

TEACHERS' TRAINING NEEDS FOR SUSTAINABLE FUNCTIONAL SECONDARY EDUCATION IN IMO STATE, NIGERIA

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ABSTRACT

This study examined “Teachers’ Training Needs for Sustainable Functional Secondary Education in Imo State, Nigeria. Two research questions and one null hypothesis guided the study. The study adopted analytical survey research design. The population comprised all the 317 principals in the 317 public senior secondary schools in Imo State. A sample of 216 principals (155 male and 61 females), which represents 68% was drawn using proportionate stratified sampling technique from the three Senatorial Districts. The instrument that was used for data collection was a self-designed 14-item questionnaire entitled: “Teachers’ Training Needs Questionnaire (TTNQ).” The questionnaire was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach’s Alpha statistics to establish the internal consistency of the questionnaire items, and the coefficient of 0.86 and 0.67 were obtained for the two clusters respectively. The research questions were answered using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed, among others, that principals agreed that teachers need to be trained for a sustainable functional education in Imo State. These training needs include: training teachers on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners’ needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to meet the challenges of the 21st century teaching. Based on the findings, the researchers recommended among others, that the principals, as change agents should strive to meet teachers’ training needs in order to achieve the sustainable functional education society expects from the school system.

Keywords: Teachers’ training needs, sustainable and functional education.