



## THE IMPACT OF TRAINING AND DEVELOPMENT ON TEACHERS' PERFORMANCE

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### Abstract

The purpose of this study was to investigate the impact of training and development on teachers' performance. A qualitative approach was employed to explore this research thoroughly, employing semi-structured interview questions as the data collection tool. The participants of this study included two administrators, two principals, and 16 teachers, bringing the total number of participants to twenty, with the instructors predominantly from Nigerian secondary schools. These respondents were picked up randomly from the two schools that consented to participate in the study, a public and a private school. The participants' views were collected through Zoom, Google Meet, and a video call from WhatsApp. The data demonstrated specific benefits of regular teacher training. Moreover, it revealed how training and development had favorably benefited teachers' profession in the education sector. Finally, the respondents expressed their thoughts on how to increase teacher training and development to boost the quality of teaching.

**Keywords:** training and development, teachers, secondary school, performance

### Introduction

Professional development, assisting them in meeting their future duties (Tafe Queensland, 2020). Development is described as the process of bringing about progressive change that allows individuals to realize their full human potential. Growth, advancement, good change, or the addition of physical, economic, environmental, social, and demographic components are all examples of development (*International Labour Organization*, 2020)

Somasundaram & Egan (2004) explained that Human Resource Management had contributed significantly to the economic growth of most developed countries, including the United Kingdom, the United States of America, and so on. With its abundant natural resources and monetary assistance, a growing nation like Nigeria may achieve affluence if proper consideration is provided to the development and training of its human resources (Parry, 2019). Individuals engage in all elements and operations of an institution most especially in the educative sector. The same may be said of the Department of Education. Training transmits a specialized ability to do a certain task, whereas development focuses on the overall improvement and evolution of a person's ability and skills via conscious and unconscious learning (Dewantara, 2017). This will assist instructors in dealing with upcoming learner issues.

The primary goal of training and development is to improve staff skills so that school organizations may optimize the efficacy and effectiveness of existing human resources (Tibaquirá, 2020). Teachers must gain and develop knowledge and skills in order to be

flexible and effective in the field, and they must see indicators of management's commitment to their training and career requirements in order to feel appreciated by their employer.

### **The level of teachers in Nigeria**

The quality of the teacher is important. It is, in fact, the most influential school-related factor determining student performance (Lamas, 2016). Several studies have indicated a favorable influence of experience on teacher performance, with the "learning by doing" effect being particularly noticeable in the early years of teaching. According to research, the accuracy of a teacher's institution has a favorable influence on student success, especially at the secondary level (Blazar & Kraft, 2017). This might be due in part to the teacher's cognitive abilities.

Identifying the importance of the problem and implementing many interventions across several aspects to train existing teachers and recruit new highly qualified teachers will benefit education officials and administrators. According to the findings of Gyurko, J., MacCormack, P., Bless, M., & Jodl, (2016), they stated that investing in instructors can improve student success. To implement necessary policies related to the training and development of high-quality teachers, significant and focused expenditures on both teacher quality and education research must first be made (Bonney, Amoah, Micah, Ahiameny, & Lemaire, 2015).

### **Teachers' training**

Teachers' training refers to policies and practices designed to provide teachers with the knowledge, attitudes, behaviors, and skills they need to do their jobs effectively. Teacher training is sometimes separated into three parts:

Initial teacher education (a pre services course completed before joining the classrooms as a full-time responsible instructor).

Induction (the process of giving training and assistance throughout the first few years of education or the first year of teacher development at a specific school).

The in-service training (this is an in-service process for practicing teachers (Klionsky et al., 2016) it is usually inform of coaching, trying to upgrades the teacher on the latest curriculum model.

### **Importance of the study**

Various training's have now been provided to staff in the school institution in order to boost performance and reduce dissatisfaction of teachers. Staff gain new skills and demonstrate their dedication to the institution's success by actively participating in its accomplishment (International Atomic Energy Agency, 2016). Staff that are qualified and trained can manage the crisis in a well-organized approach. Vance (2006) accurately pointed out that many institutions, including education, are now recognizing, though reluctantly, the necessity to engage and develop the talent of personnel in order to generate a higher level of commitment in them. Therefore, since training of staff in an organization leads to the development and activeness of staff, looking at the impact of training and development on teachers' performance in schools becomes important.

### **Aim of the study**

The primary goal of this research is to investigate how training and development improve teachers' performance in the educational sector. Other objectives are:

1. To examine the impact of training and development strategies on teachers' performance in schools.

2. To provide specific solutions to training and development activities in order to improve teachers' performance.
3. To analyze the impact of training on aiding teachers to improve their performance.

### **Problem statement**

Organizations that do not give training to their staff are no longer competitive in today's economy. It usually occurs because the staff of such institutions are unable to improve their production. In other words, training assists staff in adapting to potential opportunities and prepares them to confront technological advancements and competitiveness (United Nation, 2021). Training plays an essential role in staff retention via performance and satisfaction, and so aids in the preservation and attainment of organizational goals by merging the interests of the institution and the personnel (Köprülü & Öznacar, 2017). Employee capacities may be conquered and enhanced via training, which adds to the institution productivity. Instructors working in the education industry are in the same boat.

Schools that fail to provide necessary training to their teachers can expect average or poor performance from their teachers' activities in the classroom, the school environment, and the society at large (Mupa & Isaac., 2015). It was for this reason that the researcher decided to carry out this research in order to know if there was an impact of training and development on teachers' performance.

### **Research questions**

The researcher presented the following research question in order to approach the study problem on:

1. How frequently do teachers undergo training in educational sectors?
2. How has training and development affected the teachers in their profession?
3. What recommendation would be given to the human resource department concerning training and development programs so as to boost the performance of teachers in the teaching professions?

## **Methodology**

### **Research design**

This study used a qualitative descriptive interview survey technique. In the qualitative research method, one of the most basic techniques used to obtain data at the social level is the interview (Aull Davies, 1999). This technique was found appropriate because the goal of this research was to ascertain the state of the situation as it actually occurred during the investigation. This interview technique was carried out in the internet environment. E-interviews do not require being in a common space where the researcher and participant meet face to face. It is based on communication via computer (Linabary & Hamel, 2017). It is a technique widely used in the Covid-19 process.

### **Data collection method and procedure**

The study's sample included twenty participants, the bulk of whom were in senior secondary school. Two principals, two school administrators, and sixteen teachers were present. . The participants' views were collected through Zoom, Google Meet, and a video call from WhatsApp's. The participants take their time answering and sharing their thoughts on the

constructed interview questions at a time convenient for them. The meeting was documented using codes ranging from AB1 through AB20. The findings were based on a study of the recordings after all of the individuals had been surveyed. The demographic information of the participants is given in the table below.

**Table 1.**  
*Demographic Characteristics of Participants*

<b>Variables</b>	<b>f</b>	<b>%</b>
<b>Gender</b>		
Male	12	60.0
Female	8	40.0
<b>Age</b>		
20-29	8	40.0
30-39	6	30.0
40-49	4	20.0
50 Or Above	2	10.0
<b>Educational Qualification</b>		
Certificate	3	15.0
Diploma	6	30.0
Degree	8	40.0
Others	3	15.0
<b>Department</b>		
Administrator	2	10.0
Principal	2	10.0
Teacher	16	80.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

As seen in Table 1, most of the participants were male (60.0%) followed by females (40.0%). The majority were between the ages of 20-29 years while the least were 50 years and above accounting for 10% of the population. Most of the participants had educational qualification up to degree level (40%). 10% of the population were administrators and the same number was obtained for principals while the highest participants (80.0%) were teachers.

### **Data collection tools**

The study's main research question and the aims led to the construction of these open-ended interview questions. The questions consist of two sections, which include four demographics questions and five interview questions. Which were used to get the views of administrators, principals, and teachers on the impact of training and development on teachers' performance.

### **Validity and reliability**

The investigator secured the respondents and their information throughout data gathering to guarantee the study's validity and reliability. No personally identifiable information, such as names or dates of birth, was requested. The researcher followed certain important procedures to ensure the validity of the research. The validity of a qualitative inquiry is determined by the dependability of data interpretation (Hayashi, Abib, & Hoppen, 2019).

### **Data analysis**

The information was produced and evaluated using a descriptive research technique, which is among the qualitative data analysis methodologies. When implementing the detailed model, the remarks from the interviews were expressly employed. Respondents' replies to each

question in the interview were coded into similar themes (Schleicher, 2018). After a thorough translation of the replies, the authors agreed on the patterns that could be inferred from the replies.

## Findings

**Table 2.**

*Participants' Perspectives on The Types of Training That They Are Familiar With*

<b>Types of training</b>	<b>f</b>	<b>%</b>
Initial training	8	40.0
Induction	6	30.0
In service training	6	30.0
<b>Total</b>	<b>20</b>	<b>100</b>

Table 2 shows the results of the analysis of the instructors' professional training as teachers. 40% of teachers confirmed that they received special training before beginning their profession, which is known as initial training, then 30% were given induction training, while 30% maintain that they were not given training until they began their duties as a teacher, which means they were only given in-service training after a few months of service.

*"You must have been coached for at least 2-3 weeks before you are authorized to teach as a staff member at my school."*

*"Anyway, after you've been hired as a teacher, you should get started as quickly as feasible. When it came time for regular staff training, the new employees participated in it as well. So, whether it's for the first training or for in-service training, all employees must be present."*

**Table 3.**

*Participants' Opinions on How Frequently They Are Trained*

<b>Training activity</b>	<b>f</b>	<b>%</b>
Every term	6	30.0
Every new session	9	45.0
Once in a while	5	25.0
<b>Total</b>	<b>20</b>	<b>100</b>

Table 3 demonstrates that 45% of the participants claimed that training was done at the start of each new section, which is normally done by the HRD department. Then 30% did theirs every term, while 25% did theirs once in a while, especially when the learned approach became obsessed.

*"Training is usually organized for us instructors by the department of HRD for each new section, and it is always nice at the end since I always learn something new."*

*"Training occurs on occasion, particularly when it is determined that we, the teachers, are not productive enough in our sector HR decides to develop some training that will help us grow and increase our productivity."*

**Table 4.**

*Participants' Opinions On the Impact of Training and Development On Teaching Profession*

<b>Possible impact</b>	<b>f</b>	<b>%</b>
Positive	18	90.0
Negative	2	10.0
Not too sure	0	0.0
<b>Total</b>	<b>20</b>	<b>100</b>

Table 4 illustrates that training and development have a greater favorable influence on teaching than it does on other professions. 10% of the participant expressed their concerns with training and development since they believed in their natural ability to teach.

*“Training help my teachers to perform excellently well in their activities. That is why I make sure training is carried out by the HRD to both new and old staff of my school ‘an administrator”.*

*“Yes, training helps me develop in my profession because it encourages me to learn new ways to teach my students in the classroom says a teacher.”*

*“In any case, I don't see much difference in my opinion because training can be complex at times, and as a teacher, I may not be able to fully understand or gain much from it, but I am confident in my ability to teach”*

**Table 5.**

*Participants' Thoughts on How Effectively Their School's Training and Development Program Is Being Implemented*

<b>Assessment of program implemented</b>	<b>f</b>	<b>%</b>
Best	12	60.0
Better	6	30.0
Good	2	10.0
<b>Total</b>	<b>20</b>	<b>100</b>

According to Table 5, 60% of participants assessed the training as best, followed by 30% who rated it as better and 10% who rated it as good.

*“My school's training was excellent since the most up-to-date model of educating students was considered, tried, and trusted for the teacher's and the school's overall development ‘a teacher’.”*

*“Despite the fact that most training is repetitive, as a teacher, I obtained valuable experience.”*

**Table 6.**

*Participant's Suggestion to the School's Human Resource Department Regarding Teacher Training and Development Programs in the School.*

<b>Possible suggestions</b>	<b>f</b>	<b>%</b>
Positive	19	95.0
Negative	0	0
Not sure	1	5.0
<b>Total</b>	<b>20</b>	<b>100</b>

Table 6 analysis shows that both administrators, principals, and teachers had favorable remarks and recommendations for the HR department about teachers training in their school, with the exception of 5% participant who were unclear of the remark to make,

*“Of course, I will encourage the HR department to continue the regular training program using the new style and model of instructing students since it not only develops teachers but also enhances school performance in the educational sector “a principal.”*

*“You see, to be honest, I'm not sure what to say about the advice, but I do know that their training makes no difference a teacher.”*

### Discussion, Recommendation and Conclusion

The objective of this study was to ascertain the impact of training and development on teachers' performance. The study enabled administrators, principals, and teachers to express their opinions on how training had influenced teacher performance; how it could be improved; the effectiveness of the training implemented; and the development it brought to both the teachers, schools, education sectors, and society at large. Three main research questions guided these investigations, and in order to get comprehensive answers to these questions, five semi-structured interview questions were developed. The above-mentioned conclusions were derived from the participants' answers to these interview questions, which will be discussed in this section. During this discussion, it's vital to note that school administrators and HRD are responsible for teachers' training. Their primary role is to ensure that teachers are properly trained and developed through appropriate training and development programs. Teachers' training refers to policies and procedures that provide teachers with the information, attitudes, behaviors, and skills they need to execute their profession well (Osamwonyi, 2016).

Some new staff are not taught to know the sort of approach the school uses to instruct their students before entering the classroom to instruct the students, according to the instructors. On the basis of this fact, appropriate training, such as initial staff training, induction and ongoing in-service training for veteran employees in the school, should be provided on a regular basis to boost teacher productivity.

They also discussed how often they received teachers training; some agreed that it is done every new session, some per term, while others stated it is done once in a while. On the basis of this letter, the HRD should guarantee that teachers receive sufficient training on a regular basis.

Appropriate training and development have a significant impact on instructors' ability to provide students with instructions. Teachers benefit from training because it allows them to gain new knowledge about what to teach, how to teach it, when to teach it, and which approach is the most effective. Teachers who receive frequent training are more effective in their careers, in the education sector, and in society at large. As a result, HRD departments in education should ensure that teachers training is rich in knowledge that will help teachers improve their teaching skills. The study result was supported by this researcher (Matter, 2008).

The type of instruction provided at each institution varies; some are better, others are best. It is beneficial to understand that teacher training should not be taken lightly; it should have a significant impact on teachers' skills in all aspects of their career. Therefore, the HRD department should put forth tremendous effort in coaching teachers so as to bring out the best in them. Teachers' training should be innovative in order to pass on new skills to them.

In conclusion, the participants made several recommendations to the HRD, all of which were positive, with the exception of a participant who was unsure of the advice to give to the department. This indicates that the teachers are comfortable with the type of training, its effectiveness, and the personal development they have seen in themselves as a result of the training. The researcher took note of this while evaluating the opinions of the participants.

## Recommendations

The researcher recommends the following resources for a better understanding of this research theme:

1) Comparable studies should be conducted in other countries to better understand the impact of teachers training and development on teachers' performance.

2) If the study is repeated in Nigeria, a larger number of respondents and schools should be enlisted in order to justify the study's theme.

3) Quantitative research methodologies should be used to verify or highlight the same findings.

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