

## RELATIONSHIP BETWEEN STAFF TRAINING AND DEVELOPMENT AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

The purpose of the study was to determine how staff training and development relate to teachers' performance secondary schools in Anambra State. It was a survey research. The population of the study comprised 11,921 respondents while the sample for this study is made up of 3,576 respondents made of 76 principals and 1,733 teachers in public secondary schools and 105 principals and 1,662 teachers in private secondary schools in Anambra State. The instrument for data collection was questionnaire developed by the researcher. The instrument was validated by three experts. The reliability of the instrument was determined using the split-half method. Cronbach alpha was used to obtain correlation co-efficient of 0.80 for the instrument. The researcher collected the data with the help of six research assistants. The data collected were analysed using mean, Pearson and t-test. The finding of this study is that there is high, positive and significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State. It therefore recommended that Anambra State should take the issue of training and development of staff seriously since trained teachers will assist the State to cope with any changes in the school environment.

**Keywords:** Relationship; Staff Training, Staff Development, Teachers' Performance, Secondary Schools.

### Introduction

Currently, work environment requires employees to be skilled in performing complex tasks in an efficient, cost-efficient and safe manner. Training is needed when employees are not performing up to a certain standard or at an expected level of performance. In this competitive world, training, plays an important role in the competent and challenging format of business. Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development.

According to Hower (2018), the purpose of training is to empower associates or workers (employers and employees) with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary services to customers. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level. It is less concerned with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Hence, development can be said to be a continuous process whereas training has specific areas and objectives. Therefore,

every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization. It has been confirmed that organization with more progressive people-oriented policies have excelled, leaving the competition behind. This is mainly because when organizations invest in people, in their training, what they get in return is higher skill and greater competence. That helps improve morale and productivity (Sheeba, 2011). In the school setting, a study carried out by Nishtha and Amit (2010) indicated that principals are always interested in the training and development of their teachers. One point to note here is that human capital is the differentiator between a good company and a great company. Unlike other resources, human resources can be developed and increased to an unlimited extent and a healthy climate, characterized by the values of openness, enthusiasm, trust, mutuality and collaboration is essential for developing human resources.

Training and development practices had a positive impact preparing them to be more effective in their work, increasing their technical abilities, interpersonal abilities, teamwork, job confidence and work motivation (Schmit, 2009). It is an undisputed fact that effective training and development is an investment in the human resources of an organization, with both immediate and long-range returns. However more investment is not enough, firms need to manage training programs more effectively so that they can get the highest returns from their investment. Obsolescence among the employees and the need to adapt to the technological, organizational and social changes make continuous learning

and updating of skills indispensable for an organization. Human capital an important asset for organizations under intense competition and training and development function enables human capital to unleash their dexterity. Training and development ultimately upgrade not only the performance graph of employees but also of the organization. It has been rightly said that employee development is the key to sustain organizational development. A profound training programme acts as a vehicle to enhance employee skills and enable them to perform better in their job. It improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among employees within the organization. Training and development are very crucial to the employees, the organization and their effectiveness. The importance of training and development has been demonstrated in the study conducted by Pallavi (2013) which indicated that principals encourage their teachers to take part in-service training programmes. Again, Khawaja and Nadeem (2013) in their study discovered that secondary schools principals do recommend their teachers for in-service training programmes. There are different ways of training teachers. Seminars, workshops and symposia are good examples. In a study carried out by Sheeba (2011), it was discovered that principals do organize workshops and seminars for their teachers to enable them share their experiences and new ideas. In the same manner, Henry and Jennifer (2011) discovered from their study that principals usually organize seminars to enable their teachers update their knowledge. Teachers in secondary schools

in Anambra State need adequate training and development to enable them continue functioning effectively. The reason is obvious. Anambra State, in recent time, is on the news. Secondary school students in the State have consistently performed excellently in public examinations. People are therefore interested in whether the students' performance was as a result of staff training and development in the state or as a result of any other factor.

### **Statement of the Problem**

Training holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organization train and develop their employees to the fullest advantage in order to enhance their effectiveness. Chiekezie, Nzewi and Orogbu (2009) stated that the usefulness of training programme is possible only when the trainee is able to practice the theoretical aspects learned in training programme in actual work environment. Training and development provides employees required knowledge, skills and abilities to do a job. An organization that does not train and develop its staff will lag behind in terms of new and better way of doing a particular work and this can lead to decrease in its productivity or even close down. This is so because everybody wants to join the moving train. Based on these facts, the researcher examined how staff training and development related to teachers' performance secondary schools in Anambra State. Anambra State, in recent time, has recorded high performance among students, which invariably indicated that teachers in the State are performing very high. The recent announcement by the Joint

Admissions and Matriculations Board (JAMB) indicated that two students from Anambra were the overall best in the 2020 JAMB examination. The state also recorded high students' performance in both WAEC (West African Examination Council) and NECO (National Examination Council) examinations. Of course, teachers' performance is mainly measured by the performance of the students in internal or external examinations or both. Could the excellent performance of the teachers as inferred from the students' performance in examinations be as a result of staff (teachers) training and development in the State? The problem therefore was to determine how staff training and development relate to teachers' performance secondary schools in Anambra State.

### **Research Questions**

- 1) What is the extent of staff training and development in public and private secondary schools in Anambra State?
- 2) To what extent do staff training and development relate to teachers' performance in secondary schools in Anambra State?

### **Hypothesis**

There is no significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State.

## Literature Review

### Staff Training

The training methods can generally be categorized as either on-the-job or off-the-job. The training delivery option for either method can be sourced from either in-house or external sources, or a combination of both (Chiekezie, Nzewi & Orogbu, 2009; Casicio, 2003).

(1) On-the-Job Training Methods: On-the-job training (OJT) is having a person to learn the job by actually doing it (Dessler, 2005) whereas Hower (2018) defined on-the-job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training. Jones and George (2003) concluded that it is an effective method, because the learner apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work.

In the same vein, Wickramasinghe (2006) suggested that the frequent use of this type of training stems from three incentives, the favourable relationship between training costs and benefits, the responsibility to train just-in-time and the expectation of a positive transfer of what was learned to the employees work situation. However, Rann and Nagurvali (2012) investigated the costs and benefit of on-the-job training. On the contrary the findings by Jacob indicate that on-the-job training does not always result in favourable benefits. From the empirical data that are available, it is not possible to deduce whether on-the-job training is an effective form of training or what the factors that

determine its effectiveness. The following are the methods used in training on the job employees.

- Job Rotation: This means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism- the feeling that only my department is important and others' problems are not worthy of my concern.
- Computer-based Training: In computer based training, the trainee uses computer-based and or DVD systems to interactively increase the knowledge or skills (Dessler, 2005). Computer-based training services are where an employee learns by executing special training programs on a computer relating to their occupation. It can take a variety of forms: some employees have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training installing learning software on workstation computers, which allows employees to switch back and forth between job applications and training programs as their workload demands (Sheeba, 2011). Advantages of computer

based training are that interactive technologies reduce learning time by an average of 50%. In addition, it is cost effective once designed and produced, and encourages instructional consistency mastery of learning, increased retention and increased trainee motivation (Sheeba). Other methods used in on-the-job training are: apprenticeship and coaching, internship training, etc.

(2) Off-the-Job-Training Methods: Classroom training approaches are conducted outside of the normal work setting. In the sense, a classroom can be any training space set away from the work site, such as the organization cafeteria or meeting room (Jones & George, 2003). Conducting training away from the work setting has several advantages over on-the-job training. First, classroom setting permit the use of a training techniques, such as video/DVD lecture, discussion, role playing simulation. Second, the environment can be designed or controlled to minimized distractions and create a climate conducive for learning.

Electronic learning (or e-learning) is a type of education where the medium of instruction is computer technology. No

physical interaction may take place in some instances. Simulation is a reproduction of an event or an item. Simulation is a necessity when it is too costly or dangerous to train employees on the job (Dessler, 2005). Role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills (Hower, 2018).

### Stages of Training and Development Programmes

Training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves four stages, namely:

- a. Assessment of training and development programmes needs.
- b. Designing the training and development programmes
- c. Implementation of the training programme
- d. Evaluation of the training programme.

Stages 1	Stage 2	Stage 3	Stage 4
Assessment of Training needs Organizational analysis Departmental analysis Job analysis Employee Analysis	Designing of Training Programme Instruction objectives learning principles Teaching principles Training principles content design	Implementation of training programmes On-the-job method Off-the-job method Characteristics of the instructor conducting the programme	Evaluation of training Programmes reactions Learning job Behaviour organization Ultimate value

**Figure 1:** Stages in Training and Development Programmes

**Source:** P. Subba Rao, “Essential of Human Resource management and industrial relations” Himalaya Production House, 3<sup>rd</sup> Revised & Enlarged Edition 2009).

## Research Method

The research design that was adopted for this study is survey. This study was conducted in Anambra State. The population of the study comprised 11,921 respondents made up of 603 principals and 11,318 teachers in the six education zones. The sample for this study is made up of 3,576 respondents made of 76 principals and 1,733 teachers in public secondary schools and 105 principals and 1,662 teachers in private secondary schools in Anambra State. The sample consists of 30% of the entire population. The instrument for data collection was questionnaire developed by the researcher and titled “Staff Training and Development Questionnaire (STDQ)” The questionnaire was made up of two parts- “A” and “B”. Part A is on the background information of the respondents while part B contains items on staff training and development. The instrument is a rating scale structured thus: Very Great Extent (VGE) = 5points; Great Extent (GE) = 4points; Moderate Extent (ME) = 3 points; Low Extent (LE) = 2points; and VLE (Very Low Extent) = 1 point. The instrument was validated by three experts: one in

educational management and policy and two in measurement and evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University Awka. To determine the reliability of the instrument the split-half method was used. Cronbach alpha was used to obtain correlation co-efficient of 0.80 for the instrument.

The researcher collected the data with six research assistants who were instructed on how to approach respondents as well as how to complete the instrument. One research assistant was chosen from each of the six education zones in the state. Only one item got loss. The loss of one item (0.01%) was considered insignificant as to affect the data analysis done with 0.99% return.

The research question one was answered using mean while the Pearson Product Moment was used to answer research question two. The t-test was used to test the hypothesis at 0.05 level of significance. The entire sample was used to answer research question one. Data collected from the sample of the principals were used to answer research question two and to test the null hypothesis.

## Data Analysis

**Research Question 1:** What is the extent of staff training and development in public and private secondary schools in Anambra State?

**Table 1: Mean Ratings of Principals and Teachers on the Extent Teachers' Training and Development**

S/N	TRAINING AND DEVELOPMENT	Mean (x) Responses							
		Public				Private			
	To what extent are the following practiced in your school?	Prins. (x)	Rmk	Trs. (x)	Rmk	Prins. (x)	Rmk	Trs. (x)	Rmk
1.	Inviting resource persons to the school to help teachers up-date their knowledge on current trends	2.58	GE	2.84	GE	2.50	LE	2.31	ME
2.	Encouraging teachers to attend refresher courses and part time programmes.	2.60	GE	2.71	GE	2.81	GE	2.56	GE
3.	Motivating teachers to attend conferences in the areas of their specialization.	2.79	GE	2.68	GE	2.86	GE	2.89	GE
4.	Recommending teachers that are given special function for training on that function example, sports and games.	2.52	GE	2.81	GE	2.81	GE	2.64	GE
5.	Encouraging the board in-charge to equip school library with current books and news papers to help teacher's up-date their knowledge.	2.42	ME	2.34	ME	2.68	GE	2.84	GE
6.	Increasing teachers' confidence and commitment through organizing seminars in the school in which teachers share new ideas.	2.24	ME	2.32	ME	2.04	ME	1.82	LE

As shown in table 1, the mean ratings of 2.60 and 2.71, 2.81 and 2.56 for item 2 by principals and teachers in public schools and principals and teachers in private schools respectively indicate that principals in both public and private secondary schools to a great extent encourage their teachers to attend refresher courses and part-time programmes. Again, the mean ratings of 2.79 and 2.68 by principals and teachers in public secondary schools and the mean ratings of 2.86 and 2.89 by principals and teachers in private schools respectively for

item 3 reveal that principals in both public and private secondary schools to a great extent motivate their teachers to attend conferences in their areas of specialization. Similarly, the mean ratings of 2.52 and 2.81 by principals and teachers in public schools respectively and the mean ratings of 2.81 and 2.64 by principals and teachers in private schools respectively for item 4 reveal that principals in both public and private secondary schools to a great extent recommend teachers that are given special

functions for training on that functions like sports and games.

On the other hand, the mean ratings of 2.68 and 2.84 for item 5 by principals and teachers in private schools respectively indicate that private school principals, to a great extent

encourage the board in-charge of their schools to equip the school library with current books and newspapers to help teachers to up-date their knowledge.

### Analyses of Research Question 2 & Hypothesis

**Research Question 2:** To what extent do staff training and development relate to teachers' performance in secondary schools in Anambra State?

**Ho:** There is no significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State.

**Table 2: Research Question 2 & Hypothesis Analyses for the Relationship between Principals' Ratings on Extent Training and Development Relate to Staff Performance in Secondary Schools**

N	r	T	P- value	Remarks
834	0.81	0.595	0.213	S.( High and positive relationship)

\*  $P < 0.05$  & Significant; Hypo. Rejected

Results in Table 2 indicated that the scores ( $r=0.81$ ) of principals. This means that relationship between staff training and development and teachers' performance in secondary schools in Anambra State is high and positively related. This means that there is high and positive relationship between staff training and development and teachers' performance in secondary schools in Anambra State.

The results in Table 2 also indicate t-value of 0.595 and a P-value of 0.213. These results suggest that there is significant relationship between staff training and

development and teachers' performance in secondary schools in Anambra State. Since the P – value is less than the significant value ( $<0.05$ ), the null hypothesis is therefore rejected. The conclusion is that there is significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State. The summary findings of research question number two and the hypothesis is that there is high, positive and significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State.

## Discussion of Findings

The finding of this study also indicated that public and private secondary school principals show concern for teachers training and development to a great extent. This finding is in agreement with Nishtha and Amit (2010) who found that principals are always interested in the training and development of their teachers. Similarly, Pallavi (2013) found that principals encourage their teachers to take part in-service training programmes. Again Khawaja and Nadeem (2013) found that secondary schools principals do recommend their teachers for in-service training programmes. Training and development programs play a vital role in every organization. These programmes improve employee performance at workplace. It updates employee knowledge and enhances their personal skills. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decision like employee promotion, rewards, compensation etc. It also creates efficient and effective employees in the organization. Training moulds the employees' attitude and helps them to achieve a better result within the organization.

In this study, it was observed that training brings important benefits to individuals and organizations. An organized and efficient development program with supportive apparatuses will significantly assist the organization to retain the most valued human resources especially those who have a lot of experiences with the organization. If organizations are capable to support all employees in meeting their requirements, then both employees and organizations will get the long term benefits. It is also very important for the organization to timely

evaluate the success of employee training and development program.

The finding of this study further indicated that principals to a low extent increase their teachers' confidence and commitment through seminars. This disagrees with Sheeba (2011) who found that principals do organize workshops and seminars for their teachers to enable them share their experiences and new ideas. Again, Henry and Jennifer (2011) also found that principals usually organize seminars to enable their teachers update their knowledge. The differences in the findings could be attributed to the area of the study. The studies reported above were carried out overseas and their results may not be the same with the one carried out locally.

The summary finding of this study is that there is high, positive and significant relationship between staff training and development and teachers' performance in secondary schools in Anambra State. This result was expected. Most teachers in the state are enthusiastic about teaching. They are also committed and the government on its own has been supportive. It is therefore not surprising that the students performed well in public examinations and this students' high performance has confirmed that the teachers put in their best and this could have resulted from staff training and development.

## Conclusion

The conclusion is that the relationship between the mean ratings of principals on the extent of staff training and development in secondary schools in Anambra State is significant and positive. The researcher also concluded in this study that there is high, positive and significant relationship between

staff training and development and teachers' performance in secondary schools in Anambra State.

## Recommendations

The following recommendations are based on the study taken:

1. Anambra State should take the issue of training and development of staff seriously since trained teachers will assist the State to cope with any changes in the school environment.
2. Approaches used to train staff should be selected after careful consideration of the teachers and the needs of the school.
3. For the State Ministry of Education to be efficient in providing quality output to the society there is need for both existing and newly employed staff of the schools to be trained regularly.

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