

TEACHERS' RETRAINING OPPORTUNITIES AND JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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Abstract

This study examined teachers' retraining opportunities and job effectiveness in public secondary schools in Delta State. The study has three main research topics and three null hypotheses. Using correlational analysis, the investigation was conducted. The study's sample comprised six hundred and seventy-three teachers and principals from public senior secondary schools in Delta State's Ika North East and Ika South LGAs. There are 640 teachers and 33 principals involved. Two hundred twenty principals and educators in the research region make up the sample. To choose the sample, the multistage sampling approach was used. To gather information from the respondents, two sets of self-structured questionnaires called the "Teachers' Retraining Opportunities Questionnaire" (TROQ) and the "Job Effectiveness Questionnaire" (JEQ) were employed. Three experts—two from Delta

State University, Abraka's Measurement and Evaluation department and one from the social studies education field validated the instruments. A test of internal consistency was used to prove the instrument's dependability. The instrument's three clusters received reliability indices of 0.81, 0.85, and 0.79, respectively. The Pearson Product Moment Correlation coefficient was used to analyze the data gathered. The results showed a correlation between teachers' job performance in public secondary schools in the Delta State LGAs of Ika North East and Ika South and chances for professional development for teachers, such as PGDE, workshops, and mentorship. The State Ministry of Education was advised, among other things, to develop a policy requiring all instructors in government secondary schools who do not already hold an education degree to enrol in a post-graduate diploma program in education. This would improve their ability to instruct.

Keywords: Teachers, Retraining, Opportunities, Job, Effective and Secondary School

Introduction

On-the-job training is still the foremost way to advance your career, but many more options exist. Professional growth should become a regular and organic part of a company's management philosophy. Giving employees the chance to advance their knowledge and acquire new abilities is the second-most successful strategy for retaining employees (Ronco & Mark, 2018). According to Ekefre (2015), short specialized courses should organize the teachers' development programs for working instructors with at least an NCE. The courses are provided through teacher mentorship programs at places including colleges of education, institutes of education at Nigerian universities, and local schools. He continued, saying that under this initiative, instructors are grouped near their teaching stations to routinely get together with a mentor to talk about concerns with teaching and learning and challenges they have in the classroom. According to Kwenin (2013), organizations' personnel will work at their best if they devote more resources to employee training and development. Employees who receive training and educational resources from their employers tend to be more dedicated and devoted to their employers. Additionally, by successfully attaining the organizational goal, educated and trained individuals contribute to enhanced productivity and maintain a competitive position for their organizations.

Osuji (2014) noted that school conditions, such as the environment, infrastructures, social changes, community unrest, the COVID-19 pandemic, and advancements in information

technology, have an impact on the teachers' capacity to cope with and meet these challenges to implement policies and to the development needs of students. Therefore, it is essential to retrain instructors for work effectiveness.

The success of learning and the advancement of education depends heavily on teachers. Teachers must continue their professional development to be effective. Staff development is a continuous process of education, training, learning, and support activities that focuses on assisting individuals in advancing within their work organisations (Marriss, 2010). The development or retraining of teachers has been regarded in various ways. Still, the main goal is to increase the teachers' understanding of the numerous duties they must carry out to support the successful education of children and the achievement of the overall goals and objectives of the school. Activities specifically created to advance teachers' professional knowledge, abilities, and attitudes to help them increase students' learning are referred to as teacher retraining or development.

Guskey and Huberman state in Udida, Okpa, and Wonah (2015) that excellent professional development is vital for enhancing educational quality. All during their professional lives, educators and instructors must continue to study. Teacher retraining and training aims to enhance instructors' abilities to provide teaching more effectively. Teachers should undergo retraining to help them work toward guiding the school organization to its desired outcome.

The quality of school work is significantly impacted by opportunities for staff professional development (Udida et al., 2015). The key players in achieving high-quality institutional results are teachers. Opportunities for staff members to further their professional careers and develop the specialized skills they require to do their jobs successfully are part of an efficient administrative system that increases internal efficiency. In light of this, Uchendu, Ogim, and Nwafor (2015) saw staff professional development as a range of management-designed programs that aim to enhance employee performance inside the company. These may include seminars, in-house training, workshops, mentorship, and orientation. Educators refer to the continuous education of teachers, administrators, and others as "staff professional development." Some educational systems distinguish between staff development, professional development, human resource development, and teacher preparation. The encouragement and funding provided to teachers through in-service training, according to National Professional Development in Uchendu et al. (2015), is a well-planned system for guaranteeing the quality of service anticipated to be provided in the educational system and providing adequate confidence that service will satisfy quality standard required. For teachers to progress, be successful, and be efficient, in-service training is necessary.

Workshops, seminars, conferences, mentorship, and other activities can be used to train teachers. To raise worker morale and improve performance, workshops and seminars are organized. According to Slee (1997), attending workshops is a systematic strategy for employee development and ongoing education. It is a learning program designed to guarantee that workers continue picking up information and skills to prepare for the ever-changing environment. Lack of workshop training can result in irritation and a lack of job satisfaction.

In contrast, workshops increase professionalism and improve management techniques (Pugh in Udida, Okpa & Wonah, 2015). A person with enough training is aware of the duties and responsibilities of their position and will be able to add to their body of knowledge as their career develops. Therefore, participating in workshops will increase participants' ability to work efficiently and their mindset, morale, and attitude toward effective performance.

Additionally, conference attendance significantly impacts how well employees perform at work. According to Robson (2014), conference attendance is a professionally gratifying

experience since it fosters the development of new ideas, work/manipulative abilities, and an individual's capacity for productivity. It highlights the strengths and flaws of employees' work performance and, in some way or another, motivates them to put more effort into enhancing it.

According to Igbineweka (2015), in-service training is for teachers organized outside or within the school organisation for some time. It takes various forms, while on-the-job training as a form of retraining takes place simultaneously as the job goes on due to changes in educational policy and curriculum reforms and implementation. Similarly, Biden, Mchaney and Impey in AysengulAltun, Bilge and Gok (2010) maintained that in-service education programmes should be designed to investigate behaviour and programmatic changes that improve the quality of instruction within the schools. In-service training programmes include part-time programmes, seminars, conferences, workshops and symposiums. Another well-defined component of good training programmes includes;

- Determining the objectives and goals of training
- The programme must build on the content of general education
- Specialisation in some teaching subjects
- Taking some course in education as applicable to the teaching profession
- Give practical orientation: teaching practices, field orientation (High/scope educational research foundation, (Highscope, 2012)

Systematic in-service training, over and above teachers' formal education (pre-service) and experiences, is a significant prediction of programme quality only if it includes the following:

- a. A workshop that actively involves participants
- b. A curriculum model that provides teachers with both theory and practical application
- c. Multi-sessional distributive learning instead of single-session workshops on trendy topics
- d. Classroom visits by a trainer who observes and provides feedback to teachers
- e. Opportunities for participants to reflect on their training and share their experiences (Highscope, 2012).

Purpose of the Study

The study aimed to examine the relationship between teachers' retraining opportunities and job effectiveness in public senior secondary schools in Ika North East and Ika South LGAs of Delta State. Specifically, the study sought to achieve the following objectives:

1. Find the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools in Ika North East and Ika South LGAs.
2. Ascertain the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools.
3. Determine the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools.

Research Questions

The following research questions guided the study:

1. What is the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools in Ika North East and Ika South?
2. What is the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools?
3. What is the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools?

Hypotheses

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

1. There is no significant relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools in Ika North East and Ika South.
2. There is no significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools.
3. There is no significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools.

Methodology

A correlational research design was used in the study. The study's population comprised six hundred seventy-three teachers and principals from the 33 public senior high schools in the Delta State LGAs of Ika North East and Ika South. There are 640 instructors and 33 principals in this group. The study's sample comprises 220 principals and teachers from the research region. The sample was chosen using a multistage sampling process. 20 of the 33 public senior high schools in the research region were chosen using a simple random selection procedure. Simple random selection was also used to choose 20 instructors from each of the 20 schools. Due to the manageable size of the 20 principals, the complete population of the 20 schools was counted without sampling. Data from the respondents were gathered using two sets of self-structured questionnaires, the "Teachers' Retraining Opportunities Questionnaire" (TROQ) and the "Job Effectiveness Questionnaire" (JEQ). The questionnaire has 26 items with a four-point summarization rating scale ranging from Strongly Agree to Disagree Strongly. Two experts in social studies teaching and one from Delta State University's Measurement and Evaluation verified the tools. To determine the instrument's dependability, an internal consistency test was used. Reliability indices of 0.81, 0.85, and 0.79 were found for the three clusters of the instrument. The Pearson Product Moment Correlation coefficient was used to analyze the data.

Results

Research Question 1: What is the relationship between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools in Ika North East and Ika South LGAs of Delta State?

Table 1: Relationship between Post-Graduate Diploma in Education and Job Effectiveness in Public Senior Secondary Schools.

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | r _{cal} | R _{crit} | Remarks |
|---------------------------------|-----|----------|----------|------------|------------|-----------|------------------|-------------------|---------------|
| PGDE (X) | 220 | 657.11 | | 1508.22 | | | | | |
| | | | | | | 2753.07 | 0.72 | 0.187 | High Positive |
| Teachers' Job Effectiveness (Y) | 220 | 908.14 | | 2678.05 | | | | | |

** . Correlation is significant at the 0.05 level (2-tailed)

A correlation value of $r = 0.72$ is revealed by the analysis in Table 1. This high and positive value shows a strong and positive association between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' work effectiveness in public senior secondary schools in Delta State's Ika North East and Ika South LGAs. The fact that this association is positive suggests that both the number of possibilities for retraining teachers (PGDE) and their level of work effectiveness will rise proportionately.

Research Question 2: What is the relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools?

Table 2: Relationship between Workshop Training Opportunities and Teachers' Job Effectiveness.

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | r _{cal} | R _{crit} | Remarks |
|---------------------------------|-----|----------|----------|------------|------------|-----------|------------------|-------------------|---------------|
| Workshop (X) | 220 | 786.14 | | 2651.03 | | | | | |
| | | | | | | 2817.06 | 0.90 | 0.195 | High Positive |
| Teachers' Job Effectiveness (Y) | 220 | 1109.01 | | 3301.02 | | | | | |

** . Correlation is significant at the 0.05 level (2-tailed)

A correlation value of $r = 0.90$ is revealed by the analysis in Table 2. As a result, it can be concluded that there is a strong and positive correlation between workshop training opportunities and teachers' job performance in public senior secondary schools.

Research Question 3: What is the relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools?

Table 3: Relationship between Mentoring Opportunities and Teachers' Job Effectiveness

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | r _{cal} | r _{crit} | Remarks |
|--------------------------------|-----|----------|----------|------------|------------|-----------|------------------|-------------------|---------------|
| Mentoring Opportunities (X) | 220 | 840.02 | 2107.03 | | | | | | |
| | | | | 2403.13 | 0.85 | 0.195 | | | High Positive |
| Teachers' Job Effectiveness(Y) | 220 | 1104.01 | 3201.02 | | | | | | |

** . Correlation is significant at the 0.05 level (2-tailed)

A correlation value of $r = 0.85$ is revealed by the analysis in Table 3. Given that this value is high and favourable, it can be concluded that there is a solid and favourable correlation between mentorship opportunities and the performance of instructors in public senior secondary schools. The positive link suggests that both the possibilities for retraining (mentoring) and the job effectiveness of teachers in public senior secondary schools will rise proportionately.

Test of Hypotheses

H₀₁: No significant relationship exists between Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job effectiveness in public senior secondary schools in Ika North East and Ika South LGAs of Delta State.

Table 4: Pearson Correlation Summary Analysis between Post-Graduate Diploma in Education and Teachers' Job Effectiveness

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | Df | A | r _{cal} | r _{crit} | t _{cal} | t _{crit} | RMKS |
|---------------------------------|-----|----------|----------|------------|------------|-----------|------|-------|------------------|-------------------|------------------|-------------------|----------------------------|
| PGDE (X) | 220 | 657.11 | 1508.2 | | | | | | | | | | |
| | | | | 2753.0 | 218 | 0.05 | 0.72 | 0.195 | 20.14 | 1.96 | | | Sig. Reject H ₀ |
| Teachers' Job Effectiveness (Y) | 220 | 908.14 | 2678.05 | | | | | | | | | | |

In public senior secondary schools in the Ika North East and Ika South LGAs of Delta State, Table 4 summarizes the Pearson connection between teachers' work performance and their post-graduate diploma in education. Table 4's findings showed that the total and sum of squares for PGDE as a training opportunity for teachers are 657.11 and 1508.2, respectively, while those for teachers' work effectiveness are 908.14 and 2678.05. Scores on the two factors (PGDE and Teachers' Job Effectiveness) combined provide 2753.07 points. The correlation coefficient, with 218 degrees of freedom and a 0.05 significance threshold, is 0.72, higher than the crucial value of r (0.195). The Post-Graduate Diploma in Education (PGDE) training opportunities and teachers' job performance in public senior secondary schools in Delta State's Ika North East and Ika South LGAs are thus not significantly correlated, according to the null hypothesis. This suggests that PGDE and instructors' work performance are positively correlated.

H₀₂: There is no significant relationship between workshop training opportunities and teachers' job effectiveness in public senior secondary schools.

Table 5: Pearson Correlation Summary Analysis between Workshop Training Opportunities and Teachers' Job Effectiveness

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum X\sum Y$ | Df | A | r_{cal} | r_{crit} | t_{cal} | t_{crit} | RMKS |
|---------------------------------|-----|----------|----------|------------|------------|----------------|-----|------|-----------|------------|-----------|------------|-------------------|
| Workshop Training (X) | 220 | 786.14 | | 2651.03 | | | | | | | | | |
| | | | | | | 2817.06 | 218 | 0.05 | 0.90 | 0.195 | 23.51 | 1.96 | Sig. Reject H_0 |
| Teachers' Job Effectiveness (Y) | 220 | 1109.01 | | 3301.02 | | | | | | | | | |

In public senior secondary schools, workshop training opportunities and instructors' job performance are summarized by Pearson correlation in Table 5. Results from Table 5 showed that for workshop training opportunities, the sum and sum of squares were 786.14 and 2651.03, respectively, while for instructors' job effectiveness, they were 1109.01 and 3301.02. The product of the two scores—workshop effectiveness and job effectiveness—is 2817.06. The correlation coefficient at 218 degrees of freedom and 0.05 significance level is 0.90, higher than the crucial threshold of r (0.195). The null hypothesis, according to which there is no significant correlation between workshop training opportunities and teachers' job performance in public senior secondary schools in the Delta State LGAs of Ika North East and Ika South, is therefore disproved. This suggests that workshop training opportunities and teachers' job performance are positively correlated in public senior secondary schools.

H₀₃: There is no significant relationship between mentoring opportunities and teachers' job effectiveness in public senior secondary schools.

Table 6: Pearson Correlation Summary Analysis between Mentoring Opportunities and Teachers' Job Effectiveness

| Variable | N | $\sum X$ | $\sum Y$ | $\sum X^2$ | $\sum Y^2$ | $\sum X\sum Y$ | df | A | r_{cal} | r_{crit} | t_{cal} | t_{crit} | RMKS |
|---------------------------------|-----|----------|----------|------------|------------|----------------|-----|------|-----------|------------|-----------|------------|-------------------|
| Mentoring (X) | 220 | 840.02 | | 2107.03 | | | | | | | | | |
| | | | | | | 2403.13 | 218 | 0.05 | 0.85 | 0.195 | 28.02 | 1.96 | Sig. Reject H_0 |
| Teachers' Job Effectiveness (Y) | 220 | 1104.01 | | 3201.02 | | | | | | | | | |

Source: *Researcher's Field Result, 2021*

In public senior secondary schools, mentorship opportunities and teachers' work efficacy are summarized by Pearson correlation in Table 6. Results from Table 6 showed that mentorship opportunities' sum and sum of squares are 840.02 and 2107.03, respectively, while teachers' job effectiveness's sum and sum of squares are 1104.01 and 3201.02. The product of the two variables' scores—mentoring and job effectiveness—is 2403.13. The correlation coefficient, with 218 degrees of freedom and a 0.05 significance threshold, is larger than the crucial value of r (0.195).

In public senior secondary schools in the Delta State LGAs of Ika North East and Ika South, the null hypothesis of no significant link between mentorship opportunities and teachers' job efficacy is rejected. This suggests that mentorship opportunities and teachers' job effectiveness are positively correlated in public senior secondary schools.

Discussion of findings

According to the study's findings, there is a strong correlation between teachers' work performance in public senior secondary schools in Delta State's Ika North East and Ika South Local Government Areas and their access to Post-Graduate Diploma in Education (PGDE) training options. IT WAS FOUND THAT both PGDE training opportunities and instructors' work performance increased proportionately. According to the matching hypothesis, there is a favourable correlation between teachers' work performance and Post-Graduate Diploma in Education (PGDE) training possibilities in public senior secondary schools in Delta State's Ika North East and Ika South LGAs. With 218 degrees of freedom and a 0.05 significance level, the analysis in Table 4 for hypothesis one produced a correlation coefficient 0.72, higher than the crucial table value of r (0.195). The study's findings are consistent with those of Udida, Okpa, and Wonah (2015), who found that in-service training enhances teachers' overall quality of instruction in the classroom. It keeps instructors abreast of new findings about how kids learn, cutting-edge technological tools for the classroom, and fresh curricular materials.

In public senior secondary schools in the Ika North East and Ika South Local Government Areas of Delta State, there is a substantial link between workshop training opportunities and teachers' job performance, according to the study's findings for research question two. It was found that workshop training opportunities and instructors' job performance increased proportionately. According to the second matching hypothesis, there is a positive correlation between workshop training opportunities and teachers' job efficiency in public senior high schools in the Delta State local government areas of Ika North East and Ika South. With 218 degrees of freedom and a 0.05 significance threshold, the analysis in Table 5 for hypothesis two produced a correlation coefficient 0.90, higher than the crucial table value of r (0.195). The outcome is consistent with Slee's (2017) results, which showed that attending workshops is a systematic method of staff development and ongoing education to help employees gain the skills and knowledge necessary to be successful in their employment. The results of Nabunya, Tusiime and Kyaligonza (2019), which demonstrated a significant positive relationship between professional development practices and TSD (Teaching Service Delivery) of academic staff at Kampala International University and Kyambogo Universities, provide additional support for this finding. According to study findings, academic employees who participated in both on- and off-the-job professional development activities were better prepared to perform their duties as teachers as expected.

According to the study's findings for research question three, in public senior secondary schools in the Ika North East and Ika South LGAs of Delta State, there is a substantial link between mentorship opportunities and teachers' job performance. Both mentorship opportunities and instructors' work efficacy showed a proportionately beneficial improvement. According to the third corresponding hypothesis, mentorship opportunities and teachers' job performance in public senior secondary schools in Delta State's Ika North East and Ika South LGAs are positively correlated. With 218 degrees of freedom and a 0.05 significance threshold, the analysis in Table 6 for hypothesis three produced a correlation coefficient of 0.85, higher than the crucial table value of r (0.195). This result is consistent with that of Effiong (2017), who found that instructors receive

the necessary preparation for teaching, evaluating students, guiding, and counselling them through mentorship, study leave, coaching, monitoring, and other professional development techniques.

Conclusion

According to the study's findings, teachers' job effectiveness in public senior secondary schools in Delta State's Ika North East and Ika South Local Government Areas has a significant relationship with their ongoing professional development through workshops, mentoring, and Post-Graduate Diploma in Education programs. Teachers with access to these training opportunities are more prepared to do their duties well.

Recommendations

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

1. The state Ministry of Education should develop a policy requiring all teachers in government secondary schools who do not have their first degree in Education to enrol for a Post-Graduate Diploma in Education. This would enhance their effectiveness in teaching to a great extent.
2. In collaboration with relevant agencies, the Post-Primary Schools Board should organize an annual workshop training for senior secondary school teachers to upgrade their knowledge and bring them up to speed with innovations in teaching and learning. This would improve their effectiveness on the job.
3. School administrators should have a mentoring policy enforced at the school level so that more experienced teachers can assist in training new and less experienced ones through mentoring. This will enhance their performance on the job.

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