

# IN-SERVICE TRAINING AS A DETERMINANT OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

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## **Abstract**

*This study examined in-service training as a determinant of teachers' job performance in public secondary schools in North Central Nigeria. The purpose of the study was to provide in-depth information on the influence of in-service training on teachers' job performance in public secondary schools. One research question guided the study while a null hypothesis was formulated and tested. The study adopted the descriptive survey research design. The population of the study comprised 34,473 teachers from 1,949 public secondary schools. A sample of 1,737 respondents was selected through a multi-stage sampling procedure. Proportionate stratified sampling technique was used to sample the schools for the study. A simple random sampling was used to select the respondents from the sampled schools. In-Service Training and Teachers' Job Performance Questionnaire (ISTJPPQ) and In-Service Training Schedule (ISTS) were used for data collection. The reliability of the ISTJPPQ yields a Cronbach alpha co-efficient of 0.97. Mean and Standard Deviation were used to answer the research question. Chi-Square test was used to test the hypothesis at 0.05 level of significance. The result showed that in-service training has significant influence on teachers' job performance in public secondary schools in North Central Nigeria. The study concluded that in-service is an effective developmental tool or strategies that can help public secondary school teachers to enhance their knowledge, sharpen their skills and improve their pedagogical practices that will consequently improve their job performance and improve the quality and development of education in North Central and Nigeria at large. Based on the findings of the study, it was recommended among others that government and school administrators should also encourage teachers in secondary schools to go for in-service training in order to enhance high performance in the classroom.*

**Keywords:** In-service & Job Performance

## Introduction

Education is an instrument used for the capacity development of a nation and its citizenry. Its continuous growth and quality improvement depend on a number of factors. One of which is the quality of teachers employed to handle teaching and learning in such educational institutions. In any educational system, teachers are the heart and most important human resource, since they are the building blocks and active agents that facilitate students' learning and ensure that students thrive academically to fulfil their potential and find meaningful careers. Teachers and the quality of their teaching (skills, abilities and knowledge) are now widely recognized as the most critical of many important factors that combine to create overall quality of education (Darling & Hammond, 2000; Leu & Price Rom, 2006; UNESCO, 2004). Olorunsola and Arogundade (2012) affirm that teaching staff are the major determinant of any educative process as the success or failure of the education system is critically tied to them.

Recruitment of teachers may not give the needed result since teachers' who do not know what to do or how to do it cannot perform effectively even if they want to (Amadi, 2008). It is therefore the responsibilities of the human resource management to ensure that teachers know what to do and how to go about it. This can only be possible through teachers training and retraining which is also refers to as in-service training. Teachers' in-service training and development are essential work activities that contribute significantly to the overall effectiveness and profitability of both teachers and the school. The effectiveness and success of a school lies on the people who form the workforce and work within the school (Onuka, 2006). Onuka observes that it is the developed human capital of a school that constitutes its performance. It follows therefore, that workers' productivity in respect of achieving school goals and successes is a function of the quantum of the relevant skills and knowledge; positive work attitude workers have been able to acquire from constant manpower development programmes whether through on the job training or in-house training programmes or out of work training courses they attended.

According to Nakpodia (2011), in-service training is the training given to teachers who are already in the service. In-service training programme is a process for continuous up-dating of teachers' knowledge, skills and interests in their area of specialization. It is a means for continues professional growth, which encourages the extension of technical assistance by teacher educators. Aitken (2014) describes in-service training as the ongoing training of practicing teachers. This is typically arranged by school boards that employ them. Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. In-service also enables them to perform effectively as well as be versatile in skills utilization. It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new pedagogical practices (in-service training). In-service refers to periodic upgrading and additional professional development received on the job, during employment (Ingersoll & Strong, 2011). No matter the quality of the type of training initially acquired by a teacher, additional knowledge is necessary to improve and enhance his/ her performance.

Pauline (2013) avers that teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them

adapt to changes, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners.

Teachers who have received some in-service training are generally found to teach better than those who have not, although it depends on the purpose and quality of the training. But generally, the purpose of teachers' in-service training is to enable those involved to be successful in their professionals, develop professionalism and skills of lifelong in learning, to improve their required performance to meet the students' needs. The purpose of in-service training according to Musset (2010), is to update, develop and broaden the knowledge that teachers had acquired during the initial or pre-service education and or provide them with new skills and professional understanding. It improves the effectiveness of the teachers. In the words of Ngala and Odebero (2010), in-service training is seen as a vehicle to improve on staff effectiveness. Odebero further note that staff who get involved in in-service training programmes, particularly pursuing higher education and training motivate themselves into taking their jobs more seriously. At times, it appears the training received before has little or no relevance with the practice in the current organization. There is, therefore, the need to address this mismatch that appears to exist between training received in colleges and Universities and actual work place performance. This will help teachers to be abreast with the changes in the field of education orchestrated by modern technology. Abarikannda (2012) notes that in-service training is specially design to upgrade and updating the potentiality and competency of teacher to be more supportive, participative and achievement-orientated.

In order to ensure effective in-service training for teachers, stakeholders in the educational sector as well as educational administrators and planners must identify and utilize training programmes for teachers for quality job performance. Chabra (2014, p. 59) identifies such trainings to include:

1. Distance Learning: These kinds of trainings allow learners to carry on their studies without the need to attend a school or college regularly. Lessons are delivered to students either by broadcasts, online or through post. Students are at liberty to receive lessons at home or any other convenient place. Distance learning is important to teachers because they have to develop themselves.
2. Correspondence Courses: As the name implies, it is assumed that it corresponds with the normal conventional teacher training. It is usually by sending lessons to learners through post. This kind of training has been used in recent years to teach learners at a distance, it has been used successfully with students covering a wide range of ages and educational attainment more recently. The National Teachers Institute has been using correspondence as its main teaching medium for the in-service training of teachers.
3. Professionalization Course: This is done through in-service education for graduates of non-education institutions like polytechnics and even universities who are non-professional practitioners, they are usually compelled to receive training and update their knowledge else they lose their jobs of teaching. Other forms of professionalization includes: workshop, seminars, conferences, symposium among others.
4. Higher Qualifications: Even as professionals, a teacher may desire to obtain higher degrees to qualify for higher responsibilities and improve on his/ her earnings. Such may be Grade II holders advancing for the Nigeria Certificate in Education (NCE), NCE holders seeking to obtain first Degree Certificate, B.Ed, B.A. (Ed) or B.Sc (Ed) holders advancing for Masters' degrees as well as Master degree holders running for PhD

degrees. These programmes exist in full-time, part-time, sandwich, correspondence or distance learning modes among others.

In the words of Louise (2008), in-service training includes all professional development programmes/ activities in which one engage after initial certification and employment does not conclude until there terminations of services. It is a developmental opportunity given to staff for job enrichment for widening of knowledge, skills and techniques. The programme usually creates an atmosphere where every individual in the organization strives to be proud of his/her profession, thereby making interaction proved more fertile field. Similarly, Broadwell (2006) stresses that the focus of in-service training in education is to bring about curriculum change, innovation in teaching methodologies and provision of quality professional growth and development. Mostly, the activities and programme focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of teaching subject. In-service training programme creates an avenue for individuals to work as team in solving problems, which are of common concern to all staff as well as contributing to the development of the educational objectives of the school system. To encourage growth in performance therefore, other forms of professional development such as workshops, refresher courses exchanging teaching professional writings and participation in school programmes must be practiced. These will help to complement the already acquired knowledge especially when these processes are brought into reality through the role transition.

In-service teacher education is an integral part of staff development programmes which is organized for teachers while in service. Nakpodia (2011, p.22) outlines the benefits of in-service training of teachers to include:

1. To enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system.
2. To help teachers acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.
3. To enable teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century. Akinbode (1996) in an earlier study had established that investment in the form of in-service training was a crucial factor in the development of job commitment. This shows that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers' moral and thus, engendered positive work performance among them.

The works of Ojiemhenkele (2014) identified the functions of in-service training to include: increased productivity, improvement in the quality of work, improved skills, knowledge, understanding and attitudes. Oyitso and Olomokor (2012) also posit that in-service training brings greater confidence in teachers, enriches teachers' knowledge, increases their performance skills, creates greater efficiency and effectiveness, increase productivity and leads to higher productivity.

However, World Bank (2017) notes that despite the benefits associated with in-service training for teachers, it is to a large extent neglected as many management of public secondary schools in North Central Nigeria in particular find it difficult to engage teachers in professional development programmes to enhance their job performance. The desire of

teachers to develop their knowledge based and tested solutions to educational problems make in-service training pertinent which enhances higher productivity in the educational sector. Tahir (2015) also observes that no matter the efficiency of the pre-service training teachers received, there will necessarily be areas of inadequacies. It is against this background that the researchers deemed it necessary to examine the extent to which in-service training influences teachers' job performance in public secondary schools in North Central Nigeria.

### **Statement of Problem**

In-service training of teachers' is necessary especially in today's environment as newly recruited teachers enter into teaching without specific expertise for the job; and for those already on ground to cope with the changing demands of the profession. Training is supposed to improve teachers' knowledge on subject matter and teaching method. The Ministry of Education from the various states have been carrying out series of trainings and retraining to enhance the quality of teachers in our schools in recent time. However, one still witness decline in the performance of secondary school students as many of them who are supposed to be supporting staff in formal and non-formal organizations after graduation, can neither write nor read effectively talk less of writing an application letter for employment. Therefore, one wonders what could have been responsible for this fall in the quality of education in North Central Nigeria. Some research findings such as Abu (2016) and Ominyi (2021) blamed the teachers of these secondary school graduates for not being serious with their duties of teaching and ensuring that students understand and comprehend their lessons as well as disciplining and ensuring that students are working hard. The question therefore is what could be responsible for teachers' inability to perform their duties effectively?

The researchers anticipate that other factors such as non-involvement of teachers of secondary schools in in-service training such as orientation, induction, workshop, conference and seminars as well as symposia could have been responsible for the teachers' inability to plan and deliver lessons and use appropriate teaching methods for students' understanding. This also influences the discipline of students that could have informed their academic performance. Despite the strategies for the improvement of skills and knowledge for effective teachers' job performance; it seems that not much has been done by the management of public secondary schools in North Central Nigeria to utilize these training skills to enhance teachers' job performance for quality education. The problem of the study therefore is: To what extent does in-service training influence teachers' job performance in public secondary schools in North Central Nigeria?

### **Purpose of the Study**

The purpose of this study is to investigate the extent to which in-service training influence teachers' job performance in public secondary schools in North Central Nigeria. Specifically, the study sought to:

1. Find out the extent of influence in-service training on teachers' job performance in public secondary schools in North Central Nigeria.

### **Research Question**

The underlisted research question guided the study:

1. To what extent does in-service training influence teachers' job performance in public secondary school in North Central Nigeria?

**Hypothesis**

The null hypothesis was formulated and tested at 0.05 level of significance:

1. In-service training has no significant influence on teachers' job performance in public secondary schools in North Central Nigeria.

**Research Method**

The study adopted a descriptive survey design for the research. The population of the study comprised 34,473 teachers from 1,949 public secondary schools (Federal Ministry of Education, 2019). A sample of 1,737 respondents was selected from 100 or 5% teachers were selected using a multi-stage sampling technique (Proportionate stratified random sampling technique and simple random sampling technique). This sample is considered adequate since it is in line with Achor and Ejigbo, (2006) assertion that for a larger population, a sample of 10% of the population is adequate. In-Service Training and Teachers' Job Performance Questionnaire (ISTJPQ) and In-Service Training Schedule (ISTS) were validated by three experts, two in Educational Management and one in Educational Psychology from the Faculty of Education, Benue State University, Makurdi and used for data collection. The reliability of the ISTJPQ yields a Cronbach alpha co-efficient of 0.97. Mean and Standard Deviation were used to answer the research question. Chi-Squire test was used to test the hypothesis at a 0.05 level of significance.

**Results and Discussion of Findings**

A total number of 1,737 copies of the questionnaire were taken to the field and administered to the respondents and 1,649 or 95% were returned whereas 88 or 5% were not returned due to the non-cooperative attitude of some respondents. The data were analyzed and interpreted based on the question raised and the hypothesis formulated for the study.

**Research Question:** To what extent does in-service training influence teachers' job performance in public secondary school in North Central Nigeria?

**Table 1:**

*Mean and Standard Deviation Scores of the Extent to which In-service Training Influence Teachers' Job Performance in Secondary Schools*

S/no	Items Description	N	VHE	HE	LE	VLE	M	ST.D	Dec.
1	Teachers who are sent to acquire additional skills through seminars perform better in school.	1649	476	906	161	106	3.06	0.80	HE
2	Teachers who attend higher degree programme perform more effectively in my school.	1649	541	786	222	100	3.07	0.84	HE
3	Teachers who attend part-time training get to understand and perform their job more effectively.	1649	279	1021	231	118	2.89	0.76	HE

4	Teachers who go for postgraduate programmes are abreast with current trends in their profession which leads to perform better.	1649	300	869	281	199	2.77	0.89	HE
5	In my school, teachers who receive on-the-job training get their skills sharpened and this enhances their performance.	1649	478	688	201	282	2.83	1.03	HE
<b>Cluster Mean</b>							<b>2.92</b>		<b>HE</b>

**Source:** *Researcher's Field Survey Results (2020)*

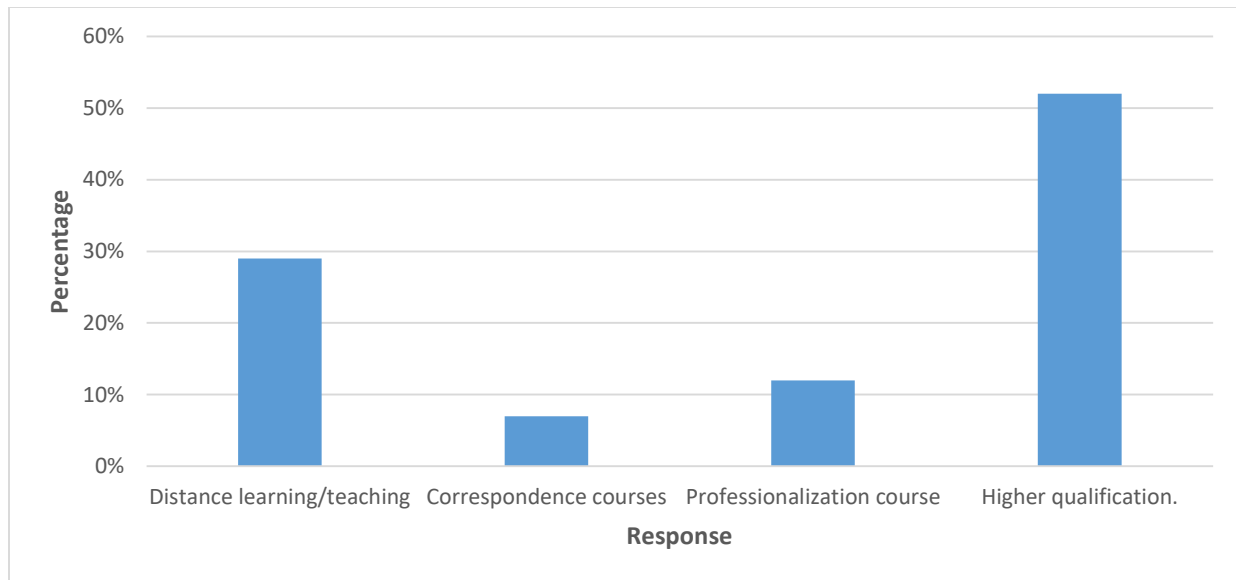
Table 1, revealed that the mean ratings of items 1-5 are 3.06, 3.07, 2.89, 2.77 and 2.83 with the corresponding standard deviation scores of 0.80, 0.84, 0.76, 0.89 and 1.03 respectively. From the results, the respondents agreed to a high extent that teachers who are sent to acquire additional skills through seminars perform better in school. They also agreed to a high extent that teachers who attend higher degree programmes perform more effectively in school. The respondents also were of the opinion that teachers who attended part-time training get to understand and perform their job more effectively. They further agreed to a high extent that teachers who went for postgraduate programmes were abreast with current trends in their profession which leads to better performance. Moreover, the respondents agreed to a high extent that teachers who receive on-the-job training get their skills sharpened and this enhances their performance. The cluster mean of 2.92 was above the cut-off point of 2.50. This implied that in-service training influence teachers' job performance in public secondary school to a high extent.

**Table 2:**

*Types of in-service training used in secondary schools to enhance teachers' performance*

S/No	Themes	Frequency	Percent.(%)
1	Distance learning/teaching	29	29
2	Correspondence courses	7	7
3	Professionalization courses	12	12
4	Higher qualification.	52	52
<b>Total</b>		<b>100</b>	<b>100</b>

**Source:** *Researcher's Field Survey Results (2020)*



**Source:** *Researcher's Field Survey Results (2020)*

**Figure 1:** Bar Chart showing types of in-service training used in secondary schools to enhance teachers' performance.

Table 2 and figure 1 revealed that 29(29.0%) identified distance learning as one of the types of in-service training that enhance teachers' performance, 7(7.0%) also picked correspondence courses as one of the in-service training that enhance teachers' performance. 12(12.0%) identified professionalization courses, while 52 (52.0%) ticked higher qualification as the type of in-service training used in secondary schools to enhance teachers' performance.

**Hypothesis:** In-service training has no significant influence on teachers' job performance in public secondary schools in North Central Nigeria.

**Table 3:**

*Chi-Square Test of the Influence of In-service Training on Teachers' Job Performance in Secondary Schools*

Responses	VHE	HE	LE	VLE	Total	df	$\chi^2$ cal.	P-val.	Remark
Observed	541	786	222	100	1649	3	703.361 <sup>a</sup>	.000	Sign.
Expected	412.3	412.3	412.3	412.3					

**Source:** *Field Survey, 2020*

Table 3 shows that the  $\chi^2$ -cal.=703.361<sup>a</sup>;  $P < .05$  with 3 degree of freedom. Thus, the null hypothesis which stated that in-service training has no significant influence on teachers' job performance in public secondary schools in North Central Nigeria was therefore rejected. The implication is that in-service training has significant influence on teachers' job



performance in public secondary schools in North Central Nigeria. The null hypothesis was therefore rejected.

### **Discussion of Findings**

The findings of the study revealed that in-service training has significant influence on teachers' job performance in public secondary schools in North Central Nigeria. This finding corroborated with Ngala and Odebero (2010) who reported that during in-service training programmes such as higher degrees, workshops, seminars and conferences among others, teachers learn school management skills, evaluation techniques, academic achievement correlates and master wider content areas of their subjects. This is to say that teachers in the high performing schools were found to have more interest in in-service training programmes compared to their colleagues in the average performing schools. In addition, Fianko and Bekoe (2013) agreed that majority of the respondents were of the view that orientation should be organized for teachers when appointed to teach in schools. This is to say that in-service training should be organized for teachers from time to time to upgrade their skills and knowledge for better performance. The researchers' current observation affirmed this finding that teachers who went for postgraduate programmes were more abreast with current trends in their profession which helps them to perform better. This on-the-job training also sharpens their skills and enhances their performance.

### **Conclusion**

This study was primarily carried out to examine the influence of in-service training on teachers' job performance in public secondary schools in North Central Nigeria. That in-service training is an effective developmental tool or strategies that can help public secondary school teachers to enhance their knowledge, sharpen their skills and improve their pedagogical practices that will consequently improve their job performance and improve the quality and standard of education in North Central Nigeria and the world at large.

### **Recommendations**

Based on the findings, it was recommended that:

1. Ministries of Education and school administrators should encourage teachers in secondary schools to go for in-service training in order to enhance high performance in the classroom.
2. The government and should allocate more funds to the education sector in order to equip the ministry to mobilize more teachers for in-service trainings and also sustained those already on the programme.
3. School management should hold Professional Development Meetings regularly with teachers and in such meetings, they should encourage teachers to go for career and professional trainings to enrich their knowledge and better the standard of education in the country.

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