

Impact of Training on Teachers' Productivity in Alimosho Local Government Secondary Schools, Lagos state.

ALAO, Busayo Oluwabukola
Department of Educational Management
Kwara state University, Malete
busayo.alao@kwasu.edu.ng

OBAFEMI, Oyemade Mark
Economics Education Department
Grandplus College of Education, Ilorin
oyemademark2@gmail.com

Abstract

The importance of training on the productivity of teachers cannot be over emphasized and the need for improved productivity in every organisation has become universally accepted which depends on the effectiveness of the training given to the teachers. Being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning which makes him the one in charge of helping students learn and benefit or suffer from the quality of his teaching. However, the teacher and the quality of his/her teaching are always under discussion and receive prevalent importance in education. In today's changing commercial environment and rapid globalization, it is obvious that secondary schools are increasingly concerned with competitive edge, exceptional performance and sustainable profits. It is also believed that without healthy, engaged and productive teachers, it is very tough to achieve the aims and objectives of the school.

Teachers' professional training and professional development is a necessary ingredient to support innovative and beneficial teaching. The aim of this paper is to highlight the importance of training given to teachers' training in improving and boosting the quality of education in the Nigerian context. However, teacher training is one of the important management topics that has received significant research attentions from several scholars and considered as a primary mechanism to enhance the success in the school.

Keywords: Training, Teacher training, Secondary school teachers, Teaching, Teachers' Productivity

Introduction

The teachers in every school are the main assets, which makes teachers one of the important factors in determining the future of any school. However, the impact of administrators' training on productivity in any school cannot be overemphasized. The way an organization trains its staff can influence its efficiency (Iqbal, Ahmad & Javaid, 2014; Padamanaban & Shakeel-Ul-Rehman, 2013; Elnaga & Imran, 2013). Several training practices can be used to enhance the productivity of teachers, which helps to improve the performance of the students as well as the school as a whole. Thus, training practices can be the main factor for the success of a school, which justifies their evaluation. Influence of administrators' management and training practices on organizational performance has been an important topic of research recently (Manning, 2015; Jayakumar & Sulthan, 2014; Treven, Treven & Zizek, 2015). Training is considered to be a critical human resource management practice since it increases intellectual capital of the company and contributes to gaining a sustainable competitive advantage.

In Nigeria, schools are faced with fierce challenges due to the impact of globalization and economic uncertainty. To adapt to the knowledge driven economy, these schools need changes in the educational culture which are vital to their survival or expansion. It is common knowledge that many educational systems rely heavily on training and development of their human resource, which are the teachers, which makes a well-trained and well-developed staff part of a schools' competitive advantage. Training is a learning experience which seeks a relatively permanent change in the individual that will improve his/her ability to perform on the job. Every education system need to have well trained, experienced and adjusted teacher to perform their duties efficiently. Training can involve the changing of skills, knowledge,

attitudes, or behavior. It may mean changing what the teachers know, how they work, their attitudes toward their work, or their interaction with their fellow teachers or principal.

According to Wardale (2009), training and development is one of the most important activities in Human Resources Management of any progressive company. The aim of the programme is to help employees become more aware of the planned structural change in the organization and train them on new skills in specialized fields like communication, information technology literacy, customer service, marketing diversity, and quality initiatives Hucker, (2010). Training has implications for productivity, health and safety at work and personal development. The main internal driver of change is the desire of an organization to become more competitive and high performing in satisfying customers' needs. Several training practices can be used in order to enhance teachers' productivity, which results in improving the performance of the school as a whole. Thus, training practices can be the main factor for the success of any educational system, which justifies their evaluation (Maaly, Abedallah & Mohammed Omer, 2015).

Today, teacher training is seen as central mechanism for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards (Darling-Hammond & McLaughlin, in Boudersa, 2016). Often, demands for quality in teaching and learning increase in secondary schools to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so forth. According to Rahman, Jumani, Akhter,Christhi and Ajmal (2011), Regular training programs for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for a smooth career of a teacher.

it was further stated that, the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training programs. As such, for any organisation, institution or government to succeed, it must equip its manpower and development sector/department with effective training and retraining (Etim, 2016).

Khan and Abdullah (2019) posited that training given by leaders to subordinates has always been a driving force for enhancing the teachers' productivity and performance. A training and development program provided by the employer is a sincere effort to provide opportunities to the employees to be acquainted with the variety of skills, information, attitude and conduct. With the ever-growing needs of modern education system, the education industry has to become more techno savvy, dynamic and updated. There is always requirement of skillful and talented manpower to take up this education industry to the heights of international standards.

Teacher Training in Nigerian Secondary schools.

Training in secondary schools can be used directly to increase the job skills of an individual or a group of individuals by teaching them to perform their tasks more efficiently and effectively. For training to operate efficiently and effectively as an input/output mediator, it must be focused on the individual and the situation as the need arises. Teachers are trained for more skills acquisition for better service delivery (Ogunrinu in Shamaki, 2015). Educational training in schools can apply to work ethics, human relations and safety. Moreso, not all of these are actually found or occur in the educational system. The training given to teachers are usually those given to teachers on the job and might be a requirement that is disclosed when they are first employed or want to apply for a higher level of service from the ministry of education. Other educational and training options can be those that are professionally beneficial and can give the teacher an added

boost in the educational world. There may also be education and training options that become necessary due to certain circumstances.

More so, training is a function of human resource management concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings especially in the school. It has been given several names, such as human resource development, human capital development and learning and development. These descriptions are viewed within the context of organisational learning rather than other contexts, like personal context of training and development (Etim, 2016). Going forward, this research therefore posits that training of teachers in secondary schools update their knowledge and make abreast innovations in education. Training also equips the teachers to face challenges of teaching-learning process and enhances their professional growth. According to Agwu in Shamaki, 2015, teachers' training is necessary in order to facilitate upward movement and update professional competence for increased level of productivity. Therefore, training and development is very essential at all teachers' level, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nishtha & Amit, 2010).

Training is known as the process of improving the existing skills, knowledge, and abilities in an employee. According to Saleem, Mehwish and Naseem in Friday and Edeh (2019), training is an organized increase from the basic skills needed for staff members to execute efficiently to operate the business. Another scholar, Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities, and outlook of the employees that result in the effective performance of the employees. It is observed that training and development make employees feel that they are part of the school's family to improve professional skills. Training creates a sense of belonging in all employees. It creates professional development and enhances the employee's

skills that help them to work more efficiently. Adams (2002) said that training and development makes a knowledgeable workforce with fewer mistakes. Through training and development help to avoid the mistakes during performing the jobs. Essentially, it can improve the efficiencies in processes and financial gain, raise the ability to obtain new technologies, develop the innovation in the school.

Teachers' Training and Productivity in Secondary Schools in Nigeria

Training is one of the main pillars of human resource management functions. It plays a significant role in promoting key skills and competence of an employee for better performance in the schools. A researcher, Olaniyan and Ojo (2015) stated that the training given to an employee is important because it increases productiveness, enhance the good quality of work; improves skills, knowledge, job satisfaction, and develops their attitude. Likewise, it can help to identify the potential for further development in order to groom new leaders and promote succession planning. It also brings the employee the level of effectiveness that they need to perform the job to positively improve productivity.

Globally, teacher training is seen as central mechanism for the improvement of teachers' content knowledge, their teaching skills and practices in order to meet high educational standards (Darling-Hammond & McLaughlin, in Boudersa, 2016). Most times, demands for quality in teaching and learning increase in secondary schools to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so forth. According to Rahman, Jumani, Akhter, Christhi and Ajmal (2011), Regular training programmes for teachers provide them with the necessary job knowledge, skills and ability and competency that is relevant for their smooth career. It was further stated that, for teachers to be productive on the job, their personality must be

reshaped, their attitudes must be properly shaped, their working habits must be reformed and their personality must be built only through training programmes.

Teachers' Productivity in Nigerian Secondary School.

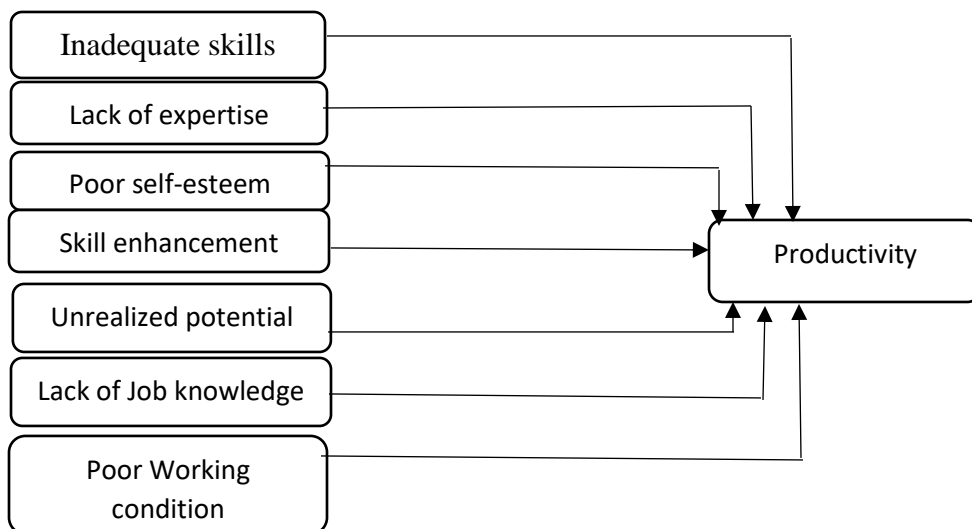
According to Jalal (2016), one of the key issues that most organizations face nowadays is the need to improve staff productivity. Staff productivity is an assessment of the efficiency of a worker or group of workers. The teacher is undoubtedly the most important factor for achieving a profitable learning outcome in every school system. The future of any nation, to a very large extent, is contingent upon the quality of its teachers. Therefore, those to be recruited as teachers should be people who have demonstrated some measure of competence in knowledge and skills as well as possess a healthy attitude for the achievement of the schooling objectives. As the population of school-age children grows, the problem of increased demand for teachers (both qualified and not qualified) also persists, thus, making the teaching profession the largest employment in the world (Babalola, 2011).

Nevertheless, in spite of the growing number of teachers in employment, school productivity seemed not to have satisfactorily improved as expected. The cause of this unsatisfactory state of affairs had been linked to many factors, among which is the low level of teachers' productivity which in itself is due to lack of basic knowledge and skills that could improve teachers' performance in their service delivery. Thus, there seems to be a positive relationship between the teachers' level of professional development and their performance in the classrooms (Emunemu & Isuku, 2011).

Rationales for Low Teacher Productivity in Secondary Schools

There are several factors responsible for low productivity of teachers in secondary schools as shown on the diagram in figure 1.

Figure 1: Reasons for Low Teacher Productivity in Alimosho LGA Secondary Schools



Researcher Design: 2022

Generally, the research exploring teacher motivational issues in Nigeria shows that teachers are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are as follows:

- a. Low wages when compared with other professionals
- b. Low status in the society
- c. Lack of career advancement opportunities
- d. High student-teacher ratio
- e. Poor work environment
- f. Inadequate fringe benefits
- g. Irregular payment of teachers' salaries.

According to Emunemu and Isuku (2011), these conditions are responsible for low teachers' morale and productivity and the difficulty in attracting and retaining quality personnel into the teaching profession. This has not always been the case. A broad consensus is that, prior to independence, teaching was considered by almost all sections of society as a highly respected profession. Teachers played key leadership roles in local communities and acted as role models. However, after independence, when the demand for educated labour grew rapidly, many teachers left the profession to take up jobs elsewhere in the public and private sector.

Importance of Training on Teachers' Productivity in Secondary Schools

According to Munonye in Santos (2021), the principals of every school are saddled with the responsibilities of:

- a. matching the employees' abilities with the job requirements and organizational needs
- b. removing performance deficiency.
- c. enhancing organizational viability and the transformation process, to cope with the new technological advancement.
- d. improving quality and quantity of work; to improve productivity and efficiency.
- e. helping staff cope with increased organizational complexity resulting from increased mechanization automation. Training, sometimes, may be undertaken to enhance employees' self-esteem.
- f. boosting staff morale and thereby improving organisational climate, especially, in the school.

Recommendations to Improve Teacher Training for Productivity Enhancement.

To improve teacher training in secondary schools, suggestions are made as follows:

- a) There should be focus on teachers' low income in the secondary schools for proper work encouragement.
- b) Measures, application and standard for teacher professional development must be made
- c) Opportunities for professional development must be created to promote teachers' collaboration.
- d) Support should be given to the teachers by the management in order to successfully transfer learning.
- e) The ministry of education should invest in high qualified teachers more often.

References

- Babalola, J. B. (2011). Teacher professionalism in a time of global changes. *Prepared for Africa-Asia University Dialogue for Educational Development held in the University of Lagos, Lagos. Ibadan: His Lineage Publishing House.*
- Boudersa, N. (2016). The importance of teachers' training programs and professional development in the algerian educational context: toward informed and effective teaching practices. *Evaluer l'enseignant* 1. <http://exp-pedago.ens-oran.dz>- Numéro 1
- Edeh, F. & Chibundu, N. (2019). Employee training and organisational performance of selected deposit money banks in Abia state, Nigeria. *ASPL International Journal of Management Sciences*, 6(2), 1 – 13
- Emunemu, B. & Isuku, E. (2011). Improving teacher productivity and performance for better learning outcomes in Nigerian public secondary schools. *Journal of education*. 5. 111-127
- Elnaga, A. & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*. (4): 137-147

- Iqbal, N., Ahmad, N. & Javaid, K. (2014). Impact of training on employee performance: A Study of Telecommunication Sector in Pakistan. *International Letters of Social and Humanistic Sciences*, 17, 60-73.
- Jalal, H. (2016). *Testing the Effects of Employee Engagement, Work Environment, and Organizational Learning on Organizational Commitment*. *Procedia - Social and Behavioral Sciences*, 289 – 297.
- Jayakumar, G., & Sulthan, A. (2014). Modelling: Employee Perception on Training and Development. *SCMS Journal of Indian Management*, 11(2), 57-70
- Khan, S., & Abdullah, N. N. (2019). The impact of staff training and development on teachers' productivity. *Economics, Management and Sustainability*, 4(1), 37-45.
- Laing, I. F. (2009). *The impact of training and development on work performance and productivity in public sectors organizations: A case study of Ghana ports and garbous authority*. A thesis submitted to Institute of Distance Learning, Kwame Nkrumah University of Science, and Technology.
- Maaly, M. M. A., Abedallah, D. A., M & Mohammed Omer, E. M. (2015). Training and its impact on the performance of employees at Jordanian Universities from the perspective of employees: The case study of Yarmouk university. *Journal of Education and Practice*, 6(32), 128-140
- Manning, C. (2015). The construction of personal learning networks to support non-formal workplace learning of training professionals. *International Journal of Advanced Corporate Learning*, 8(2), 4-12
- Nishtha, L. & Amit, M. (2010). How Training Jump-Starts Employee Performance. *Indian Management Journal*, 49 (6), 14-18
- Odey, S. R. (2017). Staff Training. A Tool for administrative efficiency and productivity. munich, GRIN Verlag, <https://www.grin.com/document/356508>.
- Olaniyan, D. A. & Ojo, C. B. (2015). Staff Training and Development: A Vital Tool for Organizational Effectiveness. *European Journal of Scientific Research*, (3), 326-331.
- Padmanaban, G., & Shakeel-UI-Rehman. (2013). Comparative analysis of employee training practices for sustainability in telecom industry. *Global Management Review*, 8(1), 29-35.
- Rahman, F., Jumani, N. B., Akhter, Y., Chisthi, S. U. H., & Ajmal, M. (2011). Relationship between training of teachers and effectiveness teaching. *International Journal of Business and Social Science*, 2(4).
- Saleem, Q., Shahid, M. & Naseem, A. (2011). Degree of influence of training and development on employee's behavior. *International Journal of Computing and Business Research*, 2(3), 2229-6166.

Shamaki, E. B. (2015). Teachers training and development as an opportunity for knowledge and skills acquisition in Nigerian secondary schools. *International Journal of Innovative Education Research* 3 (1), 23-25

Treven, S., Treven, U., & Žižek, S. (2015). Training Programs for Managing Well-being in Companies. *Our Economy (Nase Gospodarstvo)*, 61(4), 23-31

Wardale, C. (2009). Managing strategic change: An integrated approach.

(PDF) *The Impact Of Staff Training And Development On Teacher's Productivity*. Available from: https://www.researchgate.net/publication/332868823_The_Impact_Of_Staff_Training_And_Development_On_Teacher's_Productivity [accessed Jun 24 2022].