



IN-SERVICE TRAINING AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract:

The study on the correlation of in-service training and teachers' job performance in public secondary schools in Enugu State, Nigeria has been conducted. Research design adopted was a correlational research design and a sample of 619 public secondary school teachers was drawn through stratified random sampling techniques from a population of 6,185 teachers who made up the respondents. Three research objectives guided the study. Investigation was based on the data collected through the administration of copies of researchers' adapted instrument titled, "In-Service Training Questionnaire (ITQ) and Teachers' Job Performance Questionnaire (TJPQ)". The research instrument was validated by three experts pulled from measurement and evaluation using content validity. The reliability coefficient of 0.866 was obtained in test-retest method using Pearson Product Moment Correlation. The three null hypotheses were tested at 0.05 alpha level using Regression Analysis. The major findings of the study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teacher professional in-service training, teacher workshop training, teacher orientation and conference attendance and job performance in public secondary schools in Enugu State, Nigeria. From the study it was concluded that in-service training has strong correlation on teacher job performance in public secondary schools. Based on the findings, the following some recommendations were made- opportunities for in-service training programme should be made available to all categories of teachers, all stakeholders should revitalize the organization of regular seminars, workshops and conferences for old and newly employed practicing teachers and government should bear the financial burden for teachers' in-service training programmes by making budgeting allocation for that purpose among others. Also, distance supported e-learning at school level should be encouraged.

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1. Introduction

Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Okunola (2000), performance may be described as *"an act of accomplishing or executing a given task"*. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 2009).

Education having been recognized universally as one of the fundamental building blocks of human development and poverty reduction in the world, it is a way through which millennium national development goals can be achieved. This is so because it is aimed at training the minds and inculcating values, attitudes, skills and positive behavior which leads to the development of the individuals and the society at large. Fafunwa (1974), as mentioned in Ololube (2013), both scholars saw education as the totality of all processes by which a child or young adult develops abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives that enables him live a meaningful life till he or she is old, as such education is a continuous process of learning from birth to death.

However, in Ololube, Dudafa, Uriah and Agbor (2013), they argued that Education is a means of transmitting culture from one generation to another and the process of bringing about a relatively permanent change in human behavior. Seen as one of the oldest industries, it is the main instrument used by society to preserve, maintain and upgrade its social equilibrium. In all human societies, education is meant to pass on to new generations existing knowledge of their physical environment, to introduce them to the organization of society, give them skills for performing their daily jobs and enjoying their leisure, and inculcate sound morals in them for their own benefit and that of the society. Grounded in this credence, educational reforms in Nigeria are demanding greater performance and commitment from educators, thereby holding teachers responsible for better performance of students in secondary schools.

Teachers are considered basic and very powerful instruments in any education system and as such they are the mainstay of the education system. They are however, charged with the responsibilities of ensuring that learning is sufficient and effective in order for students to discover their potentials maximally. Buttressing the importance of teachers in the education sector, Sanders and Rivers (2014) accentuated that the single best predictor of student success is teacher quality. Griffen (2012) posited that at the centre of any school improvement plan and reform initiatives are the people who translate goals into reality. In a school, teachers are the key implementers of new programmes and practice that impact on students' learning. Consequently, their training

is of great significance because teachers' quality determines the quality of education delivery and hence student outcomes within and outside the learning environments.

Again, in public secondary schools in Nigeria, students reasonably do not measure up in terms of performance with their counterparts in private schools specifically during external examinations (Okeji, 2015); the question had remained if the lack comes from the teachers or students themselves? The quality of any educational system depends to a great extent on the quality of teachers. Teachers are the most important component of any educational system because they are the people to shape the behaviour, thinking and attitude of the pupils/students in the teaching/learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes.

Quality performance in education on the other hand, is that type of education that is relevant to the needs of the learners and the needs of the society. It is the education that yields the complete person, a well-educated wholesome individual that is intellectually, morally, physically, emotionally and socially developed. Thus, quality education should be education that inculcate in the learners' dignity of labour, respect, ethical value, religious tolerance, self-reliance, political stability, security, quality leadership and industrial harmony (Majasan, 2008). Quality education is education that empowers the learners with relevant skills, knowledge, ideas, values and attitudes needed for the person to make informed decisions and live a self-sustaining life. To ensure quality education in Nigeria we need to train and retrain our teachers.

In achieving these laudable objectives of qualitative education from public schools in Nigeria, well trained and dedicated teachers to implement the curriculum and assure quality service delivery are needed. It is not just enough to recruit teachers for the programme, but to provide continuous in-service programme or professional development programmes for the teachers to update their knowledge, skills and competence for them to function effectively and efficiently. According to Akpan (2009), in-service programme is planned organizational activities aimed at improving and increasing teachers' skill, knowledge, concept, attitudes and behaviour to enable them to meet the demands of the teaching job. It focuses on improving the conceptual skill; intellectual and abilities needed to do a better job.

In-Service training programme in an organisation is a development by which people are taught with skills and given the necessary information or attitude to enable them to carry out their duties to the required standard in the present job and to assume greater and more demanding roles for effective job performance. Organisations are facing many modifications which are related to economic needs, social needs and technology needs. As such, professional programme is important to overcome these hitches and to cater the needs of the organisations. Professional in-service training programmes are activities involved in raising skills, knowledge and behavioral change (Bressoux, 2016). Teachers' in-service training programme is the process for continuous updating of teacher's knowledge, skills and interests in chosen field (Nakpodia, 2008). Nakpodia highlighted the benefits of in-service training of teachers as to guide teachers obtain

academic and professional qualifications in order to improve their positions in the school system; help teachers acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy in order to improve their efficiency in the classroom among others.

From another perspective, in-service training of teachers has been linked with the professional development of job commitment (Akinbode, 2006). He argued that teachers who had low commitment to the teaching profession prior to training became highly committed after they were given opportunity to participate in in-service training. Teacher's in-service training can thus be described as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job commitment. Drucker cited in Onasanya (2009) asserted that "*an organization has to provide today, the men who can run it tomorrow*". As explained by Onasanya (2009), training is a form of specialized education aimed at giving the trainee particular or specialized knowledge, skills and attitudes, which he must possess to effectively perform in a given position on a job.

In-service training program is important in the education sector same as the other sectors or organisations. The need for training in education particularly for teachers is important to improve the quality of education in Nigeria. Teachers are crucial in implementing educational transformations in accordance with the aspiration of the National Philosophy of Education. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives.

In-service training and development become necessary especially in highly populated school; where schools are short-staffed and some teachers are required to teach subjects outside their fields of specialization. More so, during periods of teacher shortage, unqualified ones are recruited. In order to realize the overall objective of the school system, the teachers must be mobilized, directed, stimulated and motivated towards optimal performance of their duties. In line with this statement, teachers have established a number of local, state and national organizations to improve professional standards and to promote their interest. According to Okechukwu (2013), teacher retraining programmes apart from developing in the teacher, self-confidence, it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes.

The importance of training and re-training to career enhancement and capacity of teachers for improvement in teaching and learning processes cannot be over-emphasized. In-service training is conceived as an organized procedure by which people learn and acquire new knowledge and skills for definite purpose while being employed. Idonije (2005) sees in-service training as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Training and

retraining are necessary if efficiency is to be attained. When teachers are offered in-service training, they acquire new and improved skills as well as knowledge that will enable them to perform better thereby enhancing their productivity. Training and retraining of teachers therefore are capable of enhancing the level of performance and also enabling them to cope with the ever-increasing challenges of educating the students in the country. In Enugu State, a large number of teachers are needed in the education system prior the new government policy of free and compulsory education Basic Education level. Top priority therefore must be to see that sufficient numbers of young persons who are willing and ready for self-development are recruited. As such, the need for in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. In developing the proficiency status of teachers, the training program such as in-service training should not be removed from the reformation that occurs.

In-service training has for many years been the driving force behind many changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation. Teachers play active and vital role in the development of productive and dedicated citizens of any society.

If the teachers' performance in the classroom is averagely good and at the same time, they feel a sense of accomplishment for their jobs, learning is easily achieved. Iwuagwu (2010) observed teacher-student relationship and opined that it helps to create an environment that is conducive for learning. She also revealed that many teachers have experienced problems which hamper learning processes in many schools today, but when exposed to in-service training it ameliorates against such challenges.

The success of any organization is a resultant effect of quantity and quality of its workforce. In support of this, Ibukun (2009), opined that teachers hold the key to nation building and that the aspiration of any nation to transform into a greater country can only be made possible if there are competent and dedicated teachers to impact them with appropriate attitude skills and knowledge. Teachers have been shown to have important influence on students' academic achievement and they also play a crucial role in education attainment because the teachers are ultimately responsible for translating reforms and policy into actions.

Consequently, there is a need for teacher professional training and development due to the observable low academic performance prevalent in the society. Teachers professional development is a key component of coping with those challenges. Given this background, the study sought to investigate the relationship between In-service training and teacher's job performance in public secondary schools in Enugu State.

1.1 Purpose of the Study

The aim of this study is to investigate the relationship between in-service training and teachers' job performance in public secondary schools in Enugu State. Specifically, the study intends to;

- 1) Determine the relationship between professional training and teachers' job performance.
- 2) Examine the relationship between attendance to workshop and teachers' job performance.
- 3) Examine the relationship between orientation of teachers and teachers' job performance.

1.2 Research Hypotheses

The following null hypotheses are formulated and will be tested at .05 level of significance:

H₀₁: There is no significant relationship between teachers' professional training and teachers' job performance in public secondary schools in Enugu State of Nigeria.

H₀₂: There is no significant relationship between teachers' attendance of workshops and teachers' job performance in public secondary schools in Enugu State of Nigeria.

H₀₃: There is no significant relationship between orientation and teachers' job performance in public secondary schools in Enugu State of Nigeria.

2. Review of Empirical Studies

Review of scholarly empirical findings became necessary here in order to bring more explanation to the study.

Konopack, Reedence, and Wilson (2004) conducted a study on pre-service and in-service secondary school teachers' orientation towards content area reading, they found out that the in-service teachers were able to select a reader-based explanation. They showed more consistency when compared with the pre-service teachers, and this was explained by the fact that in-service teachers had developed unified explanations of the reading process based on their background in education course work and their teaching experiences. This study could further be said to have given reasons why teachers should always update their knowledge for high productivity in their teaching profession.

Ozigi (2014) emphasized that training of principals will bring about quality and raise standards of education in Kenya. One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing those principals. On appointment, principals are given a lot of responsibilities as school leaders (Teachers' Service Commission (TSC). TSC, a body charged with employment of teachers in Kenya, outline some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards.

Ho (2010) did a study on the prospects for the implementation of school-based financial management in Taiwan. He found that planning is very crucial for any kind of activity in any field. It is essential from student's life to a professional career. What is crucial in planning is identifying those parameters on which planning can be based such as the time limit, time available, individual capacity, resources available, ultimate purpose of the activity, etc. Planning can be short term or long term, objective specific or general. Planning and preparation are actually based on the kind of activity or task that has to be accomplished.

Human resource empowerment encourages the teachers and the staff to undertake training through organised in service courses, seminars, educational workshops and self-sponsored programs. Rothwell (2011) found that principals in highly collaborative professional cultures encourage many forms of staff development, including dissemination of professional literature. Staff development acknowledges that one's own colleagues as well as external experts possess useful information for guiding school managerial achievements.

Good and Brophy (2012) explained that school reform may require greater decentralization, a step in which teams of individuals who actually provide the services are given decision-making authority and held accountable for results. Under site-based budgeting, districts must determine who will serve on SBB committees; which decisions and resources are devolved to schools and using what formulas; how much autonomy is granted to spend for local school needs; exactly how to analyze the budget at each school; and what training and support are needed to make SBB work effectively.

Alexander (2009) observed that managing groups is an important factor in school management by the headteacher. Schools and colleges are nothing, but students grouped in classrooms and teachers have a collective influence on this group. Yet it becomes necessary that the teacher reaches out to the students individually. The teacher has the task to convince, correlate and bring the entire group together. Handling students as a group could have challenges like the size of the group, mixed intellectual abilities, varying motivational levels like enthusiastic, less motivated, de-motivated, varying age groups, varying social-economic background, etc. The teacher has to manage the group to make it a team and enhance their learning. Teacher's influence on the group in developing affable climate is the most critical for learning to take place. Hence, an understanding of group behaviour is essential for a teacher to function effectively.

Good and Brophy (2012) indicated that besides teaching, academics themselves handle the work which by definition is managerial in educational institutions. They are of course not trained managers. Strong researcher who show good caliber in multi-tasking and maintain good public relations are often given such managerial responsibilities. It has been observed in the institutional context that an academic assuming managerial function often gets distracted from academic activities. Therefore, it is important that the academician returns to original field and improve academic skills, shaping and reinforcement could be built into the teaching program (Yukl, 2014).

Konopack, Reedence, and Wilson (2004) carried out a study on pre-service and in-service secondary school teachers' orientation towards content area reading, they found out that the in-service teachers were able to select a reader-based explanation. They showed more consistency when compared with the pre-service teachers, and this was explained by the fact that in-service teachers had developed unified explanations of the reading process based on their background in education course work and their teaching experiences. This study could further be said to have given reasons why teachers should always update their knowledge for high productivity in their teaching profession.

3. Methodology

The study adopted a correlational design. According to Elendu (2010), correlational research is a type of research that tries to establish whether there is a relationship between two or more variables and the nature or extent of the relationship. The study therefore sought to establish the relationship between In-Service training and teachers' job performance in Enugu state Public Secondary Schools.

This study was carried out in Enugu State. Enugu State which was created from the old Anambra state on August 27, 1991, is situated in the South East region of Nigeria. The State was created on 27, August 1991 from the old Anambra State and derives its name from the Hills that surround the state.

The population of the study comprised all the 6,185 teachers in all the Public Secondary Schools in the Six Education Zones in Enugu State (Post Primary School Service Commission, 2019). In this study, teachers were used to access their In-Service training as it relates to their job performance by themselves.

A sample of 619 teachers representing 10% of teachers of the public secondary schools in Enugu State constituted the sample of the study. Stratified, purposive and simple random sampling techniques were adopted. Stratified sampling technique was used in selecting the schools into their six education zones. Eight schools were purposively selected to represent the population of schools in each education zones, while simple random sampling technique was adopted in drawing 10% of the population of teachers in each of the education zone.

The researcher developed an instrument titled "In-Service Training Questionnaire (ITQ) and Teachers' Job Performance Questionnaire (TJPQ) which will be the instrument for data collection. The ITQ consisted of two parts, part A has the bio-data of the respondents, and B has five clusters of items on different In-Service trainings: Professional training, Workshop and Orientation. The TJPQ has only one cluster that deals with teachers' job performance. The total numbers of items in all are seventy-three. The respondents were expected to respond to all the items by placing a tick in the appropriate column. The items are short and simple to avoid any misunderstanding.

The face and content validity of the instruments were determined. To ascertain this, the researcher presented copies of the questionnaire together with the purpose of the study, research questions and hypotheses to three experts: two from Education

Management and one from Measurement and Evaluation all in the Department of Educational Foundations from the Faculty of Education, Enugu State University of Science and Technology, Enugu. The research purpose, research questions and hypotheses were used as guides for the experts.

These experts were requested to go through the items and examine them in terms of clarity of the language used, relevance of items to the purpose of the study, the suitability of the items and coverage of the dimensions of the study. Their corrections and suggestions were incorporated in the final edition of the instruments.

Cronbach Alpha reliability method was adopted in order to ensure the reliability of the instrument. This was done by using 15 respondents (teachers) that were not part of the main study in order to avoid contamination. Cronbach alpha reliability coefficient enabled the assessment of the internal consistency of the instruments. The reliability coefficients of ITQ for each cluster is as follows 0.860, 0.754, 0.777, 0.852, and 0.706 while the reliability coefficient for TJPQ of 0.866, was obtained.

The researcher with the help of two research assistants administered the questionnaire on the respondents and arrange with them on the date for collecting the completed questionnaires. A total of 619 copies of the questionnaire were distributed. The exercise lasted for six weeks.

Pearson product moment correlation was used to calculate the results of the research questionnaires, while t-test for significance of Pearson was used to test the hypotheses. All hypotheses are stated in the null form and were tested at .05 alpha level of significance.

All responses obtained from the In-Service Training Questionnaire (ITQ) was correlated against the Teachers' Job Performance Questionnaire (TJPQ). The mean ratings of 2.50 and above were accepted as indicative of questions option while points below 2.50 were rejected. All the hypotheses were tested using t-test significance of correlation coefficient. All hypotheses were tested at .05 level of significance.

4. Result and Analysis

Out of 619 item questions distributed, 600 were correctly filled and returned and were used for analysis.

Table 1: Mean and Standard Deviation on the relationship between professional training and teachers' job performance in public secondary schools in Enugu State of Nigeria

S/N	Variables	X	SD	Remarks
1.	Attendance of teachers to professional training has helped to reduce students' unrest in the learning environment	3.38	0.67	Accepted
2.	Attendance of teachers to professional training programmes has brought about an improvement in the teaching process	2.87	0.68	Accepted
3.	Attendance of teachers to professional training programmes improves their assessment of students' progress	2.98	0.82	Accepted
4.	Professional training has improved teachers' relationship with students	2.98	0.76	Accepted
5.	Professional training programme has improved teachers' method of instilling discipline in the students	2.98	0.82	Accepted
6.	Professional training programmes help teachers to give students proper class work assignments	2.82	0.83	Accepted
7.	Professional training programmes train teachers to properly use various evaluation techniques/tests	3.05	0.74	Accepted
8.	Teachers attendance of professional training programmes improves their effectiveness in giving students proper homework assignments	2.98	0.76	Accepted
9.	The opportunity of going for professional training programme enable teachers to point out areas of weaknesses and strengths of students	2.87	0.68	Accepted
10.	The opportunity of going for professional training programme has improved teachers' knowledge of the educational process	2.81	0.87	Accepted
Cluster Mean (X)		2.98		Accepted

Survey Data, 2020.

The analysis of data collected as presented in Table I to determine the relationship between professional training and teachers' job performance in public secondary schools in Enugu State of Nigeria showed that all the items of the instrument that addressed the issue were rated positive and their ratings were above the criterion mean of 2.5. A look at the table reveals that the highest rated items were items 1 and 7 with mean scores of 3.38 and 3.05 respectively. The item 5 posited that attendance of teachers to professional training has helped to reduce students' unrest in the learning environment while item 6 indicates that professional training programmes help teachers to give students proper class work assignments respectively.

Based on the analysis where a cluster mean of 2.98 was reached, it was established that there is a strong correlation between professional training and teachers' job performance in public secondary schools in Enugu State of Nigeria.

Table 2: Mean and Standard Deviation on the relationship between workshop training and teachers' job performance in public secondary schools in Enugu State of Nigeria

S/N	Variables	\bar{X}	SD	Remarks
11	Teachers are trained for effective management of materials and equipment through workshops	2.97	0.82	Accepted
12	Teachers are trained on establishing classroom procedures through workshops	2.98	0.72	Accepted
13	Teachers are trained on how to instill proper student behavior in the classroom through workshops	2.97	0.82	Accepted
14	Teachers learn how to stimulate students to think in a critical way in the classroom through workshop training	3.27	1.05	Accepted
15	Teachers learn proper record keeping through workshop training	3.37	0.99	Accepted
16	Through workshop training, teachers are trained on how to produce independent learners among their students.	3.16	1.17	Accepted
17	Through workshops training, teachers learn how to help their students to understand important ideas	2.98	0.72	Accepted
18	Workshop training educate teachers on proper management of class time	3.38	0.98	Accepted
19	Workshop training programmes help teachers in proper management of classroom space	3.27	1.05	Accepted
20	Workshops training enable teachers to effectively use rewards for increasing desirable behavior of students in classroom	3.39	0.98	Accepted
Cluster Mean (X)		3.19		Accepted

Survey Data, 2019

The analysis on Table 2 above to determine the relationship between workshop and teachers' job performance in public secondary schools in Enugu State of Nigeria revealed that all the identified items showing the correlation between workshop training and teachers' job performance in public secondary schools in Enugu State of Nigeria were rated positive and the ratings are above the criterion mean of 2.50. From the table it could be observed that the highest rated item in the table was item 20 with a mean score of 3.39. This implies that workshops training enables teachers to effectively use rewards for increasing desirable behavior of students in classroom among others.

Based on the analysis, a cluster means score of 3.19 which was above the 2.50 criterion point. This implied that there is a significant relationship between workshop training and teachers' job performance in public secondary schools in Enugu State of Nigeria.

Table 3: Mean and Standard Deviation on the relationship between teachers' orientation and their job performance in public secondary schools in Enugu State of Nigeria

S/N	Variables	\bar{X}	SD	Remarks
21	Orientations helps teachers in creating good learning environment for students	2.87	0.82	Accepted
24	Orientations train teachers on how to create situations where students can learn from one another	2.97	0.72	Accepted
23	Orientations trains teachers on how to help students develop better relationships	3.41	0.97	Accepted
22	Teachers learn how to support and care for students through effective orientations	3.37	0.99	Accepted
25	Teachers are self-confident during instruction through the help of effective Orientations	3.38	0.98	Accepted
26	Teachers exhibit good manners in the classroom due to proper Orientations	3.16	1.17	Accepted
30	Teachers learn how to develop student observation techniques through orientations	3.15	1.18	Accepted
27	Teachers properly use classroom resources through the help of Orientations	3.39	0.99	Accepted
29	Through orientations, teachers are trained on how to adjust comfortably with the school system and the learning needs of individual students	3.16	1.17	Accepted
28	Through proper Orientations, teachers are trained on how to keep students constructively engaged in their works	2.98	0.72	Accepted
Cluster Mean (X)		3.20		Accepted

Survey Data, 2020.

The analysis on Table 3 above that sought to determine the relationship between teachers' orientation and their job performance in public secondary schools in Enugu State of Nigeria were rated positive and their ratings were above the criterion mean of 2.50. The analysis of the table revealed that the highest rated item was item 23 with a mean of 3.41. It indicated that Orientations trains teachers on how to help students develop better relationships among others.

Based on the analysis where a cluster mean of 3.20 that stood above the criterion mean of 2.50 was reached, it is established that there is significant relationship between teachers' orientation and their job performance in public secondary schools in Enugu State of Nigeria and it has helped in many ways such as: helping teachers in self-confidence during instructions, exhibiting good manners in the classroom and proper use classroom resources during teaching-learning process.

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Table 4: Mean and Standard Deviation on teachers' job performance in public secondary schools in Enugu State of Nigeria

S/N	Variables	X	SD	Remarks
1	In-service training helped to increase teachers' knowledge of teaching methods	3.05	0.74	Accepted
2	In-service training increase teachers' knowledge of students' behavior	2.82	0.83	Accepted
3	In-service training helped to improve teachers' knowledge of how to teach difficult topics in their subject areas using representations, models and diagrams	2.98	0.76	Accepted
4	Teachers knowledge of questioning approaches during instruction improved as a result of in-service training	2.98	0.82	Accepted
5	In-service training helped teachers improve in their teaching effectiveness in terms of lesson preparation	2.87	0.68	Accepted
6	In-service training has helped to deepen my content knowledge	2.81	0.87	Accepted
7	It helped to improve my knowledge of several behaviour management strategies	2.98	0.76	Accepted
8	In-service training has helped to improve my knowledge of how to use theories of teaching and learning	3.00	0.82	Accepted
9	Teachers lesson presentation improved due to in-service training exposure for improved students' learning	2.87	0.68	Accepted
10	In-service training has helped teachers develop how to reflect critically on their teaching practices	3.38	0.67	Accepted
11	Through in-service training, teachers have learnt best practices in assessing and monitoring students' performance	2.87	0.82	Accepted
12	In-service training has helped to improve knowledge of how to maintain positive teacher-student interpersonal relationship during instruction	3.37	0.99	Accepted
13	In-service training has helped to improve teachers communication skills	3.41	0.97	Accepted
14	In-service training helped teachers to improve their knowledge of techniques of evaluation of students' learning outcomes	2.97	0.72	Accepted
15	In-service training has helped to improve teachers' knowledge of motivation techniques	3.38	0.98	Accepted
16	In-service training has helped teachers to learn how to understand each student as an individual	3.16	1.17	Accepted
17	In-service training has helped teachers to know how to make their lesson introduction always exciting	3.39	0.99	Accepted
18	In-service training has helped teachers to develop better communication skills	2.98	0.72	Accepted
19	In-service training has helped teachers to improve on their method of instructional delivery	3.16	1.17	Accepted
20	In-service training has helped teachers on how to gain good knowledge of subject matter	3.15	1.18	Accepted
21	In-service training has helped teachers on how to develop good lesson planning	2.98	0.82	Accepted
22	Teachers have improved on their skills though the help of in-service training	2.87	0.68	Accepted
23	Teachers develop better listening skills through in-service programmes	3.38	0.67	Accepted
Cluster Mean (X)		3.03		Accepted

Survey Data, 2019.

The analysis of data collected as presented in Table 6 to access teachers' job performance in public secondary schools in Enugu State of Nigeria showed that all the twenty three items of the instrument that addressed the issue were rated positive and their ratings were above the criterion mean of 2.5. A look at the table reveals that the highest rated items were items 13 and 17 with mean scores of 3.41 and 3.39 respectively. The item 13 revealed that in-service training has helped to improve teachers' communication skills while item 17 posited that in-service training has helped teachers to know how to make their lesson introduction always exciting respectively.

Based on the analysis where a cluster mean of 3.03 was achieved, it was established that there is a strong correlation between professional training and teachers' job performance in public secondary schools in Enugu State of Nigeria.

5. Hypotheses

The following null hypotheses were tested at 0.05 level of significance using t-test statistics.

Table 5: Descriptive and multiple correlation matrix showing the relationship job performance and Teacher Professional Training, Workshop Training, Conference participation respectively in public senior secondary schools in Enugu State

Variables		Prof. training	Workshop training	Conference	Orientation	Job performance
Professional training	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	600				
Workshop training	Pearson Correlation	.498**	1			
	Sig. (2-tailed)	.000				
	N	600	600			
Conference	Pearson Correlation	.367**	.488**	1		
	Sig. (2-tailed)	.000	.000			
	N	600	600	600		
Orientation	Pearson Correlation	.407**	.448**	.418**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	600	600	600	600	
Job performance	Pearson Correlation	.450**	.414**	.397**	.479**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	600	600	600	600	600
	Mean	2.94	2.93	2.81	2.87	2.73
	Standard deviation	0.54	0.59	0.57	0.61	0.37

Survey Data, 2020.

Table 5 shows that the mean responses on teacher professional training was 2.94, SD=0.53 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the correlation between teacher professional training and their job performance in public secondary schools in Enugu State was positive and strong ($r = 0.450$). The mean responses on workshop training was 2.93, SD=0.58 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the relationship between teacher who attends workshop trainings and their job performance in public secondary schools in Enugu State was positive and strong ($r = 0.414$). The mean responses on Conference attendance was 2.81, SD=0.57 whereas their mean rating of job performance was 2.73, SD=0.36. It shows a strong correlation between teacher who participates in conference and orientation and their job performance in public secondary schools in Enugu State was positive and strong ($r = 0.397$).

Table 6: Summary of regression analysis on relationship between teacher professional training and their job performance in public secondary schools in Enugu State

A: Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.450 ^a	.202	.201	.32688	1.201

a. Predictors: (Constant), Professional Training
 b. Dependent Variable: Job Performance

B: Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1		Beta			
	(Constant)	1.834	.063	28.962	.000
	Professional Training	.305	.021	14.403	.000

a. Dependent Variable: Job Performance. $Y=1.834+0.305X$

C: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	22.165	1	22.165	207.442	.000 ^b
Residual	87.403	600	.107		
Total	109.568	599			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Professional training

The result on part A of the R-square value of 0.202 indicated roughly a contribution of 20.2% of teacher professional in-service training to their job performance in public secondary schools in Enugu State and the Durbin-Watson was 1.201. The regression equation on Part B of Table 8 shows that any increase in the value of teacher professional training may lead a concomitant increase in their job performance in public secondary schools in Enugu State. Table 8 shows that there is significant relationship between

teachers' professional training and job performance in public secondary schools in Enugu State. The null hypothesis one was rejected at .05 alpha level.

Table 7: Summary of regression analysis on relationship between teacher workshop training and their job performance in public secondary schools in Enugu State

A: Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.414 ^a	.171	.170	.33315	1.077

a. Predictors: (Constant), Teachers' workshop training

b. Dependent Variable: Job Performance

B: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.979	.059		33.535	.000
	Teachers' workshop training	.257	.020	.414	13.009	.000

a. Dependent Variable: Job Performance, $Y=1.979+0.257X$

C: ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.781	1	18.781	169.222	.000 ^b
	Residual	90.787	599	.111		
	Total	109.568	600			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teachers' workshop training

Part A of Table 7 shows that the R-square value of 0.171 indicated a contribution of 17.1% of teacher workshop training to their job performance in public secondary schools in Enugu State and the Durbin-Watson was 1.077. The regression equation on Part B of Table 7 shows that any increase in the value of teacher training through workshops may lead to an affiliated increase in their job performance in public secondary schools in Enugu State. Part C of Table 7 shows that there is significant relationship between teachers' workshop training and their job performance in public secondary schools in Enugu State. However, the null hypothesis two was rejected at .05 alpha level.

Table 8: Summary of regression analysis on relationship between teacher Orientation and their job performance in public secondary schools in Enugu State

A: Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.397 ^a	.157	.156	.33595	1.097

a. Predictors: (Constant), Teacher orientation

b. Dependent Variable: Job Performance

B: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.015	.059		34.083	.000
	Teacher orientation	.255	.021	.397	12.361	.000

a. Dependent Variable: Job Performance, $Y=2.015+0.255X$

C: ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.244	1	17.244	152.785	.000 ^b
	Residual	92.324	599	.113		
	Total	109.568	600			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher orientation

The Part A of Table 8 shows that R-square value of 0.157 indicated roughly a contribution of 15.7% of teacher orientation to their job performance in public secondary schools in Enugu State and the Durbin-Watson was 1.097. The regression equation on Part B of Table 8 shows that any increase in the value of teacher orientation leads to a corresponding increase in their job performance in public secondary schools in Enugu State. Part C of Table 8 shows that there is significant relationship between teacher orientation and their job performance in public secondary schools in Enugu State. The null hypothesis three was rejected at .05 alpha level.

6. Discussion on Findings

The present study investigated in-service training as correlates of teachers' job performance in public secondary schools in Enugu State. The study indicated a strong and significant relationship existing between professional training and teacher's job performance in public senior secondary schools in the study area. The result as evident in Table 1 shows a positive relationship between teacher professional training and their job performance in public secondary schools in Enugu State, hence, $r=0.450$. From the statistical test, the result on Part C of Table 6 shows that there is significant relationship between teacher professional training and job performance in public secondary schools in Enugu State ($F_{1, 600}=207.442, p<.05$). The null hypothesis one was rejected at .05 alpha

levels. The findings of this study are in agreement with the findings of Akinbode (1978), Uddey, (2002), Nakpodia (2008) and Kennedy in Udoh (2014), these researchers opined that in-service training for teachers is a process for continuous updating of teachers' knowledge, skills and interest in their chosen profession. They concluded that teachers who have low commitment to the profession prior to in-service training became highly committed after they were given opportunity to go for training.

The study is further buttressed by that of the findings of Fritz, Miller-Heyl, Kreutzer and MacPhee (2015) who saw in-service training as an aid in fostering personal teaching efficiency which enhances effective classroom strategies and professional competences. Again, Peretomade (2016) opined that many negative attitudes of personal in the school system can be reduced through in-service training, such negative attitudes include poor work behavior, low productivity excessive absenteeism, excessive complaints, lack of interest in the job, tiredness and low quality output.

The findings as indicated in Table 5 shows that the relationship between teachers' workshop training and their job performance in public secondary schools in Enugu State was positive and strong ($r=0.414$). When put to statistical test the result on Part C of Table 7 shows that there is significant relationship between teachers' workshop training and their job performance in public secondary schools in Enugu State ($F_{1, 600}=169.222, p<.05$). The null hypothesis two was rejected at .05 alpha levels. The findings here collaborate the findings of Locke (2004) who reported that teachers' regular attendance in workshops, conferences, and seminars resulted in improvement of skills and quality output. The finding is also in agreement with the works of Bateman and Organ (2003), Walton (2005) and Ekpela (2005) who exposed in their studies significant relationships between teachers' participation in seminars/workshops and quality output. Therefore, teachers should be provided with opportunities to attend workshops and seminars to acquire and update their skills for higher productivity.

The result from Table 6 shows that the relationship between teacher Orientation and conference training has a positive correlation with their job performance in public secondary schools in Enugu State ($r=0.397$). When put to statistical test the result on Part C of Table 8 shows that there is significant relationship between teacher Orientation and conference participation to their job performance in public secondary schools in Enugu State ($F_{1, 600}=152.785, p<.05$). The null hypothesis three and four were rejected at .05 alpha levels. The findings are consistent with the opinion of Atanda and Jaiyeoba (2011) who submitted that availability and adequacy of instructional materials enhance effective learning and better performance of students. The researcher identified a significant relationship between training and development, and performance of teachers. The variables: regular in-service training, provision of proper and relevant teaching aids is linked to teachers' job performance. These are in line with many studies on performance of employees which indicated a strong association between teacher in-service training and improvement in job performance.

Provision of adequate infrastructure was reported by the teachers to have an impact on their performance and in the long-run on the academic achievement of

teachers. Writing on the role of adequate infrastructure on performance in teaching, (Balogun, 2002) submitted that no effective education programme could exist without equipment for teacher. Thus, training and development has a strong relationship with teacher job performance based competencies.

7. Conclusion and Recommendations

The aim of this study was to examine the relationship between in-service training and teachers' job performance in public secondary schools in Enugu State. Three research objectives and three null hypotheses guided the study. This study was able to establish empirically the usefulness and numerous benefits of in-service training to teachers' teaching effectiveness and teachers' job performance. The findings of the study showed that in-service training could enhance teachers' job performance by improving their content knowledge, pedagogical knowledge and pedagogical content knowledge.

Findings of the study revealed among others that teachers mean rating on their participation in in-service training programmes and teachers mean rating on their job performance in public secondary schools in Enugu State were all above average. Again, the study showed that there were relative strong positive and significant relationship between teachers learning, teachers' professional training, teachers' workshop training, and job performance in public secondary school in Enugu State.

Based on the findings of the study, the following recommendations were considered effective and have been suggested:

- Opportunities for in-service training programmes should be made available to all categories of teachers through a systematic planned process.
- All 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 programmes should be a careful selection of course content and placing teachers in heterogeneous and collaborative groups during the programmes in order to support teachers learning. Also, distance supported e-learning at school level should be encouraged.
- Regular attendance of such programmes should be used for staff promotion and upgrading.
- Nigerian government should establish a policy of regular long-term in-service training of teachers in all schools.

About the Author

Abazie Genevive Anulika, is a graduate student from the Department of Educational Leadership and Management, Faculty of Education, Southern University, Chongqing, China. The author equally wishes to state that the research is a self-funded study aimed at getting to academic targets, and there are no conflicts of interest between the author and any other persons or groups.

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