



***TRAINING AND WORK ENVIRONMENT AS DETERMINANTS OF
TEACHERS' JOB PERFORMANCE IN THE PUBLIC SECONDARY SCHOOLS
IN NORTH CENTRAL NIGERIA***

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ABSTRACT

This study investigated training and work environment as determinants of teachers' job performance in the public secondary schools in North Central Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study employed descriptive survey design. The population was 44,342 teachers from 1,656 public secondary schools. The sample size was 381 respondents. The study employed multistage sampling procedure. The instrument used for data collection was a self-structured questionnaire titled "Training and work environment as determinants of teachers' job performance questionnaire (TWEDTJPQ)" with reliability co-efficient of 0.95. The instrument was validated by five experts. Mean and Standard Deviation were used to answer the research questions. While the null hypotheses were tested using chi-square test of goodness of fit at 0.05 level of significance. The study revealed that training and work environment are determinants of teachers' job performance in the public secondary schools. Based on the findings of the study, it was recommended among others that government should make adequate provision for teachers training in the budget and also provide enough finance to the school administrators to provide adequate instructional materials and offices for teachers.

KEYWORDS: *Job performance, Training, Work environment, Determinant.*

In most human institutions in the world, employment of qualified staff alone is not an end in itself. What could be taken or seen as a means to an end in such institutions especially educational institutions is the training and retraining. The performance of teachers at various levels of education globally is tied to training. A mere recruitment and selection of teachers does not guarantee an effective performance. It is one thing to employ teachers and another for them to know or carry out their duties and responsibilities as expected. It is therefore the responsibility of the school administrators to ensure that teachers who are recruited to teach are constantly trained and retrained to enhance their Job performance.

Teachers' job performance could be measured in terms of how the teachers have been able to achieve set goals and objectives. This is also carried out in order to enhance teachers' position and by so doing encouraging others to put in their best. Although there may be high job performance among teachers, this does not mean that all of these are performing at equilibrium. Teachers' job performance begins from individuals and must have multiplying effects especially on the institution without which its effects cannot be felt (Okon, 2015). Okon adds that over the years, students' academic performance both at internal and external

examinations have been used to determine the effectiveness in the teaching-learning process.

Training according to Akpakwu (2012) is teaching organizational members how to perform their jobs and helping them to acquire the knowledge and skills they need to be effective in their jobs. Nassazi (2013) defines training as planned and systematic modification of behavior through teaching and events, activities and programs which result in the participants achieving the level of knowledge, skills, competence and abilities to carry out their work effectively. The human resource is the major asset of any organization. The active role teachers play in the success of any educational institution cannot be under-estimated. Therefore, training or equipping them through effective training becomes important in order to maximize their job performance. Effective training of teachers could enable the teachers develop self-confidence, better understanding of their work and provide teachers with the ability to cope with the job challenges (AKPAN 2016).

Training from the antecedence provided is imperative in enhancing job performance of teachers. But a well trained teacher would not perform effectively where the work environment is not conducive. Teachers job performance seems to have a correlation with the work

environment. Teachers seem to performance their duties better when the work environment is orderly with adequate tools, materials and a favourable environment. A work environment with poor equipment and facilities may lead to tension and stress among employee (teachers) (Rosenholtz,2009). According to Edo and Chika (2018:39) “work environment refers to all existing circumstances affecting labour in the work place, including job hours, physical aspects, legal rights and responsibility, temperature, available space, organizational climate and work load”. Work environment here refers to the social and professional environment in which teachers interact with parents, collogues, the host community and the ministry of education. In the views of Akintayo (2008) work environment refers to the immediate task environment where an organization draws it inputs, processes it and returns the outputs in form of products or service for public consumption. Adeniran (2016) maintains that the teaching/learning environment must be conducive because it constitutes the totality of the human and material conditions in which teaching and learning takes place. It is pertinent to reiterate that if work conditions or environment are not conducive, hardworking workers who can find jobs elsewhere leave, leaving the mediocre

workers (Abimbola, 2015). The importance of training and a conducive working environment for teachers has prompted the researcher to undertake this study. The study therefore aims at finding out if training and work environment are determinants of teachers job performance in public secondary schools in North central Nigeria.

Training which contributes to the personal growth of staff is very delicate and very important aspect of school management. Teachers who are the pinnacles of educational attainment need to be properly and carefully trained. Training according to Ogbaji (2016) refers to the process of equipping the staff (both new and old) with the necessary skills required to perform their job satisfactorily. Ogbaji further maintains that when staff are dully and properly trained for their jobs, their performance is enhanced and such staff are better positioned to contribute more meaningfully to the realization of educational objectives set by the school. In educational institutions, particularly, in secondary schools, there is a dire need to train teachers to enable them acquire new knowledge, skills, attitudes, aptitudes and a new orientation in their jobs. This would help them improve their performance and hence the standard of education in the country. Training as an act of personal growth aids workers to be

productive, more exposed to current issues in education and contributes optimally towards the realization of set educational goals and objectives thereby enhancing their job performance. Training alone seems not to be enough to enhance teachers' job performance. The work environment of teachers appears to have a strong connectivity with their job performance.

The work environment contributes greatly to teacher's job performance. According to Khan, Nawaz, Aleem and Hamed (2012), work environment refers to the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth and the chance to be responsible and accountable for results. This definition means that if teachers in secondary schools are provided with the competencies that are stimulating, they would like the job. The education sector is in high demand of skilled, trained and qualified teachers. The output and productivity of the teachers at this level of education depends largely on the opportunities provided to the teachers. Successful school administrators would look for ways to make teachers' job interesting such as giving rewards, low stress job, job security and adequate compensation.

Statement of the Problem

In an educational institution, teachers are expected to be well trained and re-trained to acquire the requisite knowledge and skills to be able to carry out their assigned duties and responsibilities effectively and efficiently. These trained and re-trained teachers would only perform the task of teaching and learning effectively when the school environment is conducive. Teacher who are well trained are not expected to misinform the students when all that is needed for their effective job performance is provided especially a conducive school environment. The situation seems to be different in North central Nigeria. There appears to be a dearth of training and retraining for teachers. Those who graduated over twenty years ago seem not to have received additional training since graduation. The school environment in which these teachers work are such that would not guarantee effective teaching and learning. This could possibly be the reason why many of them appear not to be performing their duties or roles as expected. It is against this background that the researcher wants to find out if training and work environment are determinants of teachers' job performance in public secondary schools in North Central Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does training determine teachers' job performance in the public secondary schools?
2. To what extent does work environment determine teachers' job performance in the public secondary schools?

Hypotheses

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

1. Training does not significantly determine teachers' job performance in the public secondary schools.
2. Work environment is not a significant determinant of teachers' job performance in the public secondary schools.

Methodology

This study employed Descriptive survey research design. This study employed descriptive survey research design. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from

people considered to be a representative sample of the entire population.

The population of the study was made up of 44,342 teachers from 1,656 public secondary schools in North Central Nigeria (Federal Ministry of Education FMOE, 2019). The sample size for this study was 381 respondents out of 44,342 teachers from 1,656 public secondary schools in North Central Nigeria. This sample was in line with Glenn (2012) formula for determining sample size from a given population. The study employed multistage sampling procedure for the selection of sample size namely; stratified sampling, purposive and simple random sampling techniques.

The instrument used for data collection was self-structured questionnaire titled "Training and Work Environment as Determinants of Teachers Job Performance Questionnaire (TWEDTJPQ)". The questionnaire was structured into two sections A and B. Section A contained the instruction for respondents, while section B elicited information on the two (2) clusters. Cluster A sought information on items 1-5 on training and cluster B contained item 6-10 which sought information on the work environment. The instrument was validated by five experts for face and content validity and it was trial tested and it yielded a reliability coefficient of 0.95. The instrument was administered to

the respondents by the researcher with the aid of seven research assistants (teachers) who were chosen in the six states and Federal Capital Territory, Abuja.

Mean and standard deviation were used to answer the research questions. The decision was based on the limit of numbers when a mean response score of 2.50 was considered as high extent and below 2.50 was low extent. Thus, VHE=Very High Extent, 3.50-4.00 HE=High Extent, 2.50-3.49, LE=Low Extent=1.50-2.49, VLE=Very Low

Extent, 1.00-1.49. The null hypotheses were tested using chi-square at 0.05 level of significance. The decision rule was that when the set alpha value of 0.05 was greater than the calculated probability value, the null hypothesis was rejected. On the other hand, if the set alpha value of 0.05 was less than calculated probability value, the null hypothesis was not rejected.

Research Question 1:

To what extent does training determine teachers' job performance in the secondary schools?

Table 1:

Mean and Standard Deviations of Respondents on the Extent of Training as a Determinant of Teachers' Job Performance in Public Secondary Schools

S/N	Item Description	VHE	HE	LE	VLE	X	Std	Decision
1	When teachers are sent on study leave with pay, it motivates them to acquire the desire skills which enhance their teaching.	141	147	15	75	2.94	1.10	HE
2	Non provision of teachers' financial benefits for relevant training programmes does not make them to improve their subject knowledge.	162	113	59	44	3.04	1.03	HE

3	When teachers are sent on conferences, they improve curriculum implementation skills.	115	143	43	77	2.78	1.09	HE
4	Sending teachers on sandwich programme with sponsorship enhances their knowledge of classroom control.	129	153	35	61	2.93	1.04	HE
5	When teachers are sent on workshop, it makes them to improve on their assessment skills.	118	150	43	67	2.84	1.06	HE
Cluster Mean/Std						2.91	1.06	HE

Source: Field Survey, 2021.

Note: VHE=Very High Extent, 3.50-4.00 HE= High Extent, 2.50-3.49, LE=Low Extent=1.50-2.49, VLE=Very Low Extent, 1.00-1.49, Cluster Mean=2.50 and SD=0.00.

Table 1 indicates mean scores of item 21-25 as 2.94, 3.04, 2.78, 2.93 and 2.84 with corresponding standard deviations of 1.10, 1.03, 1.09, 1.04 and 1.06 respectively. All the items are above the criterion mean of 2.50. The cluster mean score of 2.91 with standard deviation of 1.06 is high. This implies that training is a determinant of teachers' job performance in public secondary schools.

Research Question 2: To what extent does work environment determine teachers' job performance in the secondary schools?

Table 2:

Mean Scores and Standard Deviations of Respondents on the Extent of Work Environment as a Determinant of Teachers' Job Performance in Public Secondary Schools

S/N	Item Description	VHE	HE	LE	VLE	X	Std	Decision
6	Good instructional materials enhance teachers' lesson delivery.	143	159	49	27	3.11	0.89	HE
7	Excess work load given to teachers do not affect their job delivery in the school.	100	27	105	146	2.21	1.21	LE
8	Good relationship with school administrators/teachers is a morale booster that enhances teachers' participation in decision making.	122	176	59	21	3.06	0.84	HE
9	When offices are provided, it motivates teachers to go to school regularly.	122	142	41	73	2.83	1.09	HE
10	Respect accorded to teachers by principals does not give them a sense of worth to carry out their art of teaching.	123	189	38	28	3.08	0.85	HE
Cluster Mean/Std						2.86	0.98	HE

Source: Field Survey, 2021

Table 3 reveals the mean scores of item 26-30 as 3.11, 2.21, 3.06, 2.83 and 3.08 with corresponding standard deviations 0.89, 1.21, 0.84, 1.09 and 0.85 respectively. The cluster mean score of 2.86 and standard deviation of .098 was high. This implies that work environment determines teachers' job performance in public secondary schools.

Hypothesis 1: Training does not significantly determine teachers' job performance in the public secondary schools.

Table 3:

Chi-square Test on Training as a Determinant of Teachers' Job Performance in the Public Secondary Schools

	VHE	HE	LE	VLE	Total	Df	Sig.	χ^2	P-value	Decision
	Level									
Observed	141	147	15	75						
					378	3	0.05	122.95 ^a	.000	Ho Rejected.
Expected	94.5	94.5	94.5	94.5						

Table 1 shows that chi-square=122.95^a, df=3, p=0.00. P<0.05, with this result, the null hypothesis which states that training to an extent does not significantly determines teachers' job performance in the public secondary schools is rejected. This implies that training is a positive significant determinant of teachers' job performance in the public secondary schools.

Hypothesis 2: Work environment is not a significant determinant of teachers' job performance in the public secondary schools.

Table 4:

Chi-square Test on Work Environment as a Determinant of Teachers' Job Performance in the Public Secondary Schools

	VHE	HE	LE	VLE	Total	Df	Sig.	χ^2	P-value	Decision
	Level									
Observed	143	159	49	27						
					378	3	0.05	139.04 ^a	.000	Ho Rejected.
Expected	94.5	94.5	94.5	94.5						

Table 4 indicates that chi-square=139.04^a, df=3, P=0.00, since p<0.05, the null hypothesis which indicates that work environment is not a significant determinant of teachers' job performance in the public secondary schools is therefore rejected. This result implies that work environment is a positive significant determinant of teachers' job performance in the public secondary schools.

Discussion of Findings

Based on the analysis and the results obtained from the field, the following discussions are presented:

The study indicated that training is a positive significant determinant of teachers' job performance in the public secondary schools. This study discovered that when teachers are sent on study leave with pay, it motivates them to acquire the desired skills which enhances their teaching and non provision of teachers' financial benefits for relevant training programmes do not make them to improve their subject knowledge. The study also found that when teachers are sent on conferences and workshops it improves curriculum implementation and assessment skills. The study also found that sending teachers on sandwich programme with sponsorship enhances their knowledge of classroom control. This finding is in agreement with the findings of Ukpere and Naris (2009) who reported that staff members agreed that development and training activities with the purpose of enhancing staff competencies was the best option to improve performance. This study is in consonance with the finding of Anasima (2011) who found that staff training significantly impacted on staff job performance. The result of this study also supports the finding of Adi (2018) who reported that training programmes such as

orientation, induction, in-service training, workshops and mentoring have a significant influence on staff job performance and it gives staff confidence and efficiency in staff job performance. This study is in line with the finding of Obong (2015) who reported that staff training improves the quality and quantity of youth entrepreneurship education and it equipped staff with relevant skills for improved youth entrepreneurship education. This study supports the finding of Akin (2011) who found that training as a strategy can enhance secondary school teachers' performance for quality education. This study also supports the finding of Audu (2011) who found that training of school principals was lacking greatly and this has affected their administrative effectiveness. This indicates that training of teachers promotes and improves their job performance.

The result also showed that work environment is a positive significant determinant of teachers' job performance in public secondary schools. This study found that good instructional materials enhance teachers' lesson delivery and that excess work load given to teachers affects their job delivery in the school. The study also found that good relationship with school administrators/teachers is a morale booster that enhances teachers' participation in decision making. When

offices are provided, it motivates teachers to go to school regularly and when teachers are accorded with respect by principals it gives them a sense of belonging in the school. This study supports the findings of Edo and Chika (2018) who found that adequate lighting, temperature and space availability significantly influence productivity of the teachers. This result also supports the findings of Ohide and Mbogo (2017) who found that inadequacy of school facilities led to teachers' dissatisfaction with their job and that working atmosphere also affect teachers' level of satisfaction. The implication is that teachers need a conducive work environment to be comfortable to carry out their assigned responsibilities and duties.

Conclusion

Based on the findings of the study, it can be concluded that training and work environment enhance teachers' job performance in public secondary schools in North Central Nigeria

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should make adequate provision for teachers training in the budget. Their financial benefits for the various trainings should be paid to them as at when due. School

principals should facilitate teachers' attendance at workshops, conferences, seminars, sandwich programmes, in service training, and on the job training to enable them acquire new knowledge and skills through granting approvals for their training request.

2. Government should provide enough finance to the school management to provide adequate instructional materials and offices for teachers.

Principals of secondary schools should create good work rapport with teachers so as to give them a free mind to participate in decision making in the school. The teachers should not be given excess work hence this would affect their performance.

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