

Conclusion

In view of the findings, it is obvious that the teachers of public secondary schools in Rivers state are lacking behind in adequate in-service training and the likes. The positive impact of in-service training are numerous because it improves teacher's prowess and in return positively affects the students under tutelage. So therefore the need for frequent in-service training of public secondary school teachers in Rivers state. It is certain that the teachers who engage in in-service training tend to acquire certain personal and teaching skills. The development of teachers through in-service training is essential to nature/level of their commitment to work, job performance and satisfaction among others.

The importance of in-service training cannot be over emphasized. Therefore, to ensure adequate participation of public secondary schools teachers, the state government through the ministry and educational boards should organized frequent and relevant teachers training programs.

To realize the much needed impact of the in-service training and other relevant teachers training programs, the Rivers state government should enable her public secondary school teachers to access

adequate monetary grants to enable self-development among this will promote maximum job efficiency in teachers input.

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