

Training and Development, Impact on the Performance of Home Economics Teachers and School Improvement in District II of School Division in Lagos State, Nigeria

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Abstract: This study examines the impact of Training and Development on the performance of Home Economics Teachers and School Improvement. A survey research design was employed for the study. A Total Population of 132 respondents was selected for the study. A co-efficient of 0.82 was obtained for the instrument. The findings of the study revealed among others that training and development has a positive impact on the performance of Home Economics Teachers. The study recommended that teachers should be encouraged to go for in-service training. This will brighten-up their ideas and enable them to know more about the recent developments in their subject area.

Key words: Training and development, performance, home economics, improvement, school division, Nigeria

INTRODUCTION

Education is considered as the most important instrument for change and National development. According to Odumosu (2000), to improve the standard of education in Nigeria, the society has to first educate the educators and motivate them to perform their duties well.

The success or otherwise of any educational system rest to a large extent on teacher's effectiveness which also depends on the training and quality of their education. Teachers' training and development is so important as the nation's development itself depends on education. This may have informed the Nigerian Government through its National policy on education in 2004 to note that teachers' education and training will continue to be given a major emphasis in all the nation's educational planning as no education system can rise above the quality of its teachers (Akinmoyewa, 1994).

Adegbile (2003) points out that the development of students in terms of the quality of education he receives depends on the quality of the various teachers to whom he is exposed. The implementation of the foregoing is that teachers are one of the most important factors in teaching and learning process.

Most of our teachers have left school of for a long time and have not been given opportunity for training and re-training. According to Batagarrawa (2000), the teachers should be made the center of learning because unless the teacher is good, no matter how beautiful the facilities are, he will not be able to impart quality knowledge.

It must be noted here that the effectiveness and success of any organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organization like educational institution, conduct final Training and Development programs for the different levels of their man-power.

Training and Development is a tool used by organization to achieve the best results in its employees' performance. All organizations have their own methods, ethics styles and ways of achieving their set objectives which give room for modeling the minds of the workers and prepare them for the challenge ahead of them in performing their duties.

Each organization is unique in its own way and that is the reason some schools get more students irrespective of their high cost. It is this uniqueness that makes the head of each school to invest time and resources in training and development of its staff.

According of Momodu (2001), the moment an employee start work, he/she is expected to receive regular formal training daily while on the job, in addition to the formal training he/she already had to improve his/her performance. In other words a worker is made to start a career the day he/she is employed, not minding a teachers' educational attainment before he/she secure a job, he/ she will still be introduced to the dynamic of the

school/where he/she secured a job and has to pattern his programmes towards the existing training programmes available for him/her.

Secondary schools face the challenges of developing greater confidence, initiative, solution finding and problem-solving capabilities by their teachers. Schools need capable staff at all levels to be more efficient, resourceful, creative and reliable in order to meet the high demand.

The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furthermore of individual organization growth, also Isiyaku (2000) postulated that the process of training and development is a continuous one.

Teaching is a complex and demanding profession. All over the world, societies change in response to the new knowledge gained, technological development, globalization and requirement for an ever-more sophisticated and educated population. Teachers are in the fore front of such society changes, responding with speed and confidence to the new demands made of them, in terms of their knowledge and way in which they teach.

As curriculum changes worldwide and putting increased emphasis on the acquisition of skills as well as subject knowledge, training and development have greater impact or effect on the Home Economics teachers and their students at large. The training and development of personnel (Teachers) if well handled will act as a catalyst to over all progress and development of the organization (school).

It must be emphasized that all aspects of the school depends on the inputs from training and development of staff and that the relevance of training and development on Home Economics teachers ensure that the teachers have level of knowledge and skill to fully perform their roles. When this is well coordinated it spurs higher productivity which every school strive to achieve.

Training and Development of teachers creates a learning culture by providing opportunity for learning culture by providing opportunity for learning. Where teacher undergo training and development either in classroom or on the job, such teachers are made to appreciate the opportunities provided and strive to compensate themselves and their organization (school) by becoming competent and more productivities. All these will aid the school as an organization to make progress which will clearly reflect in their students performances.

The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory. This study examines the impact of training and development on the performance of Home Economic Teachers and school improvement in Lagos State Nigeria.

Statement of the problem: The issue of low output in terms of teaching Home Economic subject has been the major concern of the parents, government and the society. This is evident in the student's attitude towards the subject. This problem of low output in teaching Home Economics has constituted a problem in the field of vocational education in the sense that majority of the students are not able to demonstrate the skills expected of them at the end of their secondary school. It is on this basis, that the researchers looked into training and development as a way of improving the job performance of Home Economics teachers and school improvement.

Purpose of the study: It has been observed that there is keen competition in the school business today. Since the world has become a global village where competition no longer has boundaries, the only way schools could survive in the global competition is to invest through training and development in order to achieve its objective of being the best in the world.

Research questions: The study attempted to find answer to the following research questions:

- What impact does training and development have on the performance of Home Economics Teachers?
- What are the possible media through which Home Economics teacher can be improved?
- What type of training is most suitable for the improvement of the performance of Home Economics Teachers
- What are the facilities that can aid the training and development of Home Economic teachers?

MATERIALS AND METHODS

Researcher design: The survey method was adopted in this study.

Population: The target population for this study consists of 132 Home Economics Teachers in all the 3 Zones under District 11 of School Division in Lagos State.

Sample: The researchers made use of all the 132 Home Economics Teachers in all the three local Zones under District 11 of School Division in Lagos State Nigeria.

Instrumentation: The instrument used for data collection is questionnaire that was administered to all the Home Economics Teachers in the three local Zones the questionnaire was divided into 6 sections. Section A contained questions on personal data, section B on impact of training and development, section C on media, section D on types of training, section E on facilities available and section F contained questions that bothered on differences between trained and entrained teachers.

Validation of the instrument: To determine the extent, to which the instrument used in this study measure what they were supposed to measure, two methods of validity were used VIZ: face validity, content and construct validity. Some of the questionnaires were modified and were given to experts to determine its suitability and appropriateness regarding the items, their suggestions and corrections were utilized in the final draft of the questionnaire items.

Procedure: The questionnaires were administered personally by the researcher so as to ensure a good percentage of response.

Reliability: The test re-test method was used to measure the reliability of the instruments. The Pearson Product

Moment Correlation Co-efficient (r) 0.82 was obtained. This value suggests that the instruments were reliable.

Data analysis: Data collected were analyzed using the descriptive statistics of mean and simple percentage. The Decision-point was put at 2.5. This therefore implies that a mean rating of less than 2.5 is "disagree" while a mean rating more than 2.5 is "agree".

RESULTS

The results of the analyses are presented in accordance with the research questions which guided the study.

The Table 1 shows that respondents agreed with items 1, 2, 3 and 5 with the mean value of 3.6, 3.4, 3.5 and 2.6, respectively; that training and development. Boost the morale of Home Economics Teachers, helps to upgrade teacher's skill performance and gives opportunity to gain lucrative job. The Respondents disagreed with item 4 with the mean value of 2.1 that training and development does not lead to job satisfaction.

Table 2 indicates the media through which Home Economics Teachers can be improved. The respondents agreed with items 1, 2, 3 and 4 with mean value of 3.0, 2.8 and 3.4, respectively. This shows that seminars, in-house training, workshops and conferences are media through which Home Economic Teachers can improve their performance.

Table 1: Effect of training and development on the performance of home economics teachers

S/n		4 SA	3 A	2 D	1 SD	Total	Mean (X)	Decision
1	Training and development boost moral of home economics teachers	78	54	-	-	474	3.6	Agreed
2	Training and development helps to upgrade teachers skills	48	84	-	-	444	3.4	Agreed
3	Training and development leads to job satisfaction	68	64	-	-	464	3.5	Agreed
4	Training and development leads to job satisfaction	16	24	60	32	288	2.1	Disagreed
5	Training and development gives the opportunity to gain lucrative job	8	68	52	4	396	2.6	Agreed

Table 2: Media through which home economics teachers can be improved

S/n		4 SA	3 A	2 D	1 SD	Total	Mean (X)	Decision
1	Seminar is a medium through which home economics teachers can improve their performance	20	92	14	6	396	3.0	Agreed
2	In-house training serve as an effective tool through which home economics teachers can be developed	26	76	18	12	380	2.8	Agreed
3	Workshop helps to improve the performance of home economics teachers	34	76	22	10	388	2.9	Agreed
4	Conference is a medium through which home economics teacher can improve their performance	52	78	1	-	444	3.4	Agreed

Table 3: Most suitable training for the improvement of the performance of home economic teachers

S/n		4 SA	3 A	2 D	1 SD	Total	Mean (X)	Decision
1	Pre-employment Training is the most suitable for the tanning and development of home economics teachers	10	36	70	16	304	2.3	Disagreed
2	Informal Training is the most suitable training and development programme an home economic teacher can receive	-	46	60	26	284	2.2	Disagreed
3	On-the-Job training is the most suitable for training and development of home economics teachers	-	20	34	78	284	2.2	Agreed
4	There is no type of training development programme that is not suitable for the training and development of home economics teachers	58	64	8	1	442	3.3	Agreed

Table 4: Facilities that aid the training and development of home economics teachers

S/n		4 SA	3 A	2 D	1 SD	Total	Mean (X)	Decision
1	Manpower resources are determinants needed for the training and development of home economics teachers	86	46	-	-	482	3.7	Agreed
2	Financial resources are major facilities needed for training and development home economics teachers	102	30	-	-	498	3.8	Agreed
3	Modern technology are effective tools for the training of home economics teachers	80	52	-	-	476	3.6	Agreed
4	Spaces could be considered as vital facility in the training and development of home economic teachers	24	108	-	-	3.2		Agreed

Table 5: Difference between a trained and developed home economics teachers

S/n		4 SA	3 A	2 D	1 SD	Total	Mean (X)	Decision
1	Trained home economics teachers are more effective	32	56	34	10	382	2.9	Agreed
2	Trained home economics teachers do not necessarily have more job satisfaction than the untrained ones	24	50	20	38	324	2.5	Agreed
3	Students taught by the trained home economics teachers perform better academically than the ones taught by the untrained ones	18	64	68	1	326	2.7	Agreed
4	There is no difference in the level of commitment of trained home economics teachers and the untrained ones	14	44	52	22	314	2.4	Disagreed

Table 3 shows that the respondents disagreed with items 1, 2 and 3. With mean value of 2.3, 2.2 and 2.2, respectively. The respondents agree with item 4 with the mean value of 3.3 which means there is no type of training and development programme that is not suitable for the training and development of Home Economics Teachers.

In Table 4 the respondents agreed with items 1, 2, 3 and 4 with the mean value of 3.7, 3.8, 3.6 and 3.2 respectively. This means that Manpower resources, financial resources, modern technology and spaces are facilities that aid the training and development of Home Economic Teachers.

Table 5 shows that respondents agreed with items 1, 2 and 3 with mean value of 2.9, 2.5 and 2.7, respectively. Respondents disagree with item 4 with mean value of 2.4 this means that trained Home Economics Teachers are more Job satisfaction and students taught by them performed better academically than the untrained ones.

DISCUSSION

The finding of the study shows that training and development boost the moral of Home Economics Teachers, upgrade teachers' skills, improve teachers' performance and give opportunity to gain lucrative jobs. The finding is in conformity with Denyer assertions that training aimed at providing the trainee the opportunity of changing their behaviors contribute to teachers' effectiveness and up grading teacher's skills.

The finding of the study also revealed that seminars in-house training, workshop and conference serves as effective media for the training and development of Home economics teachers. Pre-employment training, informal training is not the most suitable program for the important of Home Economics Teachers. The most suitable training

programme at a particular time might not be most suitable one in another period of time and might depend on the training need at a particular point in time.

In addition, Manpower resources, financial resource modern technology and space are facilities that aid the training and development of Home Economics Teachers. The study found out there are differences in the production of the trained teachers and the untrained one.

CONCLUSION

Training and Development might not necessarily lead to job satisfaction of Home Economics Teachers but it helps to improve their performance and this is in conformity with Ogunntimehin (2001) that training and development leads to increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine, reduce waste accident, turnover, lateness, absenteeism and other overhead costs eliminates obsolesce in skills technologies, methods product capital management e.t.c thus, training and development has a positive impact on the performance, of Home Economics Teachers as well as school improvement .

RECOMMENDATIONS

Based on the findings and conclusion in this study, the following recommendations were made:

- Teachers should be encouraged to go for in-service training this will brighten up their ideas and it will enable them to know more about the recent developments in their subject area.

- The schools should always determine the training need in order to organized programme that would most suitable for the achieved of such needs.

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