

THE IMPACT OF EMPLOYEES TRAINING ON THE JOB PERFORMANCE IN SELECTED PUBLIC SCHOOLS IN RIVERS STATE

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Abstract

Employee performance has been an issue in education. The seeming decline in student's performance makes it more worrisome. As teachers or employees are employed, there seems to be no strategic plan on further training and retraining them on the job. This study therefore sought to find out the impact of training and retraining on teachers/employees performance in Rivers State. It is a survey research. A 20 item questionnaire designed by the researcher was used to collect data from the respondents. A sample of 256 teachers in secondary schools was used. Questionnaire was distributed by the help of two trained research assistants. Results showed that training and retraining enhanced performance to a great extent. It also revealed that the perception of male (3.30) and female (2.94) differed on the impact of training of employees' performance in Rivers public schools. It was included that employees both academic and none academic need to be trained and retrained regularly in order to enhance their performance on the job.

Introduction

The employee in academic institution is one of the most important inputs in the education system. He shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by employee since the quality of educational outcomes depends to a great extent on the (2007) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of education process. Teacher performance seems to be a nagging issue in education. Several researchers (Adeyemi(2011), and Ajayi & (2012) pointed to the low performance of the teachers and other employees in public and privets education sector performance could be attributed to many factors and could also have adverse effects on students' performance in the words which is one of the outcomes of teachers performance as well. Performance in the words of Bemilak in Vipinosa (2015) is the result of the

efforts exerted and the resources utilized. Performance can be measured as a ratio of output to input. (Soari in Ajayi & Afolabi 2012). In the context of school system, performance is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012). Training is very important aspect of staff development. Training according to Udo in Ezeani & Oladele (2013) is the development of specific skills, and attitudes needed to perform a particular job to maximize the performance and productivity of the individual and improve the overall organizational efficiency. Ohakwe also in Ezeani & Oladele (2013) defined it as a continuous assistance or coaching, given to an employee in order to make him have different current knowledge of the job content, scope and relationship within the organization. Retraining on the order hand, according to Zunker as cited in Igbo, Eze Eskay, Onu & Omeje (2012) is an –on

the job training used by organizations to bring about development and improved competency in the workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Training and retraining of teachers can be done in the following ways: in service training, conferences, workshops, seminars and demonstrations. The purpose of training and retraining according to OECD in Musset (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide with new skills and professional understanding. On the impact of training and retraining of teachers helped improve students test scores. Training can help teachers improve their teaching which in turn affects students' performance. Rahman (2011) observed statistically positive relationship between teacher training and students' achievements. Harris & Sass (2014) equally observed that when teachers are productive, it enhances students' learning.

From the above discussion, one can infer that training and retraining of teachers have become imperative in the face of new technological development. A change in the field of education has become more frequent than ever before. For teachers to remain relevant and productive in the face of these changes, their training and retraining must be pursued with renewed vigor. This is because educational concept and teaching methodologist keep changing with time. These changes impact both educational delivery and outcomes.

Statement of the Study

The education system is plagued by a myriad of problem- low performance on the part of the teachers poor performance of students, ill-behaved students and decline in the quality of education to mention but a few. There is a school of thought that believes that these entire problem are associated with poor/or lack of adequate training and of teachers. This school believes that when employees are adequately trained and their performance will be enhanced, student's academic performance will also be enhanced and the quality

of educational outcomes will equally be enhanced. This study therefore examined the impact of training and retraining on teacher's productivity in Rivers State.

Purpose of the study. The major purpose of this study was to determine the impact of training on the performance of teachers. Specifically, the study determined the extent to which training and retraining of teachers enhance teachers' performance.

Generally, job performance is taken for granted. Workers are expected to do well in their jobs, but the need for enabling environment is not being given the priority it deserves. The situation is even worse in teaching profession where the society feels that teachers are owed nothing. The ways teachers teach have direct impact on the learning outcomes. Therefore, it is of utmost importance that teachers should be retrained after employment for the achievement of quality education. Teachers are expected to update and upgrade in their skills and knowledge in their subject areas and teaching methodology. Yet the needed training which government authorities and school managers are supposed to offer are not given due consideration. This had led to lack of morals and inability to adapt to changes and innovations in the educational system. Some studies have investigated the effect of in-service training on staff development and performance but it does appear that only a few works have been done in examining the relationship between in-service training and teachers "jobs performance. For instance, a study on manpower development and lecturers" productivity in tertiary institutions in Nigeria found out that there is a significant relationship that existed between manpower and lecturers" job performance. Teachers, like other professionals, may have to continue their education after-qualifying, a process known as continuing professional development. This consideration has informed the choice of the researcher to develop interest in examining the influence of in-service training on teachers "job performance in public senior secondary schools in Rivers State. The problem of the study therefore

is: what is the relationship between in-service training and teachers' job performance in public Senior Secondary Schools in Rivers State?

Objective of the Study

The main objective of this study is to determine the impact of training and development on employee in public selected secondary school in Rivers State.

To identify the impact of New Hire Orientation Training on employees' performance.

To examine if yes training have impact on employees performance, to investigate the effects standard operating Procedure Training on employees performance to determine the impact of responsible training on employees performance.

Research Question

1. What is the extent to which training and retraining of employees enhance teachers' performance?
2. In what does teachers' participation in in-service training be rated in public senior secondary schools in Rivers State?
3. What is the level of teacher "job performance in public senior secondary school in Rivers State?"
4. What is the relationship between teaching learning and their job performance in public senior secondary school in Rivers State?
5. What is the relationship between teachers "growth and their job performance in public senior secondary school in Rivers State?"
6. What is the relationship teachers needs and their job performance in public senior secondary schools in Rivers State?
7. What is the relationship between teachers "collaboration and their jobs performance in public senior secondary schools?"
8. In what ways does teachers' participation in in-service training

programmers be rated in public senior secondary schools in Rivers State?

9. What is the level of teachers "job performance in public senior secondary schools in Rivers State?"
10. What is the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State?

Hypothesis

- There is no significant relationship between teachers "learning and their job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between teachers "growth and their job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between teachers "needs and their job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between teachers "collaboration and their job performance in public senior secondary schools in Rivers State.

Significant of the Study

The need for in-service training in schools is getting more attention for employees to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of employees who can contribute to the organization to achieve its goal. In-service training is a professional educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

In service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context. In-service training is the totality of educational and personal experiences that contribute toward an individual being more

competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable employees to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In this aspect, in-service training for employees is the driving force behind much change that has occurred in the area of teaching and learning. It is a vital that teachers and academic employees keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

It is believed that the result of this study will be useful to the teacher because as the government get to know and provide their in-service training needs, they will get better knowledge and will make their job easier. The government will also benefit from the findings in the sense that as the situation of employees regarding in-service training is brought to focus and taken care of, the teachers will put in their best in the educational sector. Also, the findings will be useful to the students, because if the teachers are well provided for, they will be in a better position to provide enriched knowledge for academic, social and moral excellence. The findings of the study will be beneficial to researchers as it will contribute to the existing literature in order to add to the body of knowledge in this field. Lastly, the findings of the study will provide the senior secondary school board with the needed data and information for policy formulation and recommendation.

Scope of the Study

In-service training shall be implemented according to a through, comprehensive and well organized plan that includes goals, objectives, strategies, activities, materials, assessment plan and program evaluation procedures that are well defined and coordinated with each other, in making sure that the process on channeling knowledge becomes reality, the approaches used in presenting in-service training should be

appropriate with the needs of the participants. Through the process of andragogy, an adult can obtain knowledge more effectively. This is based on theory that adults have higher level of self-development effort and learning through experience.

Each method and approach used in in-service training in school has its strong and weak points. Therefore, to use the right method or approaches should be suitable to the objectives, contents, ability of the participant and facilities available in the training program. (Pusat Perkembangan Kurikulum 1992). The effectiveness of such methods and approach used will depend on the knowledge, skills and discretion of the coaches or facilitators with respect to the concept, planning, implementation and evaluation and evaluation of the approaches used.

The contents that are delivered should be suitable and be able to increase and develop the level skills, knowledge and positive attitudes of teachers. In schools, the contents are more emphasized on the subject syllabus, the pedagogy of learning, teaching and learning strategies of certain or skills and classroom management. According to Matnoh Minan (1995), the suitable course constant will only developed through observation, listening and feedback from potential participants by the facilitator or coaches.

A crucial important aspect in conducting in-service training is what of materials and media is suitable and effective in delivering the course content. The choice of equipment's and materials must be suitable with the contents and training objectives that will be presented. The materials and equipment's must be evaluated from time to time to make sure its effectiveness and suitability. According to Hacer (2012), the effectiveness of in-service training is also very much depends on the materials and resources used and whether new materials are created during the course.

In conducting in-service training in schools, time factor will affect the effectiveness of training. Too long of the training session will interfere the teachers concentration. While session held just

after schooling time will not be suitable because teachers are tired after teaching. If it is conducted during weekend, some teachers would think that it is a holiday for them. Therefore, it is important to identify the most suitable time and session for training, teachers recommendation should be taken into account. This will make sure that teachers will be more ready and prepared to attend the training program.

Literature Review

The study is believed that the result of this study will be useful to the teachers because as the government get to know and provide their in-service training needs, they will get a better knowledge and this will make their job easier. The government will also benefit from the findings in the sense that as the situation of teachers regarding in-service training is brought to focus and taken care of; the teachers will put in their best in the educational sector. Also, the finding will be useful to the students, because if the teachers are well provided for, they will be in a better position to provide enriched knowledge for academic, social and moral excellence. The findings of the study will be beneficial to researchers as it will contribute to the existing literature in order to add to the body of knowledge in this field. Lastly, the findings of the study will provide the Rivers States Schools board with the needed data and information for policy formation and recommendation. Review of related literature theoretical frame work the theoretical framework of the study is based in Abraham Maslow's (1943, 1970a, b) hierarchy of needs of theory, which is one of the most popular motivation theories. Maslow's hierarchy of needs theory stated that human beings have needs that are hierarchically ranked. The theory suggests that people are motivated by five categories of needs, namely: Physiological, Safety, Belongingness, Esteem and Self-actualization. Accordingly to Maslow, these needs can create internal pressures that can influence a person's behavior. Willington and Evans (2005) opined that each of these operates at all times, although one deficient dominates the individual's behavior at any time and

circumstance. Maslow's hierarchy of need is commonly displayed in pyramid form, with the basic need at the bottom and the higher needs at the top. The needs were depicted in this way to show the significance of each need on the others with the most important and broadcast category being the physiological needs at the base (Redmond, 2010).

Physiological needs: These needs are basic to human life, and hence, include food, air, water and clothes. The physiological needs are to be met first at least partly before higher level needs emerge.

Safety Needs: After satisfying the physiological needs, the next needs felt are called safety and security needs. This second level, derive from the desire for a peaceful and stable work environment.

Social belonging: This needs which include associating with others, love participation in social activities remain fundamental worker "adjustment at work environment. These needs are met by belonging to a group giving and receiving friendship and affection (Hoy & Miskel, 2008).

Esteem needs: Reflect desire to the highly regarded by others. Essential to these needs are positive self-image, attention, recognition and appreciation.

Self-actualization: In this content self-actualization is the need to be what an individual want to be, to achieve fulfillment of life goals, and to realize the potential of his or her personality. Maslow believed that self-actualization is process, not an end state. Maslow's hierarchy of needs theory is based on three fundamental postulates as thus:

- Individual " needs are universal and arranged in a hierarchy
- Unfulfilled needs lead individuals to focus exclusively on these needs.
- Lower levels needs must be large satisfied before higher level needs can be felt and pursued.

Relating Maslow's theory to this study, among the hierarchy of needs this research work centered on cognitive needs and self- actualization needs.

However, sometimes when school administrators analyze the work environment, they tend to focus on structure to their detriment of the individual. For example, teachers have need for professional growth through in-service training programmes. But to neglect the individual element of the school social system is highly detrimental. Indeed, teachers bring with them needs and develop their own personal orientation. Although teachers occupy position in schools they are merely actors devoid of unique needs. A key conclusion can be drawn from Maslow's theory. Individuals try satisfy different needs at work, for instance, teacher among other needs in school organization

Desire self-development and realization of full potential. Accordingly, to have motivated workforce, administrators in schools organization must determine which needs teachers are trying to satisfy and make sure that such teachers receive outcomes that satisfy their needs especially when they perform at high level and contribute to the organization effectiveness.

A good reason why in-service training needs to be understood is that for an organization to succeed it depends on workforce, and to get the best from the workforce, it must be continuously trained and developed. In-service training programme involves equipping organizational workforce with necessary skills needed for their improved satisfactory job performance, In-service training give room for workers to develop and enhance their skills. It is a wonderful tool employed by organization to achieve the best result from their employees. According to OECD in Musset (2010) In-service training is geared toward updating, developing, and broadening the knowledge that teachers had acquired during the initial teacher education and provides them with new skills and professional understanding. It improves the effectiveness of teachers. Eghonmwan (2008) defend In-service training as the upgrading and updating of knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary because no

employee has attained the level of perfection at the time of hiring. They need to be developed right from the time they take up their appointment to the day they retire. Harris, Bessort and McIntye (2001) defend In-service training in a simpler way as activities that ARE INTENDED FOR the instructional improvement of staff members. Salimba (2005), Ogunu and Omoke (2006), Tel-Guebuza (2013) and Uzemen (2013) see In-service training as a series of short programmes made available to teachers for personnel's in order to acquire higher qualification and improve on their professional practices. They added that "In-service Distance Education" "irregular Education Programme Adult learning "Adult continuous Education part-time programmes part-time studies Sandwich Programmes and among other are the various names given to the educational programmes provided outside the normal working hours and working environment. This kind of training usually takes place in training schools, conferences, seminars, workshop, among others. Alufohai, Ibhafdom and Mamudu (2012) and Tunara (2013) listed four categories of teachers who should participate In-service training programmes: The holders of first primary school leaving certificate, senior secondary school certificate (SSSC).

National technical certificate (NTC), national Business (NBC) the second categories are the serving secondary school teacher with the Nigeria certificate of Education (NCE). The Third categories of teachers for the part-time programme are those with adequate academic qualifications but lack professional training. The first categories are advised to go for a three year to five years programmes in any colleges of Education/Universities for Nigeria Certificate of Education (NCE), bachelor degree in education. The second categories of teachers are advised to go for training programmes in any universities or degree awarding colleges of Education to acquire Bachelor's degree in education. The Third categories of teachers are advised to go form the postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Technical Education

(PGDTE) on part-time as embedded in section 8, number 78(a-c) of the education policy document (federal Republic of Nigeria, 2014) at bringing in professionalism into teaching. The fourth category is the master of education (M.Ed.) part-time programme is an attempt to further equip the teachers in service. Teachers acquiring more knowledge, skills and upgrading their certificate will bring about more

Standard Job proficiency and thus, improve the nation's standard of education. According to the United State Department of Health Education and Welfare (2002) has described in-service training as a programme of systematized activities promoted or directed by the school system that contribute to the professional or occupation growth and competence of staff members during the time of their service to the school system. In-service training is a very important aspect of staff development. Igbo, Eze, Eskay, Onu and Omeje (2012) describes in-service training as an on the job training used by organizations to bring about development and improved competency in the workers.

Research Methodology

This study was a survey research. A survey research design in one which a group of people or item is studied by collecting and analyzing data from people items considered to be representative of the entire group (Nworgu 2006). The design is considered appropriate because a group of people is studied and data collected and analyzed from few people deemed fit to be representative of the entire group. The population of the study consisted of all teachers in government owned secondary schools in Enugu Education Zone. Enugu Education Zone in made up of three local government areas with a total of twenty five secondary schools. There are 2,565 numbers of teachers, 591 males and 1974 females (Enugu state Post Primary School Management Board 2015). A sample size of 256 teachers which is 10 percent for the population was used for the study. (60 male teachers and 196 female teachers) Data were collected by the use of structure questionnaire entitled "Impact of training and

retraining on Teachers' productivity Questionnaire" (ITRTPQ); designed by the researcher. It has two sections, A and B section. A elicits demographic information from the respondents. Section B. is on the training/retraining and its impact on the productivity of teachers. There are 20 items on the instrument compiled from the

Literature reviewed. The response mode to the items is a four point like type rating scale of: Very Great Extent- 4 points, Great extent- 3point, low Extent 2point and very low extent- point. The instrument was validated by two experts in educational management and one expert in measurement and evaluation all from Enugu State University of Science and Technology, Enugu. The reliability of "IJSTPQ" was established using Cranach Alpha statistics after trial testing using 20 teachers in another education zone in the state. Result of analysis yielded an Alpha value of 0.74. The questionnaires were distributed using two research assistants. A criterion mean of 2.50 was for accepting mean scores. Mean and standard deviation were used to answer the research question while t-test statistics was used to test the hypothesis.

Research Design of the Study

This study adopted correlational research design, which determined the degree of relationship that exists between quantifiable variables. in effect, the design attempted to establish the existence or lack of relationship of public secondary school teachers' job performance with regard to the independent variables of teacher learning, teacher growth, teacher needs and teachers collaboration. It is believed that the result of this study will be useful to the teachers because as the government get to know and provide their in-services training, they will get a better knowledge and this will make their easier. The government will also benefit from the findings in the sense that the situation of teacher regarding in-service training is brought to focus and taken care of; the teachers will put in their best in the educational sector. Also, the finding will be useful to the students, because if the teachers are well provided for, they will be in a better position to provide enriched knowledge for

academic, social and moral excellence. The findings of the study will be beneficial to researchers as it will contribute to the existing literature in order to add to the body of knowledge in this filed. Lastly, the findings of the study will

provide the senior secondary school board with the needed data and information for policy formation for policy formulation and recommendation.

Method of Collection and Finding

S/N	ITEMS			Female teacher		Male teachers	
		X_1	SD_1	Decision	X_2	SD_2	Decision
	To what extent does train and retrain enhance teachers productivity.						
1	Improve my reaching skills.	3.62	0.78	VGE	3.64	0.65	VGE
2	Improves my classroom management	3.07	0.98	VGE	3.58	0.50	VGE
3	Enhance my implementation of new policies.	3.17	0.91	VGE	3.49	0.66	VGE
4	Keeps teachers abreast of changes in the field of education.	3.41	1.05	VGE	3.73	0.62	VGE
5	Improves my work behaviors	3.33	0.80	VGE	3.55	0.66	VGE
6	Training and retraining motivate me	3.27	0.93	VGE	3.05	1.16	VGE
7	Improves my relation	2.80	1.00	GE	3.25	0.62	VGE
8	Improves my relationship with other teachers	2.52	1.03	GE	3.53	0.63	VGE
9	Enhance a positive school climate	2.19	0.84	LE	2.64	1.21	GE
10	Enhance positive student's performance	3.19	0.93	VGE	3.42	0.63	VGE
11	Increase the quality of my lesson note	3.41	0.83	VGE	3.56	0.50	VGE
12	Reduces my absenteeism	2.42	0.13	LE	2.98	1.03	GE
13	Increase my commitment to duty	3.00	1.00	VGE	3.13	1.02	VGE
14	Improves my relationship with my students	2.96	0.88	GE	3.51	0.50	VGE
15	Increase my punctuality	2.42	0.96	LE	3.07	0.90	VGE
16	Enhance my timely completion of the syllabus	2.82	0.94	GE	3.02	0.93	VGE
17	Increase my academic horizon	2.90	1.01	GE	3.45	1.17	VGE
18	Enhance my promotion.	2.11	1.17	LE	2.91	1.11	GE
19	Confers confidence in my area of specialization	3.39	0.94	VGE	3.31	0.63	VGE
20	Enhance my interpersonal and team- work	2.80	1.22	GE	3.07	0.63	VGE
		2.94	0.96	GE	3.30	0.79	

Recommendations

Based on the findings of the study, the following recommendations have been made: Opportunities for in-service training programs should be made available to all categories of teachers through a systematic planned process.

Entirely stakeholders (government/private agencies) should revitalize the organization of regular seminars,

Workshops and conferences for old and newly employed practicing teachers.

- Planning in-services training programs should be a careful selection of course content, and placing teachers in heterogeneous and collaborative groups during the programs in order to support teachers learning.
- Also, distance supported e-learning at school level should be encouraged.

- Regular attendance of such programs should be used for staff promotion and upgrading.
- Government should inaugurate in-service staff training agency for secondary schools or establish such within schools board, charge with the responsibility of working out programs and modalities by staff participation.
- Government should bear the financial burden for teachers "in-service training programs by making budgetary allocation for that purpose.

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