

TEACHERPREPARATION AS DETERMINANT OF TEACHERS' PERFORMANCE IN THE WORK PLACE IN NSUKKA CENTRAL LOCAL GOVERNMENT EDUCATION AUTHORITY

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Abstract

The study sought to investigate the relationship between teacher preparation and teachers' performance in primary schools. The design of the study was correlation survey design. Two research questions and two null hypotheses guided the study. The population of the study was all the 590 teachers and 50 head teachers in the 50 primary schools in the study area. From the population, a sample of 50 teachers and 10 head teachers was selected using simple random sampling technique. Data for the study was collected using two researchers-made instruments: (a) teachers' preparation questionnaire (TPQ) answered by the teachers and (b) rating scale for teachers' performance (RSTP) answered by the head teachers. The two instruments were face validated by three experts from University of Nigeria, Nsukka and a reliability index of 0.85 and 0.82 respectively were obtained using Cronbach Alpha. Mean, Standard Deviation, Pearson's Product Moment Correlation Coefficient and Coefficient of Determination were used to answer the research questions. Regression ANOVA was used to test the formulated hypotheses. Findings of the study revealed that there is a positive relationship between level of education and primary school teachers' performance. Based on the findings, the researchers recommended that government and other agencies should provide enriching and adequate professional training in order to cope with work and their duties in the work place.

Introduction

The teacher is the key element in the learning environment as he/she is responsible for implementing the educational programme. This is so because teachers provide learning experiences that lead children out of ignorance into knowledge especially at the primary school level. This is supported by the Federal Republic of Nigeria (FRN, 2004) in her National Policy on Education where it was stated that no educational system may rise above the qualities of its teachers. The development of any nation is dependent on the quality of its educational system, therefore, investment in the preparation of teachers is very

important as education is necessary for the overall development of a country's citizens in order to also secure the future of the nation. In the opinion of Olaleye (2011), the quality of any educational system depends on the quality of its teaching staff and a school cannot achieve its goals and objectives without quality human resources. Teachers are therefore the major indicators and determinants of quality education.

In recognition of the key role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development (Federal Republic of Nigeria, 2013). Anikweze (2014) opined that no teacher can offer what he/she does not possess. This view was also supported by Shehnaz & Noor (2015), who posited that only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality students, who will contribute to their country's future. Therefore, it is not proper that teacher preparation institutions should employ unqualified teachers.

Teachers' quality and effective performance in the workplace can be enhanced if they are given proper training and if they are committed to duty. Teachers' performance is improved if teachers are prepared professionally by undergoing the various stages of professional development (FRN, 2013) such as graduation from initial training, completion of an induction period and continued professional accomplishment. All these are aimed at improving the performance of teachers and invariably, improve the quality of education at all levels. However, in spite of all efforts put into ensuring effective performance of teachers in the work place, it seems like the needs of the nation are not met as the performance of pupils is declining which is a reflection of the performance of the teachers. Poor teacher performance could be attributed to many factors, among which are teacher training/education, workplace conditions, job satisfaction, motivation and workload (Iwu, Ezeuduji, Iwu, Ikebuaku, and Tengeh, 2018; Shehnaz & Noor, 2015; Ewing & Manuel, 2005). The focus of this study is teacher education as determinant of teachers' performance.

Teacher education is seen as the programme of education and training for persons to be able to teach from Early Child Care Development and Education (ECCDE) to tertiary levels. Teacher education according to Govinda (2004) is the education a teacher receives before being licensed to teach. The vision of teacher education, according to National Teacher Education Policy (FME, 2009) is to produce quality, highly skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes who are able to raise a generation of pupils who can compete globally. The goals of teacher education

include, among others, to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations (FRN, 2013). Teacher education is at different levels of education namely, ECCDE, pre-primary, primary, secondary and tertiary but the focus of this study is on the primary school level. Primary education is the education given to children aged 6 – 12 years (FRN, 2013). This level of education provides the foundation of the success of other levels of education. In order to achieve the objectives of this level of education, teachers have to be professionally trained to enhance their performance. The level of education of teachers and the length of training may be factors that determine teachers' performance.

However, there is a dearth of evidence linking teacher preparation (level of education and the length of training) with outcomes in the workplace or teacher performance. Teachers may be unable to apply the instructional approaches they have learned during training if their workplace uses different methods. Hence, their performance may suffer. Generally, teachers with more education have been found to be more effective in discharging their duties. As such, pupils are more likely to show better outcomes when their teachers have higher levels of education (Clarke-Stewart, Vandell, Burchinal, O'Brien, & McCartney, 2002; Burchinal, Cryer, Clifford, & Howes, 2002; Weaver, 2002). Corroborating this, Manning, Garvis, Fleming & Wong (2017) asserted that there is a positive correlation between teacher qualification and overall Early Childhood Education and Care (ECEC) quality with respect to the learning environment. Furthermore, the results show that higher teacher qualifications are significantly correlated with higher quality early childhood education and care. The education level of the teachers or caregivers is positively correlated to overall ECEC qualities.

A teacher's current classroom performance is likely to reflect both his/her earlier educational experiences and the education and training she receives while on the job (Whitebook, Gomby, Bellm, Sakai, & Kipnis, 2009). Even with the best education and training, teachers may be hindered from applying what they have learned if workplace conditions do not support them. This is because teachers may be unable to apply the instructional approaches they have learned if their workplace uses different or conflicting methods. This may affect their performance as children's outcomes are influenced by workplace characteristics.

This study was carried out in Nsukka Central LGEA of Enugu State. There is availability of public and privately-owned educational institutions such that every child has the opportunity to go to school. Since educators work with children who are impressionable, vulnerable and dependent on them for

their wellbeing, protection and learning, teachers need to be properly and professionally trained so as to achieve success in the workplace. The poor performance of pupils could be attributed to poor performance of teachers. This is a global phenomenon that cannot be ignored as this poor performance may lead to poor quality of pupils that become useless to the society and may even become burdens to the country in future. Thus, the problem of this study is to investigate the relationship between teacher preparation and teacher performance in the workplace.

The general purpose of the study was to examine the relationship between teacher preparation and performance in the work place. Specifically, the study sought to:

1. Ascertain the relationship between teachers' level of education and teachers' performance.
2. Determine the relationship between in-service training and teacher performance.

Based on the purposes, the following research questions and hypotheses, tested at 0.05 level of significance guided the study:

- What is the relationship between level of education and teacher performance?
- What is the relationship between in-service training and teacher performance?
- There is no significant correlation between level of education and teacher performance.
- There is no significant correlation between in-service training and teacher performance.

Method

Correlation survey design was adopted for the study. Correlation survey research design, according to Nworgu (2015), seeks to establish what relationship exists between two or more variables. Correlation survey research design studies indicate the direction and magnitude of the relationship among variables. The target population, comprising of 50 teachers and 10 head teachers in Nsukka Central LGEA of Enugu State participated in the study. The researchers took account of some inclusion criteria such as participants being teachers and head teachers in primary schools and must be holders of at least National Certificate in Education (NCE).

Multi-stage sampling technique was used to draw a sample size of 50 teachers from a population of 590 teachers in 50 public primary schools from Nsukka central Local Government Education Authority of Enugu State. In the

first stage, simple random sampling was used in selecting ten primary schools. In the second stage, simple random sampling technique was used to select five teachers from each of the sampled ten primary schools. In the final stage, the head teachers of each of the sampled schools were selected for the study making a total of 50 teachers and 10 head teachers.

Two researcher-made instruments: (a) teachers’ preparation questionnaire (TPQ) answered by the teachers and (b) rating scale for teachers’ performance (RSTP) answered by the head teachers were used for the study. The two instruments were subjected to face validation by three experts from University of Nigeria, Nsukka and a reliability coefficient of 0.85 and 0.82 respectively were obtained using Cronbach Alpha. Data collected was analyzed using mean, Standard Deviation, Pearson’s Product Moment Correlation Coefficient and Coefficient of Determination to answer the research questions. Regression ANOVA was used to test the hypotheses at 0.05 level of significance.

Results

Table 1: Pearson’s Product Moment Correlation Analysis of level of education and performance of primary school teachers.

Variable	\bar{x} SD	N	r	R ²
Level of education	27.0110.60	50	0.71	0.50
Teacher performance	19.64	3.323		

R² = coefficient of determination

Result in Table 1 shows the correlation coefficient of the relationship between teachers’ level of education and teachers’ performance of primary school teachers. Results show that the correlation between level of education and primary school teachers’ performance was 0.71. This means there was a positive relationship between level of education and teachers’ performance. The coefficient of determination associated with 0.71 is 0.50. The coefficient of determination (0.71) indicates that 50% of level of education accounted for primary school teachers’ performance. In other words, 50% of teachers’ performance is predicted by level of education. This is an indication that 50% of the variation in teachers’ performance is attributed to other factors other than level of education.

Table 2: Regression Analysis of level of education and primary school teachers' performance.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12.668	1	12.668	0.112	0.00
Residual	25167.314	48	112.858		
Total	25179.982	49			

$$\alpha = 0.05$$

In order to test hypothesis 1, regression analysis was used. The result in Table 2 shows that an F-ratio of 0.112 with associated probability value of 0.00 was obtained. This probability value of 0.00 is less than 0.05 level of significance set as bench mark for testing the hypothesis and it was found to be significant. The null hypothesis which stated that there is no significant correlation between level of education and primary school teachers' performance is therefore rejected and inference drawn therefore, is that, there is a significant correlation between level of education and primary school teachers' performance in Nsukka LGEA, Enugu State.

Table 3: Pearson's Product Moment Correlation Analysis of in-service training and performance of primary school teachers.

Variable	\bar{x}	SD	N	r	R ²
In-service training				17.65	2.889500.63
Teacher performance				19.053.611	0.40

R² = coefficient of determination

Result in Table 3 shows the correlation coefficient of the relationship between in-service training and teacher performance of primary school teachers. Results show that the correlation between in-service training and primary school teachers' performance was 0.63. This means there was a positive relationship between in-service training and teachers' performance. The coefficient of determination associated with 0.63 is 0.40. The coefficient of determination (0.63) indicates that 40% of in-service training accounted for primary school teachers' performance. In other words, 40% of teachers' performance is predicted by in-service training. This is an indication that 60% of the variation in teachers' performance is attributed to other factors other than in-service training.

Table 4: Regression Analysis of in-service training and primary school teachers' performance.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16.519	1	16.519	1.996	0.01
Residual	976.781	118	8.278		
Total	993.300	119			

$\alpha = 0.05$

In order to test hypothesis 2, regression analysis was used. The result in Table 4 shows that an F-ratio of 1.996 with associated probability value of 0.01 was obtained. This probability value of 0.01 is less than 0.05 level of significance set as bench mark for testing the hypothesis and it was found to be significant. The null hypothesis which stated that there is no significant correlation between in-service training and primary school teachers' performance is therefore rejected and inference drawn is that, there is a significant correlation between in-service training and primary school teachers' performance in Nsukka LGEA, Enugu state.

Discussion

The results of the study show that there is a positive relationship between level of education and primary school teachers' performance. This means that the higher the level of education, the higher the performance of the teacher. In addition, the result shows that there is a significant relationship between level of education and primary school teachers' performance in Nsukka LGEA, Enugu State. The finding of the study is consistent with that of Manning, Garvis, Fleming & Wong (2017), who found that there is a positive correlation between teacher qualification and overall Early Childhood Education and Care (ECEC) quality with respect to the learning environment. The result also shows that higher teacher qualifications are significantly related to higher quality early childhood education and care. The education level of the teachers or caregivers is positively related to overall ECEC qualities measured by the environment rating scale. Clarke-Stewart, Vandell, Burchinal, O'Brien, & McCartney (2002) also supported this result as findings show that teachers with more education are more effective in discharging their duties. As such, pupils are more likely to show better outcomes when their teachers have higher levels of education. In conclusion therefore, there is a significant relationship between level of education and primary school teachers' performance in Nsukka LGEA, Enugu State. The finding of the present study is a welcome one since the goal of any educational system is to

produce a crop of pupils who are self-reliant and can contribute their quota to the development of the society to which they belong.

The findings show that there is a positive relationship between in-service training and teachers' performance. In addition, the result shows that there is a significant correlation between in-service training and primary school teachers' performance in Nsukka LGEA, Enugu State. This is supported by Whitebook, Gomby, Bellm, Sakai, & Kipnis (2009). In this study, it was revealed that a teacher's current classroom performance is likely to reflect both his/her earlier educational experiences and the education and training he/she receives while on the job. This goes to show that in-service training helps to improve primary school teachers' performance.

Conclusion

From the foregoing discussions based on the results of the study, the following conclusions were made;

The contribution of teachers towards producing good quality pupils cannot be over-emphasized. Thus, it is vital for every school to ensure a professionally trained work force. From the study, level of education and duration of training, among others are considered influential factors associated with teachers' performance. Therefore, teachers should be encouraged to always upgrade their knowledge through more in-service training and other programmes that will be of assistance to them. The preparation of quality teachers is important in order to meet the demands of the profession and also provide well educated pupils that will contribute to national development.

Recommendations

Based on the findings of this study, the following recommendations are made;

The duration of teaching practice should be increased to make for perfection as it is said that 'practice makes perfect'. This will help improve the performance of teachers in the work place and also improve the pupils' performance.

Government and other agencies should provide an enriching and adequate professional training in order to cope with work and their duties in the work place.

Since government has made the minimum entry requirement into the teaching profession to be the possession of NCE certificate, government should ensure compliance, especially in private schools where secondary school leavers are employed to cut cost by school proprietors.

For teachers at the primary school level, even an NCE certificate is not enough. Higher qualification and in-service training are desired to get teachers acquainted with current trends in the field.

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