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» Blessing E. Anyinkwa

Access to In-service Teacher Training and Quality in Education: A School-based Approach

INTRODUCTION

Teachers and their professional development have always taken a central and important place in most countries priorities, thus most leaders believe that schools are the best place to inculcate values to children of future generations. UNESCO underscores the role of teachers in the realization of education goals, in the development of a patriotic conscience and the emergence of a new citizen through education¹. Teacher training is therefore a major element if reconstructing of the education system is to be a success.

However, in Nigeria, two major aspects of teacher preparation undertaken by teacher education institutions (TEIS) include the pre-service and in-service training. The institutions responsible for these professional training as enlisted by the National Policy of Education include Colleges of Education, Faculties of Education, Institute of Education, NTI, Schools of Education, in the Polytechnics, National Institute for Nigerian Language (NINLAN) and National Mathematics Centre (NMC)².

The National Policy on Education (NPE) states *inter alia* that these institutions shall give the required professional training provided they continuously meet the required minimum standards³.

In addition, teacher education shall continue to take cognizance of changes in methodology and in the curriculum and teachers shall be regularly exposed to innovations in their profession. However, during the past decades, observations based on evidence showed no clear cut mission distinction between the teacher education institutions devoted to pre-service training seems to have been given much more importance since it was designed to answer both quantity and quality demands and funds were carefully planned and allotted to meet these objectives.

¹ UNESCO Institute of Statistics, Teacher Supply and Demand in Sub-Saharan Africa, www.uis.unesco.org/publications/teachers2006 (March 17, 2009).

² Federal Republic of Nigeria, *National Policy on Education*, Lagos 2004, p. 74-75.

³ Federal Republic of Nigeria, *National Policy on Education*, p. 74-75.

Despite this attention to pre-service training, there are yet indicators that the quality of teachers in our school system leaves much room to be desired. Aloy Ejiogu identified two levels of intellectualism, lethargy, laziness and procrastination, habitual/persistent truancy and absenteeism, unkept physical appearance, extortion and various forms of fraud, irresponsibility etc as characteristics of average Nigerian teacher at all levels of our education system. In addition, he found the level of teacher quality in terms of educational qualification at the primary and secondary school levels disturbing⁴.

Available statistics from Federal Ministry of Education reveal that only 49.96 percent of the primary school teachers, nationwide are said to be qualified. States like Bauchi, Jigawa, Zamfara, Yobe and Katsina recorded the least qualified teachers' respectively⁵.

With the negative behavioural tendencies identified by Ejiogu as well as the poor qualification of teachers, their role as nation builders and drivers of development remains a suspect as a weak teacher will ultimately produce a weak graduate⁶. Commenting on the quality of graduates of teacher education by Education Sector Analysis, Jaap Kuiper *et al.* noted that "[c]omplaints about newly appointed teachers, who have low levels of numeracy and literacy skills as well as inadequate knowledge in their chosen areas of subject specialization, are commonplace. The low quality of graduates from the teacher training colleges and universities who are joining the teaching profession is a major issue. The assessment tests (...) make it clear that students enter colleges and universities with very low levels of cognitive skills (...). Students are caught in a cycle of low achievement, teachers with inadequate cognitive skills, and then further low achievement by students"⁷. No doubt this has led to consistent production of teachers who have 'have no strength' with inadequate exposure to teaching practice, lacking in class control and management, shallow in knowledge of their subject matter, very weak in communication skills, lacking in self confidence and so on.

The need for in-service training or continuing professional development can therefore not be over-emphasized and, as Francis Isichei earlier puts it, "a teacher who is not constantly expanding and deepening his knowledge cannot do an adequate job"⁸. Quality in education is a multidimensional concept involving various

⁴ G. O. Ejiogu, *Nigeria Teachers Job Attitude and Their Effects of the Employees' Lateness*, in: A. M. Ejiogu, R. A. L. Alani (eds.), *Emergent Issues in Education*, Lagos 2000, p. 219-225.

⁵ *Baseline data: 2001 and Digest of Statistics*, Abuja 2005, p. 64.

⁶ *Baseline data: 2001 and Digest of Statistics*, p. 64.

⁷ J. Kuiper, H. Thomas, G. O. Olorisade, T. A. Adebayo, A. Maiyanga, A. Mohammed, *Transforming Teacher Education in Nigeria: A Case Study of Comprehensive Institutional Change at Oro College of Education*, p. 5. <http://www.deta.up.ac.za/archive2009/presentations/word/Kuiper.pdf> (May 10, 2007).

⁸ F. Isichei, *Gender Education & Socio-economic Growth in Nigeria*, in: A. M. Ejiogu, D. Ajeyalemi (eds.), *Emergent Issues in Nigerian Education*, Lagos 1997, p. 299-315.

inputs, processes and outcomes⁹. Among the indices, or inputs for quality education is the teaching force. Which must be qualitatively adequate, adequately educated and professionally prepared, pedagogically skilled and well motivated. Such teachers must be fully devoted to continuous self-improvement for concentrated promotion of education. Any form of in-service training or continuous professional development should therefore aim at providing further knowledge, skills and attitudes to the teacher to improve his/her performance on the job with a view to promoting quality in education.

Teacher development efforts for pre-service training are persistently and widely perceived as ineffective for in-service, conventional programmes. Available in-service programmes are not conducted on regular basis, neither are they properly evaluated. Their high-level cost is equally criticized for the relatively low results they yield while the level of politics involved in the selection process has also led to serious conflict in the system resulting in lack of peace experience by the management, members of the staffs and the students. Quality in education has come to be linked with such indicators as quality teachers, improved curriculum, delivery, quality infrastructures and facilities, conducive learning environment, provision of adequate learning materials, training and re-training of teachers, improved teacher-pupil ratio, parental involvement, increased and improved monitoring and supervision of learning and quality output among others¹⁰.

In her address at the flag-off of 2008 MDGs Workshop for teachers at Damaturu, the then Minister of State for Education Hajia Alshatu Jubril Dukku stated that among the issues and challenges militating against the smooth and effective implementation of the Universal Basic Education Programme are teacher quality, teacher supply and the dearth of teacher professional development programmes.

This has led to the intensifying efforts towards institutionalising teacher professional development at the basic education sub-sector through the allocation of 15 percent of the 70 percent UBE Matching Grant for Teacher professional development and the engagement of institutions to undertake teacher capacity development as against individual training providers (August 18, 2008). But the extent to which this has been achieved is still in doubt; there is so much corruption in system that this noble idea may hardly be achieved.

⁹ P. Obanya, *African Education in the EFA Decade*, Ibadan 2007, p. 231-224.

¹⁰ E. A. Okwilagwe, *Quality Assurance of Teaching and Learning Process of the UBE Primary Education through Effective Monitoring and Evaluation*, "Nigerian Journal of Educational Research and Evaluation" 2002, Vol. 4, No. 1, p. 79-86; J. A. Adebile, B. A. Adeyemi, *Enhancing Quality Assurance through Teachers' Effectiveness*, "Educational Research and Review" 2008, Vol. 3, No. 2, p. 61-65; A. I. Idowu, *Managing Conflicts in University: A Group Dynamic Approach*, "Ilorin Journal of Education" 1985, Vol. 5, p. 36-46; J. O. Obemeata, *Education: An Unprofitable Industry in Nigeria*, Ibadan 1995, p. 45.

STATEMENT OF THE PROBLEM

In Nigeria today, quality in education both at lower level of education and higher education is an issue of major concerns to all. Teacher development efforts for pre-service training are persistently and widely perceived as means towards promoting quality in education. However the extent to which this has been achieved has been under doubt due to policy provision and the level of implementation. Most often available in-service programmes are not conducted on regular basis, neither are they properly evaluated. Their high level cost is equally criticized for the relatively low results they yield while the level of politics involved in the selection process has also led to serious conflict in the system resulting in lack of peace experienced by the management, members of the staff and the students. This paper therefore seeks to examine policy provisions, and implementation of the in-service training (INSET) of teachers in basic education schools in Lagos State with a view to identify the strengths and weaknesses of the programmes and make recommendations for improvement and enhancing/boosting quality and access in education.

RESEARCH QUESTIONS

1. Is there quality in-service training for Lagos State public school teachers?
2. What types of in-service training are available for Lagos State school teachers?
3. To what extent is in-service training accessible to public school teachers?
4. What is the policy provision for in-service training of public school teachers in Lagos State?
5. What are the major challenges to access to in-service training in Lagos State?

METHODOLOGY

Research design

The study adopted a descriptive survey research design. Survey design is the study of large and small population (or universe) by selecting and studying samples chosen from the population to discover the relative incidence distribution and interrelations of sociological and psychological variables. Thus this method was deemed the most appropriate design for this study.

Population

The population comprises all the basic school teachers and Lagos State Ministry of Education officials.

Subjects

The Researcher used simple random sampling to select the subjects. The subjects of the study were 300 basic school teachers and 60 officials of Lagos State Ministry of Education. 50 teachers each were selected from five basic schools,

the schools used for the study were: Akoka Junior High School, Eleti-Odibo Junior Grammar School, Angus Junior High School and Ajayi Crowder Grammar School, all in Sabo Educational District.

Research Instrument

Questionnaire was the major instrument used for data collection. The questionnaire was divided into two sections: A and B. Section A contains the demographic information of the respondents while section B is a close ended questionnaire with few open ended questions designed to elicit the kind of information that is relevant to the research questions.

The responses were analyzed using Likert scale of preferences in descending order, rated 'strongly agree' attracting a score of four, 'agree' – a score of three, 'disagree' – a score of two, and 'strongly disagree' – a score of one while during analysis the responses for strongly agree and agree as well as disagree and strongly disagree were merged together for clarity.

The content and face validity of the instrument was carried out by expert drawn from Department of Adult Education, University of Lagos. The experts made necessary corrections and constructive criticisms which were useful for the preparation of the final draft of the questionnaire. A pilot study was later conducted with 50 teachers and 10 ministry officials. The teachers used for the pilot study were from Akoka Junior High School. With respect to reliability of the instrument, the test-retest method was employed in ascertaining the reliability of the questionnaire. The questionnaire was administered to the respondents after 2 weeks and the reliability coefficient for the instrument was 0.85

Procedure

The researchers personally administered the questionnaires to the subjects and patiently waited for them to fill their responses. The filled copies of the questionnaire were promptly collected from the respondents as soon as they were through with their responses. The 360 copies of the questionnaires administered were completely retrieved.

Data analysis

In analyzing the data, descriptive statistical method was employed using SPSS packages. The methods that were used include: percentage, frequency counts and mean while a bar chart was also used to represent some of the data.

Result and findings

Table 1. Availability of quality in-service training for Lagos State public school teachers

S/N	Item	Agree (Frequency) (%)	Disagree (Frequency) (%)
1.	In-service trainings are available for Lagos State teacher	189 (63)	111 (37)
2.	The presence of staff development programme is being felt in Lagos	100 (33.3)	200 (66.7)
3.	Only few teachers usually undergo staff development/in-service training	263 (87.7)	37 (12.3)
4.	In service training in Lagos public schools are politicised	206 (68.7)	94 (31.3)
5.	In service trainings are not organized to cover the areas of need of teachers in Lagos State	233 (77.7)	67 (22.3)
6.	In-service training is accessible for all teachers of Lagos State public schools	79 (26.3)	221 (73.7)

Note: figures outside parentheses are frequency distributions, (ii), figures in parentheses are percentage distributions

The result from the table 1 above shows that 63 percent of the teachers admitted that in-service training is available for Lagos State teachers while 37 percent of the respondents disagree with that above statement. However, 66.7 percent of the teachers also complained though the training may be available in paper the presence of such development program or retraining exercise are not being felt in Lagos public school. This finding is line with earlier report of other authors on poor presence of in-service training programmes for teachers in public schools¹¹.

Similarly 87.7 percent of the teachers agreed that only few teachers has benefited from in-service training of Lagos State. These findings are indicative that government has being paying lip services as regard to quality of teachers in Lagos State, thus this resulted in the inability of most public school teachers in meeting with the challenges of discharging their duties which has form a clogs on the wheel of the progress of the successful implementation of the UBE programs in the state. In the same vein 68.7 percent of the teachers also admitted that the issue of in-service training for teachers are politicised. Supporting this finding Martins Edna and Bob Richard had pointed the issue of politics in selection of teachers as a major

¹¹ A. Ikpe, *Total Quality Schools in Secondary Schools in Nigeria*, "Quality Assurance in Education" 2006, Vol. 14, p. 339-362.

set back on in-service training of Nigeria teachers¹². In the same light Eugenia A. Okwilagwe had also advocated for staff development method of training that will carry all teachers along rather than the current way of selecting teachers for the exercise¹³.

Furthermore, 77.7 percent of the respondents noted that most often the training is never organized to cover the areas of needed by teachers.

Concerning the accessibility of in-service training by public school teachers in Lagos, 73.1 percent of the respondents unanimously disagreed that in-service training are accessible for all teachers in Lagos. This is in line with other various scholars who have argued government to take the issue of retraining of teachers' serious if any impact will be made to education in terms of quality. Supporting this Dinah Hanlon argued that the poor funding of education has remained the sole problem to the issue of training and retraining of teachers¹⁴.

Table 2. Access to in-service training in the past five years

S/N	Item	Frequency	Percentage
1.	Never attended in service training	191	63.7
2.	I have attended only once	40	13.3
3.	I have attended twice in the last five years	28	9.3
4.	I have attended in-service training three times in the last five years	17	5.7
5.	More than three times	24	8.0
	Total	300	100

Note: figures outside parentheses are frequency distributions, (ii), figures in parentheses are percentage distributions

The table 2 above shows respondents access to in-service training. The result from the table above shows that only 24 teachers representing 8 percent of the teachers has attended this training more than three times in the past one. In this vein 63.7 percent of the teachers used for the study admitted that they have not attended

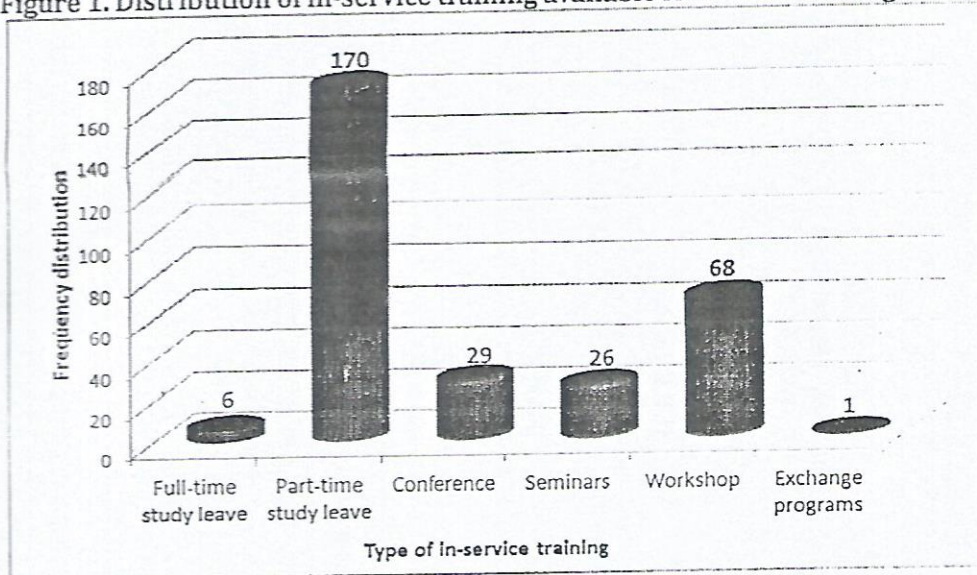
¹² A. Ikpe, *Total Quality Schools in Secondary Schools in Nigeria*, p. 339-362.

¹³ E. A. Okwilagwe, *Quality Assurance of Teaching and Learning Process of the UBE Primary Education through Effective Monitoring and Evaluation*, p. 79-86.

¹⁴ D. Hanlon, *The Effectiveness of Primary Religious Education In-service Training*, "British Journal of Religious Education" 2000, Vol. 22, No. 2, p. 103-114.

any in-service training organised by government in the past 5 years. Quality in education according is a multidimensional concept involving various inputs, processes and outcomes¹⁵. Among the indices, or inputs for quality education is the teaching force. Which must be qualitatively adequate, adequately educated and professionally prepared, pedagogically skilled and well motivated. Any form of in-service training or continuous professional development should therefore aim at providing further knowledge, skills and attitudes to the teacher to improve his/her performance on the job with a view to promoting quality in education which is not the case with the Nigeria teachers as evidence from this study has proved. Furthermore, only 13.3 percent of the respondents admitted that they have had access to the training only once in the last 5 years. 5.7 percent, three times and 9.3 two times.

Figure 1. Distribution of in-service training available for teachers in Lagos State



The figure 1 above show the distribution of the type of in-service training available for Lagos State teachers, 170 respondents representing 56.67 percent of the population admitted that the only in-service available for them are part time programme which are mainly self sponsored. Next on the list is workshop which has a response rate of 22.67 percent, i.e., 68 responses. Conferences and seminars as well as full time study have a low response in this order 29, 25 and 6 while exchange programme recorded the least response of one. The result from the figure above is an indication of failure in part of those responsible for providing in-service training for teachers.

¹⁵ P. Obanya, *African Education in the EFA Decade*, p. 231-224.

Table 3. Policy provisions for in-service training in Lagos State (ministry officials)

S/N	Item	Agreed frequency (%)	Disagreed frequency (%)
1.	There is a written policy on in-service trainings for Lagos State teachers	12 (20)	48 (80)
2.	There is a well articulated in-service training programme for basic education teachers in Lagos State	37 (61.7)	23 (38.3)
3.	Teachers for in-service training are sponsored by Lagos State and local Government	32 (53.3)	28 (46.7)
4.	The Criteria for selection are well spelt out and are duly followed	21 (35)	39 (65)
5.	There is enough awareness among teachers as regard to in-service training for teachers in Lagos State	41 (68.3)	19 (31.7)
6.	The ministry has the capacity to monitor all in-service training in for teachers in the state	26 (43.3)	34 (56.7)
7.	We have adequate budgetary allocation for training and retraining of teachers in the state	11 (18.6)	48 (81.4)
8.	In-service training for teachers are always available all for teachers at all time	27 (45)	33 (55)

Note: figures outside parentheses are frequency distributions, (ii), figures in parentheses are percentage distributions

From table 3 above, one can deduce that there is no clear policy at the state level about in-service training for Lagos State teachers. Thus item 1 sought for the ministry staff knowledge about a written document/policy on in-service training of teachers and about 80 percent of the respondents admitted that there is no written document at state level concerning such programme. However, despite their response to non availability of a clear written policy at state level, 61.7 percent of respondents agreed that there are well articulated in-service training programme for basic education teachers in Lagos State. The result which is against earlier report of Olatunde A. Adekola who saw the issue as the major set back for quality of education in Nigeria¹⁶. The item regarding sponsoring of teachers for in-service training shows that 53.3 percent of the respondents agreed that sponsorship of such programmes are sole responsibility of Lagos State government through the ministry of education (SUPEB and TESCOM). The respondents also admitted that there may be flaws in the selection process of teachers

¹⁶ O. A. Adekola, *Language, Literacy, and Learning in Primary Schools: Implications for Teacher Development Programs in Nigeria*, Washington DC 2007, p. 67.

for in-service training as 65 percent of the respondents agreed to this. This result is in line with our earlier report of teachers on government conditions for in-service training. Against the popular believe that most teachers are not aware of in-service training available for basic school teachers, the respondents admitted that awareness is not the problem rather effective implementation of the project in Lagos.

On the capacity of the ministry to independently provide and monitor in-service training for teachers, surprisingly the respondents (ministry official) admitted that government does not have the capacity to independently provide all in-service training for Lagos school teachers. This result thus calls for encouragement and hiring of specialist in the field to provide these services for the schools while government monitors the standard and coverage of the program. Collaborating with the teachers, the respondents also admitted that that under-funding of educational section is a major challenge for in-service training in school system, owing to the various economic reforms of government in Nigeria, there had been some cutbacks in social sector expenditure including those on education. Hence, there are gaps between resource requirement and resource allocated to institutions. The implication of this is that there is need for schools develop capability to improvise by organising such trainings for them.

Table 4. Challenges to access to in-service Training in Lagos State (Teachers Responses)

S/N	Item	Frequency (%)	Frequency (%)	Mean	Rank
1.	Poor funding by government	269 (89.7)	31 (10.3)	1.87	2 nd
2.	School politics in selection of who attends such training when such opportunities come by	281 (93.7)	19 (6.3)	1.94	1 st
3.	Inability of the agencies in charge of training to conduct it regularly	213 (71)	87 (29)	1.71	3 rd
4.	Poor monitoring and implementation of policies on in-service training for the teachers	189 (63)	111 (37)	1.63	5 th
5.	Government inability to grant teachers study leave and even sponsor them for such programs	209 (69.7)	91 (30.3)	1.70	4 th
6.	Poor selection process which neglects new staff while attention is paid to those due for retirement/confirmed teachers	153 (51)	147 (49)	1.51	7 th
7.	Overlapping of the programme with school timing	101 (33.7)	199 (66.3)	1.33	8 th
8.	No written clear policy document on how in-service training will be administered	166 (55.3)	134 (44.7)	1.55	6 th

Note: figures outside parentheses are frequency distributions, (ii), figures in parentheses are percentage distributions

From the table 4 above, 93.7 percent of the respondents (teachers) see politics in the selection process of teachers for such training as a major challenge towards effective implementation of in-service training. The processes of selecting candidates for in-services training most often are highly politicized. Apart from the issue of politics in the selection process at the school level, government standard for in-service training teachers is another issue of concern as before most teachers, as the five years working experience and confirmation of appointment has hindered most teachers from undergoing such gesture. The result of this is that often times only the experience teachers enjoined such when available. Similarly, 89.7 percent of the respondents admitted that poor funding of education by government also poses a great challenge to access of in-service training for Lagos State school teachers because of the competing need in Nigeria educational sector with limited resources. This study is in line with Sydney Osuji and Adewale Adesina who decry the non-cooperation of the governments (Federal and State) in providing adequate funding for teachers undergoing in-service courses as well as sponsoring such programmes¹⁷.

71 percent of the respondents also agreed that the inability of the respective government agencies (SPEB and TESCO) to conduct in-service training has been a challenge for effective implementation of the program in basic schools. The next challenges of access to in-service training for basic education teachers is government inability to grant teachers study leave and even sponsor them for such programs as indicated 209 teachers representing 67.9 percent of the whole population. Again, 63 percent of the respondents pointed out that poor monitoring and implementation of policies on in-service training for teachers by government agencies has resulted in inability of most school teachers to access this program. Other challenges identified by teachers includes: poor selection process which neglects new staff while attention is paid to those due for retirement and confirmed teachers; overlapping of the in-service programme with school timing as well as no clear written policy document on how in-service training will be administered.

CONCLUSION

Teacher training requires special consideration in any deliberation on education because no organized education can rise above the quality of its teachers. Consequently, among the purpose of teacher education in the National Policy on Education is to provide teachers with the intellectual and professional background adequate for their assignment. As it is declared in the NPE that lifelong education

¹⁷ S. N. Osuji, *Is Teaching a Profession in Nigeria*, "Ifé Journal of Curriculum Studies and Development" 1995, Vol. 1, No. 1, p. 71-83; A. D. Adesina, *Teacher Education and Recurrent Training*, in: A. O. K. Noah, D. O. Shonibare, A. A. Ojo, T. Olajuwon (eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria*, Lagos 2004, p. 141.

will be the basis of education policy and practice in Nigeria, the most effective way to achieve this intention is through life-long teacher education. In the country, regular full-time and in-service/sandwich programmes are offered. Much effort has been made in these programmes; however, there is need to make such training accessible for all teachers for quality education. In addition, governments, teacher education institutions and teachers' professional associations should join hands in teacher education so as to afford opportunities to teachers to constantly update their knowledge and skills through different innovative approaches.

RECOMMENDATIONS

In order to develop a viable in-service programme for teachers of basic schools in Lagos, policy makers/government need to:

- Clearly define the objectives of the programme and have a written document stating how and who is to administer the programme to avoid politics in selecting participants. This will improve accessibility and equity in training teachers.
- Identify requisite resources for materials development, production and distribution teachers support provision and budgetary allocations.
- School management should be encouraged with help from parent-teacher association (PTA) in hiring of specialist in the field to provide these services for school teachers while government monitor the standard and coverage of the program to make the programme available for all serving teachers.
- Policy statement should be made available at the stating years of experience and level of training accordingly.
- Budget allocation for in-service training should be clearly stated and provided by government. This will help to guide the accessibility of such training programme.

Finally, it is also recommended that a school based teachers' development approach for continuing professional development of teachers at the basic (primary) education level should be adopted to give all school teachers access to such training. To achieve this, educational district in Lagos State should handle and organise such training according to their coverage for more efficiency.

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STRESZCZENIE

Poprawa wszystkich aspektów jakości oświaty oraz zapewnienie jej doskonałości, tak aby umożliwić osiągnięcie uznanych i mierzalnych wyników w nauce, zwłaszcza w zakresie umiejętności czytania i pisania, liczenia i podstawowych czynności życiowych, należy do sześciu celów światowej inicjatywy *Education for All* (EFA). Nauczyciele oraz ich rozwój zawodowy zajmują centralne miejsce w realizacji celów EFA, szczególnie tych, które odnoszą się do zagadnienia jakości w wychowaniu. Wysiłki podejmowane w kierunku poprawy jakości wychowania na podstawowym i średnim poziomie szkolnictwa wiążą się nie tylko z mianowaniem wykwalifikowanych akademicko i zawodowo osób jako nauczycieli i dyrektorów szkół, lecz również z programami regularnych szkoleń dla pracowników. Zadaniem niniejszego studium jest ustalenie warunków wprowadzenia programu szko-

leń dla nauczycieli na podstawowym poziomie edukacji w stanie Lagos, mając na uwadze rozpoznanie silnych stron i słabości tkwiących w systemie, co wpłynęłoby na poprawę jakości kształcenia nauczycieli. W tym celu stworzono dwa zestawy kwestionariuszy, które trafiły do 300 nauczycieli i 60 urzędników ministerialnych w momencie, gdy profesjonalna ekspertyza potwierdziła ich poprawność. Zebrane dane poddano analizie przy użyciu prostej statystyki opisowej. Przedyskutowano wyniki badań, ustalono też określone implikacje. Studium opowiada się za podejściem akcentującym rozwój nauczyciela w oparciu o środowisko szkolne, co umożliwi kontynuację rozwoju zawodowego na podstawowym poziomie kształcenia.