

TRAINING AND RETRAINING OF TEACHERS AS A PRECURSOR TO ACADEMIC STAFF PERFORMANCE IN SECONDARY SCHOOLS IN BENUE STATE

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Abstract

This study investigated training and retraining as precursors to teachers' performance in secondary schools in Benue State, Nigeria. Two research questions and two null hypotheses were raised for the study. The design of the study was descriptive survey research design. The population of the study consisted 10,310 teachers from 958 public secondary schools in Benue State. Purposive random sampling technique was used to sample 15 secondary schools from the three senatorial districts of Benue State. A total of 75 teachers were randomly selected. The instrument used for data collection was a self-structure questionnaire which consisted of 10 items and titled Training and Retraining of Teachers as Precursor to Academic Staff Performance Questionnaire (TRPASPQ). The instrument was validated by experts in the fields of educational research and administered on the respondents through direct delivery approach to enable the researcher to have a satisfactory return of the questionnaire copies administered. A reliability of 0.87 was obtained using Cronbach Alpha statistic. Data collected was analyzed using simple descriptive statistics of mean scores and standard deviation to answer research questions with a mean score cut-off point of 2.50. Chi-square was used to test the hypotheses at 0.05 level of significance. It was found that on-the-job training and retraining opportunities and off-the job training and retraining opportunities have significance. The study concluded that on-the-job training and retraining opportunities and off-the-job training and retraining opportunities have significant impact on teacher's job performance in Benue State. The study, therefore, recommended, among others, that Ministry of Education and principals of secondary school should always charge those in higher ranks to initiate their subordinates to work ethics and proficiency through job rotation, peer mentoring, and that, secondary school's management should make efforts to train and retrain teachers off-the-job by sponsoring them for conferences, seminars and workshops to enhance their skills for effective performance.

Keywords: Training, retraining, on-the-job training, off-the-job training, teachers' job performance.

Introduction

Organizational effectiveness rests on the efficient and effective performance of the workforce that make up the organization. The efficient and effective performance of the workforce, in turn, rests on the richness of the knowledge, skills and abilities possessed by the workforce. Training and retraining have always been driving force for productivity and performance. Training is like sharpening existing skills in order to reflect the trends in technology and other socio—cultural environmental changes of an organization. Since productivity is the goal of today's competitive business world, training can be a spring board to enhance productivity. The aim is to enable employees contribute their full measure to the welfare, health and development of the organization (Onah, 2008).

The performance of a staff in any organization is of paramount importance in achieving organizational goals. The success or failure of any organization is dependent on the extent of its staff performance (Tinuke, 2014). The researcher observed that no Organization can exist unless its workers are highly productive. McShane and Glinow (2005) opine that performance is goal directed behaviour under an individual control that supports organizational objectives. Olorunsola (2012) asserts that the un-committed attitude of staff in an organization is an indication of lack of job satisfaction. This unhealthy attitude to work, he observes, is common when newly employed staff are not trained to fit into their new jobs. According to Bingilar and Etale (2014), workers who are aware of Current developments in their profession, including new knowledge acquisition, are positively in position to boost their productivity index. The essence of training and retraining is to reduce obsolescence to the barest minimum. Hence, staff development programmes are used productively.

In human resource management, training and retraining is linked with organizational activities that are aimed at improving the performance of employees. A training and retraining program provided by the employer is a sincere effort to avail the employees the opportunity to be acquainted with a variety of skills, information, attitude and conduct. Newly recruited staff needs training before beginning work, while the existing staff require retraining to meet up with the demands and challenges of their job. With the ever-growing needs of modern education system, the education industry has to become technology-oriented, dynamic and updated. There is always requirement of skillful and talented manpower to take up the education industry to heights of international standard. All educational organizations, therefore, need to train and retrain their staff with the objective of improving their performance and overall productivity.

The purpose of training and development in service organizations is to increase efficiency of employees with the resultant increase in corporate productivity. This accounts for why a huge amount of funds and time are invested by Organizations at one period or the other in the improvement of the skills of their employees at various levels. Iwara and Egomo (1999), Nkanu (2000), in their various studies found that inadequate provision for training and retraining of teachers could reduce their enthusiasm in the teaching profession and this could affect their morale and attitude to work. Handerson (2000) states that the further training of teachers in-service works like a tonic, or an injection that helps to protect the commonest diseases teachers suffer from, that is, long set of habits that become a second nature, forcing them to act always in the old well-established way, independently of the transformed world around them.

The significance of education to man's overall growth and development cannot be over-stressed. Perhaps, this is what prompted Chaudhary (2015) to assert that education ensures economic growth, leads to social transformation and finds solution to overall national developmental challenges. The author explains that no nation can develop beyond its educational standard. Furthermore, Agbowuro, Saidu and Jimwan (2017) contend that education is first and foremost a basic need which any ambitious country must embrace in a bid to reach optimum development. It should be pointed out that it is only when the educational System is functional and qualitative that the above-stated gains of education can be realized. Nigeria as a developing country is trying to ensure that its educational system measures up to international standard with marginal success due to overwhelming challenges from various angles at all levels of education, especially the secondary education. Standard and qualitative education can be achieved in secondary schools only when the teachers are effective and efficient in the performance of their jobs. This can only be achieved through training and retraining programmes.

The quality of any educational system depends, to a great extent, on the quality of its teachers. Teachers are the most important component of any educational System because they are the people who shape the behaviour, thinking and attitude of the pupils/students in the teaching/learning situation. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is that of imparting knowledge to children. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes. If quality education is to be achieved, government and agencies involved in the management of education must make adequate provision for staff development programmes. To ensure quality education in Nigeria, we need to train and retrain our teachers. In this era of knowledge explosion as a result of modern technologies, particularly computer and ICT, it becomes pertinent that teachers be provided with opportunities to update and improve their knowledge and skills through teacher-development programmes. Akpan (1999), in his study, reported that teacher-training programmes, apart from developing in the teacher self-confidence, it also improves upon the teachers' teaching methods, class control, Supervision of students, and knowledge of subject matter and use of instructional materials.

These enhance teaching effectiveness and quality outcomes. Since teachers are the backbone of the education sector, it has become necessary to ensure their constant training and retraining in order to enable them to cope with the competitive world and the changing demands of the teaching industry. New teaching methods are constantly emerging which the classroom teacher must know, otherwise his/her methods will remain static (Akpan, 1999). The essence of training and retraining of teachers is to enable them to acquire the necessary skills to carry out their teaching job effectively.

Adeboyeje (2000) reported that refresher courses for teachers develop in each teacher his general education and personal culture, his ability to teach and educate others and awareness of principles which underlie good human relations. Rao and Rao (1997) state that training and retraining programme for employees improves changes, moulds the employees' knowledge, skills, behavior, aptitude and attitude towards the requirements of the job. Ojedele (2000) argues that refresher courses for workers enable them to acquire the necessary skills to do what they have not been able to do before on the job or to perform

those tasks that they have been performing better than they have been doing_ Edem (1982) and Obi (2000) in their various studies found that retraining programme for teachers improved them both academically and professionally and apart from helping teachers to update their knowledge, it Serves as a motivating factor for teacher efficiency. They further maintain that retraining programmes can take the form of short courses, seminars workshops and conferences, weekend courses, vacation courses and ad-hoc Courses.

Asuquo (2000) found that our educational system is witnessing a continuous growth, thus making the need for teacher training and retraining very crucial and necessary. He argues that teaching requires professional training to give the individual enough skills in the art of imparting knowledge to the learner. Accordingly, retraining programme for serving teachers is aimed at changing human character, perception, attitude and adding new knowledge and experience to the participants. Akpabio (2000), Kida (2000), Isyaku (1991) and Ortyoyande and Agbe (2000) posit that there is need to retrain new and inexperienced teachers as well as those who have been in service for years as this would help them to learn new teaching techniques, change their perception and attitude towards the teaching profession.

It is the responsibility of education authorities to ensure that teachers have the required skills, ability, passion and knowledge to work efficiently so that there can be increase in their productivity. It also goes without saying that whoever that dares to teach must not cease to learn. This implies that teachers must also make conscious efforts to develop themselves in order to remain relevant to their profession and to cope with the ever-changing world of knowledge. Despite its importance, it has been observed in this study that less attention is often paid to the training and retraining of teachers. In most cases, training and retraining programs are not only poorly planned and coordinated but haphazardly implemented. What is most disturbing is the inadequate budgetary provision that is often made by government for the training and retraining of teachers, especially at the secondary school level.

The secondary school system in Nigeria depends on funds provided by the government to run their programmes. Training of secondary school teachers too requires funds. Ubeku, (1970) states that money Spent On training and development of employees are well-invested. Staffs are motivated to work harder when given the opportunity to develop their skills by training. However, funds allocated to public secondary schools in Nigeria continue to dwindle. Omole (2018) noted that the Buhari-led administration has put allocation to education on a reverse gear, with an unimpressive yearly reduction to the education sector. Adesulu (2017) avers that funding is a causative factor to quality education. Training of secondary school teachers is equally a way of craving for quality in the system. The worry here is that not much attention seems to be paid to training and retraining of teachers as observed by relevant stakeholders (students and the community). It must be emphasized that for the secondary school system to yield maximum result, teachers training and retraining must be given optimum attention.

The secondary school system exists such that skills, attitudes and values are needed to maintain excellence. Usen (2009) avers that insufficient provision tor training and retraining opportunities to acceptable standards constitutes one of the major Sources of the poor quality of education in many schools. According to ZeroMillion.com (2013), training is often considered for new employees only. This is a mistake because on-going training for current employees helps them adjust to rapidly changing job requirements. According to

Wise GEEK (2013), specific benefits accrue from training and developing workers which include increased productivity; reduced employee turnover; increased efficiency resulting in financial gains and decreased need for supervision. They went further to state that employees frequently develop a greater sense of self-worth, dignity and wellbeing as they become more valuable to the firm and to society.

Teachers of secondary school system need training and retraining continually so as to keep with the challenges of the work and create changes that might foster quality education. Training and retraining programmes can be on-the-job or off-the-job which would assist teachers to improve their skills. Secondary schools in Nigeria can offer their teachers on-the-job and off-the-job training and retraining opportunities to improve their job performance. It is evident that there are training and retraining gaps which have to be filled. In trying to fill these gaps, Halidu (2015) cautioned in a study on higher institutions that academics will discharge their designated responsibilities effectively if the academic system/environment fosters academic fellowships, workshops, seminars and conferences. To also prove that training and retraining opportunities are not consistent, Halidu's study showed that, Tertiary Education Trust Fund should improve on its training policy in its entire ramification because in recent times academics are being faced with innovations and technological developments so as to meet up with the changing trends and circumstances.

In a rapidly-evolving job landscape, employees need to be trained and retrained and taught about new technologies and their applications. With training and retraining, employees can stay up-to-date, use new technologies and give up on the old ways of performing a task. They can finish a task faster and show improved results with the right training. It will also give them confidence and enable them to adopt new and better ways to achieve their goals and objectives (Halidu, 2018). According to Amcdeker (2015) inadequate teacher preparation programmes results in majority of teachers' inability to demonstrate adequate knowledge and understanding of the structure, function and the development of their disciplines. Arnedeker (2015) further explains that if teachers are given the opportunity for growth and development on or off-the-job, it will increase their performance and productivity which invariably affect students' academic performance to the positive side rather than the regular record of Failure of internal and external examinations in various subjects.

In Benue State, efforts have been made by government in the past to organize professional development programmes for its employees and to sponsor teachers to attend and participate in such programmes. These efforts yielded some remarkable results. However, the efforts have not been sustained. This has accounted majorly for the observed poor job performance by most secondary school teachers with resultant poor academic performance by students in the state. Against this background, therefore, every effort has to be made to sustain the training and retraining opportunities of secondary school teachers in Benue State in order to enhance their performance and increase their productivity for improved academic output.

Theoretical Framework

Two theories have been found relevant to this study:

Theory of Effectiveness and Efficiency

The theory of effectiveness and efficiency was postulated by Chester Bernard (1886-1961). Bernard's most famous work was titled: "The functions of the executives". To Bernard, effectiveness refers to the extent to which the set organizational goals are achieved with given resources. On the other hand, efficiency refers to how well a worker performs his/her duties in the achievement of set goals. The relevance of the theory to this study is that educational institutions that want to achieve effectiveness and efficiency must be prepared to train and retrain their staff for higher productivity because effectiveness and efficiency be acquired through training.

Theory of Total Quality Management

Total quality management theory was propounded by William Edwards Deming in 1994. The theory emphasizes important methods of ensuring quality in the management of education with specific reference to maintaining effectiveness and efficiency while reducing wastage in the system. The total quality management theory places emphasis on collaborative team work, the crave for quality and continuous improvement and professionalism in executing assignment. Deming theorized that in order to effectively manage resources (human and non-human resources) in the education sector, the school manager must be knowledgeable and have the skills for assuring that quality of resources are intact. This is because such will give rise to effectiveness and efficiency in the school system. Deming further points at the fact that the school manager should make the school system effective and efficient by ensuring the training and retraining of its personnel for higher standards.

Conceptual clarifications

Training

Emechebe (2009) defines training as the process of equipping staff with the necessary skills required to perform their jobs satisfactorily. Management Study Guide (2013) sees training as an endeavour aimed to improve or develop additional competency or skills in an employee on the job one currently holds in order to increase the performance or productivity. According to Wise GEEK (2013), management training includes courses and workshops that prepare managers to face the wide array of challenges involved in supervising people and managing systems and projects. Onah (2014) sees training as an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform a certain task within an organizational setting², Retraining

Retraining, according to Onah (2014), is a practice employer may require for their workers to make them learn new skills. Although most employees will receive training at the very beginning of their employments, further training may be necessary down the line in order to avoid having a stagnant workforce. For example, organizations that have upgraded to newer technologies may require retraining so that everyone learns how to use the new devices as opposed to simply relying on newer or younger employees. Retraining is highly useful for the teachers because they are learning new skills that could make them more viable workforce for the secondary schools.

On-the-job training

On-the-job training refers to the training given to staff while they are still doing their normal duties. According to Heathfield (2018), on-the-job training is teaching the skills, knowledge and competencies that are needed for employees to perform a specific job within

the workplace and work environment. On-the-job training uses the regular or existing workplace tools, machines, documents, equipment, knowledge and skills necessary for an employee to learn to effectively perform his or her job. On-the-job training can be done through the following ways: job rotation, peer mentoring, coaching, orientation, induction programmes and so on.

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Off-the-job training

Off-the-job training refers to the training given to staff outside their job environment. Off-the-job training can be done through sending staff on in-service, conferences, seminars, refresher courses, programmed instruction and so on. Off-the-job training is offered outside the usual workplace where employees have the opportunities of interacting and exchanging ideas with colleagues from other organizations as well as being exposed to external facilities and resources. It takes the form of lectures, conferences, case studies, visual training and simulated programme instructions, day release, short term and long term courses, among others (Abosedede, 2015).

Teachers' job performance

Obilade (1999) defined teachers' job performance as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals". Okeniyi (1995) defined teachers' job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. Similarly, Selamat, N; Samsu, N. & Kamalu,

N.S.M (2013) viewed teachers' job performance as the way in which a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness. However, Meindle (1995) argued that teachers' job performance is determined by teachers' level of participation in the day-to-day running of the school organisation. In this research, teachers' job performance relates to what teachers do in the classroom and how that affects students' learning.

Statement of the Problem

It is perceived that schools that experience higher performance may be due to adequate training and retraining opportunities given to the staff of the institutions. There have been incessant complains by parents, members of the public and educational Quality Assurance officials about the non-challant attitude of teachers towards work in public secondary schools in Benue state. In view of this poor attitude exhibited by teachers, meaningful productive work is often hampered. The poor attitude of teachers to work can be attributed to lack of motivation through Staff development programmes. Inadequate provision for training and retraining of teachers could reduce their enthusiasm in the teaching profession and this could affect their morale and attitude to work.

The researcher observes that most public secondary school teachers in Benue state are not availed training and retraining opportunities as they should. The situation is even worse with secondary school teachers in rural areas who have little or no access to current trends in education. However, in today's dynamic society, change is a constant and inevitable phenomenon. Thus, values change, choices change, aims and objectives also change. In line with changing times, the content of education and curriculum changes according to the

identified philosophy and educational goals. Teachers' workload in schools continues in the same degree. The corresponding increased volume of teachers' workload has placed teachers under tremendous pressure. Pre-service training in education may not be enough to provide all the knowledge and skills needed for the capacity building of the teachers and increased teachers' morale in these changing times when the nation is matching towards achieving Sustainable National Development. Previous efforts by Benue state government to train and retrain its secondary school teachers yielded fruitful results by way of their enhanced performance. However, these efforts have not been sustained. Given the crucial role of teachers in determining the success or failure of the education system, this study, therefore, sought to investigate the impact of training and retraining of teachers as a precursor to secondary school teachers' performance in Benue state.

Purpose of the Study

This study investigated the impact of training and retraining opportunities as a precursor to teachers' performance in secondary schools in Benue state. The study specifically sought to:

1. examine the impact of on-the-job training and retraining opportunities on teachers' performance in secondary schools in Benue State.
2. examine the impact of Off-the-job training and retraining opportunities on teachers' performance in secondary schools in Benue state.

Research Questions

The following research questions were developed to guide the study:

1. what is the impact of on-the-job training and retraining opportunities on teachers' performance in secondary schools in Benue State?
2. what is the impact of off-the-job training and retraining opportunities on teachers' performance in secondary schools in Benue state?

Hypotheses

Two hypotheses were formulated and tested at 0.05 level of significance.

1. On-the-job training and retraining opportunities have no significant impact on teachers' performance in secondary schools in Benue State.
2. Off-the-job training and retraining opportunities have no significant impact on teachers' performance in secondary schools in Benue state.

Research Method

The study adopted a descriptive survey research design. This is because opinions of respondents constitute the data. The population of this study consisted of all the 10,310 teachers from 958 public secondary schools in Benue State. fifteen secondary schools from the three senatorial districts of Benue state (5 schools from each district) were sampled for the study, out of which 5 teachers were randomly sampled, giving a total of 75 teachers (50 males and 25 females). The selection was done using purposive random sampling technique because the researcher considered the entire population homogenous.

The instrument used for data collection was the questionnaire. It consisted of ten items distributed to reflect each of the research questions. Items 1-5 seek responses to

research question one, while items 6-10 seek responses to research question two. The questionnaire was; validated by two research experts in the Department of Educational Foundations, Benue State University, Makurdi. It was administered on the respondents through direct delivery approach to enable the researcher to have satisfactory return of the questionnaire copies administered. The instrument was trial-tested using 30 teachers in different schools that were not part of the sampled population. This was done using Cronbach Alpha statistic to establish its reliability which yielded 0.87. The questionnaire

Data collected were analysed using simple descriptive statistics of mean scores and standard deviation to answer the research questions. Any mean score of 2.50 and above was regarded as having desired influence, while any mean score below 2.50 was regarded as not having desired influence. Chi-square was used to test the hypotheses at 0.05 of significance.

Results

Research Question 1: What is the impact of on-the-job training and retraining opportunities on teachers' performance in secondary schools in Benue State'?

Table I : Mean ratings and Standard Deviations of Respondents on On-the-Job Training and Retraining Opportunities in Secondary Schools.

Item No.	Item Description	N	\bar{X}	St.D	Remark
1	Improved performance.	75	2.89	1.11	Agree
2	Secondary schools in the State always use job rotation on enhance performance of teachers.	75	3.16	1.01	Agree
3	Staff meetings are held in secondary schools to discuss how best teachers can do their job.	75	3.08	1.08	Agree
4	Internship training programmes are embarked upon by secondary schools to improve teachers' performance.	75	3.24	.96	Agree
5	Secondary schools use peer mentoring to Improve teachers'	75	3.15	1.09	Agree
Cluster Mean Score and Standard Deviation			3.10	1.05	Agree

Table I shows that items 1-5 have mean scores (and standard deviations) Of 2.89(1.11), 3.16(1.01), 3.08(1.08), 3.24(.96) and 3.15(1.09) respectively. Item-by-item analysis shows that secondary schools in the state give orientation to their teachers for improved performance; secondary schools in the state always use job rotation to enhance performance of teachers. The respondents also opined that staff meetings are held in secondary schools to discuss how best teachers can do their job; internship training

programmes are embarked upon by secondary schools to improve teachers' performance and that, secondary schools often use peer mentoring to improve teachers' performance. This shows the impact of on-the-job training and retraining opportunities on teachers' performance in secondary schools. The cluster mean score of 3.10 which is high above the cut-off point of 2.50 implies that, on-the-job training and retraining opportunities impact on teachers' performance in secondary schools in Benue State.

Table 2: Mean ratings and Standard Deviations of Respondents on Off-the-Job Training and Retraining Opportunities in Secondary Schools

Item No.	Item Description	N	\bar{X}	St.D	Remark
6	Teachers of secondary schools are granted Sponsorship for furtherstudies to improve their performance.	75	3.20	.99	Agree
7	State organizes refresher courses to build teachers' capacity	75	3.01	1.06	Agree
8	Teachers are sent on seminars to enhance theirperformance.	75	2.95	1.23	Agree
9	Secondary schools in the state use programmed instruction toimprove teachers' performance.	75	2.69	1.10	Agree
10	Lack of training and retraining reduces performance.	75	3.01	.89	Agree
Cluster Mean Score and Standard Deviation			2.97	1.05	Agree

Table 2 shows that items 6-10 have mean scores (and standard deviations) of 3.20(.99),2.69(1.10) and 3.01 (.89) respectively. Item-by-item analysis shows that the respondents opined that teachers of secondary schools are granted sponsorship for further studies to improve their performance, state organizes refresher courses to build teachers' capacity for enhance performance and teachers are sent on seminars to enhance their performance. The respondents further opined that secondary schools in the state use programmed instruction to improve teachers' performance. They also agreed that, lack of training and retraining reduces teachers' performance. This shows the impact of off-the-job-training and retraining opportunities on teachers'performance in secondary schools. The cluster mean score of 2.97 which is above the cut-off point of 2.50 implies that, off-the-job training and retraining opportunities have impact on teachers' performance in secondary schools.

Hypothesis I

On-the-job training and retraining opportunities have no significant impact on teachers'performance in secondary schools in Benue State.

Table 3: Chi-Square Analysis on Impact of on-the-job Training and Retraining Opportunities on Teachers' performance in Secondary Schools in Benue State

Items	Fo	Fe	X ² Cal.	X ² Crit.	Df	Level of Sign.	Decision
SD	13	18.8	11.33 ^a	7.82	3	0,05	Sign.
D	11	18.8					
SA	22	18.8					
Total	29	18.8					
	75						

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Table 3 shows that $X^2 \text{ cal. } (3) = 11.133^a > 7.82$; $P < .05$. With this result, the null hypothesis was not accepted. This result revealed that, on-the-job training 2nd retraining opportunities have significant impact on teachers' performance in secondary schools in Benue State.

Hypothesis 2

Off-the-job training and retraining opportunities have no significant impact on teachers' performance in secondary schools

Table 3: Chi-Square Analysis on Impact of Off-the-job Training and Retraining Opportunities on Teachers' performance in Second

Items	Fo	Fe	X ² Cal.	X ² Crit.	Df	Level of Sign.	Decision
SD	7	18.8	32.46 ^a	7.82		0,05	Sign.
D	9	18.8					
SA	21	18.8					
Total	38	18.8					
	75						

Table 4 shows that $x^2 \text{ cal. } (3) 32.467^a > 7.82$; $P < .05$. With this result, the null hypothesis was not accepted. This result revealed that, off-the-job training and retraining opportunities have significant impact on teachers' performance in secondary schools.

Discussion of Findings

The first finding of the study reveals that on-the-job training and retraining opportunities have significant impact on teachers' performance in secondary in Benue State. This finding is in agreement with Bingilar and Etale (2014) that workers who are aware of current developments in their profession, including new knowledge acquisition, are positively in position to boost their productivity index. Further, ZeroMillion.com (2013) found that training is often considered for new employees only. This is a mistake because on-going training for Current employees helps them to adjust rapidly to changing job requirements. The implication of this finding is that more has to be done in the area of on-the-job training through job rotation, peer mentoring, staff meetings, orientation and internship far

subordinate workers to learn. If this is pursued with vigour, the mandate of the secondary schools will be achieved. On-the-job training is, therefore, an imperative for them.

The second finding of the study revealed that off-the-job training and retraining opportunities have significant impact on teachers' performance in secondary schools in Benue State. This finding is in line with that of Halidu (2015) that academics will discharge their designated responsibilities effectively if the academic system/environment fosters academic fellowships, workshops, seminars and conferences and so on. The finding also agreed with Amedeker (2015) who reported that if teachers are given the opportunity for growth and development on or off the job, it will increase their performance and productivity which will invariably affect students' academic performance to the positive side rather than

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Conclusion

Training and retraining is a basic requirement for every teacher for effective performance of assigned duties in secondary schools. This study investigated the impact of training and retraining as a precursor to teachers' job performance in secondary schools in Benue State and established that, on-the-job training and retraining opportunities and off-the-job training and retraining opportunities have significant impact on teachers' performance in secondary schools. For secondary school teachers in Benue state to perform their assigned duties effectively and maximally, it is important to prioritize training and retraining programmes to enhance their skills and effective performance.

Recommendations

The following recommendations were made:

1. The Ministry of Education (MOE), in collaboration with principals, should charge those in higher ranks to initiate their subordinates to work ethics and proficiency through job peer-mentoring, orientation and internship. This can go a long way in helping newly-employed teachers to increase their skills for effective performance and it may also save the cost of sending the teachers to acquire skills off-the-job as it requires more money.
2. Adequate budgetary provision should be made by the state government for the training and retraining of teachers to serve as catalyst for the improvement of educational standards through increased teacher quality and academic performance of secondary school teachers in Benue state.
3. The state secondary school's management board should make efforts to source money internally through philanthropists and sponsorship of training programmes by nongovernmental organizations and so on. Money accrued from such areas can be used to retrain teachers off-the-job, mostly by granting them scholarship for further studies, sending them on conferences, seminars, refresher courses and so on to build their capacity for effective performance in secondary schools.
4. Suitable training and retraining programmes should be conducted regularly for secondary school teachers in the state while the existing programmes should be redesigned in line with current developmental trends in the education sector.
5. Secondary school teachers in the state must also make conscious efforts to develop themselves, in order to remain relevant to their profession and to cope with the ever-changing world of knowledge.

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