

## **In-Service Training Needs of Colleges of Education Business Teachers for job Performance and Sustainable Development in North-West Geo-Political Zone, Nigeria.**

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**Abstract.** The study investigated the influence of in-service training needs on the job performance of lecturers in colleges of education for sustainable development in North-west Geo-Political Zone, Nigeria. Two research questions were answered and two null hypotheses were tested at 0.05 level of significance in order to determine the influence of conferences and workshops on the job performance of lecturers in college of education in north-west geo-political zone, Nigeria. The study used survey research design. The population was ninety lecturers (90) of the Department of Business Education in colleges of education in north-west geo-political zone, Nigeria. The whole population was used for the study and therefore, no sampling was made for the study. The instrument used for data collection was questionnaire. The research questions were answered using mean and standard deviation. The null hypotheses were tested using regression analysis at 0.05 levels of significance. The findings of the research revealed that there are significant influences of lecturers' conferences and workshop on their job performance. Based on this, it was concluded that in-service training improves lecturers' job performance in colleges of education in north-west geo-political zone Nigeria, thus there is needs for in-service training for colleges of education teachers. The research recommended that in-service training should be given to every staff in colleges of

education so as to improve their job performance and for sustainable development as far as teaching and learning process is concerned.

**Keywords:** In-service training, Job performance, Sustainability Development.

### **1. Introduction**

Teachers are an important component of education whose services are indispensable in the realization of educational goals over the world. Due to their central role in the enterprise of education, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles, responsibilities and to perform effectively. Teacher job of teaching is a challenging profession especially in these changing times and to meet the demand of a changed and still changing society which calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. Sustainability development meets the needs of the present without compromising the ability of future generations to meet their own needs. Thus, there is driven need for the development of well-qualified individuals who possess the requisite knowledge and skills (Boniface 2000). For teachers on service, especially business education teachers in colleges of education to acquire the necessary skills and knowledge to meet the changing era, is

through in-service training for sustainable development.

Educational training or re-training contribute to a more purposeful, better planned, and well implemented curriculum without which the whole educational system will collapse. No adequate education can take place without competent staff that will handle the educational system being offered in a particular generation and this competent staff can only be produced when those in the system are updating their knowledge through training (i.e. in-service training)

Colleges of education lecturers are to utilize this in-service training in order to update and improve their experience. Thus, it could be said that in-service training of lecturers of colleges of education is a component of lecturer's effectiveness at all levels and forms of education. In-service training involves the upgrading of a staff to acquire relevant knowledge and skills necessary to perform better on his/her job or career. The main objective of in-service education is the continuous provision of information that would keep lecturers abreast of new developments in teaching and learning.

According to NPE (Federal Republic of Nigeria 2004), in-service training was to be developed as an integral part of continuing teacher education which take care of all inadequacies. This research investigates in-service needs of Colleges of Education business teachers for job performance and sustainable development in north-west geopolitical zone, Nigeria

## 2. Statement of the Problem

Training is at the heart of employee utilization, productivity, commitment, motivation, and research attitude. Many employees have failed in organizations because their need for training was not identified and provided for as an indispensable part of management function. Lack of job performance on the part of lecturers in Colleges of Education has been observed as a major setback of teaching and learning in Nigerian colleges of education. Poor teaching methodology and lack of incentives and interest

by some lecturers in Colleges of Education also constitute a major constraint of educational development. Lack of follow up program and lack of influence between the needs of institution and the types of in-services education program are also the constraints of in-service training in colleges of education. Many colleges of education do not send lecturers to in-service training at regular basis owing to either lack of enough fund or inadequate manpower which consequently affects lecturers' motivation negatively. The researcher also observed that lecturers in colleges of education, who did not undergo in-service training often not attend conference, do not attend training and workshops are also unable to perform effectively. The need for training in colleges of education increases as a result of increase of new technology.

Lecturers at various tertiary institutions can pursue in-service training through attending conferences, workshops, and other ways of training. The problem is whether these in-service trainings is needed to helped in enhancing the performance of lecturers in Colleges of Education?

## 3. Literature Review

### 3.1 Concept of In-Service Training

In-service education is defined as the application of appropriate means to promote the professional growth and development of workers while on the job (Okoro, 2001). This definition portrays the activities of professional bodies towards the professional growth and development of business education lecturers through organizing seminars, symposium, workshops, discussion and brainstorming. The National Policy on Education (2004) noted that teacher education will continue to take cognizance of changes in methodology and curriculum and as a result teacher will be regularly exposed to new innovations. The policy stated that in-service training will be developed as an integral part of continuing teacher education. It includes planned and organized efforts to improve the knowledge, skills, and attitudes of instructional staff members to make them more effective on the job. This agrees with Shehu (2010) who said in-service training

as the process of imparting more knowledge and skills with aim of updating one's knowledge and competencies and making him contribute more in his job. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals. On the same vein, Oyesode (2001) opined that by training one means a situation that arises when one is prepared or prepared through a process of instruction to enable the person being trained to perform better in his present job. For the good teacher, in-service training is every knowledge, skills, personality and interests of potential professional value.

According to Rao (2004) in-service education may be seen as continuing education of teachers and other educators which commences after initial professional education is over, and which leads to the improvement of professional competence of educators all throughout their careers. Chinyere (2009) sees the different programmes of providing in-service training by looking at in-service training as consisting series of training programmes both within and outside Nigeria, that workers are said to acquire more knowledge about a particular situation or the introduction of a new method of doing something at the place of work.

### 3.2 Needs for In-service Training

The lecturers need training on the general methodology, evaluation methods, and techniques of using ICT facilities in teaching and learning. Some courses are dynamic and changes with technological advancement and societal needs. For instance, vocational business education is technology oriented subject. The knowledge and skills in the operation of modern business machines and equipment are of paramount importance of all subject clusters. Technical and vocational clusters are among the most dynamic in forms of tools, technique, and process (Okebukola 2008). As such business education teachers are expected to acquire knowledge and skills of modern business and office automation through attending conferences, workshop and professional gathering where they can learn from each other.

According to Okebukola (2008) there is need to keep re-training of teachers on account of rapid changes in Technical Vocational Education (TVE) in which business education is inclusive, especially with the

introduction of new tools, devices and techniques, the realization of the importance of constant re-training of TVE teachers has become stronger. Lecturers in colleges of education are expected to be trained with modern equipment and facilities. These equipment and facilities are lacking in many of our training institutions. Training sometimes is more of theory than practice. Sokyey (2009) observed that the facilities required for teaching in tertiary institutions in Nigeria are inadequate. Akinola (2009) noted that most Nigerian graduate acquire theoretical knowledge which does not match well with the demands of workplace practical. According to Chigbuson (2009) most institutions established to train teachers are in lack of necessary modern equipment and facilities.

The inadequacy of the modern office machines, equipment, and ICT facilities in business education department has render the pre-service training of lecturers less effective thus making the retraining of lecturers more, to fill the gap existing between the pre-service training and practical office work. According to NPE (2013), no matter the efficiency of the pre-service training we give to teachers, there will necessary be areas of inadequacies. In-service education of teachers will continue to fill these gaps.

### 3.3 Importance of Teacher In-service Training Programme

As the saying goes "poor teacher tend to produce their kind." The importance of in-service training of teachers cannot be overemphasized, if we are to produce a strong and self-reliant nation. Education sector is the sector on which all other sectors of the economy depend, and the teacher is the most crucial single element in the education process. Teachers' education and training contribute to more purposeful and better planned education, without him the whole education enterprise would collapse (Afe 1995)

Since education is seen as one of the pervasive element that must be integrated into all development in any given society the need for quality teachers as an engine of the educational process cannot be overemphasized. Teachers continuous upgrading in the acquisition of basic knowledge to advanced knowledge would always be a profitable venture Onyemelukwe (2001)

outlined some advantages of teacher in-service training programmes thus:

- Professional growth can be encouraged through the in-service education of teachers.
- Existing deficiencies in ideas, skills, and methods will be reduced.
- A comprehensive staff development programme goes beyond keeping teachers up to standard.
- It creates opportunities for teachers to continuously raise in quality themselves, the school, the curriculum, and the students.

#### 4. Purpose of the Study

The main purpose of this study was to determine in-service needs of colleges of education business teachers for job performance and sustainable development in north-west geo-political zone, Nigeria.

Specifically, the study investigated:

- the influence of conferences training on the lecturers' job performance in colleges of Education in North-West Geo-Political Zone, Nigeria;
- the influence of workshops training on the lecturers' job performance in Colleges of Education in North West Geo- Political Zone, Nigeria;

#### 5. Research Questions

Based on the specific purposes of the study, the following research questions were answered by the study:

- What is the influence of conferences training on the lecturer's job performance in Colleges of Education in North-West Geo-Political Zone, Nigeria?
- To what extent does the workshops' training influence the lecturers' job performance in Colleges of Education in North-West Geo-Political Zone, Nigeria?

#### 6. Research Hypotheses

- Conferences' training has no significant influence on the lecturers' job

performance in colleges of education in North-West Geo-Political Zone, Nigeria.

- Workshop training has no significant influence on the lecturers' job performance in colleges of education in North-West Geo-Political Zone, Nigeria.

#### 7. Methodology

The research design adopted for this study was survey research design. The choice of this design was influenced by the desire of the researcher to study the target population of the lecturers of Business Education Programme in Colleges of Education in North-West Geo-Political Zone, Nigeria. Two research questions and two null hypotheses were developed to guide the study. The population for the study comprises of ninety lecturers (90) from nine colleges of education that offer Business Education programme in north-west geo-political zone, Nigeria. It is made of all academic staff that have attended in-service training from 2014/2015 to 2016/2017 academic sessions. The population was used as the sample size because the population is not large. The instrument contains the questionnaire items for lecturers. The items aimed at enquiring about the influence of in-service training on the job performance of lecturers in colleges of education in North-Western part of Nigeria. The items consist of 16 items. Validity of the instrument was determined by lecturers in business education in Ahmadu Bello University, Zaria.

Four rating scale made of strongly agree 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point was used to collect data from the respondents. A pilot study was conducted in Federal College Education Gombe, using ten lecturers in the Department of Business education. Data collected were used to test the reliability of the instrument. The result of analysis of split half revealed scores of 0.69 reliability coefficient which is an indication that the data is reliable. The bio-data of the respondents were analysed using percentage technique and the research questions were analysed, using mean and standard deviation. The two null hypotheses were tested using regression analysis at 0.05 levels of significances.

**8. Results**

**Research Question One: What is the Influence of conferences training on lecturers’ job performance?**

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses were presented in table 1

**Table 1: Mean and Standard Deviation analysis on Influence of Conference training on Lecturers’ Job Performance**

S/No	Item	Response Categories		Mean	SD	Decision
		A	D			
				$(\bar{X})$		
1	Lecturers gain an increase skills and knowledge from conferences training.	65	20	3.153	0.969	Agreed
2	Conferences training develops lecturers positive attitude to work	73	12	3.447	0.794	Agreed
3	Conferences training increases lecturers personal and organizational job performance	79	6	3.212	0.599	Agreed
4	Lecturer’s quality of service is increased from the conferences attended.	75	10	3.200	0.736	Agreed
5	Conferences training leads to the improvement of lecturers morale	75	10	3.224	0.777	Agreed
6	Conference inculcates into the lecturer’s the sense of belonging.	77	8	3.459	0.764	Agreed
7	Conference reduces the lectures absenteeism and turn-over rate.	25	60	2.235	0.998	Disagreed
8	Conference provides lecturers with better co-ordination of both human and material resources within the institution.	50	17	2.588	1.049	Agreed
<b>Cumulating mean</b>				<b>3.1</b>		

Source Field Survey 2017

**Research Question Two: What is the Influence of workshop training on lecturers’ job performance?**

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses were presented in table 2

**Table 2: Mean and Standard Deviation Analysis on Influence of workshop on Lecturers’ job performance**

S/No	Item	Response Categories		Mean	SD	Decision
		A	D			
				$(\bar{X})$		
1	Lecturers gain an increase skills and knowledge from workshops.	65	20	3.141	0.838	Agreed
2	Workshops training develops lecturers positive attitude to work	65	20	2.941	0.943	Agreed
3	Regular promotion of lecturers motivates					

	them to undergo workshops.					
4	Lecturer's quality of service is increased from the workshops training.	32	53	2.224	0.980	Disagreed
5	Workshop training leads to the improvement of lecturers morale	50	35	2.788	1.095	Agreed
6	Availability of materials and equipments motivate lecturers to undergo workshops.	60	25	2.941	0.943	Agreed
7	Workshop training reduces the lecturers absenteeism and turn-over rate.	70	15	3.212	0.897	Agreed
8	Workshop training stimulates lecturers interest and increase their job performance in colleges of education	35	50	2.353	1.019	Disagreed
	<b>Cumulative mean</b>			<b>2.9</b>		

Source Field Survey 2017

### Hypotheses Testing

The null hypotheses were all tested using Regression Analysis. The analysis are presented below on Table 3 - 4

#### **Hypotheses One: Conference training has no significant influence on the lecturers 'job Performance in colleges of education in North-West Geo-Political Zone, Nigeria.**

Data collected to address the null hypothesis one are presented in table 3

**Table 3: Regression Analysis on the Influence of Conference Training on Lecturers' Job Performance in Colleges of Education in Northwest Geopolitical Zone Nigeria**

Model	B	SE	T	Sig.
Conferences	0.993	0.478	2.077	0.001

$R^2 = 0.986$

Adjusted  $R^2 = 0.984$

(Source: Field work, 2017)

Table 3 shows the influence of conferences on job performance in colleges of education. The result indicated that variation in lecturers' job satisfaction has been accounted for by about 98 percent as indicated by the adjusted R value (0.984). The prediction of the contribution of the determination of the independent variable coefficient shows that one-unit increase in conferences training of lecturers' will increase job performance by 0.993 or 99 percent. The P- value of 0.001 is lower than the alpha at 0.05 level of significance. Thus, the null hypothesis which states that conference training has no significant influence on lecturers' job performance is rejected.

#### **Hypotheses Two: The null hypothesis states that workshop training has no significant influence on the Lecturers' job performance in colleges of education in North-West Geo-Political Zone, Nigeria.**

Data collected to address the null hypothesis two are presented in table 4

**Table 4: Regression Analysis on the Influence of workshops Training on Lecturers' Job performance in Colleges of Education in Northwest Geopolitical Zone, Nigeria**

Model	B	SE	t-	Sig.
Workshop	1.918	0.238	8.059	0.000

$R^2 = 0.871$

Adjusted  $R^2 = 0.867$

(Source: Field work, 2017)

The study results in table 5 shows that the dependent variable (job performance) was accounted for by the independent variable (workshops) by about 87 percents Yet lecturers' workshops (1.918) increases job performance by 192 percents. This implies that lecturers' workshops were predicted to influence job performance of lecturers when one unit is increased will increased job satisfaction by 1.918 or 192 percents. The P-Value of 0.000 is lower than the alpha at 0.05 levels of significance. Therefore, the null hypothesis which states that workshop has no significant influence on their job performance is rejected.

## 9. Conclusion

Based on the findings of this study, it was concluded that, in-service training had tremendously influenced the lecturers' job performance as it significantly influenced lecturers' conferences, workshops and intensive training in colleges of education north-west geopolitical zone Nigeria. Thus this shows the need why it becomes necessary for every teacher in colleges of education to undergo in-service training for efficient and effective job performance.

## 10. Recommendations

The followings recommendations are hereby given as a result of the findings from the study:

- In-service training should be given to every staff in colleges of education so as to improve their job performance as far as teaching and learning process is concerned.
- There should be a provision of conferences and workshops for lecturers in order to improve their job performance and work effectively in colleges of education in north-west geopolitical zone Nigeria.

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