



Teachers' Perception of the Impact of Training and Retraining on Teachers' Productivity in Enugu State, Nigeria

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ABSTRACT: -Teacher productivity has been an issue in education. The seeming decline in students' performance makes it more worrisome. As teachers are employed, there seems to be no strategic plan on further training and retraining them on the job. This study therefore sought to find out the impact of training and retraining on teachers' productivity in Enugu State. It is a survey research. A 20 item questionnaire designed by the researcher was used to collect data from the respondents. A sample of 256 teachers in secondary schools was used. Questionnaire was distributed by the help of two trained research assistants. Results showed that training and retraining enhanced teachers' productivity to a great extent. It also revealed that the perception of male (3.30) and female (2.94) differed on the impact of training and retraining on teachers' productivity. It was concluded that teachers need to be trained and retrained regularly in order to enhance their productivity on the job.

Keywords: - Teachers, training, retraining, productivity and perception.

I. INTRODUCTION

The teacher is one of the most important inputs in the education system. He shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by teachers since the quality of educational outcomes depends to a great extent on the quality of teachers.

In recognition of this enormous role that the teacher plays, Ukeje (2007) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of the education process.

Teacher productivity seems to be a nagging issue in education. Several researchers (Adeyemi (2011), and Ajayi & Afolabi (2012)) pointed to the low productivity of teachers. This low productivity could be attributed to many factors and could also have adverse effects on students' performance which is one of the outcomes of teacher productivity.

Productivity in the words of Bernolak in Vipinosa (2015) is the result of the efforts exerted and the resources utilized. Productivity can be measured as a ratio of output to input. (Soari in Ajayi & Afolabi 2012). In the context of school system, productivity is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012).

Training is a very important aspect of staff development. Training according to Udo in Ezeani & Oladele (2013) is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Ohakwe also in Ezeani & Oladele (2013) defined it as a continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization.

Retraining on the other hand, according to Zunker as cited in Igbo, Eze, Eskay, Onu & Omeje (2012) is an on-the-job training used by organizations to bring about development and improved competency in the workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Retraining teachers can help to reduce mistakes and improve innovations in the teaching profession. Training and retraining of teachers can be done in the following ways: in service training, conferences, workshops, seminars and demonstrations.

The purpose of training and retraining according to OECD in Musset (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with

new skills and professional understanding. It improves the effectiveness of teachers. In the words of Ngala&Odebero (2010) training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. They further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

At times it appears the training received in teacher institutions has little or no relevance with the practice in schools. 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.

In service training serves a number of purposes as enumerated by Kamau (2011).

- a. upgrading teachers' qualifications to enable them cope with challenges imposed upon them by curriculum or examination changes.
- b. demands by teachers' unions to develop subject teaching in areas such as mathematics, science, practical subjects and teaching of English as a second language.
- c. individual teachers who want to improve that qualifications for career prospects or just to improve their teaching.

Training and retraining has a direct effect on productivity of workers, Khan in Igbo et. al.(2012) reported that it serves as an incentive to self-esteem of workers and its ripple effects spread across family life activities, health and productivity in work places. Ofojebe&Ezugoh (2010) perceived staff training as an important motivational strategy which in turn influences the educational outcomes. The works of Oguntimhin and Akinyemiboth in Ojiemhenkele (2014) identified the functions of in service training to include: increased productivity, improvement of quality of work, improved skills, knowledge, understanding and attitudes.

Training of teachers in the view of Rahman, Jumani, Akhter, Christhi&Ajmal (2011) provides them with the knowledge, skill and ability that are relevant to the professional life of a teacher. Going further, they posited that it moulds the personality of the teachers such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted.

However,Feiman-Nemser in World Bank (2007) noted that despite the benefits associated with in service training for secondary school teachers, it is to a large extent neglected. Even as it so, teachers express a strong desire according to Natabugo,Bisaso&Masembe(n.d) for continuous professional development.

The benefit of train and retrain to both the teacher and the school system cannot be over stated. Mwesigwa (2010) noted that training has a positive impact on teachers' work behaviour. He further observed that this impact is more significant in boarding schools. The effect is observed through teachers' working as a team and assisting each other where they are conversant, share ideas for effective and efficient teaching and learning. Findings of Collins as cited by Oyitso&Olomokor (2012) revealed that training brings greater confidence on workers, enriched employee knowledge and increased performance skills, creates greater efficiency and effectiveness, increases productivity and leads to higher productivity.

Babaita in Ezeani&Oladele(2013) observing the impact of training and retraining on workers noted that it has become a driving force for investment in training and management development. He therefore recommended that it is vital that managers, senior executives as well as all employees receive training. Training and retraining enhance the job performance of teachers. Quartey in Ojiemhenkele (2014) contended that, the more teachers are trained and are satisfied with their job and environmental conditions, the more it helps to enhance their organizational performance.

Enamul, Mahabubal&Kanesean (2012) in their own study found significant impact of train gang retraining on teachers' professional development activities on school improvement. They also found that maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration, in service train and classroom observation.

Relationship exists between training, retraining and productivity. Basse, Basse, Ojua&Ottong (2011) established a significant relationship between training/retraining of teachers and their productivity as manifested in terms of their punctuality,organizing extra lessons for students, timely submission of examination grades and finally in participation in extra curricula activities in school. All these effects of training and retraining on teachers invariably have direct inputs towards better job performance.

In studying the perception of teachers to training and retraining and their attitude to work, Akpan&Ntukidem (2008) noted a significant positive relationship. Obi-Anike&Ekwe(2014) in their own study indicated that there is a positive relationship between training/retraining and organizational effectiveness and also increased interpersonal and team work.

On the impact of training and retraining of teachers on students' achievement, Anguist&Lavy(1998) found that training teachers helped improve students test scores. Training and retraining can help teachers improve their teaching which in turn affects students' performance. Rahman et.al.(2011) observed statistically positive relationship between teacher training and students' achievements. Harris & Sass(2014) equally observed that when teachers are productive, it enhances students' learning.

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

II. STATEMENT OF THE PROBLEM

The education system is plagued by a myriad of problem – low productivity on the part of the teachers poor performance of students, ill-behaved students and decline in the quality of education to mention but a few. There is a school of thought that believes that all these problem are associated with poor/ or lack of adequate training and retraining of teachers. This school believes that when teachers are adequately trained and retrained, their productivity will be enhanced, students' academic performance by extension will also be enhanced and the quality of educational outcomes will equally be enhanced. This study therefore examined the impact of training and retraining on teachers' productivity in Enugu State.

Purpose of the Study

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

Research Question

1. What is the extent to which training and retraining of teachers enhance teachers' productivity?

Hypothesis

There is no significant difference between the mean rating scores of male and female teachers on the impact of training and retraining of teachers on teachers' productivity.

Methodology

This study was a survey research. A survey research design is one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu 2006). This design is considered appropriate because a group of people is studied and data collected and analyzed from few people deemed fit to be representative of the entire group.

The population of the study consisted of all teachers in government owned secondary schools in Enugu Education Zone. Enugu Education Zone is made up of three local government areas with a total of twenty five secondary schools. There are 2,565 numbers of teachers, 591 males and 1974 females (Enugu State Post Primary School Management Board 2015). A sample size of 256 teachers which is 10 percent of the population was used for the study. (60 male teachers and 196 female teachers).

Data were collected by the use of structured questionnaire entitled "Impact of Training and Retraining on Teachers' Productivity Questionnaire" (ITRTPQ); designed by the researcher. It has two sections, A and B Section. A elicits demographic information from the respondents. Section B is on the training/retraining and its impact on the productivity of teachers.

There are 20 items on the instrument compiled from the literature reviewed. The response mode to the items is a four point Likert type rating scale of: Very Great Extent – 4 points, Great Extent -3 point, Low Extent -2 point and Very Low Extent-1 point. The instrument was validated by two experts in Educational Management and one expert in Measurement and Evaluation all from Enugu State University of Science and Technology, Enugu.

The reliability of "IJSTPQ" was established using Cronbach Alpha statistics after trial testing using 20 teachers in another education zone in the state. Result of the analysis yielded an Alpha value of 0.74. The questionnaires were distributed using two research assistants. A criterion mean of 2.50 was set for accepting mean scores. Mean and standard deviation were used to answer the research question while t-test statistics was used to test the hypothesis.

III. RESULTS AND DISCUSSION

The results of the study are presented in tables 1 – 2

Table 1: Mean Responses of male female teachers on the Extent of training and retraining on teachers' productivity.

S/N	ITEMS			Female teacher n = 168		Male teachers n = 55	
		\bar{X}_1	SD ₁	Decision	\bar{X}_2	SD ₂	Decision
	To what extent does train and retrain enhance teacher productivity.						
1	Improves my teaching skills.	3.62	0.78	VGE	3.64	0.65	VGE
2	Improves my classroom management.	3.07	0.98	VGE	3.58	0.50	VGE
3	Enhances my implementation of new policies.	3.17	0.91	VGE	3.49	0.66	VGE
4	Keeps teachers abreast of changes in the field of education.	3.41	1.05	VGE	3.73	0.62	VGE
5	Improves my work behavior.	3.33	0.80	VGE	3.55	0.66	VGE
6	Training and retraining motivates me.	3.27	0.93	VGE	3.05	1.16	VGE
7	Improves my relationship with my with other teachers.	2.80	1.00	GE	3.25	0.62	VGE
8	Improves my relationship with my principal.	2.52	1.03	GE	3.53	0.63	VGE
9	Enhances a positive school climate.	2.19	0.84	LE	2.64	1.21	GE
10	Enhances positive students' performance.	3.19	0.93	VGE	3.42	0.63	VGE
11	Increases the quality of my lesson note.	3.41	0.83	VGE	3.56	0.50	VGE
12	Reduces my absenteeism.	2.42	1.13	LE	2.98	1.03	GE
13	Increases my commitment to duty.	3.00	1.00	VGE	3.13	1.02	VGE
14	Improves my relationship with my students.	2.96	0.88	GE	3.51	0.50	VGE
15	Enhances my punctuality.	2.42	0.96	LE	3.07	0.90	VGE
16	Enhances my timely completion of the syllabus.	2.82	0.94	GE	3.02	0.93	VGE
17	Increases my academic horizon.	2.90	1.01	GE	3.45	1.17	VGE
18	Enhances my promotion.	2.11	1.17	LE	2.91	1.11	GE
19	Confers confidence in my area of specialization.	3.39	0.94	VGE	3.31	0.63	VGE
20	Enhances my interpersonal and team-work.	2.80	1.22	GE	3.07	0.63	VGE
		2.94	0.96	GE	3.30	0.79	

Hypothesis

There is no significant difference between the mean rating scores of male and female teachers on the impact of training and retraining of teachers on teachers' productivity.

Table 2: Nullhypothesis on the impact of training and retraining of teachers on teachers' productivity.

Gender of teacher	\bar{X}_1	SD	N	df	Standard Error	t-cal	T critical	Decision
Male	3.30	0.79	55	221	0.016	2.86	1.96	Reject
Female	2.94	0.96	168					

From the data on table 2, it reveals that $t_{cal} > t_{cri}$, the null hypothesis of the study was, however, rejected indicating that there is significant difference in the mean responses of male and female teachers.

IV. DISCUSSION OF RESULT

This study revealed that training and retraining as perceived by teachers enhance teachers' productivity to a great extent. With a grand mean score of 3.03 it showed that training and retraining of teachers enhance the productivity of teachers. This is in tandem with the works of Mwesiga(2010) and Enamul, Mahabubal&Kanesan(2012). The training and retraining of teachers cannot be more apt than at this period in the education industry in order to motivate teachers to put in their best for the achievement of the set goals. The myriad of problem bedeviling the education sector could also be addressed through the training and retraining of teachers, since the teacher according to Ukeje (2007) could heal or kill, build or tear down the education system.

With a mean rating score of 3.30 for male and 2.94 for female teachers respectively, the perception of male and female teachers differed. Male teachers rated the impact of training and retraining of teacher on productivity higher than female teachers.

V. CONCLUSION

Training and retraining of teachers is very essential as it enhances the effectiveness and efficiency of teachers.

Recommendations

There should be a mandatory and institutionalized training and retraining programme for teachers at various stages of their career as this would also serve as a quality assurance strategy.

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