

Teachers' Regular Training and Academic Performance of Students in Public Secondary Schools in Ekiti State, Nigeria

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Abstract

The study examined the influence of teachers' regular training on the academic performance of students in public secondary schools in Ekiti State, Nigeria. The descriptive research of the survey type was employed. The population of the study consisted of all teachers in public secondary schools. The sample for the study consisted of 300 teachers. Validated instrument tagged, 'Teachers' Regular Training Questionnaire' (TRTQ) was used to collect data from sample of 30 teachers while inventory was used as data for academic performance of students. The study revealed that, there was significant relationship between teachers' regular training and academic performance of students in public secondary schools in Ekiti State, Nigeria. Based on the findings, it was recommended that, government and Ministry of Education should encourage teachers to attend long and short-term and long-term trainings, seminars, workshops and conferences on a regular bases.

Keywords: Teachers' Regular Training, Training, Academic Performance, Public Secondary Schools

INTRODUCTION

According to Omolayo (2009), the scholastic standing could be explained as the grades obtained in a course or group of courses taken. In the same vein, Bello, Ibi and Bukar (2016) commented on the scholastic standing of students and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences with the school system.

Onasanya (2005) cited in Ahmed (2014) opined that examination is the principal tool for evaluating the academic performance of the students. At secondary school level in Nigeria, apart from the internal placement and diagnostic examination conducted by each school, the external summative examination conducted by standard examination bodies are used to measure students' work or progress and it also stands as a mechanism for the improvement of instruction.

It has been observed by the researchers that performance of students in public secondary schools in Ekiti State is below expectation in the external examinations like the West African Senior School Certificate Examination (WASSCE) being conducted by the West African Examinations Council (WAEC). According to Oluwole (2017), in 2014 WASSCE result, Ekiti State public secondary schools were occupying 12th position; in 2015, they managed to clinch the 11th position and in 2016, they were

occupying 11th position against 28th position in 2013. In 2017 and 2018 according to the Ekiti State Ministry of Education, they were occupying 11th position. These gaps have urgent implication for regular training.

According to Ofobruku and Nwakobi (2015), training is the process of developing employee skills and learning new concepts, rules or attitudes in order to increase effectiveness on a particular job. Teachers' regular training refers to all the activities that contribute to their professional growth and qualifications. In other words, it is a continuing education of teachers, leading to the improvement of their professional competence. It is the act of increasing the knowledge and skills of teacher programmes.

High quality teachers' regular training appears to be germane to the attainment of educational objectives but it seems, there is inadequate of such programmes in public secondary schools in Ekiti State. It was observed that majority of the teachers do not attend in-service training, seminars, workshops and conferences. The inability of the government and other education stakeholders to sponsor teachers on regular training appears to have negative effect on instructional delivery in the classroom with its bandwagon effect on students' academic performance.

The researchers observed that due to lack of training, attitudes of some teachers has led to their low

performance (not motivated) in the classroom with the bandwagon effect of mass failure of students in both internal and external examinations. From the researchers' points of view, it appears, the prevailing below-average performance of teachers could be attributed to inadequate exposure of the teachers to regular training.

Nwachukwu (1988) cited in Bolarinwa (2018) identified conditions under which organisations must consider training and retraining of its employees, which include: lack of interest on one's job, negative attitudes to work, low productivity, excessive absenteeism rate, excessive complaints, low quality output, high incidence of accidents and insubordination. Once these conditions are observed, employer, in the case of a school management, should institute training and retraining programmes which according to Nwachukwu (1988) cited in Bolarinwa (2018), will boost morale, increase productivity, lower employee turnover rate and ensure better coordination for the progress and advancement of school organisation.

Statement of the Problem

Lack of regular training for the teachers in form of seminars, conferences, in-service trainings, workshops to boost their knowledge appears, to be responsible for poor academic performance of students in external examinations and even internal examinations in Ekiti State public secondary schools.

LITERATURE REVIEW

Garet, Porter, Desimone, Birman and Yoon (2001) in their study, what makes professional development effective? Results from national sample of teachers found out that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment. Ndege (2004) cited in Omojola (2019) pointed out that offering regular education of teachers and training to teachers is crucial in determining the extent to which an institution intends to achieve its academic goals since, this is motivational purposes of realising increased job performance.

According to Day (1999) cited in Omojola (2019), regular education of teachers and retraining can be formal or informal including, every form of learning experiences, involving either individual or group reflection, but should focus on improving classroom practice and professional skills and academic performance of students. Akinyele (2007) in his study, the impacts of Nigerian training programmes on employees' performance found out that training had a high positive impact on the employees' performance.

Herzberg' Two-Factor Theory

This is equally called, the motivation-hygiene theory. This is because; the five different levels identified by Maslow were collapsed into only two levels: Motivator and hygiene factors. According to Herzberg (1968) cited in Ajayi and Ayodele (2002), the factors that were mentioned as leading to job satisfaction (satisfiers) were found to be unrelated to those resulting in job dissatisfaction (dissatisfiers).

- A. Motivator or Satisfiers: These include responsibility, achievement, work itself, recognition and advancement. These are roughly equivalent to Maslow's higher-level needs.
- B. Hygiene Factor or Dissatisfiers: These are things that will not simply motivate the workers, but from time to time, serve as dissatisfiers when they are not present. These include working conditions, salary, company policy, technical supervision, interpersonal relations, status and security. These are preventive and environmental in nature. They prevent dissatisfaction and are roughly equivalent to Maslow's lower level needs.

It can be inferred from the literature reviewed that, teachers' regular training is related to academic performance of students.

Significance of the Study

The outcome of this study could benefit the teachers by developing them in their areas of study and enhancing their promotion. The study could also have effect on the academic performance of the students. The study could enable the Ministry of Education and stakeholders in education to know the importance of regular training for teachers.

Research Hypothesis

One hypothesis has been formulated for the study:

1. There is no significant relationship between teachers' regular training and academic performance of students in public secondary schools in Ekiti State, Nigeria.

METHODOLOGY

The descriptive research of the survey type was adopted for the study. The population of the study consisted of all teachers in public secondary schools in Ekiti State. The sample for the study consisted of 300 teachers. Multistage sampling procedure was used for the study.

In stage one, two local government areas were selected from each of the three Senatorial Districts using, simple random sampling technique. Five schools were selected from each of the local government using simple random sampling technique. In stage three, 10 teachers were selected from each school using purposive simple random

sampling technique. West African Senior School Certificate Examination results of 2014, 2015, 2016, 2017 and 2018 of students in public secondary schools selected were used.

An instrument tagged, ‘‘Teachers’ Regular Training Questionnaire’’ (TRTQ) was designed to collect data for the study and an inventory. The instrument was shown to specialists in the field of Tests and Measurement and Educational Management who checked and read the contents for adequate coverage of the topic and clarity of the items for face and content validities. The reliability coefficient (r) calculated was 0.71 through the test-retest method, which was high enough to ensure reliability of the instrument. The instrument was administered personally by the researchers. The hypothesis formulated was tested at 0.05 level of significance using Pearson product moment correlation statistics.

RESULT

The null hypothesis formulated for the study was tested as shown in table 1.

Table 1: Test of relationship between teachers’ regular training and academic performance of students

Item	N	X	SD	r _{cal}	r _{tab}
Teachers’ regular training	300	87.36	21.26	0.62*	0.59
Academic performance of students	300	94.89	4.67		

*p<0.05 (significant result)

Table 1 shows the relationship between teachers’ regular training and academic performance of students. The result obtained from the analysis shows that the value of r-calculated (0.62) is greater than r-table value (0.59). Therefore, the null hypothesis earlier formulated is rejected. This then means that, there is significant positive relationship between teachers’ regular training and academic performance of students.

DISCUSSION

The study revealed that, there was significant positive relationship between teachers’ regular training and academic performance of students. This means that, teachers’ regular training will enhance the academic performance of students. This finding supports that of Ndege (2004) cited in Omojola (2019) who asserted that, offering regular education of teachers and training to teachers is crucial in determining the extent to which an institution intends to achieve its goals, since this is motivational purpose of realising increased job performance; Akinyele (2007) who found out that training had a high positive impact on the employees performance; and Alman (2006) cited in Omojola (2019) who concluded that, regular training of teachers had much influence on teachers’

competence and academic performance of students. After some years, they forget many principles and practices which they learned during their training period.

CONCLUSION

The study has shown that, teachers’ regular training has influence on academic performance of students.

RECOMMENDATIONS

Government and Ministry of Education should not relent on their effort in encouraging teachers to attend both long-term and short-term training on a regular basis to boost their competence. Teachers should also be encouraged to attend seminars, workshops, and conferences on a regular basis to keep them abreast of new teaching approaches. In view of these, teachers need new skills, knowledge and new roles which they can get through regular training.

LIMITATION OF THE STUDY

The sample was small because large number of schools cannot be involved in the study due to time and financial constraints.

GAP IN LITERATURE

Akinyele (2007) worked on the impacts of Nigerian training programmes on employees’ performance but this study is on teachers’ regular training and academic performance of students in public secondary schools in Ekiti State, Nigeria.

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