Impact of Training and Development Programme on Teachers Perfomance in Five Public Senior Secondary School in Yagba West Local Government Area of Kogi State

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Abstract

The study examines the impact of training/development and teachers' performance in senior secondary schools in Yagba West L.G.A of Kogi state. A correlative design was adopted for the study. The entire population of 130 teachers of the senior secondary school in Yagba West was used as a sample. The instrument titled: Impact of training/development and teachers' performance Questionnaire (IOTADATPQ) a compound instrument was used. The instrument was validated by the researcher, test and re-test methods were adopted for reliability and reliability coefficient of 0.75. two research questions and two hypotheses were formulated to analyze responses. Pearson Moment correlation (r) and z-test were used to analyze research questions and the hypotheses respectively. The study found out that training and development have more impact on teachers' performance and there is a high positive relationship between training and training transfer. Based on the finding, the researcher recommended that the government of Kogi state should invest more on the training of secondary school teachers by setting aside fund for it. The government and school proprietor should offer more

opportunities to teachers for upgrading their knowledge, skills, attitudes and experiences as this will enhance their performance, raise standard of education and facilitate the implementation of the universal basic education, regular performance appraisal among others.

Keywords: training, development, teachers, performance, training transfer

Introduction

The school as a system comprises of basic resources which are indispensable in the smooth running and actualization of its objectives among which are the human, material, instructional, financial resources and human (teachers) resources the- active resources.

Human resources and capacity development is very critical for the achievement of the goal and objectives of the school. Also given the fact that student's achievement is linked to high quality teaching, teacher's instructional practice with an individualized and robust professional development process should be adopted through the twin concepts: Training and development for secondary education to prepare individual student for useful living within the society and for higher education. The skills, knowledge, attitudes and abilities of teachers must be upgraded from time to time as stipulated in the national policy on education (2014)

Training is a systematic planned process to modify attitude in order to achieve effective performance in a range of activities. Obisi (2011) stated training is a systematic planned process through which the skill, talent and knowledge of an employee is enhanced and increased. This can be based on individual needs for satisfying specific job requirements. In the word of Cole (2002) training is any activity which is directed towards the acquisition of specific knowledge and skill for the purpose of an occupation. Leard (2010) in Obi-Anike and Ekwe (2014) see training as transferring

information to organisation's members to positively improve the effectiveness and productivity of the organization. It can also be seen as a necessary activity carried out to give the staff (teacher) needed and required knowledge or skills and at solving particular original need.

Development; on the other hand, is seen as the learning activities which are directed towards the future needs of the organization rather than the present which lead to growth. In other words, development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic component. According to Ezeani (2009) in Ezeani and Oladele (2013), development can be seen as the quantitative change of man is physical and biological terrain through the use of human resources for his benefits. This involves the fusion of new pattern-alternating ideas into the social structure of any organization. Business dictionary defines development as the systematic use of scientific and technical knowledge to meet objectives or requirements.

Training and development can be in different ways such as: on the job training, off the job training. On-the-job training is given at the work place by the superior within a short period. It is cheap and less time consuming. It can be impacted by coaching. A teacher in this regard can acquire various techniques of teaching in different subject areas. The trainee learns while working which is an advantage. Off the job training is conducted outside normal working hours. Individuals are therefore relieved from the stress and demand of the work place. It affords the trainee the opportunity to meet and interact with people from other department or establishments. (Afolabi & Iikunle, 2014).

Training and development is one of the vital potential propellers which can lead to possible advantages for both individuals and organization. Changing technology requires that employee acquire the knowledge, skills and abilities needed to complete favorably with the new processes and

production techniques. The importance of training and development in enhancing the effectiveness of any organization which comprises both human and material resources cannot be over emphasized. This arise from the fact that it forms an integrated part of the process or total quality management and enables employees (Teachers) to perform their duties and responsibilities effectively so as to enable the school as an organization achieve its set goals and objectives. Training and development increase productivity of workers, improve the quality of works, skills, knowledge and eliminate obsolescence in skill, ensure the implementation of new policies and survival of the organization (School) (Griffin 2008, kayode & Oguntimehim, 2011). For any organization (school) to invest in training and development programs for its employers, implies moving in the right direction in the realization of its goals which will go a long way in enhancing the performance of the teachers in their jobs.

Staff training is one of the most important elements in efficient administration of schools. (Ebong 2008). The assumption is that training and development makes workers do better, what they have to do is acquire skills required for proficient performance. This proficiency can be fostered by birth pre-service and in-service training. In-service training is a process for continuous updating of teachers knowledge, skills, interest and talent in a chosen field in the world of Nakpodia,(2011). Nnabuo in Ebong (2008), observed that in-service training, refresher's courses and in-service education are solution to low productivity of teachers in our secondary schools.

Pre-service are usually provided in teachers training institutions and education department of the universities with curricular design to provide for both professional training and subject specialization. Ajani (2018), observed that professional development of teachers should cut across all subjects in school as against practice of focusing few selected core subjects and favored teachers.

Statement of the problem

The dynamic nature of our environment demands that the educational sector keeps abreast with changes and innovations by embracing training and development in order to update the skills, attributes, knowledge and abilities of teachers in secondary schools. Non-utilization of this twin concept has many terminal consequences ranging from poor academic achievement of students, especially mass failure in both internal and public examinations, poor performance of graduates at their place of work after graduation, high rate of school drop outs and the bottom line, a fall in the standard of education.

No doubt, training and development are important factors in the effectiveness of any organization. Some public organizations are non-challant to the training, retraining and development of their employees, this problem to some extent is noticeable in Kogi state post primary teaching services where teachers are rarely sent on training, even when they are sent, it is usually on short term basis, little or no room is given to display the skills acquired through promotion or increased remuneration.

A teacher who had not upgraded in his area of competences will not be successful in achieving teaching- learning objectives thereby resulting to non-actualization of both educational and national objectives. Given these situations, it is therefore the problem of this study to find out the relationship between training/development and teachers performance in public secondary schools in Yagba West L.G.A of Kogi state.

Objectives of the study

The aim of this study is to investigate the relationship between training/development and teachers' performance in public secondary schools in Kogi state. The study is to achieve the following:

a. Determine the relationship between the training/development and teachers' performance.

b. Ascertain the relationship that exist between training/development and transfer of training

Research Questions

The following research questions will guide the study

i. What is the relationship between training/development and teachers performance?
ii. What is the relationship between training/development and transfer of training on teacher's performance?

Hypothesis

The following hypothesis were tested in the course of the study

Ho_1. There is no significant relationship between training/development and teachers' performance.

Ho_2. There is no significant relationship between training/development and transfer of training

Significance of the study

The study is significant and of immense benefit because it will go a long way to enlighten the school administration, teachers and stake-holders in the educational sectors that apart from remuneration packages, upgrading the teacher's skills and knowledge is favorable factors for teachers improved performance.

Theoretical framework

This study is anchored on two theoretical frameworks which are; motivational theories and resources model of organization effectiveness theory.

Motivational theories

The need Hierarchy theory propounded by Abraham Maslow (1954) in his work "motivation and personality" and shown by Abraham (2013), states that human beings are motivated to perform by desire to satisfy a set of

internal needs. This is necessary because the motivational level of individuals affects his effectiveness and efficiency. When a teacher under goes training and development programme and in-service training, his performance in the job increases, it enhances his effectiveness and efficiency in the work. The teacher is motivated with increase in salary due to the professional training and it can also lead to self-actualization.

The cognitive theories of motivation are most appropriate in this study because it approaches two prospective of motivation that is relatively distinct but not mutually exclusive. What motivate people (content) and how behavior is produced (process). Content theories focus on basic variables that influence behavior such as internal needs or external conditions such as training. Process theories also attempt to identify basic factors that explain behavior but the emphasis is on the dynamics of how the variables are interrelated in explaining the direction, degree and persistence of effort. The major variables here are incentives, drives, reinforcement and expectancy.

Herzberg's two factor theory (1957). The basic thesis of this theory is that there are two sets of factors that determine the state of satisfaction of an individual's job. One set he called satisfiers which contributes to job satisfaction such as achievement, recognition, growth, responsibility, advancement, their presence give room for growth but absent do not necessarily cause dissatisfaction while other set he called hygiene. Dissatisfaction occurs when a staff is not satisfied with the following conditions; administrative policy, supervision, interpersonal relationship, condition of work (level of training and development), status and security. According to Tamunomiebi (2002) stated that advancement (training and development) as one of the intrinsic job conditions that helps to build levels of motivation which can result in a good job performance.

In the teaching field, when the factors listed above are not in line with growth of a teacher, dissatisfaction sets in. Ajani (2018) observed that the treatment melted on teachers by government, parents and society are responsible for lack of interest in teaching. The extent of teacher's

dissatisfaction with the treatment has been shown by many strikes they embark upon and continuous absenteeism.

Resources model of organization effectiveness theory

Resources model of organization theory was propounded by Yachtsman and Seashore (1967) as Citied by Ebong (2008). The theory simply postulates that, effective organizations are those whose management is able to harness adequate relevant resources to execute their programs. The process of harnessing these resources constitutes the training and development program that leads to staff professional growth. Without adequate provision of human resources and development no program can succeed.

Due to the importance of teachers training and development, it is necessary for the government to harness all the available resources into the development of teachers, since their development result in better teaching and learning by the students. The quality of student's resources the school turns out has been traced to the teacher's quality teaching methodology.

Ofor-Douglas (2007) observed that a professionally trained and developed teacher uses methods that sharpen mental activities of students which are the bases of social power. When a teacher is trained and developed, he facilitates students' learning through solving real life and authentic problems and integrates knowledge.

At the point of employment, all the required skills may not be available, though the teacher may be fit to do the needful hence there is need for some form of training so as to develop the person. This goes a long way to say that if teachers are to perform excellently in their job, there must be staff training and development programs to meet needs of the school target.

Job performance is simply the quality of work done by each employee. It is an act accomplishing or executive a specific works over a specified period of time in the world of Griffin (2012). Teacher job performance is defined as the specific task or duties performs in the school system at a given time toward achieving the school predetermined objectives. It can also be viewed as the skills and competence with which he can execute his duties

and responsibilities. Job performance is synonymous to productivity. The objectives of training and development are increased productivity, high morale, and so on. (Nwachukwu, 2007).

A well-trained teacher is capable of producing more than an untrained teacher of equal physical ability. The success or failure of any school depends on the teacher's productivity. An employee who is trained has confidence in his ability to perform. He believes he has control over his environment, so a trained teacher derives intrinsic satisfaction from his job which promotes his morale. Schools that have regular training programs give teachers the feeling of being needed.

Training transfer can be judged effectively only if it is transferred to the job or the classroom. Sometimes the trainee learns the required materials and skill during a training program, but forgets, fails to apply, regress or relapse upon their return to the pressure filled classroom environment. According to Bittel and Ramsey (2015) a number of tactics can be used to increase the likelihood of training transfer, they suggested that pre-training tasks can be assigned to heighten their interest, training contract can be used to elicit their commitment. Progress report can be solicited from the trainee.

Methodology

This study adopted a correlation design. This design was deemed to be appropriate because the researcher is interested in finding out whether there is any relationship between two or more variables (Nwankwo, 2013). The population of the study consist of the teachers of the senior secondary schools in Yagba West Local government area of Kogi state. At this time of the study, there are 130 teachers from the five public senior secondary schools. The entire populations of teachers were used as the sample as no selection was done. The researcher made use of a self-designed instrument titled 'impact of training/development of teachers' performance Questionnaire (IOTDATPQ)'. The instrument was structured with a four-point modified liker rating scale of strongly agreed, and strongly disagreed to elicit information from the respondents and was validated. Using test,

re-test method, the reliability test was calculated with Pearson moment correlation which yielded an index of 0.75 which was adjudged to be reliable. Pearson moment correlation was used to answer the research questions and z-test the hypothesis at 0.05 alpha levels.

Results

Question 1: what is the relationship between training/development and teacher's performance?

Table 1: the relationship between training/development and teacher's performance

Variables	N	$\sum^X$	$\sum^Y$	$\sum^{XY}$	r value	standard	interpretation of relationship
Training/development	65	16057					
			22417	1.45	0.9-1.0	very high	
Teacher's performance	65		1517				
	130						

The result depicts a very high positive relationship between training/development and teacher's performance.

Research question 2: what is the relationship between training/development and training transfer?

Table 2: the relationship between training/development and training transfer.

Variables	N	$\sum^X$	$\sum^Y$	$\sum^{XY}$	r value	standard	interpretation of relationship
Training/development	65	1175					
			53770	1.45	0.9-1.0	very high	
Teacher's performance	65		251370				
	130						

This result shows a high positive relationship between training/development and training transfer.

Test of hypothesis

Hypothesis 1: There is no significant relationship between training/development and teachers' performance.

Table 3: the result of significance between training/development and teachers performance

Variables	n	z-cal	z-critical	Alpha level	decision
Training/development Teacher's performance	130	16.47	1.96	0.5	reject Ho_1

Table 3 reveals that the calculated (z value) of 16.47 is higher than the critical (z value) of 1.96, when tested at df of 128 at 0.05 level of significance, hence the null hypothesis which states that there is no significant relationship between training/development and teacher's performance is rejected(Ho_1) and re states, there is a significant relationship between training/development and teachers' performance.

Hypothesis 2: there is no significant relationship between training/development and training transfer.

Table 4: The result of significance between training/development and training transfer.

Variables	n	z-cal	z-critical	Alpha level	decision
Training/development Teacher's performance	130	11.82	1.96	0.5	reject Ho_2

Table 4 reveals that the calculated (z value) at 11.82 is higher than the critical (z value) of 1.96 when tested at df of 128 at 0.05 level of significance, hence the null hypothesis which states that there is no significant relationship between training/development and training transfer is rejected(Ho_2) and re

states, there is a significant relationship between training/development and training transfer.

Discussion of findings

The findings of this study reveal a very high positive relationship between training/development and teachers' performance. This means that as training/development increases, there is a corresponding increase in teachers' performance and vice versa. The more teachers upgrade their skills, knowledge, experience, and attitude the greater and effective performance. Implicitly, the more qualitative training/development given to the teachers the greater their level of performance vice versa.

This finding is in agreement with the one of Ebong (2008) whose study was carried out to ascertain the impact of training and development on teachers' performance in secondary schools in Eleme LGA with high positive relationship between training/developments and teachers' performance.

The finding also reveals a high positive relationship between training/development and training transfer which means that as scores of training/development increase, there is a high corresponding increase in training transfer vice versa. This leads to more training, more transfer of experience and skill to workplace/school. This is supported by Bittel and Ramsey (2015), stating that training is judged effective if it is transfer to the individuals job. Studies have shown that the trainee learnt the required materials and skills during training programs but forget, fail to apply, regress or relapse upon their return due to the pressure filled classroom. Bittel and Ramsey (2015), suggested some measures to enforce training transfer which include assigning pre-training tasks to heighten interest, training contract, creation of support groups and direct reinforcement.

Conclusion

Based on the findings, it can be concluded that training and development increases productivity of workers (teachers), improve quality of work, enhance skills and knowledge. Also training and development eliminate

obsolescence in skill and ensure the survival of the organization (school) thereby bringing about a great impact in the teachers performance. A greater level of training and development will enable the transfer of learning which in turn enhance productivity.

Recommendation

Based on the findings, the following are recommended

1. The government of Kogi state should invest more on the training of secondary school teachers by setting aside fund for it.
2. There should be regular performance appraisal; also pre-training tasks should be carried out to heighten interest in the teachers.
3. The government and school proprietor should offer more opportunities to teachers for upgrading their knowledge, skills, attitudes and experiences as this will enhance their performance, raise standard of education and facilitate the implementation of the universal basic education
4. Support groups should be established to help teachers before and after training and also reinforcement in form of job enrichment among others.

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