

Effects of Training on Teachers' Job Performance in Nigeria's Public Secondary Schools

Ogunbayo S.B.¹, Mhlanga. N²

^{1,2}Department of Education Management Law and Policy, Faculty of Education
University of Pretoria, SOUTH AFRICA
shakiratbola83@gmail.com¹

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Abstract

Training plays an essential role in enhancing teachers' job performance in technical/engineering-based subjects and improving students' academic performance. This study intends to investigate the effects of training on teachers' job performance in teaching technical/engineering-based subjects in public secondary schools. A field survey was carried out among teachers in selected public secondary schools within Lagos Mainland Education District Lagos-State, Nigeria. A simple random sampling technique was employed for this study, and questionnaires were distributed to 200 schoolteachers within the selected public secondary schools. Pearson product-moment correlation and T-test statistics were used in analysing the data collected. The study's findings revealed that teachers' training in teaching technical/engineering-based subjects in secondary schools improves job performance and students' academic performance. The study's findings also showed that the training for technical/engineering-based subjects teachers ensure increased recognition, promotion, higher pay, and a sense of personal satisfaction. The study concluded that government and educational stakeholders should organise and expose technical/engineering base subject teachers to different on-the-job training that will allow them to grow professionally.

Keywords: Training, Technical/Engineering Base Subjects, Teachers, Job Performance, Students.

INTRODUCTION

Training is the ultimate foundation for human resources development among numerous personnel management functions (Dietz & Zwick 2021). For jobs like teaching, training is frequently required for teachers in both private and public own secondary schools. This is because some subjects require a diversified set of skills, abilities, and knowledge in passing required information to the students (Hamdani et al., 2021). In the world today, training has become crucial, particularly in order to meet the increasing needs of the teaching profession. It is likewise important as it enhances teachers' ability (Hamdani et al., 2021). Napal Fraile et al. (2018) affirmed that training renewal knowledge, skills, and teaching methods. Napal Fraile et al. (2018) postulated further that teacher training will help them use instructional materials to give their best and use the skills and knowledge obtained during training to teach the students better what they need to know.

According to Tzivinikou (2015), training is indispensable for teachers, especially those teaching technical/engineering-based subjects like technical drawing, building construction, metalworks, basic electronics, molding of blocks, basic technology, and electricity. Brock and Carter (2016) stated that teaching technical/engineering-based subjects requires continuous acquisitions of skills, knowledge, attitudes, and abilities. Hence, it is essential to make arrangements for different training such as single sessions, online courses, seminars, and workshops to improve teachers'

knowledge (Brock and Carter, 2016). In affirmation, Ismailova et al. (2020) stated that teachers need to be trained regularly, especially for the technical/engineering base subject teachers, in order to keep up with the increasing competitiveness and expectations of the parents. Teacher training of between ten or more hours of training time in their specialized area will increase the probability that teachers will absorb new information to do their jobs better to meet output standards regarding students' learning (Perifanou & Economides, 2021). Ogunbayo (2019) opined that technical/engineering-based subjects taught in secondary schools are the basis for engineering work and the built environment professionals.

However, Mohamad and Jais (2016) asserted that teachers' job performance is characterized by involvement in the school's day-to-day operations. As stipulated by Imhangbe, Okecha, and Obozuwa (2019), teacher job performance is dependent on knowledge earned through training by studying, practicing, and experimenting. Chidi and Victor (2017) postulated that training and retraining of secondary school technical/ engineering subject teachers should be constant to improve their job performance. This is also necessary to enhance their competencies in teaching students of technical/engineering-based subjects (Chidi & Victor 2017). According to Okoji (2015), teachers' job performance has recently been a source of great concern for stakeholders in education as public secondary school student's academic performance in technical/engineering-based subjects has deteriorated. The study findings of Oguntimehin, Kuewumi, and Adeyemi (2018) showed that the management, parents, and students have all expressed displeasure with the quality of teaching and learning of technical/engineering-based subjects in schools. Oguntimehin et al. (2018) suggested that adequate training should be provided by the government and education stakeholders for teachers to overcome these challenges and to improve their job performance. The study's objective was to investigate the effects of training on teachers' job performance in public secondary schools at Lagos Mainland Local Education District of Lagos-State, Nigeria.

RESEARCH QUESTION OF THE STUDY

What are training effects on teachers' job performance in public secondary schools at Lagos Mainland Local Education District of Lagos-State, Nigeria?

RESEARCH HYPOTHESIS OF THE STUDY

There is no significant relationship between training and teachers' job performance in public secondary schools at Lagos Mainland Local Education District of Lagos-State, Nigeria.

LITERATURE REVIEW

Researchers have carried out different studies on the importance of training on teachers' job performance teaching technical base subjects. Okoji (2015) carried out a study on the effect of training on teachers' job performance on secondary schools' students' academic performance in technical/engineering-based subjects. The study's findings revealed a correlation between training, teachers' job performance, and students' academic performance. Similarly, the study of Oguntimehin et al. (2018) investigated the relationship between training and teachers' job performance. The study indicated that exposure of technical/engineering base subject teachers in the Technical Teacher Training Programme (TTTP) and Technical and Vocational Education and Training (TVET) would improve their job performance and enhance student academic performance. Tzivinikou (2015) affirmed that technical/engineering base subject teachers' training programmes must include courses such as lab experiments, methods of teaching, programme planning, curriculum development, and field-based inquiry/student teaching.

Furthermore, Chidi and Victor (2017) claimed that technical/engineering-based subject teachers' training is an important practice that improves teachers' command, instructional materials, teaching methodology, and classroom management. The primary objective of teacher training programmes is to ensure professionalism, improve educational skills, and keep teachers up to date with new knowledge (Oguntimehin et al., 2018). According to the researchers Barnes et al. (2019), consistent teacher training programmes, give teachers the necessary job skills, ability, knowledge, and proficiency that are pertinent for a smooth career as a teacher. They also stated that teachers' personalities could be

changed through training programs, their attitudes are correctly molded, their working habits be reformed, and their identity is built (Barnes et al., 2019).

Additionally, the teaching expertise of technical/engineering-based subjects teachers contributes to the learners' educational environment, which impacts the learners' academic performance (Olasoji et al., 2019). Similarly, there is a widely held belief that there is a correlation between teacher experience and student academic performance. Students educated by the most experienced technical/engineering-based subject teachers are thought to do better in their technical examinations (Olasoji et al., 2019). Ibe and Abamuche (2019) stated that technical/engineering-based subject teachers' can deal with various issues in their given subjects when they have mastered the content and developed classroom management abilities. However, studies that have examined the relationship between teacher's training and student academic performance have yielded mixed results. For example, Snelling (2017) discovered a favourable relationship between teachers' training and students' performance, whereas Mdunjana (2019) found no association between students' performance and teachers' training.

Consequently, Abwova (2020) argued that teacher attributes such as certification status and a degree in technical/engineering-based subjects are essential and strongly connected with job performance. According to Ademiluyi (2019), teachers' training is significantly correlated with students' academic performances. He stated further that other documents revealed a negative effect when a high proportion of non-experienced teachers is present in a school in terms of high drop-out rates and lower students' performance scores in technical/engineering-based subjects. While Olaniran and Gugu (2019) confirmed that well-trained teachers are consistent predictors of higher test scores. Other documents revealed a negative effect when a high proportion of untrained teachers is present in a school in terms of high drop-out rates and lower students' performance scores in technical/engineering-based subjects. However, Adamu (2016) concluded that practical and ongoing training had a significant impact on the job performance of technical/engineering subject teachers, which in turn influenced students' academic performance.

Accordingly, technical/engineering-based subjects in technical drawing, building construction, metalworks, basic electronics, molding of blocks, basic technology, and electricity are offered in Nigerian public secondary schools (Ifegbesan Lawal & Rampedi 2017). They stated further that drawing studio practice, geometrical construction, development of geometrical solid, and pictorial drawing are among the technical/engineering-based subjects outlined by the National Board for Technical Education that should be considered in public secondary schools. The goals of technical/engineering-based topics, according to Ifegbesan et al. (2017), are to provide an understanding of the theoretical and applied concepts relating to the use of information and communication technology to facilitate visual communication of ideas in the construction and manufacturing industries.

According to Olasehinde et al. (2018), technical/engineering-based subjects are offered three years at Nigeria's senior secondary school level. During this time, well-trained teachers of technical/engineering subjects are supposed to expose students to practical activities in order to arouse and stimulate their interest in technology and cultivate a good attitude toward entrepreneurship and national technological growth. Olasehinde et al. (2018) stipulated that many factors contributed to students' poor academic performance in technical/engineering subjects. These include: Poor teaching approach and instructional strategy, lack of confidence in the subject, poor learning environment, and the teaching materials provided to all students tend to benefit only those whose learning style and background knowledge correspond to the teaching materials.

However, the reports show that technical/engineering-based subjects' proficiency in Nigeria is poor and that practical and ongoing training needs to be implemented to improve teachers' job performance (Ibe & Abamuche 2019). Stated further that all stakeholders (parents, technical teachers, and curriculum experts) around the country are concerned about students' low performance in technical/engineering-based subjects. They are eager to grasp any effort to alleviate this terrible hazard (Essien et al., 2016). The discouraging trend in students' academic performance in technical/engineering-based subjects in Nigerian public secondary schools could be attributed to the following variables such as teacher training, professional development, and attributes outside of the classroom. Hence, teachers' training and professional development can help students achieve excellent academic performance.

METHODOLOGY

This study was carried out among teachers in ten (10) selected public secondary schools in Lagos Mainland Local Education District of Lagos-State, Nigeria. Twenty (20) teachers were randomly selected from ten (10) schools within the study area. The respondents were teachers at public secondary schools involved in teaching, practicing, experimenting with marking, and developing technical/engineering-based subjects/schemes of works. The respondents include the basic technology, technical drawings, building constructions, basic electronics, metal works, and molding of concrete blocks teachers. Two hundred (200) copies of structured questionnaires were administered to respondents through a stratified random sampling method, and one hundred and eighty-eight (188) were retrieved from the respondents. The questionnaire was designed on a 4-point Likert scale, and it's recorded a 94% response rate. This helps the study to identify the effect of training on technical/engineering-based subject teachers' job performance within the study area. Data were collected and analysed using Pearson Product Moment Correlation Statistics, T-test Statistic, and presented in a Bar chart, Frequency, Percentage, and Tables.

RESULTS

Figure 1 revealed the respondent's designation in the public secondary schools sampled within the study. The result indicated that 17.02% (32) of the respondents were technical drawing teachers, 15.43% (29) of the respondents were building construction teachers, 14.89% (28) of the respondents were molding of concrete block teachers, 13.83% (26) of the respondents were electricity teachers, and 13.3% (25) of the respondents were for both metal and basic electronics teachers, while 12.23 (23) of the respondents were the basic technology teachers.

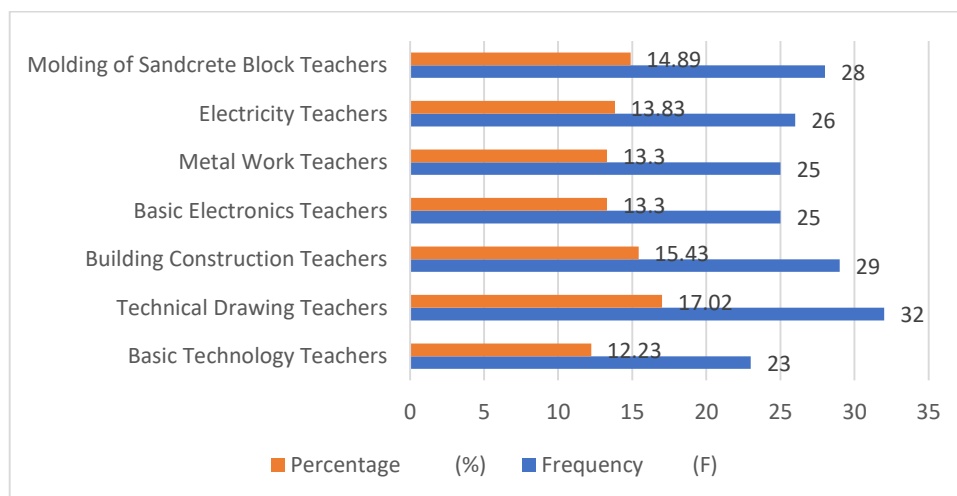


Figure 1. Respondents Designation

Figure 2 indicates the educational qualifications of the respondents in the public secondary schools sampled within the study area. The result stipulated that 47.34% (89) of the respondents had B. Tech/ B. Sc/ B. Edu, 22.34% (42) had PGDE/TTC, and 17.55% (33) had M. Tech/ M.Sc. M.edu/, while 12.77% (24) of the respondents had ITI/ Diploma/ NCE.

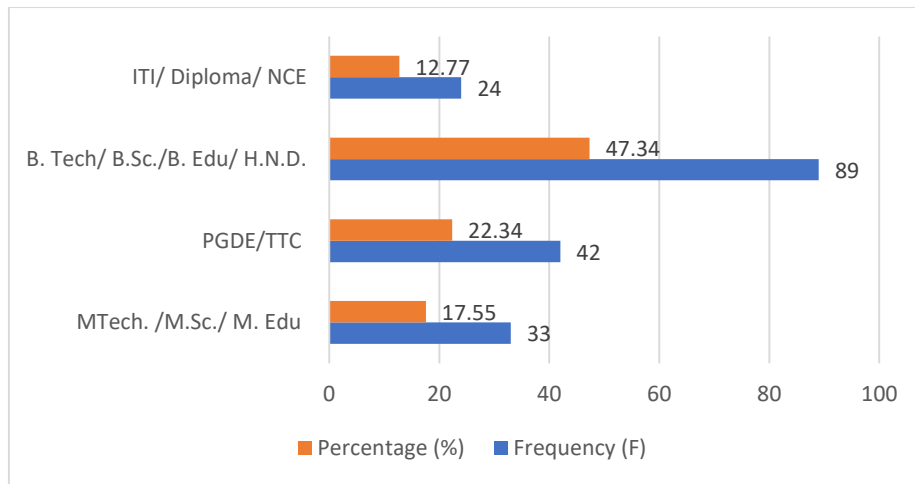


Figure 2. Respondents Educational Qualifications

Figure 3 revealed the age of the respondents in the public secondary schools sampled within the study area. The result specified that 25.53% (48) of the respondents were between the age of 46 and above. The results further indicated that 20.21% (38) of the respondents were between the age of 41-45, 19.68% (37) of the respondents were between the age of 36-40, and 18.62 (35) of the respondents were between the age of 31-35. While 15.96 (30) of the respondents were between the age of 25-30.

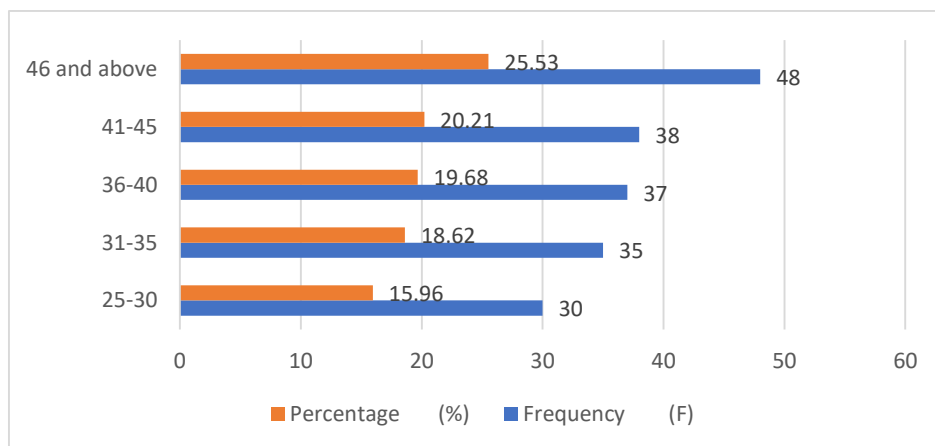


Figure 3. Respondents Age

Figure 4 indicates the gender of the respondents in the public secondary schools sampled within the study area. The result revealed that 58.51% (110) of the respondents were male teachers, while 41.49 (79) were female teachers.

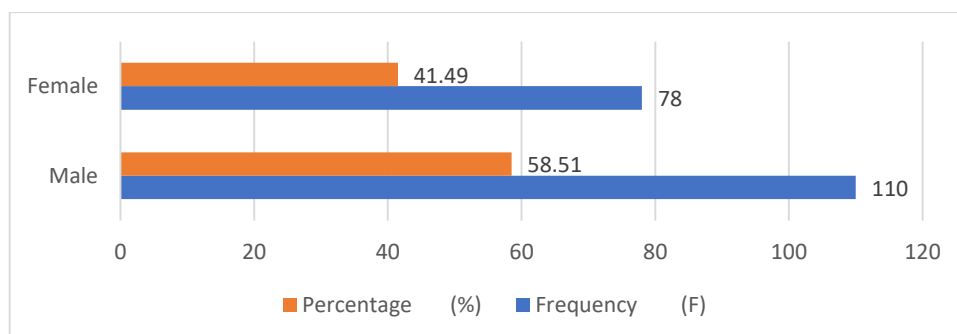


Figure 4. Respondents Gender

Testing of Hypothesis

The main hypothesis for the study was tested using Pearson Product Movement Correlation Statistics and T-test statistics at 0.05 alpha level of significance.

Study Hypothesis

There is no significant relationship between training and teachers' job performance in Nigeria public secondary schools.

Table 1. Correlation Between Training and Teachers' Job Performance

	N	∑ Sum	Sum of square	∑ XY	DF	Prob.	Cal-r	Cri-r	Remark
Training (x)	188	8608	391162	324708	186	0.05	0.195	0.35	Significant
Job Performance (y)	188	7219	273325						

Table 2. Differences Between Training and Teachers' Job Performance.

	N	\bar{X}	SD	DF	Prob.	T-Cal	T-Cri	Remark
Training	188	44.83	5.22	374	0.05	16.29	1.96	Significant
Job performance	188	37.60	3.14					

From Table 1 and 2, the calculated Pearson r-value of 0.195 is greater than the critical r-value of 0.35 at 0.05 level of significance, while the calculated t-value of 16.29 is greater than the critical t-value of 1.96 at 0.05 level of significance, respectively. Both results are significant. Hence these results do not support the null hypothesis, which states that there is no significant relationship between training and teachers' job performance. Hence this hypothesis is rejected.

DISCUSSION OF FINDINGS

This study investigated the effect of training on teachers' job performance in some selected Secondary Schools in Lagos Mainland Local Education District. The hypothesis, which states that there is no significant relationship between training and teachers' job performance, was rejected and illustrated in Tables 1 and 2. Job training enables employees to perform their job in such a way as to meet up standards. For jobs like teaching, training is frequently required for teachers that teach technical/engineering-based subjects in public secondary schools because the subjects are complicated. It requires a diversified set of skills, abilities, and knowledge in passing required information to the students. The finding of this study is in line with Napal Fraile et al. (2018) that teacher training will help them use instructional materials to give their best and use the skills and knowledge obtained during training to perform better in teaching the students what they need to know. It also aligned with Imhangbe et al. (2019) that teacher job performance is dependent on knowledge earned through studying, practicing, experimenting, and experiencing. This finding likewise agreed with Tzivinikou (2015) that training is indispensable for teachers teaching technical/engineering-based subjects like technical drawings, building constructions, metal works, basic electronics, molding of concrete blocks, basic technology. This study further revealed that training is significantly correlated to teachers' job performance (Napal Fraile et al., 2018; Imhangbe et al., 2019).

CONCLUSION

The purpose of this study was to investigate the effect of teacher training on job performance. The researcher concluded that teacher training is a significant determinant in students' academic performance in technical/engineering-based subjects based on the findings of this study. There is also a strong relationship between training and technical/engineering-based subject teachers' job performance. The study suggested that any training programmes/courses designed for

technical/engineering-based subject teachers to improve job performance should always address the teachers' needs and educational requirements. The study concluded that training for technical/engineering base subject teachers should ensure increased recognition, promotion, higher pay, and a sense of personal satisfaction.

RECOMMENDATION

Based on the study's findings, it was recommended, among other things, that the government/ education stakeholders should organise and expose technical/engineering base subject teachers to a variety of training that will allow them to grow professionally. The study also recommended that after training, the government should give promotions, increase salaries, give incentives in monetary form or otherwise to teachers trained to encourage increased job performance.

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