



IMPACT OF TEACHERS TRAINING AND RETRAINING ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS

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Abstract

The purpose of this study was to investigate the impact of teachers' training and retraining on the academic performance of primary school pupils in Awka North Local Government Area of Anambra state. Three (3) research questions guided the study. The population consisted of all the teachers and head teachers in Awka North Local Government Area totaling 319. The sample comprises of 100 teachers and twenty 20 head teachers which were selected through simple random sampling techniques giving a total of 120 respondents. The instrument used in collecting data for the study was a 26 item structured questionnaire, titled "Impact of Teachers' Training and Retraining on Academic Performance of Primary School Pupils Questionnaire (ITTRAPPSPQ)". The instrument was face validated by three experts. To establish the reliability of the instrument, a test retest technique was used. Using Pearson's Product Moment, Correlation Coefficient an overall reliability obtained was 0.75. Findings revealed that the impact of teachers training and retraining on the academic performance of primary school pupils among others includes helping to manage the classroom which will bring about good learning outcome and making teachers to be innovative in their teaching method among others. Based on the findings, recommendations were made which include government should provide more opportunities for UBE teachers to attend in-service training and schools should be equipped with better library resources, among others.

Keywords: Teachers, Training, Retraining, Academic performance, Primary education

Introduction

Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of pupils' performance. According to Afe (2001), teachers are major stakeholder in educational system and the oil that lubricates the wheels of educational system. They are the pivot on which educational development of a nation hinges, they need to be motivated and equipped to meet up with the educational challenges of

contemporary times (James, 2004). According to Joachim (2005), teachers are highly intelligent people with an ability to impart knowledge and understanding to their pupils. Most of the professional teachers have not been regularly exposed to training and retraining programmes after the initial pre-service training. Thus, making them ineffective in terms of instructional delivery. Mohammed (2006) notes that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops or conferences that will subsequently enhance their knowledge, skills and their classroom teaching.

Training of teachers is necessary especially in today's environment in order to cope with the challenges and changing demands of the profession. Trained teachers are in a better position to educate the pupils. Training can improve a teacher's knowledge on subject matter, teaching method, mode of character among others. Training according to Onuka and Ajayi (2012) is a skill acquisition process through which learners are taught new knowledge and skills and how to apply them. Teachers' teaching profession is practiced within the confines of school organizations. The teacher must first receive adequate training and retraining in order to enhance his or her competence. Thus, the extent to which the school achieves its aims and objectives is based on the quality of training and retraining programmes the teachers are exposed to (World Bank, 2007). The need for training and retraining of teachers therefore becomes imperative for managers of school organizations, as it is in other private and public organizations (Ojo, 2007). This is because it is only teachers who possess the required knowledge and skills to prepare pupils adequately that can produce educated pupils equipped with expected norms and values functional in the society. Of all levels of education, primary education is the foundation on which the rest of education is built upon. And any problem at this level would definitely affect the educational system. Hence, the primary school teachers becomes important because they impart knowledge to the pupils at this level. A teacher is one certified to engage in interactions with learners for the purpose of effecting a change in their behaviours. Aleke (2017) defined a teacher as one who is professionally trained to impart knowledge, attitudes and skills to the learners.

According to UNESCO (2005b), teachers are considered as individuals who are able to deal critically with the present reality and have the desire to improve this reality. The teacher has the role of an intellectual who can contribute to active citizenship and to the development of a democratic society. As a consequence, teachers should be equipped with competences which allow them to deal with the tension between the existing and the desirable reality (UNESCO, 2005b). These competences are acquired through teachers' training and retraining programmes, which is often neglected or under-funded in Nigeria (Nwanekezi & Ifionu, 2010). However, for a teacher to deliver this service very effectively, they must keep track of new ideas, knowledge and development in the world through continuous training and retraining programmes. The need for educational policymakers and administrators in Nigeria, to give priority attention to teachers' continuous training and development schemes cannot be over-emphasized. Oftentimes, even when such trainings are given, the duration of the exercise is too short for proper acquisition of the required skills. The insufficient time is a great obstacle facing the Nigeria



education system and a dis-service to teachers' motivation in the job. Kunje and Lewin (2009), notes that loss of esteem coupled with infrequent training and retraining programmes causes the inability of teachers to satisfy the basic needs, thus motivating a feeling of apathy and antagonism which stifle teachers' commitment to the teaching profession, resulting in low productivity.

The problem is that some Local Government/States in Nigeria are not paying adequate attention to teachers' training and retraining development, especially at the primary school levels (Ani, 2010; Okon, 2006). This, consequently, poses adverse effect on pupils' learning at this crucial formative stage of life (Nwanekezi & Ifionu, 2010). Pupils need sound primary education as much as a house needs real solid foundation in order to stand. In the view of Anho (2001), primary education is the foundation of all other education like a building if the foundation is faulty or not strong enough, the building will collapse. Primary education needs great attention in terms of finance, trained teachers, equipment, good administration and better environment. Primary education is the key to the success or failure of the whole system of education as the rest of the education system is built upon it. Primary school is the gateway to whatever individuals can achieve through education (FRN, 2009). Primary education is the education given in an institution for children age 6-11plus. According to Onu (2008) primary education is defined as the education given in an institution for children aged 6-11 years plus which constitutes the bedrock upon which the entire education system is built.

The National Policy on Education (FRN, 2009) stipulated the goals of primary education to inculcate permanent literacy and numeracy and ability to communicate effectively, lay a sound basis for scientific and reflective thinking, given citizenship education as a basis for effective participation in and contribution to the life of the society, mould character and develop sound attitudes and morals in the child, develop in the child the ability to adapt to his changing environment, give the child opportunity for developing manipulative skills that enable him function effectively and provide the child with the basic tools for further educational advancement, including preparation for trades and crafts of the locality. In order to achieve the objectives of primary education, teachers training and retraining is necessary to bring about good academic performance of the pupils. Academic performance according to Nwazor (2015) is the measurable extent of one's achievement in academic work. For pupils to excel in their academic pursuit, it then becomes imperative that teachers need adequate training and retraining. According to Mangal (2010), retraining helps in making an individual in becoming competent due to the many formal and informal experiences, opportunities and practices which the individual would acquire.

Training and retraining enhance the job performance of teachers. Quartey in Ojiemhenkele (2014) contend that, the more teachers are trained and are satisfied with their job and environmental conditions, the more it helps to enhance their organizational performance. Anguist and Lavy (2008) opines that training and retraining of teachers on students' achievement, helped improve students test scores. Training and retraining can help teachers

improve their teaching which in turn affects students' performance. Ajmal, Akhter, Christi, Jumani and Rahman (2011) observed statistically positive relationship between teacher training and students' achievements. Harris and Sass (2014) equally observed that when teachers are productive, it enhances students' learning.

One can infer that training and retraining of teachers have become imperative in the face of new technological development. A change in the field of education has become more frequent than ever before. For teachers to remain relevant and productive in the face of these changes, their training and retraining must be pursued with renewed vigour. This is because educational concepts and teaching methodologies keep changing with time. These changes impact both educational delivery and outcomes. The purpose of training and retraining according to Musset (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and provide them with new skills and professional understanding. It improves the effectiveness of teachers. In the words of Ngala and Odebero (2010) training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. The authors further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously. Similarly, Ukeje (2007) opines that the myriad of problem bedeviling the education sector could also be addressed through the training and retraining of teachers, since the teacher could heal or kill, build or tear down the education system. The author advised that government should help in providing funds, materials and personnel to enhance teachers training and retraining in areas of need. Against this background, the researchers sought to determine the impact of teachers training and retraining on the academic performance of primary school pupils.

Statement of the Problem

It is a common observation that every nation is concerned about the standard of educational development of their citizenry. Nigeria as one of the countries with high illiteracy level is concerned not only with how to structure perfect educational objectives, but also concerned about the implementation of the curricular contents at various educational levels, hence, the capacity building retraining programmes for teachers in various states of the country. Empirical records reveal that majority of the teachers in primary schools needs training and retraining. This is because primarily, education is rapidly changing and this requires constant effort on the teachers to keep the pace. This compels the need for continuous teachers' training and retraining to educational policymakers and administrators in Nigeria, especially Awka North in Anambra state. Insufficient provision for training and retraining of teachers of acceptable standards constitute one of the major causes of poor quality education at the primary school level. Teachers without training and retraining programme seem to be ineffective in terms of instructional delivery competence. It is in this regard, that this study was designed to find out the impact of teachers training and retraining on pupils' academic performance in primary schools in Awka North in Anambra state, Nigeria.



Purpose of the study

The purpose of this study is to find out the impact of teachers training and retraining on the academic performance of primary school pupils in Awka North Local Government Area of Anambra State. Specifically, the study sought to:

1. Find out the impact of teachers training and retraining on the academic performance of primary school pupils.
2. Examine the challenges facing teachers training and retraining programme.
3. Examine ways of improving the teachers training and retraining programme.

Research Questions

The following research questions guided the study:

1. What impact does teachers training and retraining have on the academic performance of primary school pupils?
2. What are the challenges facing teachers training and retraining programme?
3. What ways can be used to improve teachers training and retraining programme?

Methods

The design for this study was descriptive survey. The population of the study comprised all the teachers and head teachers in all the public primary schools in Awka North Local Government Area. The total number of public primary schools in Awka North Local Government Area is thirty-seven (37) and there are Two hundred and eighty-two (282) classroom teachers with thirty-seven (37) head teachers in the area of the study giving a total of 319. The sample comprises of 100 teachers and twenty 20 head teachers which were selected through simple random sampling techniques giving a total of 120 respondents. The instrument used in collecting data for the study was a 26 item structured questionnaire, titled "Impact of Teachers' Training and Retraining on Academic Performance of Primary School Pupils Questionnaire (ITTRAPPSPQ)". The items of the questionnaire are designed on a four point likert scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument was face validated by three experts, two in department of Early Childhood and Primary Education (ECPE) and one in measurement and evaluation all from Nnamdi Azikiwe University, Awka. To establish the reliability of the instrument, a test retest technique was used. The second test was administered two (2) weeks after the first one using twelve (12) teachers and six (6) head teachers in Awka South which is outside the study area. The scores from the two tests were collated and correlated using Pearson's Product Moment, Correlation Coefficient and a Coefficient of 0.70, 0.65, and 0.90 were obtained for each cluster and the overall reliability obtained was 0.75. Data was analyzed using mean to answer the research questions. A mean cut off of 2.50 was used. Any item with a mean score of 2.50 and above was considered as accepted while any item below 2.50 was considered as rejected.

Results

Research Question 1: What impact does teachers training and retraining have on the academic performance of primary school pupils?

Table 1: Mean score responses on the impact of teachers training and retraining on the academic performance of primary school pupils?

S/NO	Items	\bar{x}	Decision
1.	Teachers training and retraining helps to manage the classroom which will bring about good learning outcome	3.33	Agree
2.	Makes teachers to be innovative in their teaching method, thereby making teaching and learning interesting to the learners	3.36	Agree
3.	Enables teachers to utilize and improvise instructional materials	3.47	Agree
4.	Helps to enhance their organizational performance	3.20	Agree
5.	Increases pupils test scores	2.89	Agree
6.	Makes teachers to learn new educational concepts and teaching methodologies which will help to impact on both educational delivery and learning outcome of pupils	3.60	Agree
7.	Is not really necessary as one can have the skills for teaching as a gift	1.66	Disagree
8.	Provides teachers with new skills and professional understanding	2.95	Agree
9.	Provides adequate knowledge base of content for effective teaching	3.60	Agree
10.	Enables teachers to work as a team, assist each other and share ideas for effective and efficient teaching and learning.	3.15	Agree

Table 1 shows the impact of teachers training and retraining on the academic performance of primary school pupils. All the items were accepted as the impact of teachers training and retraining on the academic performance of primary school pupils except item number 7 with mean score of 1.66 which is below the acceptable mean.

Research Question 2: What are the challenges facing teachers training and retraining programme?



Table 2: Mean score responses of teachers on the challenges facing teachers training and retraining programme?

S/NO	Items	\bar{x}	Decision
11.	Inadequate fund for teacher's training and retraining programmes	3.90	Agree
12.	The training or retraining programmes were not regular, adequate and on continuous basis for the teachers in primary schools	3.80	Agree
13.	Not all primary school teachers are exposed to research and retraining programmes	3.24	Agree
14.	Corrupt Governance by cutting funds meant for training or retraining teacher's programmes	3.00	Agree
15.	Inadequate materials for retraining of teachers	2.67	Agree

Table 2 above shows that items 11-15 have mean scores of 3.90, 3.80, 3.24, 3.00 and 3.67 respectively which therefore indicates acceptance of the entire items. These therefore, are the challenges facing teachers training and retraining programme in Awka North Local Government Area.

Research Question 3: What ways can be used to improve teachers training and retraining programme?

Table 3: Mean score responses on the ways of improving the teachers training and retraining programme?

S/NO	Items	\bar{x}	Decision
16.	Releasing funds for teacher's training and retraining programme by the Government	3.85	Agree
17.	Government and non-governmental organizations (NGOs) helping in the retraining of primary school teachers	3.80	Agree
18.	Supervising the teachers to know the areas of staff training needs	3.60	Agree
19.	Organizing workshops and conferences for teachers	3.90	Agree
20.	Team work with colleagues	3.00	Agree
21.	Attending professional meetings	3.03	Agree
22.	Reading professional publications	3.80	Agree
23.	Watching television documentaries related to academic discipline	2.04	Disagree
24.	Sandwich programme	3.12	Agree
25.	Computer Assisted instruction	3.33	Agree
26.	In-service training	3.60	Agree

Table 3 above shows that all the items except item number 23 are the ways that can be used to improve the teachers training and retraining programme.

Discussion

Results in table 1 shows that the impact of teachers training and retraining on the academic performance of primary school pupils includes, helping to manage the classroom which will bring about good learning outcome, making teachers to be innovative in their teaching method, thereby making teaching and learning interesting to the learners, enabling teachers to utilize and improvise instructional materials and helping to enhance their organizational performance among others. The findings is in line with that of Mbelle (2008) who posits that teacher training is important for the purpose of equipping teachers with new knowledge and skills to enable them face new challenges and reformation in education. The author further explained that it is a professional and personal educational activity for improving teachers' efficiency, ability, knowledge and motivation in their professional work.

Findings reveals in table 2 that the challenges facing teachers training and retraining programme in primary schools includes; inadequate fund for teacher's training and retraining programmes, the training or retraining programmes were not regular and adequate on continuous basis for the teachers in primary schools, not all primary school teachers are exposed to research and retraining programmes, inadequate materials for retraining of teachers among others. In agreement with the above findings Quartey in Ojiemhenkele (2014) is of the view that, the more teachers are trained and are satisfied with their job and environmental conditions, the more it helps to enhance their organizational performance. Similarly, Mangal (2010), posits that retraining helps in making an individual in becoming competent due to the many formal and informal experiences, opportunities and practices which the individual would acquire.

Findings revealed in table 3 shows that releasing funds for teachers training and retraining programme by the government and non-governmental organizations (NGOs), helping in the retraining of primary school teachers, supervising the teachers to know the areas of staff training needs and organizing workshops and conferences for teachers among others are the ways that can be used to improve teachers training and retraining. This is in consonance with Musset (2010) who opines that the purpose of training and retraining is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and provide them with new skills and professional understanding. It improves the effectiveness of teachers. In line with the above Ngala and Odebero (2010) opines that training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. The authors further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.



Conclusion

Education is unarguably the foundation of development in any state. However, the quality of education pupils receive is a function of the quality of teachers it has. Quality teachers themselves do not fall from heaven. They are products of effective educational policies, which must be anchored on continuous teachers' training and retraining programmes. This study reveals that retraining of primary school teachers is an essential tool for academic performance of primary school children. It not only serves as an incentive for boosting teachers' societal image and recognition by government, but also helps in enhancing their knowledge and skills in the profession, thus, imputing in teachers the feelings of competence and self-worth in effectively handling the children placed under their care. It is therefore hoped that with regular retraining of teachers at all levels of learning, the expected quality assurance in service delivery of teachers in teaching profession and improved academic performance of learners would be achieved.

Recommendations

The following recommendations were made:

1. Ministry of Education and State Primary Education Board in Anambra State should on a regular basis organize retraining programmes for teachers. Such programmes should relate to the subject contents and classroom management through workshops and seminars.
2. Those who handle teacher development programmes that is, the principals, head teacher, among others should be competent and qualified to carry out the training otherwise the exercise will be worthless.
3. The government should sponsor teachers to attend refresher courses such as conferences, seminars and workshops to enable the teachers to update their knowledge, skills and competence in the teaching profession. Teachers' participation in such programmes will act as a catalyst for improvement in teaching and motivate them to hard work, commitment and better job performance.
4. Government should provide more opportunities for UBE teachers to attend in-service training.
5. Schools should be equipped with better library resources (books and journals) so that teachers can keep abreast with the latest developments in the teaching profession.

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