



Enhancing Teachers' Productivity Through Differential Continuous Training in Edo State, Nigeria

PAULETTE EKEJIUBA
University of Benin, Benin City, Nigeria

Abstract. The purpose of this paper is to investigate teachers' differential continuous training as a correlate of teachers' productivity. The paper also presented the various needs of teachers and their concerns as it relates to job productivity. To guide the study, four research questions were raised. Two were answered while others were formulated into hypotheses and tested at 0.05 level of significance. The study was a descriptive survey research. It adopted the correlational research design. The population consists of one thousand, seven hundred teachers in Edo State senior secondary schools. Ten percent of the population was employed as sample size which was one hundred and seventy senior secondary school teachers in Edo State. The research instrument was Likert type scale questionnaire consisting of fifteen items. The instrument was validated by three experts. Split-half reliability method was employed and Cronbach alpha reliability statistic was used to determine the reliability of the instrument. Data collected was analyzed using mean and standard deviation while hypotheses were tested using Pearson product moment correlation coefficient at an alpha level of 0.05 and the Fisher's Z statistic. The findings reveal that teachers have individual needs and problems in their teaching career. It was also discovered that there is no significant difference between teachers' differential training and job productivity. Teachers were to participate in in-service programs that address their needs. Teachers' regular training should be funded to improve their productivity.

Keywords: Teachers' Productivity, Differential Continuous Training, Seasoned Teachers, Teaching Profession

1. Background to the Research

Teachers in their day-to-day work make huge differences to children's lives. This is done through

curriculum, teachers' behaviours, attitudes and values. Debate on how best to prepare teachers for productive teaching in today's demanding is the important focus of developing countries like Nigeria where the relevant education for all children is priority.

The world that teachers are preparing young people to enter is changing. Thus, the teaching skills required are involved. Education in Nigeria has witnessed lots of changes. It tailored towards meeting certain goals such as Education for All and the Nigeria Vision 2030. The brain of most of Nigerian contemporary children tends to be digitally wired than most of the teachers. Teachers need certain abilities to use new tools, methods, process, procedures and techniques in their specialized disciplines. Nigerian academic researchers are challenged to deliver teachers professional development opportunities to fill those gaps and be productive. Productive teachers are those professional teachers who use themselves as bridges over which they invite students to cross, having facilitates their crossing. Teaching as a process has triple relations: content, the student and the outcome. Teachers like human beings, develop throughout their careers as they grow from new teachers to experienced teachers. Many researchers across the globe and in Nigeria have been conducting research on in-service training. This appears to yield little effects on educational industry (Francy, 2016). Again, he stated that teachers seem to be ignorant of the changes in the society and how to teach those changes even when they attend several in-service trainings continuously.

The inability of teachers not to manage large class couple with inadequate space is not only alarming but lamentable. This project will reveal several options teachers could adopt in handling their specific concerns through differential continuous trainings. This study will also eliminate biases in continuous training programme while reinforcing and strengthen teachers of varied experiences.

Policy makers in education through this study will determine areas of individual teachers' improvement. This will help them to inform their decision on how different classes of teachers will be developed. Teachers through this study will know that it is their right to be considered individually before any continuous training. This will definitely affect both their personal and national development

Most often, when teachers confront new skills and issues in schools, they tend to get lose their interest in innovation and change. Some of them according to Ekejiuba (2014) appear to display ignorance in the application of modern pedagogical skills for effective teaching. More so, others seem not to see the need to undergo continuous training for self-development and professional efficiency where fresh perspectives and methods are provided. Thus, Ahmed (2020), stated that teachers need certain skills to teach effectively. Though effective and seasoned teachers are confident and competent, they are constantly reaching out to the world around, to the researchers, colleagues, with an assertive curiosity that says "I do not know it all, but I am always growing, adding to my knowledge, skills and productivity". This openness and reaching out is an important element of professionalism.

In spite of government and research institutions' efforts to retrain teachers, experts, such as Aghaosa and Nwanze (2008) noted that the teachers continuous programmes seem to be unproductive because teachers were not differentially considered in their continuous training. Yes, most of these continuous training of teachers (such as conferences, workshops, induction, advance studies, meetings and the like) are done based on the areas of common interest and not on teacher's specific needs and experiences. It appears these continuous training agencies tend to choose same theme of continuous training of all the teachers in a particular discipline which they rigidly apply to every teacher irrespective of their experiences and location. These agencies tend not to forecast that teachers have different experiences and concerns and will understand based on these. All the teachers in the conferences/workshops set pretty much the same materials. The organizers of the continuous programmes seemed not to tailor their meetings within the teachers' range. They tend not to recognize knowledge and experienced base of teachers. Continuous training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual teachers for furthering their profession. It is design to fill the gap of specific professional inadequacies of a serving teachers' problems. However, continuous

programmes in Nigeria tend to characterize by non-differential considerations, excessive sales of handout and multiple registration for financial gains. They appear not to be well planned and not having the same social and intellectual constructions especially academic and social experiences. Most often, most of the themes in the Nigerian teachers' conferences are few and often restricted to only certain believed crucial subjects such as computer, mathematics and the like. Some teachers most concern may be how to teach insecurity management in school, religious tolerance, civic education, climatic change, large classroom management, disposition of waste and the like. When all their needs are not considered, there may be conflict of interest. Teachers, therefore need to set their own individual agendas, before the retraining exercises. This is because many teachers tend to respond with desire when they are provided opportunities to express themselves honestly. Discovering what matters to individual teachers and how best to retrain them for sustained and improved productivity is a novel idea which this project is aimed to examine.

The continuing training that has been tired in the past have generally seemed not to be productive. This project is useful because of public outcry over the dwindling academic performance of students, couple with reported antisocial activities. These are pointers to the low level of teachers' productivity.

1.1 Statement of the Problem

Teachers that are productive in teaching profession are "made not born". One of the most impactful strategies to make productive teachers is through continuous learning. In Nigeria, the same thematic programmes are provided of all teachers irrespective of their learning experiences and status. Such training tends to be insufficient because teachers' needs and responses were not sought. Many teachers tend to get irritated about how to manage large classroom while others are how to confront students with digital versatile knowledge. Non differential factors in retraining of teachers make it difficult for teachers to understand and apply what they learnt. Even those who understand something tend to do that with great difficulty. Such situation tends to frustrate and discourage some teachers not to put their best in teaching professionally. Similarly, continuous programmes in Nigeria tend to be far only favoured teachers in terms of connections and financing. It seems to be very short and dwell on general audience of a particular discipline irrespective of teachers concerns and experiences. Some teachers appear to be obsolete in teaching and learning situation. Research

is convincing that 70 – 80 percent of teachers even after continuous training still employ teacher centered method in classroom situation. Consequently, poor teaching methods and high failure rate still characterized school system. Could these be attributed to lack of differential continuous training of teachers? This project will investigate and respond to this question.

1.2 Objectives of the Study

The general purpose of this project is to investigate if there is any relationship between teachers' differential continuous training and job productivity.

Specific Objectives are to:

- identify the training needs of teachers.
- ascertain the likely problems that militate against differential teachers' training.
- find out if there is any relationship between teachers' differential continuous training and job productivity
- investigate whether there is any difference between teachers' differential continuous training and job productivity based on experience.

1.3 Research Questions

- What are the training needs of teachers in Edo State?
- What are the problems that militate against differential continuous teachers' training?
- What are the relationship between teachers' differential continuous training and job productivity in Edo State?
- Is there any difference between teachers' differential continuous training and job productivity based on teachers' experience?

2. Literature Review

According to Aghaosa (2008), teachers' professional development is not an event but a process. According to him, most Nigerian teachers seem not to stimulate students' experiences in teaching and learning activities. He further discovered that Nigeria secondary school education is grossly lacking in differential training of teachers which tend to result on teachers' ignorance of content; pedagogical strategies and the like. This is against the intention of the Federal Republic of Nigeria (FRN, 2004) that emphasizes that "no educational system can arise above the quality of its teachers". This implies that teachers are the pivots on which any educational programme depends upon to yield tangible development. One of the FRN (2004) goals on education is therefore to promote in-service education. Chimezie and Ezeala (2022) and Bolarinwa

et al., (2020) in their study discovered that there is significant relationship between teachers specific training and job productivity. Ekejiuba (2019) stated that some educational agencies (such as Teachers Registration Council of Nigeria) have tried to organize several in-service trainings for teachers to enhance their productivity. However, these programmes seem to be discriminative in terms of connection and funding. It does not consider specific teachers' needs and experiences.

2.1 Theoretical Framework

The writer employed Franey (2016) understanding teacher development theory. According to this theorist, teachers as human beings develop throughout their careers as they grow from new teachers to experienced teachers. This theory will help teachers to identify where they are and why they are facing certain challenges. It will also help them to desire on continuous training, programmes to solve their individual and collective problems. Fuller (1969) theory of teachers' developmental concerns across time will also be employed. The theorist explained that teachers move through three stages of concerns (i.e., self, task and impact). This implies that a teacher must first solve the first stage of concern before moving to the next one. Consequently, teacher must be retrained based on the level of their concerns and experiences. Such concerns according to India (2022), could be managing classroom, lesson preparation, knowledge of subject matter, lesson presentation, knowledge of Information Communication Technology (ICT).

3. Research Methodology

The researcher employed descriptive correlational research design to establish the relationship that exists between teachers' differential continuous training and their productivity in senior secondary school of Edo State. The population consists of the two thousand seven hundred (2,700) senior secondary school teachers in Edo State. Multi-stage sample technique was adopted for sample size selection from three senatorial zones. Ten percent of the teachers' population (270) were randomly selected in each selected schools across three senatorial zones. The schools were stratified into urban and rural while teachers were stratified based on experienced and inexperienced teachers. The research instrument was five-point Likert type scale questionnaires consisting of fifteen items. The instrument (content validity) was validated by three experts. Furthermore, the split-half reliability method was employed and Cronbach alpha reliability statistics was used to determine the reliability of the instrument. The reliability coefficient

was 0.88 which implied that the instrument was reliable. Data collected was analyzed using descriptive mean statistics with the criterion mean set at 2.5 in line with the rating scale to determine the teachers' differential training needs and their job productivity while hypotheses raised was tested using

Pearson Product Moment Correlation Coefficient at 0.05 level of significant and Fishers Z test of difference in relationship between teachers' continuous differential training and job productivity.

4. Analysis of Data

Research Question 1: What are the training needs of teachers in Edo State?

Table 1: Training Needs of Teachers in Edo State.

S/N	Variables	Mean	Standard deviation	Remark
1.	Lesson preparation	3.72	.499	High
2.	Display of in-depth knowledge of subject matter.	3.66	.512	High
3.	Lesson presentation	3.62	.527	High
4.	Classroom management	3.59	.538	High
5.	Knowledge of ICT	3.32	.686	High
Level of training teachers' needs		3.55	.516	High

n = 340 and criterion mean = 2.50

Table 1 showed that all the five indices of teachers need measured were high with lesson preparation as the highest (3.72), followed by display of in-depth knowledge of subject matter (3.66), lesson presentation (3.62), classroom management (3.59) and lastly, in-depth knowledge in Information and Communication Technology (ICT) (3.32).

Research Question 2: What are the problems that militate against differential continuous training of teachers?

Table 2: Problems that militate against differential continuous training of teachers.

S/N	Variables	Mean	Standard deviation	Remark
1.	Poor finance	3.78	.483	1 st
2.	Corruption	3.76	.465	2 nd
3.	Lack of training expertise	3.69	.513	3 rd
4.	Lack of time	3.66	.511	4 th
5.	Availability of concern teachers	3.31	.608	5 th

n = 170

Results in Table 2 are presented in order of predominance. Funding was ranked 1st with the highest mean score of 3.78, followed by corruption which came out 2nd with a mean score of 3.76, then lack of training expertise with 3rd position with a mean score of 3.69. Lack of time records 4th with a mean score of 3.66, while availability of concern teachers came 5th with a mean score of 3.31 which was the last in the rank.

H₀₁: There is no significant relationship between teachers' inferential continuous training and job productivity.

Table 3: Pearson r of the relationship between teachers' inferential continuous training and job productivity.

Variables	n	Pearson (r)	r %	Sig.	Remark
Teachers' differential training	170	.083	.07	.128	Not significant
Teachers' job performance					

@ = 0.05

The result in Table 3 showed a Pearson (r) value of 0.83 with corresponding p-value of .128. The p-value of .128 is greater than the alpha values of .05, i.e. (.128 > .05). Thus, the relationship between teachers' inferential training and job production is not significant.

Hypothesis 2: There is no significant difference in relationship between teachers’ differential continuous training and job performance based on years of work experience of teachers.

Table 4: Fisher’s Z test of difference in relationship between teachers’ differential continuous training and job performance based on years of work experience of teachers.

Variables	N	Pearson (r)	Z calculated	Z critical	Remark
Less than 5 years’ experience	44	.254	1.82	±1.96	Not significant
5 years and above	126	.031			

@ = .05

Table 4 revealed that the Pearson Product Moment Correlation coefficient is .254 and .031 respectively. The calculated z-value is 1.82. it is not significant testing at an alpha level of 0.05. Since the calculated Z falls within the acceptance region of ± 1.96 (i.e. $1.82 < \pm 1.96$), the null hypothesis which states that “there is no significant difference in the relationship between teachers differential continuous training and job performance based on years of teachers’ experience” was retained.

5. Discussion of the Findings

Research question 1 revealed that all the indices of teachers differential continuous training needs are high. These are in line with India (2022) who stated that teachers’ continuous training needs such as learning how to teach, managing the classroom, knowledge of subject matter and the like were high. This implies that teaching as an act has a procedure which teachers are required to follow accordingly for effective teaching and learning. The finding in Table 1 is in line with that of Ahmed (2020), who in his study revealed that teachers needed more skills in lesson plan, teaching methodologies, classroom management and the like. The finding indicates that for teachers to be productive, they must master the subject matter, explore adequate teaching methods and manage their classroom well. Hence, the quality of teacher is determined on how he/she enhances his/her training needs.

Research Question 2 showed that certain factors constitute problems that obstruct effective continuous differential training of teachers in Edo State and they are: inadequate financing with the mean score of 3.78, corruption, 3.76, lack of training experts, 3.69, lack of time, 3.66 and non-availability of concerned teachers.3.31. These factors tend to hinder teachers’ productivity in teaching and learning situations.

The findings in Table 3 revealed that there is no significant relationship between teachers’ continuous differential training and job productivity. Although, there is a positive relationship but it is not significant.

This finding aligned with that of Chimezie and Ezeala (2022) which revealed that there is no significant correlation between teachers’ continuous training and job productivity. This implied that the more the continuous inferential training of teachers, the more productive they become in their specific teaching area.

The findings in Table 4 revealed that years of teachers work experience do not significantly influence teachers’ job productivity. This study showed that years of teachers’ experience does not correlate with their job performance. This could be so because teachers’ job productivity could be affected by other variables outside years of work experience which may include attitude to work, management training, differential training and the like.

This finding in Table 4 is not in consonant with that of Bolarinwa et al., (2020) whose work revealed that there was a significant relationship between teachers’ experience and job productivity. This implies that continuous inferential training of teachers can affect both low and highly experienced teachers’ productivity in about the same way. They concluded by saying that the more the work experienced; the more the productivity of teachers.

6. Conclusion

Continuous inferential training of teachers was identified as an important tool for their productivity. Problems associated with teachers’ continuous training such as funding were identified. Adequate continuous differential training of teachers is necessary for their productivity. This is done irrespective of teachers’ years of experience. Identification of the training needs of teachers are necessary before the training.

7. Implications of Findings for Teachers

It is necessary for teachers to identify the areas of their needs in teaching and learning before embarking on their job training. Every innovation is bound to have pros and cons. So, also is the implementation of

continuous inferential training of teachers. Some of such problems were funding, lack of experts and the like. Teachers should therefore strive to be acquainted with these problems and be able to manage them adequately.

8. Recommendations

- Government should give incentives for teachers' productivity by funding their continuous differential training.
- Teachers need to regularly update their knowledge through continuous inferential training.
- Teachers should be asked what the need, what gaps they have and what suits their context before they participate on the in-service training,
- A similar study can be conducted and replicated in private sectors to have in-depth knowledge of the teachers' inferential training.

References

- Aghaosa, I.P., & Nwanze, P.E. (2008). Bridging theory and practice. *Eko Journal of Educational Research* 3(3), 220 – 229 Faculty of Education, University of Lagos.
- Ahmed, S.G. (2020). Exploring Faculty perception on the Covid-19-imposed shift in higher education of Bangladesh: A neoliberal analysis. *Policy Futures in Education*, 20(4), 209-523. Retrieved from <https://doi.org/10.1177/1478210321052151>
- Bolarinwa, D.A., Kolawole, A.O., Ayodele, O.V., Fakunle, A.F. & Adetule, O. (2020). Teachers' teaching experience and educational qualification as correlates of academic performance of students in public secondary schools in Ekiti State, Nigeria. *Journal of Education and Practice*, 11(2).
- Chimezie, M.O. & Ezeala, C.A. (2022). Principals' supervisory strategies as correlates of teachers' effectiveness in public secondary schools in Anambra State. *Journal of Educational Research and Development*, 5(1), 128-139.
- Ekejiuba, P.N. (2012). Perceived insecurity among teachers and teaching practice. *Journal of Education*, University of Benin.
- Federal Republic of Nigeria (2004). National Policy on Education. Yaba, Lagos.
- Franey, J.T. (2016). Understanding teachers' development theories. Retrieved from developingdifferencemakers.com
- Fuller, F.F. (1969). Theory of concerns of teachers. Developmental study of teacher concerns across time. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.
- India, S. (2022). What kind of training techniques do teachers need? Retrieved from schoolnetindia.com on 5th of Aug., 2024.