

INFLUENCE OF STAFF TRAINING AND DEVELOPMENT PROGRAMS ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN OJU LOCAL GOVERNMENT AREA OF BENUE STATE

Margaret Wanhungur Wombo PhD¹

margaretwombo@gmail.com

07033445886

Department of Early Childhood and Education

College of Education

Katsina-Ala, Benue State

Jackson Azever Ter Inguran PhD²

jacksonazever@gmail.com;

07061097937

Department of Educational Foundations,

Faculty of Education,

Rev. Fr. Moses Orshio Adasu University, Makurdi

Elijah Wanger Sende³

07064327452

Department of Educational Foundations,

Rev. Fr. Moses Orshio Adasu University - Makurdi

Abstract

This study examined Influence of Staff Training and Development Programs on the Performance of Teachers in Secondary Schools in Oju Local Government Area of Benue State. Two research questions guided the study while two hypotheses were formulated and tested at 0.05 level of significance. Related literature was reviewed under conceptual framework, theoretical framework, empirical studies and summary which served as the road map to the study. Descriptive survey design was used for the study. The population of the study was 1,045 teachers in 13 public secondary schools in Oju Local Government Areas of Benue State. The sample size of 209 respondents was used. The study employed simple random sampling techniques. Questionnaire titled; “Training and Development Programs and Performance of Teachers Questionnaire (TDPPTQ)” was used as instrument for data collection. Mean and standard deviation was used to answer the research questions and Chi-square (X^2) test of goodness of fit was used to test the hypotheses. The study revealed among others that; Staff conferences and staff workshops have significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State. The study recommended that Conferences should be done on a regular basis in order to improve teachers’ performance and workshops should be organized regularly to improve teachers’ performance.

Key Words: Staff Training and Development, Performance of Teachers, Conferences and Workshops.

Introduction

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive which may invariably enhance performance and increase competitive advantage. Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers could be a key predictor of students' performance. The most important determinant of what students learn may be what teachers know (Hammad, 2015). Teaching as a profession may demand continuous development of knowledge and ability through training programmes. Such training programmes may include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training, mentoring and so on. Staff training and development seems to be accepted as an effective method of increasing the knowledge and skills of teachers in order to enable them to teach more effectively. Staff training and development programmes for teachers seem to be important aspects of education process that deal with the art of acquiring skills in the teaching profession (Lawal, 2017). Staff training and development programmes may be essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff training and development programmes may be to ensure the promotion of professional growth, improvement of pedagogical skills, keeping teachers abreast with new knowledge, meeting particular needs, such as curriculum development and orientation that helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2017).

Staff training and development is any training activity that helps teachers to

improve their teaching skills, while teachers' job performance may be regarded as the extent to which a teacher completes the duties that are required in order to occupy a given position, which he/she assumes within an organization or institution (Elangovan & Xie, 2019). Nwachukwu (2020) views Staff training and development as activities undertaken to expose an employee to perform additional duties and assume positions of importance in organizational hierarchy. Teaching as a profession, all who desire to work as teachers should be well groomed in the art of teaching to improve their performance.

Teachers' performance is a critical factor in the educational process. This is because it helps in impacting student outcomes, engagement, and overall school success. Research on teacher performance covers various dimensions, including instructional quality, classroom management and professional development. Instructional quality encompasses the effectiveness of teaching methods and strategies used in the classroom. Effective instruction is characterized by clear objectives, engaging materials and adaptive techniques that cater to diverse learning needs. Research indicates that high-quality instruction is closely linked to improved students' achievement (Hattie, 2019). According to Hattie (2019), the quality of the teacher's instruction has a significant impact on students learning as a result of with effective feedback and formative assessments playing crucial roles. Classroom management involves strategies and practices employed by teachers to create a productive learning environment. Effective classroom management is associated with better student behavior, increased on-task time, and enhanced academic performance (Emmer & Evertson, 2016). As Emmer and Evertson (2016) noted that teachers' ability to manage the classroom effectively influences the overall learning climate and

students' academic success. Continuous professional development is crucial for maintaining and improving teachers' performance. The researcher observes that, teachers develop their teaching skills by consistent training by attending conferences, workshops, seminars and in-service training on regular bases.

Conference is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Conference comprise different personalities in the field of education with bountiful of ideas. Robinson (2016) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Conference mostly comprises of different personalities in the field of education with bountiful of ideas. Teachers have access to a broad range of ideas through conferences which leads to enhanced performance. Kirsten (2021), emphasized that, generic professional development run within the school always assist teachers to gain new ideas and resources to better support them in their roles as teachers. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators. Conference attendance can also support teachers to better meet the needs of their students (Kirsten, 2021).

Staff workshops as a method of staff training and development can be seen as gatherings where groups of people engage in study or work on creative projects or subjects. These workshops aim to upgrade teachers' knowledge and facilitate the sharing of ideas (Desimone, 2009). Workshops can be organized at the school

cluster level, where qualified teachers or university lecturers are invited to serve as trainers and mentors (Robinson, 2016). Such formal arrangements for staff training and development are often supported by informal practices, such as team teaching and the sharing of experiences and educational resources among teachers, which significantly contribute to self-improvement (Lawal, 2017). This approach has the advantage of stimulating healthy debates about various reform measures, innovations, collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (Emmer & Evertson, 2016). Workshop plays a vital role in improving performance as well as increasing productivity, and eventually putting institutions in the best position to face competition and stay at the top. Workshop training is a type of activity which is planned, systematic and results in enhanced levels of skill, knowledge and competency that are necessary to perform work effectively (Afshan, Sobia, Kamran & Nasri 2022). Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. It is against this background that, the researcher deemed it necessary to investigate the influence of Staff training and development programs on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Statement of the Problem

Teachers' job performance may have been of great concern to stakeholders in education in Oju local government area of Benue State, given the deteriorating academic performance of secondary school students in external examinations. A lot of stakeholders, notable among them: parents, students, government and even teachers themselves have expressed

dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualification of teachers and huge government investment in education, the secondary school system seems to have failed to produce people who can contribute to solve the problem of the society.

Even though education managers are aware of the benefits of staff training and development, numerous problems continue to bedevil staff training and development practices in secondary schools in Oju local government area of Benue State. Crucial among them is that administrators of education seem to rarely organize in-service training, workshop, conferences, seminar and staff mentoring among others. The researcher observes that, in spite of the crucial role of Staff training and development programmes, in bringing about teachers effectiveness, it is still impossible due to unforeseen circumstances. Thus, if staff training and development programmes fails, Nigeria may experience set back in her social and economic development. This study is set to determine the influence of Staff training and development programs on the performance of teachers in secondary schools in Oju local government area of Benue State in the areas of staff conference and staff workshop.

Purpose of the Study

The purpose of the study was to investigate the influence of staff training development programs on the performance of teachers in secondary schools in Oju Local Government Area of Benue State. Specifically, the study sought to:

1. investigate influence staff conference on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.
2. determine the influence of staff workshops on the performance of teachers in secondary schools.

Research Questions

The following research questions guided the study;

- 1.To what extent does staff conference influence the performance of teachers in secondary schools in Oju Local Government Area of Benue State?
- 2.To what extent does staff workshop influence the performance of teachers in secondary schools?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. Staff conference does not have significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.
2. Staff workshop does not have significant influence on the performance of teachers in secondary schools

Research Methods

Descriptive survey research design was used for this study. This design was chosen because it allows the study of a sample of the population from which generalization can be made to the larger population. According to Emaikwu (2015), survey design involves collection of data using questionnaire for interpreting existing condition/qualities or perceptions about a given population. The study fits into this design since it requires the collection of data from a representative sample of schools and teachers for the purpose of examining influence of training and development programmes on the performance of teachers in secondary schools in Oju local government area of Benue State. Population for this study comprised 1,045 teachers in 13 public secondary schools in Oju Local Government Area of Benue State (Teaching Service Board, 2023). The choice of the teachers was based on the fact that they were well informed to provide valid information on the variables of the study. The sample size comprised

209 teachers from 1,045 students in 13 secondary schools. This agrees with Achor (2006) who asserts that when the population is more than 1000, 20% will be enough to constitute the sample. The researcher used 20% of the population of 1,045 making the sample size of 209. The study employed simple random sampling techniques. Simple random sampling technique was employed using hat and draw method to select schools. Yes” was written on the papers for selection of desired respondents and was mixed with “No”. The respondents in each stratum (school) was informed that anybody who picked “Yes” was selected, while “No”

was not to participate; hence not every respondent was to participate in the study. The respondents were allowed to pick the ballot papers in the container until the desired sample in that stratum was selected. The instrument for data collection was a self-structured questionnaire “titled Training and Development Programs and Performance of Teachers Questionnaire (TDPPTQ)”. Descriptive statistics of mean and standard deviation were employed to answer research questions while chi-square (X^2) statistics was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does conference influence the performance of teachers in secondary schools in Oju Local Government Area of Benue State?

Table 1: Mean and Standard Deviation of conference on performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Item No	Item Descriptive	VHE	HE	LE	VLE	$\bar{X}$	Std	Decision
1.	Conferences enables teachers learn how to communicate in class	147	51	6	5	3.62	0.66	Accepted
2.	Conferences help increase the experience teachers	109	85	12	3	3.43	0.67	Accepted
3.	Conferences help teachers learn how to carry out formative evaluation of students effectively	121	66	14	8	3.43	0.78	Accepted
4.	Conferences enable teachers to learn how to carry out summative evaluation of students effectively	112	73	10	14	3.35	0.85	Accepted
5.	Conferences help teachers learn questioning techniques effectively	106	82	11	10	3.35	0.79	Accepted
Cluster Mean/Std.						3.44	0.75	Accepted

Source: Field Work, 2024

Table 1 indicates that the mean ratings of respondents' responses for item 1 to 5 are 3.62, 3.43, 3.43, 3.35, and 3.35 with

corresponding standard deviation of 0.66, 0.67, 0.78, 0.85, and 0.79 respectively. Respondents rated all items above the 2.50

cut-off point. This implied that conferences have significant influence on the performance of teachers in secondary

schools in Oju Local Government Area of Benue State.

Research Question 2: To what extent does staff workshop influence the performance of teachers in secondary schools in Oju Local Government Area of Benue State?

Table 2: Mean and Standard Deviation of workshop on performance of teachers in secondary schools in Oju Local Government Area of Benue State

Item No	Item Descriptive	VHE	HE	LE	VLE	$\bar{X}$	Std	Decision
6.	Workshops help teachers learn how to plan lesson effectively	120	62	17	10	3.39	0.83	Accepted
7.	Workshops helps teacher in my school master their subjects	120	64	19	6	3.42	0.77	Accepted
8.	Workshops enable teachers learn class control	123	61	20	5	3.44	0.76	Accepted
9.	Workshops enable teachers learn how to present lessons effectively	117	63	20	9	3.37	0.82	Accepted
10.	Workshops enables teachers learn how to evaluate lessons	109	72	7	21	3.28	0.93	Accepted
Cluster Mean/Std.						3.38	0.82	Accepted

Source: Field Work, 2024

Table 2 indicates that the mean ratings of respondents' responses for item 6 to 10 are 3.39, 3.42, 3.44, 3.37, and 3.28 with corresponding standard deviation of 0.83, 0.77, 0.76, 0.82, and 0.93 respectively. Respondents rated all items above the 2.50

cut-off point. This implies that workshop has significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Test of Hypotheses

Hypothesis 1: Conferences does not have significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Table 3: Chi-square Test on Conferences and performance of teachers in secondary schools in Oju Local Government Area of Benue State

	VHE	HE	LE	VLE	Total	Df	Sig. Level	χ^2	P.value	Decision
Observed	147	51	6	5	209	3	0.05	170.472 ^a	.000	Ho Rejected.
Expected	52.3	52.3	52.3	52.3						

Source: Field Work, 2024

Table 3 reveals that chi-square= 170.472^a, df=3, P=0.00. P<0.05, with this result, the null hypothesis which states that; conferences does not have significant influence on the performance of teachers

in secondary schools was therefore rejected. This means that; conference has significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Hypothesis 2: Workshop does not have significant influence on the performance of teachers in secondary schools in Oju Local Government Area of Benue State.

Table 4: Chi-square Test on Workshop and Performance of Teachers in Secondary Schools in Oju Local Government Area of Benue State

	VHE	HE	LE	VLE	Total	Df	Sig. Level	X ²	P.value	Decision
Observed	120	62	17	10	209	3	0.05	145.048 ^a	.000	Ho Rejected.
Expected	52.3	52.3	52.3	52.3						

Source: Field Work, 2024

Table 4 reveals that chi-square= 145.048^a, df=3, P=0.00. P<0.05, with this result, the null hypothesis which states that workshop does not have significant influence on the performance of teachers in secondary schools was therefore rejected. This means that workshop has significant influence on the performance of teachers in secondary schools.

Discussion of Findings

The discussions of findings of this research are organized around the research questions and hypotheses.

The first finding revealed that staff conferences have significant influence on the performance of teachers in secondary schools. Responses through teachers indicates that conferences enables teachers learn how to communicate in class. Also, teachers agreed that conferences help increases the experience of teachers. Teachers' responses showed that conferences help teachers learn how to carry out formative evaluation of students effectively. Teachers' responses revealed that conferences enable teachers to learn how

to carry out summative evaluation of students effectively. Conferences help teachers learn questioning techniques effectively. These findings agreed with the system theory by biologist Lud Wig Von (1950) which states that survival of the organization depends on its capacity to maintain constancy in its processes and relationship within and outside the organization. The ability to relate with an exchange matter with their environment guarantees the survival of the social system (that is educational organization). The study further agrees with Okotoni and John (2019) who found that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquires the knowledge and skills they need to be effective performers. The aim of teachers conference is primarily to enable them perform in their current jobs and help them acquire the knowledge and skills they need to be effective performers, which will facilitate the process of grooming the needed type of crops of youth the nation needs for sustainable development.

The second finding of the study revealed that staff workshops have significant influence on the performance of teachers in secondary schools. Responses through teachers indicate that; Workshops help teachers learn how to plan lesson effectively and enable them learn how to present lessons effectively. The findings agreed with Bandura (1971) which states that new behaviors can be acquired by observing and imitating other. According to the theory, learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. The study further agrees with Harbau (2014) who found that training human resource in organizations for improved output is essential since an improvement in the quality of human factor is an important investment in physical capital. Advancement in knowledge and the diffusion of new ideas and objectives are necessary to remove economic backwardness and instill human abilities and motivation that are favorable to economic advancement. The study is also infinite with Afshan, Sobia, Kamran and Nasri (2022) who state that in the development of organization, workshop plays a vital role in improving performance as well as increasing productivity and eventually putting institutions in the best position to face competition and stay at the top. Workshop training is a type of activity which is systematically planned to enhance levels of skill, knowledge and competency that are necessary to perform work effectively.

Conclusion

Based on the findings of the study, the study concludes that staff training and development programs therefore has significance influence on the performance of teachers in secondary schools in Oju local government area of Benue State.

Recommendations

Based on the findings of the study, the researcher recommended the following:

1. Conferences should be done on a regular basis in order to improve teachers' performance in secondary schools.
2. Workshops should be organized regularly to improve teachers' performance in secondary schools.

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