

**ENHANCING THE INSTRUCTIONAL DELIVERY OF PRIMARY SCHOOL TEACHERS
THROUGH IN - SERVICE TRAINING AMIDST SECURITY CHALLENGES OF THE 21st
CENTURY**

BY

**Omoniwa, Femi Adekunle (Ph.D): Department of Curriculum and Instruction, Federal College of
Education, Zaria; E-mail: servekorp006@yahoo.co.uk**

&

**Shuaibu Garba: Department of Early Childhood Education, School of Early Childhood and Care
Education and Primary Education, Jigawa State College of Education, Gumel;
E-mail: sgtaura2@gmail.com**

Abstract

This paper focuses on enhancing the instructional delivery of primary school teachers through in - service training amidst security challenges of the 21st century. Teachers are the engine room of the nation's educational system and as such, their level of instructional delivery of the curriculum contents matters a lot. This was in view of criticisms in several quarters of teachers' poor performance at the primary schools and the need for it to be improved upon via in - service training as a means to guide against security lapses presently bedeviling the nation now or in the nearer future. Adversely, a lot of factors have been identified to have or still affecting primary school teachers' service delivery making the objectives of education at this level a mirage. It is important to note that primary education provides the foundation to other higher education and can also be said to have sustain life. In view of the aforementioned, this paper discusses concepts of teaching, primary education and in - service training. What to expect from in - service training of school teachers, instructional delivery process at the primary: at present; and security challenges faced with in the 21st century. In the end, the paper recommended that

Keywords: Instructional delivery, Primary school and In-service training

Introduction

To achieve the desired educational objectives, school curricula including that of primary education requires utmost support of human and material resources to succeed. At the fore front of this, are the teachers, whose aim at achieving instructional objectives becomes a reality with solid instructional plans, contents, teaching strategies and effective assessment. Before now, information from different sources including that of the writers suggest that instructional delivery at this level had been so poor due to various factors. These include poor pre - employment training of teachers, lack or inadequate instructional materials, poor communication between the pupils and the teachers among others. Reports credited to Ochuba in Bonney, Amoah, Micah, Ahiameny, and Lemaire (2015) concurred that there has been a public outcry on the continual decline in the standards of education in Nigeria. These are widely indicated in public examinations and performance of education outputs that are considered unfit for placement in other schools or for employment purposes.

In order for teaching at this level to be effective and as such, to avert imminent security bridges arising from the type of education offered, it is therefore essential for every teacher to be able to understand the government provided curriculum, and as well integrate appropriate instructional materials into his/ her teaching strategies. There is no doubt that most teachers in the primary schools have undergone the pre - service training prior to their employment. In - service training for these same set of teachers has remained a luxury over the years. The gap between the pre and post employment era as reflected in the performance of learners especially in the face of security challenges are pointers to the fact that there is need for refresher training. A teacher's choice of instructional delivery in the classrooms should not only be based on what fits/suits him or her but also putting into consideration the subject area, school mission statement, and class demography. Irrespective of whatsoever the schools physical beauty or magnificence may be, it is of great benefit to know that the pupil's survival depends also on the instructional delivery of the class teachers.

In their contributions, Ayodele and Adegbile (2003) indicated that the development of pupils in terms of the quality of education is dependent on the quality of knowledge that their teachers have. All over the world, there is a technological revolution in education which according to Etim (1998) suggests that teachers must be part of viz - a - viz in - service training. Teachers no doubt shape the direction and

influence 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 largely on the quality of training received by them since the quality of educational outcomes depends on the quality of teachers in this system.

Primary Education

Primary education is the foundation of formal education across all countries of the world.

In Nigeria, according to the national policy on education, primary education is the education given to children between the bracket ages of 6 and 11 years plus. Education at the primary level is therefore, basic to life. One is therefore not surprised why the United Nations (UN) charter and the constitution of most nations provide this level of education to their members. It is an essential component in the echelon of educational system of every nation. In order to qualify for other levels of education one must first pass through primary school, as such it is an institution upon which all other levels of education and educational achievements are built.

Primary education prepares the mind and trains the child for higher and tougher academic pursuits. It further provides young learners with the fundamentals of reading, writing, skill acquisition, information and attitudes necessary for proper adjustment into the society. Unfortunately, not all recipients of primary education advance to other levels for obvious reasons of poor academic attainment owing to record of poor teacher quality who have taken up employment at this level (primary school). The National Policy on Education (2004), outlined the objectives of primary education in Nigeria to:

- (a) Inculcate permanent literacy and numeracy, and ability to communicate effectively;
- (b) Lay a sound basis for scientific and reflective thinking;
- (c) Give citizenship education as a basis for effective participation in and contribution to the life of the society;
- (d) Mould the character and develop sound attitude and morals in the child and;
- (e) Develop in the child the ability to adapt to his changing environment among others. In order to achieve the above laudable objectives, as enunciated by the national policy on education (2004), the primary school curriculum shall include: Languages: (a) Language of the environment (b) English (c) French; Mathematics; Science; Physical and Health Education; Religious Knowledge; Agriculture/Home Economics; Social Studies and Citizenship Education and Cultural and Creative Arts (Drawing, Handicraft, Music and Cultural Activities).

The same NPE reiterate that primary education shall be tuition free, universal and compulsory. Educational services such as library, basic health scheme, counseling etc shall be provided. Teaching shall be by *practical, exploratory and experimental methods*. In addition, the medium of instruction shall be language of the environment for the first three years. During this period, English shall be taught as a subject. That advancement from one class to another shall be based on continuous assessment and also the Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school. The federal government also promised to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non - formal education to enable such early leavers to continue with their education.

Concept of In - Service Training

In - service training programme refers to all activities intended to increase the skills and capabilities of personnel. Such programme may include the education provided for employees (in this case, teachers) either in schools or by other bodies. According to Okoli cited by Maclean (2018), argued that regardless of an employee pre - service training level, there is a 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. Redmond (2010) saw in - service training 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.

The missing factor in many cases is therefore lack of adequate skills, and knowledge, which can only be acquired through training and retraining after employment (Bassey, Bassey, Ojua & Ohong, 2011). Commenting further, Iboma (2008) was of the opinion that effective re - training can change the entire view of classroom teachers in a school and make the sector more productive as new skills and attitudes are

developed by them. The reasons for in - service training of teachers are enormous. There is no doubt that the national policy on education (FRN, 2014) prescribed NCE as the minimum teaching qualification in Nigeria. Consequently, teachers now engage in one form of in - service training or the other to cater for their inadequacies and extend their professional competences. Furthermore, Okolo (2013) asserted that education is the key to human capital development and the system must be subjected to reforms and repositioning as state education system do not transform societies. Alabi and Ige (2014) highlighted the purpose of in - service training of teachers as follows:

1. Preponderance of unqualified teachers in the educational system;
2. Improvement of the curriculum;
3. Issue of unemployment;
4. Unsatisfied admission demands;
5. Degrading quality of teaching and;
6. Poor performance of students in examinations.

Instructional delivery process in Primary Schools

Akinbote in Ojo, Akintomide and Ehindero (2012) commented that the primary school years are very important years in a child's intellectual and all around development, therefore all primary school teachers should be intellectually sound to teach the school children with diverse interests, and capabilities. A teacher is the central point of learning in a classroom situation. At the primary school level in Nigeria, a teacher teaches across all the subjects irrespective of his/her area of specialization. Each class has a teacher who stays with the learners for most of the day on weekly basis, and teaches the whole curriculum content without any complaints (Odogwu in Ojo, Akintomide and Ehindero (2012).

They (primary school teachers) have limited mathematical knowledge because most of them are not specialists in it. In that regard, they prefer to devote their time and effort to other subjects. Igboko (1975) described the foundation being laid for mathematics at the primary schools as anything but strong and firm. He also observed that mathematics ranked high among those subjects which are poorly handled by teachers and greatly dreaded by the pupils. He emphasized that the status of mathematics in the primary school determines largely its status in the secondary schools as well as its success or failure in the University.

Solo and Solon in Ojo, Akintomide and Ehindero (2012) reported that teachers are of the opinion that the generalist teaching requirements of the curriculum reform especially for skills, attitudes and behaviours associated with - Making a Living subject places high demand on teacher's knowledge and skills of the strands and sub-strand teaching relationships. In England it has been argued that the idea of the generalist is outdated and does not reflect practice (Alexander, Rose and Woodhead, 1992) and as such, four types of primary specialist teachers were introduced (OFSTED, 1997). Primary science as included in the curriculum of primary school was designed to help achieve some specified goals and objectives (Osokoya, 2002). All students of science, at whatever level are expected to be exposed to learning that can develop traits of science in them. The development should be such that their knowledge of science and experiences gathered should be geared towards applying it to solve practical real life problems. The primary school is just the right place to start laying foundation of such development.

Two of the core subjects through which the goals of education could be achieved are Basic Science and Technology and Basic Science which were formerly Primary Science and Integrated Science in Primary School and Junior Secondary School respectively since the year 2005. However when the Federal Government of Nigeria declared the 9-year basic education programme, there were series of revision, restructuring and re-alignment of the Basic Science and Technology Curriculum. This was done more especially to meet up with the targets of the context of National Economic Empowerment Development Strategies (NEEDS) and the Millennium Development Goals (MDGs). The new Curriculum became operational in 2008.

Mbajjorgu (2003) noted that children like science, and that it is at the primary school level that wandering and inquiry minds are nurtured. It is therefore the duty of the BST teachers to spark the interest of their pupils at this foundation level to make them like science such that they can eventually choose science related professions when they grow old. According to Babatunde (2009), the skills and knowledge teachers take to the classroom determines to a large extent what takes place in the class. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn

independently. Matimbe (2014) is of the view that lack of instructional materials such as syllabi and textbooks during teaching and learning process negatively affects effective teaching. It is argued that for effective teaching and learning to take place, teachers need to possess some sufficient degree of experience. Mavhundutse (2014) is of the view that experience is one of the major factors contributing towards effective teaching. Most people argue that experience is the best teacher. On the contrary, Department of Education (2012) found that those teachers who had been recently trained and less experienced are more effective than the more experienced.

Time management is raised as a factor that contributes towards ineffective teaching. It is important for teachers to manage their time and cover the whole syllabus so that pupils gain adequate content to tackle examinations. Schools that are efficient in terms of time management are at an advantage in terms of effectiveness. School efficiency is a measure of how well resources are being utilised to produce outputs. The most important resource which schools should effectively use is time (Delvin, Kift & Nelson, 2012).

Security Challenges of the 21st Century in Nigeria

Few of the security challenges discussed here which may require sound and basis foundational education to be addressed are:

1. **Kidnapping:** Kidnapping is one of the criminal activities that have continued to pose serious security threat to the Nigerian State. According to Chukwurah (2011), kidnapping is conceived as the act of illegally taking someone away and keeping him as a prisoner for the purpose of receiving ransom (money in return). Historically, kidnapping in some other parts of Nigeria, could be traced to hostilities, conflicts, crises and violence in the Niger Delta region (Igbokwe, 2009). The challenges posed by this criminal dimension on Nigeria's perennial internal security checklist painted negative image of the country nationally and internationally. Initially, kidnapping were targeted at prominent indigenes and those linked to politics but in recent times, no one is exempted including the little school children on their way from or to school. The violent nature of kidnapping and its socio - economic implication on the economy of Nigeria are enormous. It has affected manufacturing companies and schools inclusive.
2. **Boko Haram Crises:** The group was founded in 2002 in Maiduguri by Utaz Mohammed Yusuf (Ikuomola, 2011). In 2004, this terrorist group moved to Kanamma in Yobe, where it sets up a base called "Afghanistan", The "Afghanistan" therefore, became the group's base to launch terror and frequent attack on near - by police outposts and killings of police officers (Awowole, 2010).
3. **Fulani Herdsmen Attacks:** Another ugly internal security challenge that currently perturbs the government and people of Nigeria is the incessant mayhem launched by Fulani Herdsmen mostly to farmers in the Northern part of the country. "Fulani" is an ethnic nationality found in core northern states of Nigeria, such as Adamawa, Bauchi, Kano, Katsina, Sokoto, among others. Their traditional occupation prior to the current wave of globalization and western civilization is cattle rearing which they move their cattles from one geographical location to another. They do this most often because of delays in rainfall in the region. Between October and March every year, the "Fulanis" find it difficult to feed their cattles as grasses usually die during the period. Hence, they move to Southern part of the country in search of green pastures for their cattles. It is significant to note that the Fulanis move back to the Northern part of Nigeria during raining season.
4. **Poverty:** According to Case and Ray in Ismail (2010), poverty is defined as people with very low incomes. Besides, poverty should be measured by examining or calculating how much it costs to buy the basic necessities of life, a minimally adequate diet, the minimum housing unit and so forth. A country that is perceived to be poor has failed to cater for her citizenry, lacks amenities and lives in fear. Its depth can best be seen from the thousands of urban slums that criss - crossed the country in which millions live in infested conditions without access to sanitary facilities, drinking water, medical care or affordable education for their children. On these streets, children of school age hawk, young women prostitute, young men peddle drugs and tout in motor-parks, and the aged and physically challenged beg for sustenance (Aliyu, 2012).
5. **Health Challenges:** In developing countries, the major causes of death are infectious and parasitic, which kills 17 million people annually. According to the United Nations, in both developing and developed countries, the threat of health security is usually greater among poor people living in the rural areas. This is mainly due to malnutrition and insufficient supply of medicine, lack of access to clean drinking water and other necessities of life. Nigeria as a developing country is faced with a declining healthcare system that requires urgent assessment and management. A vast population of Nigerians continues to be affected by poverty - driven diseases and natural hazards.

Suggestions

The recommendations of this paper are as follows:

1. That government should put in place a scheme to reward excellent and productive primary school teachers with passion and commitment to succeed.
2. That critical stakeholders in the education industry particularly at the primary school level should brainstorm on how best different subjects can be effectively taught at different times. This should be in mind the geopolitical location and other related factors.
3. That government should commit a chunk of their allocation to the sector to compensate teachers who have consistently upgrade and develop themselves.
4. Efforts should be made to assess pupils especially at higher classes on the three (3) domains of learning as to find out what would be their decisions in the face of security challenges.

Conclusion

Teachers remain an important wheel in the nation's educational drive. If therefore they are not properly trained and retrained, education which is not only essential but indispensable of human existence will be in dilemma. They need to function as much as is expected through effective lesson delivery of subjects which they handled at the primary school level. Not only to satisfying their conscious but provide what will help the learners to be security alert in the face of Kidnapping, Boko Haram attacks, Fulani Herders' attacks, poverty and health challenges. All these amount to serious challenges on our educational system especially primary form of education. This is because it is the foundation to other education and is basis to life of everyone. Insecurity is usually of international dimension. The persons/groups that make nations insecure continue to migrate and spread the gospel of hatred across national boundaries. There is therefore the need for international action to combat the rising tide. In Nigeria, nay developing countries, there is need for official action to manage the menace particularly as they affect the children and specially, the girl - child. Absolutely, there can be no growth and development in an atmosphere of insecurity.

References

- Adediran, A. A. (2014). *Students centred Teaching methods and utilization of instructional strategies for effective social studies teaching*, paper presented at the 58th World Assembly of the international council on Education for teaching (ICET) at the university of Ontario institute of technology, oshacma, ontario, Canada between 15th - 20th June, 2014.
- Alabi, F. O. and Ige, A. M. (2014) issues in in-service education provision for teachers in Nigeria. The way forward in this decade and beyond. *International Journal of Humanities, Social Sciences and Education (IJHSSE)* Vol. 1, Issue 12, Dec. pp. 126-132 ISSN 2349-0381 (online)
- Alexander, R., Rose, J., & Woodhead, C. (1992). *Curriculum organisation and classroom practice in primary schools - A discussion paper*. London: Department of Education and Science.
- Aliyu, M. K. (2012). Nigeria's Security Challenges and the Crisis of Development: Towards a New Framework for Analysis. *International Journal of Developing Societies*, Vol. 1, No. 3, 2012, 107 - 116
- Awowole, B. (2010). *Bombs Blast Victim to Lose one Eye*. Daily Sun Newspaper, October 6, p.6.
- Babatunde, A. A. (2009). *Some teachers' factors as correlates of pupils learning outcomes in core subjects in primary schools in South Western Nigeria*. Unpublished Ph.D Thesis, University of Ibadan.
- Bassey, U.A. Bassey, A.O; Ojua, T. A & Ottong, J.G. (2011). Impact of training and retraining on teachers' productivity: An empirical analysis of public schools in Calabar South, Nigeria. *Journal of Education and leadership. Development. 3-12*
- Bonney, E. A., Amoah, D.F., Micah, S. A., Ahiameny, C., & Lemaire, M. B. (2015). The Relationship between the Quality of Teachers and Pupils Academic Performance in the STMA Junior High Schools of the Western Region of Ghana. *Journal of Education and Practice*, Vol.6, No.24, 2015, ISSN 2222-288X (Online)
- Chukwurah, H. (2011). *How Kidnapped Corps Members were freed*. Daily Sun Newspaper, p.9
- Delvin, M., Kift, S. & Nelson, K. (2012). Effective teaching and support of students from low socioeconomic status backgrounds: Practical advice for teaching staff. Resources for Australian higher education. Australian Government Office for Learning and Teaching
- Department of Education, Sport and Culture. (2012). *Education Regulations*. Harare: Government Printers. Federal Republic of Nigeria. (FRN). (2004). National Policy on Education. Abuja: NERDC
- Igbokwe, C. (2009). Kidnap Birth of Terror Merchandise. Daily Sun Newspaper. December 12, p. 4.

- Ikuomola, V. (2011). *Boko Haram: Senator to stay in SSS Custody says Court*. The Nigerian Newspaper, December 13, p.2.
- Ismail, H. A. (2010). *The effect of poverty on education in Nigeria: Obstacles and Solutions*. Retrieved from <https://www.researchgate.net/publication/228322091>
- Maclean, I. F. (2018). In - Service Training and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State. *International Journal of Scientific Research in Education*, 11(3B), 493 - 520. Retrieved from <http://www.ij sre.com>.
- Matimbe, R. J. (2014). *Financial Management*. Harare: Zimbabwe Open University.
- Mavhunditse, T. (2014). *Legal Perspectives in Education*. Harare: Zimbabwe Open University.
- Mbajjorgu, N. M (2003). *Science: The teachers' perspective an introduction to science education* Enugu: Institute for Development Studies
- Mbakwem, J. M. (2001). *New perspective in teacher education Oweri*: Hudson-Jade Nigeria enterprises
- Ojo, O. O., Akintomide, A. G, & Ehindero, S. A. (2012). Primary school teachers' comfortability with Generalised teaching in Public Schools in Osun State, Nigeria. *World Journal of Education*, Vol. 2, No. 1; February 2012
- Okolo, I. A. (2013). *Teachers education: A panacea for successful transformation in Nigeria*. A Seminar Paper presented at the 2013 National Conference of the Committee of Provost of Colleges of Education in Nigeria, Abuja.
- Olusola, F. J. (2015). Evaluation of Nigerian Teachers Performance by Some Selected Parents in Oke-Ogun Local Government Education Areas of Oyo State, Nigeria. *Journal of Educational and Social Research MC SER Publishing, Rome - Italy*, Vol. 5 No.2
- Osokoya, M. M. (2002). Effective teaching and learning of science in pre - primary and primary schools In A. Mansaray & I. O. Osokoya (Eds), *Curriculum development at the turn of the century*, 141 - 158. Ibadan: University of Ibadan.
- Oyetunde, J.O. (1990). *Instructional strategies some essential considerations in Alaezi O. (Eds) Ground work of teaching strategies in Nigeria*, Jos: Fab Anieb (Nigeria) Ltd