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**CURRICULUM IMPLEMENTATION AND IN-SERVICE TRAINING  
OF TEACHERS IN ENGLISH LANGUAGE:  
A PANACEA FOR FUNCTIONAL EDUCATIONAL  
SYSTEM IN NIGERIA**

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**Abstract**

Every functional education depends on the quality of teachers in the system. This is because teachers are the major implementers of the curriculum. Therefore, a consideration of a stable and functional educational system should involve consistent provision of in-service training of teachers for effective and efficient implementation of the curriculum for Nigerian schools. Consistent development and provision of in-service training of teachers in English language will improve the capability of teachers for efficient use of the curriculum, being the implementers of the educational programmes. As such, there is a need for organizing in-service training programmes for teachers and provision of adequate supply of human and material resources for educational productivity and consolidation of the Nigerian educational system. It is the concern of this paper to consider the need for organizing in-service training of teachers in English language, for efficient curriculum implementation by professionally trained teachers and curriculum innovation for qualitative and functional educational system in Nigeria.

**Keywords:** Education, curriculum, in-service training

**Introduction**

Education is a continuous process of upgrading or renewal of knowledge in order to promote quality learning outcomes. This cannot be effectively done without the instructional effort of teachers who constitute the pivot of any school system. Nigeria as a developing country consistently need to be organizing in-service training for their teachers to facilitate efficient and effective implementation of curriculum for teaching productivity and functional Nigerian educational system. The rate of academic development and the increasing demand with regards to knowledge require a constantly and regularly updated teaching workforce that is, teachers that are professionally trained and have acquired skills with regard to the changing job content and environment. To meet these requirements, there is need for organizing in-service training for teacher to keep them updated in the society. Also, effective and functional curriculum implementation involves professionally trained teachers because they constitute the vital force as part of the implementers of the curriculum at every stage of the educational programme. Therefore, teachers are important factor in educational development. The quality of teachers determines the quality of their output. As such, no educational system can be consolidated without the development of the teachers that are the major implementers of the curriculum.

The National Policy on Education (2004); section 8, stated that "in-service training shall be developed as an integral part of continuing teacher education and shall also take care of inadequacies..." The policy stressed the importance of in-service training and further stated that "efforts towards the improvement of quality education at the primary and secondary levels shall include regular in-service training programmes for teachers and head teachers". These two policy statements underscore the necessity of regular training and re-training of teachers for consolidating the Nigerian educational system. This will enhance continuing teacher development and improvement of the quality of education offered to learners at primary and secondary levels. It is also a pointer to the fact that education, even for teachers, is a continuous and life-long process.

Therefore, it is hoped that effective management of teachers through the provision of funds, redistribution of teachers among schools, and provision of in-service training for teachers will not only improve the quality of education and consolidate the educational system; but that the curriculum for the Nigerian schools will be effectively and efficiently implemented towards the fulfillment of educational goals and objectives.

### **The Concept of In-service Training**

In-service training refers to training given to teachers who are already in-service in order to improve their instructional knowledge, skills, techniques, methods and attitudes as well as make them adapt to innovation in the teaching profession (Dilaver, 2018). In-service training therefore connotes education for employees to help them develop their skills in a specific discipline or occupation (Adler & Reed, 2019). According to Onwugbolu (2008), In-service training is a programme or course of study arranged to come in between work periods and work-free periods or course of business or industrial study including periods, usually 3-6 months spent in working for a company or school. This suggests that in-service training is a service of planned instructional programmes designed for a specified group(s) of professional staff for the purpose of promoting growth and job competence.

Significantly, knowledge and skills acquired during in-service training help teachers to carry out their duties effectively. Mkpa (2002) stressed that in-service training of teachers is a life-long teacher education which cultivates in teachers the attitude of learning. Similarly, Olude (2004) sees in-service training as a veritable means of keeping teachers abreast of current professional needs for their overall improvement in particular and the educational system in general. It includes seminars conferences and internship where participants are involved in practical works or field trips. In the teaching profession, the teacher constitutes a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the "teacher factor". The quality of the teacher, to a large extent, determines the quality of the educational system (Rogers 1973). It should be recognized that, production of quality teachers will enhance the consolidation of educational system in Nigeria. Therefore, in-service training of teachers in English language will enhance quality teaching and better teachers' productivity and consolidation of the Nigerian educational system.

### **Efficient Curriculum Implementation for Qualitative Teaching Outcome**

The comprehensive nature of the secondary school curriculum necessitates the in-service training of specialist teachers, especially in English Language. It should be noted that, there had been a rush for the expansion of facilities for training English language teachers in Nigeria. Since the late 1970s and between 1977 and 1985, efforts have been geared towards the raising of the quality and quantity of manpower needed for the efficient implementation of the curriculum and qualitative teaching outcome (Eze,2016). Nigeria has a laudable educational system like many other countries of the world. Each country has its peculiar characteristics and thereby adopts its policies to meet its own social, economic, political and cultural needs (Fatile, 2005). As a result, each country needs different strategies to realize the basic policies which are crucial to the development of education in the general education policies because of the pressing need for more sophisticated type of education. The National Policy on Education states the five objectives of education vis-à-vis the building of: a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation, a great and dynamic economy, and a land of bright and full opportunities for all citizens (NPE, 2004). Two of the stated objectives called for pragmatism of re-education. That is practical or vocational aspects of education coupled with craft knowledge. This kind of educational ideas and objectives need be consolidated through effective re-training of professional teachers in English language. This will also help in determining the quality of teachers' productivity, and teaching outcome.

Teachers' productivity is an important factor in educational development and also a vital factor in consolidating the Nigerian educational system. In-service training of teachers determines the quality of the out-put and no nation can progress without the effective development and management of teachers (Sofoyeke,2014). Therefore, in-service training of English language teachers will encourage functional educational system in Nigeria. This is very necessary because English being a functional language has so many aspects which every qualified English language teacher should be able to master for effective teaching productivity. The enhancement of qualitative teaching outcome will involve the improvement of the quality of English language teachers to meet the needs of the learners, fulfill educational goals and satisfy the need of the society at large. The major problem militating against the smooth running and consolidation of Nigerian system of education is the implementation. This may be due to lack of certain resources either human or material. There are some problems aligned with the 9-3-4 system of education; these include the curriculum problem. Although there is a well defined curriculum on paper for the programme, but one cannot at present talk of good outcome of this system; especially in the lower secondary school education since the inception of the programme. There is also the problem of accommodating students who have finished the first section of the secondary school system. Inadequate classrooms, inadequate workshops, laboratories, and other needed materials make it impossible to implement to the letter what was

written in the curriculum. There are also the problems of getting well-trained professional teachers to install some educative machines for effective teaching and learning and the idea of using the foreign technicians' results to heavy spending on the part of the government. More importantly, is the mixing of the old 6-3-3-4 system of education with the new system. This has complicated the whole system even the curriculum. It is difficult to explain the idea of junior and senior secondary schools to the populace. These and other problems hindered the smooth running of the Nigerian educational system.

#### **The Role of English Language Teachers in Productive Curriculum Implementation**

A teacher is a person who consciously and deliberately organizes systematic instructions for learners/students. That is, a teacher imparts knowledge to others. A teacher therefore supposes to be the one that should exclusively be regarded as honorable members of the society. This is because teachers are the molders of life and character of the young citizens through various training programmes in our schools; they occupy strategic positions in curriculum planning, development, and implementation (Dada, 2016). Therefore, for functional educational system in Nigeria; teachers in English language should be recognized as a vital consolidating factor sustaining the position of Nigerian educational system. The curriculum is being interpreted, moderated and disseminated by the teacher through the English language. This shows that the English language held a very important position in

Nigeria. It is the national language occupying the place of daily interaction and as a medium of instruction. It is to be found that English plays a vital role in Nigeria to such extent that, the language had almost been natives. It was also observed by Akindele and Adegbite (2017), that, "English is an elitist language in Nigeria" since it is the means of acquiring the formal education. English is synonymous with formal education in Nigeria; the ability to speak English, places the speaker high on the social ladder than one who is unable to speak it; and the productive implementation of the curriculum is effectively done by professional English language teachers.

On the whole, English language is the means by which teachers can implement the educational system effectively and productively. Teachers who have this vital responsibility of implementing the curriculum need to be adequately prepared for the great task.

#### **Views on Teachers Preparation and Productivity in English Language**

As it has been examined earlier, the English language plays a vital role in Nigeria education and her political economy. As such, the interest and attitudes of teachers in English language towards effective, functional and Vibrant outcome or productivity is worthy of serious examination. By the launching of the Universal Primary Education (U.P.E.) scheme in 1976, Nigerians had six years to prepare for the next stage which was the launching of the junior secondary school scheme. The curriculum at this stage is more diversified and emphases are placed on the teaching of prevocational subjects in addition to two Nigerian languages. Therefore, the comprehensive nature of the secondary school programme necessitates adequate preparation of teachers for effective productivity in English language (Eze,2016). Teachers' productivity is an important factor in educational development and also a vital factor in consolidating the Nigerian educational system. In-service training of teachers determines the quality of the out-put and no nation can progress without the effective development and management of teachers. A teacher of English language is a person who consciously and deliberately organizes systematic instructions for learners. Therefore, teacher's competence, effectiveness and efficiency in the teaching of the subject constitute a critical factor in the success of the Nigeria educational system. In-service training of English language teachers is a vital tool for functional educational system in Nigeria. This is because English being a functional language in Nigeria has so many aspects which every qualified English language teacher should be able to master for effective teaching productivity.

#### **In-service Training of Teachers in English Language and Functional Educational System in Nigeria**

In- service training of teachers on the job in English language in order to enhance functional educational system in Nigeria and to improve the process of teaching and learning is very important in quality education. This is because it will encourage teacher development which aims at increasing the ability of individuals and groups to contribute to organizational effectiveness. While in-service training is designed to improve the English language teacher's skills, also development programmes are designed to educate employees beyond the requirements of their present position so that they will be prepared for promotion and be able to take a broader view of their role in the organization.

The need of in-service training of teachers in English language who are being promoted is self-evident, because every job usually requires training in new skills. For effective productivity of teachers and consolidation of Nigeria educational system, there is need for in-service training of school system (Olamide, 2017). The essence of in-service training is also to equip the teachers with the attitudes and skills to solve problems in teaching and learning. If teachers are effectively equipped with good knowledge and skills, there is no problem they cannot solve as it regards to making our educational functional. In-service training of English language teacher is in the ethnics of the profession to improve teachers methods, skills, and procedures to enhance their out-puts, efficiently and productivity. Over the years when teachers were employed in large number, induction trainings were organized for them by the ministry of education but of recent, employment is scarcely and secretly done and hence the few newly employed teachers do not undergo any form of induction.

#### **Curriculum Review and Innovation by the English Language Professional Teachers**

Gidado (2000) observed and identified "inappropriate and irrelevant curriculum" as a major factor hindering the achievement of educational goals. Dada (2016) advocated for curriculum innovation, he said "when curriculum is not achieving what is expected to achieve and when the conditions for which a curriculum was established have changed considerably, then achieving qualitative teaching outcome will be hindered". It should be realized that basic education must be tailored towards meeting the needs of the learner and the community in which he/she lives. Teaching and learning of English language will not count for much, if it cannot equip the beneficiaries with skills for lifelong learning and the survival of the educational system in Nigeria. Therefore, the English language curriculum should be reviewed and enriched in order to integrate the learner into the community rather than to alienate the learner from the community. Hence, the urgent need to review and enrich English language curriculum to ensure that they meet individual, community and nation needs as well as consolidating the educational system. Enriching curriculum for functional and qualitative teaching outcome will bring new challenges and improvement to technological advancement that is related to language teaching and appropriate language skills. Reviewing the English language curriculum should include research development; research has not been given its well-deserved attention in the area of curriculum development and implementation. Efforts must be made to accord priority to research as a catalyst for change and teachers' effectiveness and productivity in teaching English language as well as in other subjects. These and other factors will help in consolidating the educational system of the nation.

#### **Conclusion**

This paper has highlighted the various means by which English teachers can improve themselves on the job to influence their productivity and to be able to implement the educational programmes effectively. It should be borne in mind that teachers constitute a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the "teacher factor" especially when it has to do with the language of instruction and effective means of implementing the curriculum. The quality of the teacher, to a large extent, determines his/her productivity and the achievement of educational goals. It is therefore recommended that in-service training of teacher should be given a vital consideration for efficient curriculum implementation. Problems hindering production of quality teachers such as funding, poor quality of training, low motivation, lack of quality control and lack of in-service training should be seriously considered and urgent solutions should be provided with the hope of improving the quality of education through effective management of teachers on the job. The major problems militating against professionalism in teaching especially the effective management of teachers should be taken care of for effective productivity in teaching. The problem of inadequate provision of human, material and financial resources for curriculum development and implementation should be eroded. To revitalize education and consolidate educational system, government should provide enough fund, pay teachers' salaries, allowances, pensions and gratuities promptly. Curriculum review and innovation should be a consistent programme. Teachers' development programmes should be established, encouraged and should be given priority for functionality in the teaching profession. It is hoped that when the curriculum is being enriched and standardized according to the goals of education, and teachers are effectively developed, reinforced and re-distributed according to their disciplines, there will be improvement in the quality of education, stability and consolidation of educational system in Nigeria. It is also hoped that in-service training will equip the teachers with the attitudes and skills to solve the problem of functionality of Nigeria education.

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