



## INFLUENCE OF STAFF DEVELOPMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN AGBANI EDUCATION ZONE OF ENUGU STATE, NIGERIA

**Dr. Nnenna Winifred Chukwu and Dr. Ezemba Edith Uzoamaka**

Department of Educational Management and Policy; Faculty of Education

Nnamdi Azikiwe University Awka, Anambra State

[nw.chukwu@unizik.edu.ng](mailto:nw.chukwu@unizik.edu.ng), [eu.ezemba@unizik.edu.ng](mailto:eu.ezemba@unizik.edu.ng)

### ABSTRACT

*This study investigated the influence of teacher training on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria. Three research questions guided this study. Descriptive survey research design was adopted for the study. The population of the study comprised 42,969 students from the 45 secondary schools in Agbani Education Zone of Enugu State, Nigeria. A sample of 396 students was used for the study. A 15-item structured questionnaire developed by the researcher titled "Influence of Teacher Training on the Academic Performance of Students Questionnaire (ITTAPSQ)", was used for data collection. Descriptive statistic of mean was used to answer the research questions while Pearson correlation coefficient was used to measure the reliability coefficient at 0.82 indicating a high reliability of the Instrument for the study. The findings indicated that teacher training has significant influence on students academic performance of secondary schools in Agbani Education Zone of Enugu State, Nigeria. It was recommended among all that government of Nigeria, policy makers, education reformers and schools administrators should sponsor workshops and training to ensure that teachers are provided with adequate training programmes for effective teaching and learning.*

### Introduction

Training is a process to gather required skills for a particular subject. The training is the valuable practice for the teachers to enhance their teaching skills. A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that help them to better connect with, manage, and teach to their pupils in a manner which ensures that all students are learning and benefitting. Teacher training programs, when conducted in the right manner and with the right content, have the power to train teachers to such an extent that they go on to positively impact students not just in academics but also outside of it. Education is necessary element of humanity and crucial for the development of a nation (Hafeez, 2020). To educate most of the population in a country, it is necessary to impact free education upto the secondary level. In Pakistan, education is almost free up to secondary level (Ahmad, 2014). The secondary education is the education given to children of aged 13-16 years (Ahmed, 2016). The primarily



aims of secondary education are to train students for the sound abilities in reflective, scientific and critical thinking (van & Janssen, 2019). Teaching is the learning process in which knowledge and information are transferred to the children to understand the scientific process (Sivarajah, 2019). A teacher is the facilitator to provide the guidance in the teaching-learning process (Obidike, 2017).

Teachers are known as the national builders in the society. It is their core responsibility to give training to the new generation according to needs of the nation in the world. Teachers should possess command and grip over the subject they teach in the class. If a teacher wants to have a grip and command on the subject he/she should have training in that subject so that he/she may get mastery in these subjects. These are the teachers which contribute a lot in the development of the countries. They are expected to transmit norms, beliefs and tradition from one generation to another generation. Formal professional training on continuous basis is necessary for becoming a good teacher, as it caters to the development of one's personality and sharpening of communication skills and commitment to code of conduct. Teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments, social and cultural issues through continuous in-service training.

In this modern age, the teacher's training is an important requirement and essential component for all the educational activities including conducive learning environment, curriculum development and implementation assessment (Zulfiqar, 2016). A trained and skillful teacher has more ability to teach the students implement the various teaching methods successfully (Saira, 2021). The aim of primary education is to acquire literacy, numeracy, creativity and communication skills. To enjoy learning and develop desire to continue learning, develop ability for critical thinking and logical judgment.

A trained teacher has more skills and techniques to be applied for the better academic achievement of the learners (Ulla, 2018). A teacher having better skills can also produce students' interest in a particular subject (Giovazolias, T., Syngelaki, E.M., and Papastilianou, A. 2019). A teacher is expected to possess certain competence both professional and personal. Professional competences are both academic and pedagogical. Academic competencies are the teacher's knowledge of his subject. Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex. Teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to be imparted to the learners. Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes (Charles Akpan, 2015).

The teacher's success in the classroom depends very much on his preparedness for the instruction process. It has been observed that the present teachers in secondary schools are not professional teachers or has any of them even undergone a teacher training programme, sometimes, those who teach sounds do not even understand the symbols. It is to be noted that the teacher is the main aid to learning, his methods,

styles and techniques being additional aids. Where a teacher is deficient in a particular topic, the tendency is to doge the areas of deficiency while the learner is bound to suffer. A beautiful building and expensive equipment, stocked in, will not lead to effective learning without the qualified teacher putting them to use and making students to participate in the experimental procedures. How then can teachers have a positive influence on the academic performance of secondary school students in Enugu South Local Government Area? Teachers in Enugu South Local Government Area of Enugu State should be professionally qualified and trained to teach. Other competencies required of teachers include knowledge of subject-matter, pedagogy, skill processes, resourcefulness, behavior motivation and evaluation. Teachers should attend conferences, workshops and seminars, and should have a good classroom control, effective communicative skills, adequate knowledge of the subject, utilize a variety of teaching methods, or strategies and show enthusiasm for teaching, and he/she has more ability to teach the students and implement the various teaching methods successfully (Saira and Solomon, 2021). A trained teacher knows how to view his students as unique individuals with different learning style. With this, there is need to determine the impact of teacher training on the academic performance in secondary school.

### Statement of the Problem

Through observation, the researcher realized that students taught by trained teacher perform better than students taught by untrained teacher. This has motivated the researcher to measure the influence of teacher training on the academic performance of students in Agbani Education Zone of Enugu State, Nigeria because without teachers training we cannot get better output from the students. The teacher influence is one of the factors that have been identified in many studies. The teacher influence can affect a student's academic performance positively or negatively, but teacher training is often neglected.

On the positive note, a trained teacher understands individual differences and knows how to create a positive and lasting influence on the students through motivation, acknowledging any little improvement noticed about a student and mastering of his/her subject and how to teach it. Doing so will help students build self confidence and to excel academically. On the negative end, untrained teacher has the ability to reduce students self esteem, making them see no potential in themselves, and it could result to low level of academic performance. This negative impact could linger long and has the potential to limit students achievement in every other area of their life. (Susanto, 2016) posits that teachers' developing themselves is sustainable. Another aspect of negative influence of an untrained teacher is on the students' concentration and participation in classroom activities. It is a common phenomenal for a low esteemed student to be extremely quiet in the classroom, even when he/she has a question to ask or contributions to make.



The concern of this research boils down to the fact that teacher influences students either positively or negatively. It is common for an untrained teacher to call a student all manner of negative names. Such student, because the teacher has reduced him/her to nothing sees no reason to take studies seriously. On the other hand, students who are taught by trained teacher show enthusiasm to the classroom activities and pay attention to the teacher. As a result of the above, the researcher seeks to find out the influence of teacher training on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria.

### **Purpose of the Study**

The main purpose is to find out the influence of teacher training on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria. Specifically, the research seeks:

1. To ascertain the extent to which teacher training makes students to pay attention in the class in secondary schools in Agbani Education Zone of Enugu State, Nigeria.
2. To determine the extent to which teacher training makes students not to loiter in the classroom in secondary schools in Agbani Education Zone of Enugu State, Nigeria.

### **Research Questions**

The following research questions guided the study

1. To what extent does the teacher training help students to pay attention in the class in secondary schools in Agbani Education Zone of Enugu State, Nigeria?
2. To what extent does the teacher training makes students not to loiter in the classroom in secondary schools in Agbani Education Zone of Enugu State, Nigeria?

### **Method**

This study adopted descriptive survey research design. The area of this study is Agbani Zone. Population for this study consists of the 42,969 JSS 1 to SS 3 students from the forty five (45) public secondary schools in Agbani Education Zone of Enugu State Nigeria (PPSMP, 2024). A sample of 396 was obtained by taking ten (10) percent of the population, using Nwana sampling technique. The Instrument for data collection is a questionnaire titled Influence of Teacher Training on the Academic Performance of Students Questionnaire (ITTAPSQ). The Instrument was face-validated by 3 experts from Peaceland





College of Education, Enugu. Pearson correlation co-efficient was used to measure the reliability coefficient. 0.82 was obtained. The data was analysed in tables using mean.

## Results

### Research Question 1

To what extent does the teacher training help students to pay attention in the class in secondary schools in Agbani Education Zone of Enugu State, Nigeria?

**Table 1:** Mean ratings of respondents on the extent teacher training help students to pay attention in the class in secondary schools in Agbani Education Zone of Enugu State, Nigeria

S/N	Questionnaire Items	VGE	GE	LE	LE	N	$\Sigma fx$	$\bar{x}$	Decision
1.	Teacher training helps students to be active in group discussion	110	146	98	42	396	1798	4.54	Great Extent
2.	Teacher training Draws students consciousness to listening who otherwise would not listen when lesson is on-going	109	140	107	40	396	1497	3.78	Great Extent
3.	Teacher training helps students to be calm and orderly	155	120	100	21	396	1662	4.19	Great Extent
4.	It motivates students to carry out tasks assigned to them	85	145	90	76	396	900	2.27	Little Extent
<b>Grand Mean</b>							<b>3.71</b>	<b>Great Extent</b>	

Table 1 showed that all listed items, except item 4 have mean scores above the cut off point. This implies that teacher training helps students to pay attention in the class in secondary schools to a great extent. The grand Mean scores of 3.71 further affirm this submission because it is above the mean cut off point.





It is also noteworthy that item 4 stated that teacher training does not guarantee students excellent performance in secondary schools in Agbani Education Zone of Enugu State, Nigeria.

### Research Question 2

To what extent does the teacher training makes students not to loiter in the classroom in secondary schools in Agbani Education Zone of Enugu State, Nigeria?

Table 2: Mean ratings of respondents on the extent teacher training makes students not to loiter in the classroom in secondary schools in Agbani Education Zone of Enugu State, Nigeria.

S/N	Questionnaire Items	VGE	GE	LE	VLE	N	$\Sigma fx$	$\bar{x}$	Decision
6.	Teacher training helps to stop loitering of students	128	142	99	27	396	1798	4.54	Great Extent
7.	Students are helped to develop the regular sitting down in the classroom	132	140	66	58	396	1662	4.19	Great Extent
8.	All students are engaged	130	130	96	40	396	1497	3.78	Great Extent
9.	Students behavior and the reason behind the behavior are understood	164	111	70	51	396	1497	3.78	Great Extent
10.	Teachers teach Consequences of action and help students make better choices	118	148	104	26	396	1862	4.70	Great Extent
<b>Grand Mean</b>								<b>4.19</b>	

### Summary of Findings

From the above analysis, the following findings were made:







(1) That to a great extent, teacher training helps students to be active in group discussion; draws students consciousness to listening who otherwise would not listen when lesson is on-going; helps students to be calm and orderly, motivates students to carry out tasks assigned to them and encourages students to ask and answer questions of teachers.

(2) That trained teachers do not allow students to loiter the building; students are helped to develop the regular sitting down in the classroom, all students are engaged and that teachers understand students behavior and the reason behind their behavior and also, teachers teach consequences of action and help students make better choices.

### Discussion of Findings

Research question one sought extent to which teacher training helps students to pay attention in the class in secondary schools in Agbani Education Zone of Enugu State, Nigeria. It was found that teacher training helps students to be active in group discussion, draws students consciousness to listening who otherwise would not listen when lesson is on-going helps students to be calm and orderly, motivates students to carry out tasks assigned to them and encourages students to ask and answer questions of teachers. This finding is in line with the submission of Flexispot (2021) which says that sitting down in class has been shown in research to enhance a student's ability to engage and interact more efficiently in class. Active sitting down in class eventually leads to active learning. Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes (Charles Akpan, 2015).

Research question two sought the extent to which teacher training makes students not to loiter in the classroom in secondary schools in Agbani Education Zone of Enugu State, Nigeria. It was revealed that teacher training makes teachers not to allow students loiter the building; that students are helped to develop the regular sitting down in the classroom; all students are engaged; student behavior and the reason behind the behavior are understood and teachers teach consequences of action and help students make better choices. This finding is in line with those of (Obidike, 2017, Van & Jansen, 2019, Ulla, 2018, and Charles Kaplan, 2015).

### Conclusion

Based on the findings, it was established that teacher training has both positive and negative influence on students academic performance. Trained teacher has been identified to have positive influence on students academic performance while, untrained teacher has been identified to have negative influence





on students academic performance. Hence, it is not wrong to conclude that teacher training have significant influence on the academic performance of secondary school students in the area of study.

## Recommendations

It is imperative to ensure that teacher training is inculcated, established and maintained for effective learning in schools. Consequently this study proffers the following recommendations:

- (1) The government of Nigeria, policy makers, education reformers and school administrators should sponsor workshops and training to ensure that teachers are provided with adequate training programmes for effective teaching and learning.
- (2) Curriculum planners should endeavor to inculcate teacher training in the school curriculum.
- (3) Teachers should strive to attend training programmes, change from the traditional method of instruction and avail themselves of the opportunity to learn new technology of teaching.

## REFERENCES

- Abhishek S. (2017). "*Advantages of Teacher Training and how you can make full use of it*". Available at [Medium.com](https://medium.com)
- Anthony W. (2015). "Teaching in a Digital Age". *On-line publication*.
- Babatunde A.A. (2020). "Teachers' Effectiveness and Students' Academic Achievement in Senior Secondary School Civic, Osun State Nigeria." *Asian Journal of Social Sciences and Management Studies*, Vol. 7, No. 2, 99-103, 2020.
- Balu S. (2015). "Humanistic Education in Teaching and Learning. Online ISSN-2348-3520
- Caleb I.M. (2017). "Influence of Examinations Oriented Approaches on Quality Education in Primary Schools in Kenya." *Journal of Education and Practice*, Vol.8, No.14, 2017.
- Christian F. (2024). "Stay Sharp: Strategies for Paying Attention in Class." Available at <https://www.faith.qld.edu.au>







- Eze H.O., Charles O.O., Oga R. (2022). "Influence of Teacher Effectiveness on Students' Achievement in Secondary School in Nsukka Education Zone." *Journal of Educational Research and Policy Studies (ESCJERPS)* Vol. 2, No. 2.
- George S.K. (2018). "Impact of Teacher Training and Student's Performance Among the Kenyan Secondary Schools A Case Study of Narok County." A Research Project Submitted in Partial Fulfillment of the Requirement for Award of the Postgraduate Degree in Education, School of Open and Distance Learning, University Of Nairobi.
- Hafeez, M. (2021). Impact of Teacher's Training on Interest and Academic Achievements of Students by Multiple Teaching Methods. Available at <https://doi.org/10.29333/pr/11088>
- Hafiz N.A., Ali R.P., and Munawar M. (2021). "The Role of Teacher Training Programs in Optimizing Teacher Motivation and Professional Development Skills." *Bulletin of Education and Research*, Vol. 43, No.2 pp. 17-37.
- Jongbo O.C. (2014). "The Role of Research Design in a Purpose Driven Enquiry." *NnamdiAzikiweUniversity, Awka, Nigeria and Zainab Arabian Research Society for Multidisciplinary Issues Dubai, UAE. Review of Public Administration and Management* Vol. 3, No. 6.
- Kraft M.A., Blazar D., Hogan D. (2018). The Effect of Teaching Coaching on Instruction and Achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.
- Ndubueze W.O.O &Obiakor, Mariagoretti I. (2021). "Relationship Between Principle Behavior and Teachers' Organizational Citizenship Behavior in Public Secondary Schools in Enugu Education Zone". Department of Educational Management and Policy, NnamdiAzikiwe University, Awka Anambra State. *Unizik Journal of Educational Research and Policy Studies* Vol. 11 (1).
- NtuN.N., and Umulkhayr M. (2023). "Impacts of Training and Retraining Teachers in Primary and Post Primary Schools for Better Performance." *International Research Journal of Educational Research*, Vol. 14(3) pp. 1-6.
- Obiekwe O. (2021). "Impact of Teachers Training on Students Academic Performance." *Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)*, Vol.4 p.g. 99 – 114.
- Ogunjemilua A.A. (2020). "Excursion or Field Trip: An Alternative Approach to the Teaching of Social Studies in Secondary Schools." *Ijo-International Journal Social Science and Humanities Research*, Vol. 03.
- OLUWOLE M.U., YARO J. B., and Joseph O. (2017). "Influence of Teachers' Professional Development on Students' Academic Achievement in Secondary Schools in Benue and Nasarawa States, Nigeria." *International Journal of Academia*, Volume 4 No.1.





- Omodara M.F., Bandele S.O., and Omirin M.S. (2014). "Observations as Assessment Tools in Nigerian Secondary Schools." *African Educational Research Journal*, Vol. 2(1). pp. 27-34,
- Onyia, C.I. (2020). "Influence of teachers motivation and teachers gender on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria." *International Digital Organization for Scientific Research IDOSR Journal of Scientific Research* 5(2) 1-9, 2020.
- Paul B. (2024). "An Intramuscular Approach to Teacher Development in International Collaborative Higher Education". Handbook of Research on Transnational Higher Education. University of East Anglia, UK.
- Ulla, (2018). "Impact of Teacher's Training on Interest and Academic. Achievements of Students by Multiple Teaching Methods". Available at <https://files.eric.ed.gov>
- Usman M. and Abubakar M.J. (2020). "Impact of Teachers' Quality on Students' Academic Performance in Secondary Schools in North Central Zone, Nigeria." *African Scholar Publications & Research International*, VOL. 18 NO. 8.
- Usman, Yunusa D. (2016). "Educational Resources: An Integral Component for Effective School Administration in Nigeria." *Research on Humanities and Social Sciences*. ISSN 2225-0484.
- Yao E. (2021). "Bathroom loitering: A communication problem." Available at the official student-run news publication of Edina High School.

