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Training, Self-Efficacy and Job Performance of Public Secondary School Teachers in Ogbomoso North Local Government Area

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Abstract

The study investigated the influence of training and self-efficacy on teachers' job performance in public secondary schools in Ogbomoso North local government area of Oyo State. The study adopted a descriptive survey research design. The research instrument used for the study titled "Influence of Training and Self-efficacy on Teachers' Job Performance (ITSTJP)" was validated and trial tested with Cronbach Alpha which yielded a reliability of coefficient of 0.83. The population of the study was 517 teachers in public secondary schools in the local government area. The sample size of the study was 226 using Krejcie and Morgan sample size table. Two research questions and two hypotheses were formulated for the study. Data collected were analyzed using descriptive statistics for research questions while t-test was used to determine

the validity of the null hypothesis at 0.05 alpha level of significance. The study revealed that training and self-efficacy have significant influence on teachers' job performance. Among others, the study recommended that governments should invest on staff training for improving teachers' job performance.

Keywords: Training, Self-efficacy, Teachers' Job Performance, Effectiveness, Secondary Schools.

Introduction

It is a common knowledge that teachers are the backbone of any educational endeavour, and the success or otherwise of educational activities greatly depend on their performance. Hence, they become indispensable not only in the school system but also in the society at large by influencing and moulding the future generations to the position they would be able to contribute their quota meaningfully to the growth and development the society. Since it has been accepted that no education can rise above the quality of its teachers, it becomes expedient therefore that their training, welfare, self-efficacy, effectiveness and performance among others are worthwhile.

Job performances of teachers like any other job is of crave concern to employers of labour. It is no doubt a good index of measuring employees' productivity. Ankrah and Koomson (2024) defined performance as the ability to combine skillfully the right behaviour towards the achievement of organisational goals and objectives. Udemba (2021) described job performance as the behaviour and outcomes that workers engage in or bring about which are related to the level to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the actualization of the organisational goals. Job performance according to Ibrahim (2021) is the result of the efforts workers put forth and the resources utilised on an activity which can be measured as a ratio of output to input. He however observed that in the school system, performance is measured in terms of both efficiency and effectiveness of teachers' job practices.

Teachers' job performance has been defined variously by scholars. Ankrah and Koomson (2024) conceptualised the concept as the duties and responsibilities performed by a teacher at a particular period in the school setting towards achieving educational

goals i.e. it is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Okeniyi, 2005 in Ankrah & Koomson, 2024). In the perspective of Amadi and Anero (2024), teachers' job performance involves but not limited to the fulfillment and execution of assigned duties within the educational environment and as well, evaluating their teaching effectiveness and competence. Nkwatsibwe and Balimuttajjo (2024) described teachers' job performance as the duties exercised by teachers at a given period in the school system in achieving organisational goals. They explained that teachers' job performance involves classroom management, lesson planning and methodologies, scheming work, co-curricular activities, involvement in guidance and counseling, participation in staff meetings, keeping statutory records of the school and a host of other functions. In the contribution of Virgana and Lapasau (2024), teachers' job performance is seen as a specific set of behaviours demonstrated during the course of working independently or in groups to achieve the target specified duties such as: teachers' professional capabilities; pedagogic, personal and communal responsibilities; mastery of information, and communication technology.

Udemba (2021) observed that the deteriorating level of teachers' job performance in Nigerian secondary schools: secondary schools in Ogbomoso north local government area inclusive, is fast becoming a serious threat to the realization of the goals and objectives of secondary level of education in Nigeria as espoused by the National Policy on Education (FRN, 2013), hence the need to addressing the issue passionately and urgently. In an attempt to holistically appraise and remediate the situation, the study therefore looked at training and teachers' self-efficacy as the major factors that could have serious impacts on the job performance of teachers in public secondary schools in Ogbomoso north local government area of Oyo State.

Hafeez (2021) sees training as an effective and potent ingredient of job performance and of course, the teachers' training as an important requirement and component for all educational activities. He believes that a trained and skillful teacher has appreciable abilities to teach students and implement various teaching techniques commendably. Ibrahim (2021) defined training as the formal and systematic modification of behaviour through learning, which occurs as a result of education. He observed that since the quality of educational outcomes depend to a great degree on the quality of teachers; the extent of their performance relies on the quality and quantity of the training received. In conclusion, Ezeani and Oladele

(2013) in Ibrahim (2021) noted that teacher training is widely classified into pre-service and in-service programmes and the prime objective of continuous training is to bring up to date, develop and widen out the knowledge foundation that teachers had gained during their preparatory teacher education and or make available to them new skills and professional understanding.

Hafner (2024) sees teacher self-efficacy as an essential variable that is associated with teachers' job performance. He claims that teachers with high self-efficacy tend to be more enthusiastic about teaching and discharge their duties better than those with low self-efficacy. What then is self-efficacy? Bandura (1995) in Hafner (2024) defined self-efficacy as a belief in one's capabilities to plan and execute actions or programmes that lead to a desired end or outcome. He explained that teacher's self-efficacy is a measure of a teacher's belief that he can enhance and promote learning within the classroom. Teachers with high self-efficacy are more likely to adopt effective teaching methods which will resultantly lead to a more robust and productive learning environment (Poulou et al., 2018 in Hafner, 2024). Moreover, teachers with high self-efficacy have confidence in their knowledge and anticipate high achievement from their students which assist them to believe in their abilities to make a difference in students' learning (Emiru & Gedefaw, 2024). Teachers' job performance is fundamentally important because it plays decisive impacts on students' academic outcomes, and it is a contributory factor on their future successes, potentials and proficiencies. Most Nigerians believe that job performance is directly related to teachers' welfare and job satisfaction; and any teacher who is happy or satisfied with his job will naturally have a strong self-efficacy to discharge his duties as expected and the other way round (Onaolapo et al., 2019). Since teachers' job performance is very essential and emphatic for the improvement of students' academic achievement, the study is therefore necessary and important.

Objectives of the Study

The objectives of the study include the following:

i. investigate the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area.

ii. assess the extent to which self-efficacy has contributed to job performance of public secondary school teachers in Ogbomoso North local government area.

Research Questions

i. What is the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area?
ii. To what extent has self-efficacy contributed to job performance of public secondary school teachers in Ogbomoso North local government area?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level of significance:

Ho_1: There is no significant difference in the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area.

Ho_2: There is no significant difference in the extent to which self-efficacy has contributed to job performance of public secondary school teachers in Ogbomoso North local government area.

Methods

The study adopted the descriptive survey research design. The population of the study was 517 teachers in public secondary schools in Ogbomoso local government area and a sample size of 226 in line with the recommendation of Krejcie and Morgan (1970). The instrument used for data collection was a self-structured questionnaire with a Four-Point Likert Scale respond mode, with a decision rule of 2.50. The instrument was validated by two experts in measurement and evaluation. Its reliability was determined with Cronbach Alpha which yielded a reliability of coefficient of 0.83. With the support of two research assistants, the instrument was administered on the respondents. The descriptive statistics of mean and standard deviation were used to address the research questions while t-test was used to examine the null hypotheses generated for the study at the probability level of 0.05.

Results

Research Question One: What is the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area?

Table 1: Mean and Standard Deviation of perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area:

One-Sample Statistics

	N	Mean (x)	Std. Deviation	Decision
1. Training helps class teachers in choosing right teaching methods.	226	3.51	.750	Accepted
2. Training assists teachers in classroom management and control.	226	3.65	.603	Accepted
3. Training gives teachers self-confidence and pedagogical skills.	226	3.64	.673	Accepted
4. Training broadens teachers' horizon and professional capabilities.	226	3.56	.679	. Accepted
			0.68	**Accepted**
Grand Mean		**3.60**		

(Criterion Mean = 2.5)

Table 1 provides analysis of the opinions of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area of Oyo State, Nigeria, with an overall Mean of 3.60 and a Standard Deviation of 0.68. This result indicated acceptance of teachers that training is a contributory measure of job performance among public secondary school teachers in Ogbomoso North local government area.

Research Question Two: To what extent has self-efficacy contributed to job performance of public secondary school teachers in Ogbomoso North local government area?

Table 2: Mean and Standard Deviation of the extent to which self-efficacy has contributed to job performance of public secondary school teachers in Ogbomoso North local government area:

One-Sample Statistics

	N	Mean (x)	Std. Deviation	Decision
1. Self-efficacy assists teachers in working cooperatively to achieving the school objectives.	226	3.56	.730	Accepted
2. Self-efficacy increases teachers' commitment to promoting the school culture.	226	3.58	.757	Accepted
3. Self-efficacy motivates teachers in pursuit of knowledge that will boost students' academic achievement.	226	3.54	.737	Accepted
4. Self-efficacy makes teachers to be discipline and assisting in creating conducive school environment.	226	3.57	.684	Accepted
		3.56	**0.73**	
Grand Mean				**Accepted**

(Criterion Mean = 2.5)

Table 2 presents the responses of teachers to the contribution of self-efficacy to job performance of public secondary school teachers in Ogbomoso North local government area of Oyo State, Nigeria. The Grand Mean of the opinions of the teachers showed the overall Mean of 3.56 and a Standard Deviation of 0.73 which indicated that self-efficacy influence has a positive on job performance of public secondary school teachers in Ogbomoso North local government area.

Hypothesis One: There is no significant difference in the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso north local government area.

Table 3: t-Test Analysis of Teachers' Perception on Training as a Contributory Measure of Job Performance among Public Secondary School Teachers in Ogbomoso North Local Government Area:

One-Sample Test

	Test Value = 1.80					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Training of Teachers	-.132	225	.895	-.004	-.06	.05
Teachers' Job Performance	-12.470	225	.000	-.406	-.47	-.34

Table 3 shows that t(225) = (-.132), $p < 0.05$ this implies that there is a significant difference in the perception of teachers on training as a contributory measure of job performance among public secondary school teachers in Ogbomoso north local government area of Oyo State . Hence, the null hypothesis one is hereby rejected at 0.05 alpha level of significance and 225 degree of freedom.

Hypothesis Two: There is no significant difference in the extent to which self-efficacy has contributed to job performance of public secondary school teachers in Ogbomoso North local government area.

Table 4: t-Test Analysis of Teachers' Perception on the Extent of Self-efficacy Contribution to Job Performance of Public Secondary School Teachers on Ogbomoso North Local Government Area:

One-Sample Test

	Test Value = 1.53					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teachers' Self-efficacy	-.104	225	.918	-.003	-.07	.06
Teachers' Job Performance	-4.181	225	.000	-.136	-.20	-.07

Table 4 indicates that $t(225) = (-.104)$, $p < 0.05$ this implies that there is a significant difference in the perception of teachers on the extent of self-efficacy contribution to job performance among public secondary school teachers in Ogbomoso north local government area of Oyo State. Therefore, the null hypothesis two is rejected at 0.05 alpha level of significance and 225 degree of freedom.

Discussions

The result of hypothesis one revealed that training is a contributory factor to teachers' job performance among public secondary school teachers in Ogbomoso north local government area of Oyo State. This finding is in conformity with the study of Ibrahim (2021) that revealed that training programmes play essential roles in raising the performance of teachers. Also, Ogunbayo and Mhlanga (2022) reported that training of teachers (especially, secondary school teachers) improves job performance and students' academic performance.

The result of hypothesis two showed that self-efficacy is a key variable that affects teachers' job performance. This finding is consistent with the study of Ortan et al. (2021) that reported that teachers' self-efficacy and other factors have significant effects on job satisfaction and well-being. The study conducted by Cabayag and Guhao (2024) also found that a strong, positive and significant correlation exists between self-efficacy, job performance and organisational commitment.

Conclusion

Training and re-training of teachers as well as self-efficacy have been shown as major fundamental factors that can enhance teachers' effectiveness and efficiency in this jet age. Consequently, all stake holders in the education industry must utilize the variables with a view of promoting teachers' job performance and resultantly, students' academic performance.

Recommendations

Based on the study's findings, the following recommendations are proffered:

i. The policy-making body of the education industry and other relevant stake holders should look into the provision of professional developments such as in-service trainings, seminars and workshop attendance, and further studies for teachers as a way of making them current and up to date in their respective disciplines.

ii. After the training, the government should give commendation letters and incentives in monetary form to the teachers who attended one form training or another in order to increase their job performance.

iii. Teachers need to be motivated to always give their best to the system by providing them with adequate resources like modern libraries and laboratories, decent offices, and better salary packages.

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