



In-Service Training and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract

The study investigated the relationship between in-service training and teachers' job performance in public senior secondary schools in Rivers State. The design of the study was correlational research design while the sample of 845 public senior secondary school teachers who were drawn through stratified random sampling techniques from a population of 8452 teachers. Six research questions were stated to guide the study. They were investigated with data which were collected through the administration of copies of researcher's adapted instrument titled "Teachers In-service Training Questionnaire (TITQ)" and "Teachers Job Performance Questionnaire (TJPQ)" on the sample. The research question 1 and 2 were answered with mean and standard deviation while Pearson Product Moment Correlation was used for questions 3 to 6. The four null hypotheses were tested at 0.05 alpha level using Regression Analysis. The major findings of the study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teacher learning, teacher growth, teacher needs, teachers' collaboration and job performance in public senior secondary schools in Rivers State. From the study it is concluded that in-service training has positive impact on teacher job performance in public senior secondary schools. Based on the finding some of the recommendations were made: opportunities for in-service training programme should be made available to all categories of teachers, all stakeholders should revitalize the organization of regular seminars, workshops and conferences for old and newly employed practicing teachers and government should bear the financial burden for teachers' in-service training programmes by making budgeting allocation for that purpose. Also, distance supported e-learning at school level should be encouraged.

Keywords: In-Service Training, Teacher, Performance, Pre-Service Training.

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INTRODUCTION

Secondary education is the education children received after primary education and before the tertiary stage. Secondary education is divided into two sections namely: Junior Secondary School and Senior Secondary school which are aimed at preparing the individual for useful living within the society and higher education. It is consequent upon this that the teacher factor and knowledge level of teachers in our secondary schools have become critical issues worthy of consideration. The degree of knowledge available to teachers is acquired in two ways namely: Pre-service training and in-service training. Most teachers in secondary schools in Rivers State like in some other places have under-gone the pre-service training prior to employment. However, in-service training for these teachers has remained a luxury over the years.

The teacher shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education sector. The extent to which this can be done depends on the quality of training received by teachers since the quality of educational outcomes depends to a great extent on the quality of teachers. Ayodele and Adegbile (2003) indicated that the development of students in terms of the quality of education is dependent on the quality of knowledge that the teachers have. All over the world, there is a technological revolution in education which according to Etim (1998) that teachers must necessarily be part of the revolution through in-service training. In the United States, teachers' training has become one of the most prominent exponents of title 2 of No Child Left Behind (NCLB, 2011) and 72% of teachers reported having engaged in training in the subjects they taught which gives them job satisfaction (Parsed, 2000).

Teachers' job performance is a complex phenomenon especially in relation to the concept of in-service training. Job performance is the actual accomplishment of assigned task. It is the actual work done against the expected standard of achievement. There are numerous activities which teachers carry out which determine how effective and productive their jobs might be. Such activities include the drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress. Other activities carried out by teachers include maintenance of discipline among students, keeping of attendance registers of students, participation in staff meetings, conduction of morning devotion, house mastership, counseling, participation in sports, games and club activities. These job areas which relate to the individual teacher's performance need adequate skills.

In-service training programme refers to all activities intended to increase the skills and capabilities of personnel. Such programme may include the education provided for workers either in industries, schools or other institutions. According to Okolie (1995), regardless of an employee pre-service training level, there is a need for every staff to constantly renew, upgrade and update his/her knowledge, skills and capability in order to keep pace with the rapidly changing society.

Redmond (2010) saw in-service training as public or private education programmes directly applicable to work situation. An educational organization may have teachers with the ability and determination with the appropriate equipment, with the appropriate teaching equipment and managerial support yet performance falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge, which is acquired through training and retraining after employment (Basse et al. 2011; Eze, 2016). Commenting further Iboma (2008) is of the opinion that effective re-training can change the entire view of workers in an organization and make the firm more productive as new skills and attitudes are developed by workers. Looking at the indispensability of in-service training and development to an industrial set up, Ladipo-Ajayi (1994), observed that both are very demanding ventures in any organization because people commit huge resource to them.

Nigeria government's effort to enhance the quality of teachers has actually been done through various forms of policy statements. There are policies established to strengthen the existence of teachers as professionals, like other profession, profession quality of teachers has always been pursued, either through the provision of educational qualifications or in-service training activities, with its various forms such as education and training refresher courses, and involvement in various seminars to update his/her insights in pedagogy and academic competence.

The same is true of the teaching profession. Training is very necessary for teachers because a teacher who is not growing in skills cannot keep his/her relationship with her profession alive. To fail to grow is to face the same classroom everyday with the same subject to teach in the same way, in which case the dynamics of the profession will be missing, and instead of the challenge of growing and pride in getting better there is only repetition in service. Training is important; also, when one considers that the beginning teachers need to have a smooth transition from training schools to the classroom. This is because they are often faced with several challenges upon beginning their teaching career. Such challenges include class assignments, change in assignments, change in classroom discipline and management, working with new curriculum, demanding teaching loads, motivating students dealing with individual differences among students, assessing students and communicating with parents. Hence Olaniyan and Ojo (2008) argued that knowledge from training and retraining is the substance capability, skills, understanding and information needed by individuals to perform and function effectively in an organization. This will be verified in this study.

Statement of the Problem

Generally, job performance is taken for granted. Workers are expected to do well in their jobs, but the need for enabling environment is not being given the priority it deserves. The situation is even worse in teaching profession where the society feels that teachers are owed nothing. The ways teachers teach have direct impact on the learning outcomes. Therefore, it is of utmost importance that teachers should be retrained after employment for the achievement of quality education. Teachers are expected to update and upgrade in their skills and knowledge in their subject areas and teaching methodology. Yet the needed trainings and retraining which government authorities and school managers are supposed to offer are not given due consideration. This has led to lack of morals and inability to adapt to changes and innovations in the educational system. Some studies have investigated the effect of in-service training on staff development and job performance but it does appear that only a few work have been done in examining the relationship between in-service training and teachers' job performance. For instance, a study on manpower development and lecturers' productivity in tertiary institutions in Nigeria found out that there is a significant relationship that existed between manpower development and lecturers' job performance. Teachers, like other professionals, may have to continue their education after-qualifying, a process known as continuing professional development. This consideration has informed the choice of the researcher to develop interest in examining the influence of in-service training on teachers' job performance in public senior secondary schools in Rivers State. The problem of the study therefore is: What is the relationship between in-service training and teachers' job performance in Public Senior Secondary Schools in Rivers State?

Purpose of the Study

The purpose of the study was to determine the relationship between in-service training and teachers' job performance in public senior secondary schools in Rivers State. The following specific objectives will guide the study:

- To examine ways teachers' participation in in-service training programmes can be rated in Public Senior Secondary Schools.
- To investigate the level of teachers' job performance in public senior secondary schools in Rivers State.
- To identify the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State.
- To find out the relationship between teachers' growth and their job performance in public senior secondary schools in Rivers State.
- To determine the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State.
- To examine the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study on in-service training and teachers' job performance in public senior secondary schools in Rivers State:

- In what ways does teachers' participation in in-service training be rated in public senior secondary schools in Rivers State?
- What is the level of teachers' job performance in public senior secondary school in Rivers State?
- What is the relationship between teacher learning and their job performance in public senior secondary school in Rivers state?
- What is the relationship between teachers' growth and their job performance in public senior secondary schools in Rivers?
- What is the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State?
- What is the relationship between teachers' collaboration and their job performance in public senior secondary schools?

Hypotheses

The hypotheses stated below guided the study:

- **HO₁:** There is no significant relationship between teachers' learning and their job performance in public secondary schools in Rivers State.
- **HO₂:** There is no significant relationship between teachers' growth and their job performance in public senior secondary schools in Rivers State.
- **HO₃:** There is no significant relationship between teachers' needs and their job performance in senior secondary schools in Rivers State.
- **HO₄:** There is no significant relationship between teachers' collaboration and their job performance in public senior secondary schools in Rivers State.

Significance of the study

It is believed that the result of this study will be useful to the teachers because as the government get to know and provide their in-service training needs, they will get a better knowledge and this will make their job easier. The government will also benefit from the findings in the sense that as the situation of teachers regarding in-service training is brought to focus and taken care of; the teachers will put in their best in the educational sector.

Also, the finding will be useful to the students, because if the teachers are well provided for, they will be in a better position to provide enriched knowledge for academic, social and moral excellence. The findings of the study will be beneficial to researchers as it will contribute to the existing literature in order to add to the body of knowledge in this field. Lastly, the findings of the study will provide the senior secondary school board with the needed data and information for policy formulation and recommendation.

REVIEW OF RELATED LITERATURE

Theoretical Framework

The theoretical framework of the study is based on Abraham Maslow's (1943, 1970a,b) hierarchy of needs theory, which is one of the most popular motivation theories. Maslow's hierarchy of needs theory stated that human beings have needs that are hierarchically ranked. The theory suggests that people are motivated by five categories of needs, namely: Physiological, Safety, Belongingness, Esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behavior. Willington and Evans (2005) opined that each of these operates at all times, although one deficient dominates the individual's behaviour at any time and circumstance. Maslow's hierarchy of need is commonly displayed in pyramid form, with the basic need at the bottom and the higher needs at the top. The needs were depicted in this way to show the significance of each need on the others with the most important and broadcast category being the physiological needs at the base (Redmond, 2010).

Physiological needs: These needs are basic to human life and, hence, include food, air, water and clothes. The physiological needs are to be met first at least partly before higher level needs emerge.

Safety needs: After satisfying the physiological needs, the next needs felt are called safety and security needs. This second level, derive from the desire for a peaceful and stable work environment.

Social belonging: This needs which include associating with others, love participation in social activities remain fundamental workers' adjustment at work environment. These needs are met by belonging to group giving and receiving friendship and affection (Hoy & Miskel, 2008).

Esteem needs: reflect desire to be highly regarded by others. Essential to these needs are positive self-image, attention, recognition and appreciation.

Self-actualization: In this content self-actualization is the need to be what an individual want to be, to achieve fulfillment of life goals, and to realize the potential of his or her personality. Maslow believed that self-actualization is a process, not an end state.

Maslow's hierarchy of needs theory is based on three fundamental postulates as thus:

- Individuals' needs are universal and arranged in a hierarchy.
- Unfulfilled needs lead individuals to focus exclusively on those needs.

- Lower level needs must be largely satisfied before higher level needs can be felt and pursued.

Relating Maslow's theory to this study, among the hierarchy of needs this research work centered on cognitive needs and self-actualization needs. However, sometimes when school administrators analyze the work environment, they tend to focus on structure to the detriment of the individual. For example, teachers have need for professional growth through in-service training programmes. But to neglect the individual element of the school social system is highly detrimental. Indeed, teachers bring with them needs and develop their own personal orientation. Although teachers occupy position in schools they are merely actors devoid of unique needs. A key conclusion can be drawn from Maslow's theory. Individuals try to satisfy different needs at work, For instance, teachers among other needs in the school organization desire self-development and realization of full potential. Accordingly, to have a motivated workforce, administrators in the school organization must determine which needs teachers are trying to satisfy and make sure that such teachers receive outcomes that satisfy their needs especially when they perform at a high level and contribute to the organizational effectiveness.

Concept of In-Service Training

A good reason why in-service training needs to be understood is that for an organization to succeed it depends on its workforce, and to get the best from the workforce, it must be continuously trained and developed. In-service training programme involves equipping organizational workforce with all necessary skills needed for their improved satisfactory job performance, In-Service training give room for workers to develop and enhance their skills. It is a wonderful tool employed by organization to achieve the best result from their employees. According to OECD in Musset (2010) In-service training is geared towards updating, developing, and broadening the knowledge that teachers had acquired during the initial teacher education and provide them with new skills and professional understanding. It improves the effectiveness of teachers.

Eghonmwan (2008) defined in-service training as the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary because no employee has attained the level of perfection at the time of hiring. They need to be developed right from the time they take up their appointment to the day they retire. Harris, Bessort and Mcintye (2001) defined in-service training in a simpler way as activities that are intended for the instructional improvement of staff members.

Salimba (2005), Ogunu and Omoke (2006), Tel-Guebuza (2013) and Uzemen (2013) See in-service training as a series of short programmes made available to teachers or personnels in order to acquire higher qualification and improve on their professional practices. They added that "in-service Distance Education" "irregular Education Programme", Adult learning", "Adult continuous Education", "Part Time Programmes", Part-time studies", Sandwich Programmes" and among others are the various names given to the educational programmes provided outside the normal working hours and working environment.

This kind of training usually takes place in training schools, conferences, seminars, workshops, among others. Alufohai, Ibhafdom and Mamudu (2012) and Tumara (2013) listed four categories of teachers who should participate in-service training programmes: The holders of first primary school leaving certificate, senior secondary school certificate (SSSC),

National Technical certificate (NTC), National Business (NBC), the second categories are the serving secondary school teachers with the Nigeria Certificate of Education (NCE). The Third category of teachers for the Part-time programme is those with adequate academic qualifications but lack professional training. The first categories are advised to go for a three year to five years programmes in any colleges of Education/Universities for the Nigeria Certificate of Education (NCE), bachelor degree in education.

The second categories of teachers are advised to go for training programmes in any Universities or degree awarding colleges of Education to acquire Bachelor's degree in education. The third categories of teachers are advised to go for the Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Technical Education (PGDTE) on part-time as embedded in Section 8, number 78(a-c) of the education policy document (Federal Republic of Nigeria, 2014) at bringing in professionalism into teaching. The fourth category is the Master of Education (M.Ed.) part-time programme is an attempt to further equip the teachers in service. Teachers acquiring more knowledge, skills and upgrading their certificate will bring about more standard Job proficiency and thus, improve the nation's standard of education.

According to the United State Department of Health Education and Welfare (2002) has described in-service training as a programme of systematized activities promoted or directed by the school system that contribute to the professional or occupation growth and competence of staff members during the time of their service to the school system. In-Service training is a very important aspect of staff development. Igbo, Eze, Eskay, Onu and Omeye (2012) describes in-service training as an on the job training used by organizations to bring about development and improved competency in the workers.

Types of In-service Training

There are many types of in-service training or staff development programmes in organizations. The methods and types of training will differ and in accordance with the need or goal of the establishment. The Nigerian teacher's service manual 1987, section 1 number 'c' and 'f' that is provision of opportunities for advancement and benefits in the career structure council as their functions. Also, section III number II listed some suggested modes of in-service education to include:

- Evening courses;
- Day release;
- Short/ full time courses;
- Vocation courses;
- Workshops and seminars;
- Teachers Centre - based course;
- Correspondence courses;
- Radio TV courses;
- Study leaves with pay;
- Sabbatical leave.

Giving more light and in agreement with the commission, Okoro (2001) stated that there are many in-service options and alternatives, which includes holiday courses which she has as a short, but intensive course organized during the long holidays and vacations. The courses may be for about eight to ten weeks' duration with the assistance of professional members of

related disciplines in higher institutions and or other specialist from related ministries, industries and firms.

Study leaves: Teachers may be permitted to take a year or more to pursue professional improvement courses at least once in every five years.

Workshops: This can be a series of field trips or scientific expeditions to intensive study of educational problems.

Extramural courses: Are programmes directed specially at improving the competence of teachers for their work, planned and conducted under the supervision of teacher trainers or project supervisor.

Industrial experience: This involves teacher visiting some industries that use the current and modern equipment and facilities.

Vocational teachers meeting: Teachers forming themselves into professional bodies. Each teacher participates with other teachers in a group, which meets regularly over a period of time to study problems relating to vocational education. From the above, it is very important for education planners and policy implementers to appreciate the need to ensure that the teachers embark on development programmes to enable them fit into the new demands of education today. Many forms and types of development policies and programmes are designed for teachers. It is therefore the duty of the teachers and the institution to make themselves available and to agree on the best type of programmes that will benefit the teacher and their organizations. Obasi (2003) and Ohiri (2003) categorized training methods into two kinds:

On-the-job training: Training in this aspect is conducted by the supervisor or a senior employee who is responsible for instructing the employees. It may take the following methods or forms:

- Job instruction;
- Coaching;
- Job Rotation;
- Apprenticeship.

Off the job training: Organizations uses of-the-job training when it wishes to provide training that will supplement its on-the-job efforts of facilities. Off-the-job training takes the form or methods of:

- Lecture or classroom;
- Discussions or conference;
- Films and TV;
- Programmed instruction;
- Simulations;
- Training devices;
- Cases study or role playing.

They agreed that, in-service training programme is educational programme and activities which every serving teacher should undergo to improve his professional knowledge and skills (Iloli, 1999). Any explanation to something new is automatically training because it will be an additional application of a skill. Consultation with an employee as a proposal will help that person to exchange ideas, see the other person's point of view and generally develop his own powers of analysis. Another type of training as suggested by Iloh is delegation. The principal who delegates correctly is training his teacher. According to Nnabuo (1996) both

the fresh teacher and the 'old' experienced teacher requires at one time or the other on-the-job training to improve their performance. He therefore advised school principals to arrange local in-service training for their staff through lectures, staff discussion, seminars curriculum workshops, and constant supervision and evaluation techniques. Eghe (2002) in his report titled: Organizational effectiveness: A theoretical analysis revealed that transfer of employee could serve as means of giving all round training to the employees in the different aspects of department work. The in-service training programme is for a good organization to rotate its employers so as to equip them with different types of skills in the department. The ability of a purposeful system to survive and serve its fundamental purpose will depend on the selection and retention of persons with knowledge, skills and attitude as well as a systematic programme of staff training for staff will differ and in accordance with the need or goals of the establishments, and to include: induction training, on-the-job training, off-the-job training, supervisory training or reorientation and management training.

The teacher must be encouraged to develop all necessary skill, unfolding set of knowledge and abilities to perform his roles effectively. Agulanna (2001) posited that development programmes may be classified as on-the-job and off-the- job experiences. On the job development experiences consists of job rotation, lateral promotion, and special appointments to team, projects or matrix assignments, development experiences. Off-the-job may include professional reading, conference attendance, managerial simulations case study. In his general approaches to training he listed the following:

- On the job training;
- Internal training courses by company personnel;
- Internal courses run by external consultants;
- External training courses;
- Job orientation;
- Classroom training.

Okoye and Onuoha in Okolie (1995) in a paper on Nigeria education system in crisis agreed that nest serious crises in Nigeria education system is the quality of secondary school staff. They advised for regular in-service programmes in form of workshops, encouragement, seminars, and sandwich programme to be organized for teachers from time to time. The Nigerian policy on Education recognizes the need for teacher's development. It is necessary therefore to evaluate regularly, the teacher development programmes and the teacher quality through regular evaluation the teacher's teaching quality and the development programmes.

In-service Training and Teacher Growth

According to Eduwen and Tayo (2016), the importance of in-service training of teachers cannot be overstressed. It is a necessity in enhancing work performance and motivation of teachers in the field. They further stated that the absence of in-service training will slow down the professional growth of teachers as well as 'missing gaps' between demnads and actual achievement levels. It is therefore important that serious attention should be given to in-service training of teachers to promote their professional growth and development. McGill (2013) opined that schools should offer more support and time for training, but teachers also need to take responsibility for their growth.

The American US Department of Health, Education and Welfare (1965), described in-service training as a programme of systematized activities promoted or directed by the school system that contributes to the professional or occupational growth competence of teachers and other members during the time of their service to the school system.

Need for Teachers In-service Training

The reasons for in-service training of teachers are enormous. There is no doubt that the National Policy on Education (FRN, 2014) prescribed NCE as the Minimum teaching qualification in Nigeria. Consequently, teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competences. Furthermore, Okolo (2013) asserted that education is the key to human capital development and the system must be subjected to reforms and repositioning as state education system do not transform societies. According to Factoran (2009) the purposes of in-service education are as follows:

- To promote the continuous improvement of total professional staff of the school system;
- To eliminate deficiencies in the background preparation of teachers and other professional workers in education;
- To keep the professional abreast of new knowledge;
- To release creative activities;
- To give the much-needed support to the teachers who are entering a responsibility or a new field of work especially the new teachers.

Kpangbam in Osamonyi (2016) pointed out that rationale for in-service training for teachers include the followings:

- It is recognized that however good existing pre-service teacher training programmes are, they by their very nature cannot equip intending teachers with all they need for a life-time of work in the classroom.
- There are clear indications that teachers are members of an under – educated profession, whose working conditions do not encourage the kinds of peer interaction which would improve performance.
- There is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsible to such changes.

In addition, Alabi and Ige (2014) highlighted the purpose of in-service training of teachers as follows:

- Preponderance of unqualified teachers in the educational system;
- Improvement of the curriculum;
- Issue of unemployment;
- Unsatisfied admission demands;
- Degrading quality of teaching;
- Poor performance of students in examinations.

Teacher Job Performance

The educational successes and failure of it activity to a great extend depends on the performance of teachers. Therefore, the performance of teachers is emphatic for the improvement of education. Performance is the accomplishment of assigned task. Performance is the actual work done as against the expected of achievement. Performance is the result of

the effort exerted and the resources utilized (Vipinosam, 2015). Performance is measured in terms of both efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012).

Awotua-Efebo in Andabai and Basuo (2013) has identified some performance criteria that teacher should be aware of and practice on entry into the teaching profession. These are: good classroom management, a caring personality, participation and involvement in school activities attractive appearance, admission of one's own mistakes. Self-control punctuality to work, co-operation with constituted authority and fellow staff and commitment to duty.

Peretemode in Amin et al. (2013) stated that job performance is determined by the workers level of participation in the day to day running of the school system. There are some factors which contribute are as follows:

- Satisfying the learners through his teaching style and quality;
- Apart from teaching performance of other assignments as assigned by the principal and the department;\
- Management of class discipline, student motivation and improvement of their achievement;
- Performance of his duties in a regular way; and
- Interaction with students, parents, colleagues and high officials.

In-Service Training Programme and Teachers' Job Performance

A major purpose of in-service training is to re-orientate teachers to new goals and values, to prepare them to cope with curriculum change to train them in new teaching and learning methods and to provide them with the knowledge and skills to teach new learning areas. The aim is to provide effective practice-related in-service training that meets the requirement of the new curriculum that results in improved teaching and learning in the classroom (Nadia, 2000). Romina (2016) asserted that teacher's in-service training can be seen as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job performance. Quartey (2012) stressed that the more training workers received and are satisfy with their job and environmental conditions, the more they help enhance their organizations performance. Jones (2005) confirmed that increasing effort increases workers job performance.

Performance is the result of the efforts exerted and the resources utilized (Vipinosa & Acevedo, 2015). Performance is measured in terms of both efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012). Oguntimhin (2005) and Akinyemi (1993) opined that in-service training enhances teachers' job performance. As stated by Handerson (2002) in his book the evaluation of in-service teacher training, In-service training for teachers is a tonic to their work, and an injection that is useful in preventing arteriosclerosis, a common disease that affect teachers to continuously act in the same old way not minding the changes and innovation in the society.

In this present time, more than ever before in the history of mankind, there is very rapid and continuous change resulting from demands outside the education world. One of the greatest revolutions of all times is knowledge explosion which can be said to begin on anew scale in the 21st century. Wayne and Young (2003) noted that promoting teachers' quality through in-service training is the basic element in the improvement of productivity among teachers in both primary and secondary school through in-service training, teachers become responsible for their own growth and effectiveness, and they therefore become more sensitive, insightful, open to more options, and are less scared of innovations and changes (Stewart & Hart, 2005). In the same view Goldhaber and Anthony (2007) postulated that the

main aim of in-service training is constantly improving teachers' performance, effectiveness and efficiency in classroom related activities. Emechebe (2009) added that in as much as a well-developed teacher is likely to perform more than his counterpart who doesn't have any formal training, the need arises to design training and development programmes to ensure their high productivity at work. As a result, staff development tends to improve on the performance of teachers and the standard of education.

Khan in Igbo et al. (2012) noted that in-service serves as an incentive to self-esteem of workers and its ripples effect spread across family life activities, health and productivity in work places.

Government Policy on In-Service Training of Teachers

The National Policy on Education (NPE) in Nigeria had undergone many reviews since inception in 1977. The prominent role of teacher education has been adequately highlighted in National Policy of Education (FGN 2014). The policy stressed at section 70(a) that "since no education system may rise above the quality of its teacher, teacher education shall continue to be given major emphasis in all educational planning and development. Owolabi (2005) pointed out that policies of teacher education deal with what the relevant authorities are meant to be carrying out on a continual basis to enhance the quality of teacher education.

The National Policy on Education (2014) emphasized the significance of in-service training of teachers, so that education can be advantageously employed to fulfill national philosophy. Thus, the policy states that:

- Teacher's education will continue to take cognizance of changes in methodology, and in the curriculum;
- Teachers will be regularly exposed to innovations in their profession;
- In-service training will be developed as an integral part of continuing education. No matter the efficiency of the pre-service training, we give to teachers there will be necessarily be areas of inadequacies.

The policies which the government put in place made it clear that teachers training and retraining is highly recognized.

Funding of In-Service Training of Teachers

To show how important education is to the nation, the federal government has put in place some laid down policies and guidelines on the education of its citizens and also on the need for teachers' development. Momodu (2001) is of the view that employees should be given regular training on the job so that they can excel. Ehirim (2008) opined that modern teachers are facing challenges in their teaching profession because of the demand of technological revolution and therefore should be put through regularly in-service training. The national policy on education as recorded (FRN, 2014), also recognizes the changes that take place in methodology of institution and in the curriculum and therefore acknowledge the need for teachers to be regularly exposed to innovations in the profession.

Financial constraints and lack of funds are the major challenge to the programmes of education in Nigeria and has always been a challenge. The funding of public schools is majorly the responsibility of the government, so if the funds are not released it will seriously affect the training programmes. Unavailability of funds leads to inconsistency and irregularity of the programmes.

The present level of financial allocation to the educational sector is far less than 26% of the states and National budget which is far less than the funding hallmark recommended by the United Nations Educational Scientific and Cultural Organization (Peretomode, 2001). The incident of poor funding is seen in the low quality of students produced. Segbile (2003) pointed out that the development of students in terms of quality of education depends on the quality of the various teachers, and this quality can only be assured through in-service training which cannot be guaranteed in the absence of adequate funds.

Skills Acquired Through In-service Training of Teachers and their Job Performance

Wenglinly (2002) suggest that various forms of professional development of teachers is a key predictor of student achievement as well as an important factor in helping teachers develop into high quality teachers. Training is activities involved in raising skills, knowledge and behavioral change. According to Nakpodia (2008) in-service training is a channel through which teachers acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy in order to improve their efficiency on the classroom. Onasanya (2009) asserted that training is a form of specialized knowledge, skills and attitudes' which he must possess to effectively perform in a given position on a job.

A number of studies demonstrate that in-service training programmes enhance teachers' content knowledge and strengthen their pedagogical skills (Radford, 1998; Supovitz, Mayers & Kahle, 2000). These programmes boost teachers' confidence in teaching their matters and foster a positive attitude towards teaching and student learning. To meet the educational needs in terms of skills and knowledge, the rules and capacities of the trainees can be improved through in-service training. Only the trained teachers can organize plans for reaching those goals (Pintrich & Schunk, 2002).

Clotfeller (2005) in support of the above point by (Collrell, 2005) added that through in-service training the teacher benefited in the areas of:

- Acquisition of new Knowledge;
- Development of new Skills;
- Improved Competencies; and
- Enhance Motivation, all when added together under a learning environment ensure improved academic performance of students.

Rurkin (1998, 2005) noted that having more education other than pre-service education, teachers' skill is more enhanced, hence impact on teacher's performance.

METHODOLOGY

Design of the Study

This study adopted correlational research design, which determined the degree of relationship that exists between quantifiable variables. In effect, the design attempted to establish the existence or lack of relationship of public secondary school teachers' job performance with regard to the independent variables of teacher learning, teacher growth, teacher needs and teacher collaboration.

Population of the Study

The population of this study consisted of the eight thousand, four hundred and fifty-two (8452) teachers in two hundred and forty-seven (247) public senior secondary schools in Rivers State. (*Source: Rivers State Senior Secondary Schools Board Statistics of Academic Staff 2014 – 2015 Academic Session*).

Sample and Sampling Technique

The sample for the study was made up of 845 teachers selected from population of 8452 teachers. This number represented 10% from 247 public senior secondary schools in Rivers State. The technique used in drawing the sample size was stratified random sampling technique.

Instrument for Data Collection

A structured questionnaire titled “Teachers In-service Training Questionnaire (TITQ)” was used to collect data for the study. Section A of this questionnaire was used to generate demographic information on the respondents, while section B was used to gather data on teachers’ in-service training needed for the study and was equally used to answer the research questions. The second questionnaire was titled “Teachers’ Job Performance Questionnaire (TJPQ)”. The questionnaire was divided into two parts namely: section I, was used to generate information on the demography of the respondents, while section II was used to gather data on teachers’ job performance. The section B of the questionnaire was structured on a 4-point Likert scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (DA) 2 points and Strongly Disagree (SD) 1 point.

Validity of the Instrument

The instrument was given to the research supervisor and three other experts in the institution for validation. Their suggestions and corrections were integrated into the final draft of the questionnaire.

Reliability of Instrument

To ensure the reliability of the instrument, the test- retest method was carried out on thirty (30) respondents outside the sample area. After a period of two weeks, another fresh test was carried out on the same set of people, after which their responses were collated and analyzed using Pearson’s Product Moment Correlation Coefficient. The result obtained showed that the “r” obtained was 0.77 which indicated that the instrument was very reliable for this study.

Administration of the Instrument

The research instrument was administered by the researcher to the sampled teachers himself with the help of two research assistants. They were trained on how to administer the instrument. Eight hundred and forty-five (845) questionnaires were administered and eight hundred and twenty (820) were retrieved.

Method of Data Analysis

Mean and standard deviation was used to answer question 1 and 2, while the Pearson's 'r' used for 3-6, and regression analysis was used in testing the hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: In what ways does teachers' participation in in-service training programmes be rated in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation on teacher participation in in-service training programmes in public senior secondary schools in Rivers State

TEACHERS IN-SERVICE TRAINING								
S/N	Teacher Learning	SA	A	D	SD	Mean	SD	Decision
1	In-service training programme offers regular occasions for teacher individual and collegial learning, assessment and reflection on classroom and institutional practice	325	262	141	92	3.00	1.01	Agree
2	In-service training creates the chance of teachers to get feedback about their instruction and to comprehend, analyze and apply the feedback for the improvement of their practice	192	280	233	115	2.67	0.99	Agree
3	Attending an in-service training is a part of a continuous process because it builds on the teacher's current understanding, ability and attitudes	266	309	200	45	2.97	0.89	Agree
4	In-service training programme increases teachers' own understanding of student learning and of the roles and responsibilities of teachers.	249	368	154	49	3.00	0.86	Agree
5	Teachers are provided with opportunities to learn and use the skills learned to generate new knowledge in teaching and learning.	313	300	165	42	3.08	0.88	Agree
	Grand mean					2.94	0.54	Agree
S/N	Teacher Growth	SA	A	D	SD	Mean	STD	Agree
6	Teachers achieve the goals they set aside for participation in in-service training	295	329	144	52	3.06	0.89	Agree
7	There is a splendid experience of in-service training because it incorporates ongoing reflection on the process and outcomes of understanding the content	311	258	196	55	3.01	0.94	Agree
8	My growth is vital to my professional development	231	296	222	71	2.84	0.93	Agree
9	My colleagues often accompany me to an in-service training course	235	322	172	91	2.85	0.96	Agree
10	I am supercharged to make some changes in my classroom practices based on my new experience	286	294	111	129	2.90	1.05	Agree
	Grand mean					2.93	0.59	Agree

Decision: Mean cut off score=2.50 for agree

Research Question 2: What is the level of teachers' job performance in public senior secondary school in Rivers State?

Table 2: Mean and standard deviation on the level of teachers' job performance in public senior secondary school in Rivers State

S/N	Teacher Needs	SA	A	D	SD	Mean	STD	Decision
11	I actually have some long term professional development needs because it my knowledge and ability to access further knowledge.	296	265	103	156	2.85	1.11	Agree
12	I am highly motivated to attend in-service training course	194	291	253	82	2.73	0.93	Agree
13	In-service training tackles problems, events, issues, or topics vital and of interest to me.	196	390	155	79	2.86	0.89	Agree
14	In-service training is essentially theory and practice of teaching.	188	354	148	130	2.73	0.99	Agree
15	Subject content increases and changes and teachers understanding of content must keep pace through in-service training.	227	336	174	83	2.86	0.94	Agree
	Grand mean					2.81	0.57	
S/N	Teacher Collaboration	SA	A	D	SD	Mean	STD	Decision
16	In-service training creates best possible collaborative learning condition in which the best sources of expertise are linked with the experiences and current needs of the teachers.	216	345	174	85	2.84	0.93	Agree
17	The entire in-service training exercise has been very supportive and encourage and support teachers in efforts to collaborate	248	350	176	46	2.98	0.86	Agree
18	Teachers use their knowledge to make efficient decisions about learning objectives, instructional models, evaluation tasks, and curriculum resources.	327	246	187	60	3.02	0.96	Agree
19	In-service training maintains the allotment of teacher skill by preparing and using mentors, teacher advisers, coaches, lead teachers, and resource teachers to create opportunities for professional development.	231	291	192	106	2.79	0.99	Agree
20	Teachers learn and apply a variety of tools and methods for self-reflection and uncompetitive expression.	216	287	204	113	2.74	1.00	Agree
	Grand mean					2.87	0.61	Agree
	Overall item mean: In-service training					2.89	0.44	Agree
TEACHER JOB PERFORMANCE								
S/N	Teaching skills	SA	A	D	SD	Mean	STD	Decision
21	I apply a variety of instructional models	204	347	193	76	2.83	0.91	Agree
22	A good number of the students in my class get good grades.	193	286	247	94	2.70	0.95	Agree
23	I go to class fully prepared for the instructions.	205	247	223	145	2.62	1.04	Agree
24	Difficult topics are made easy in my class	159	328	213	120	2.64	0.95	Agree
25	I teach students to meet their learning needs.	271	310	182	57	2.97	0.91	Agree
	Grand mean					2.75	0.58	Agree

Management Skills								
26	In addition to teaching I also accomplish other tasks.	277	304	163	76	2.95	0.95	Agree
27	clerical duties do not affect my teaching	265	269	223	63	2.90	0.95	Agree
28	Home problems do not interfere in my job as a teacher.	220	285	193	122	2.74	1.01	Agree
29	I quickly adjust when there is a change in my responsibilities.	238	238	256	88	2.76	0.99	Agree
30	I do all in my power to advance my performance.	182	257	271	110	2.62	0.97	Agree
Grand mean						2.79	0.63	
Discipline/Regularity								
31	I am always punctual to school	249	282	195	94	2.84	0.99	Agree
32	When on duty I commence work on time	168	247	233	172	2.50	1.04	Agree
33	I avoid irrelevant activities during my lesson periods.	215	227	191	187	2.57	1.11	Agree
34	I complete instruction on my syllabus on time.	171	219	271	159	2.49	1.03	
35	I control and maintain discipline in my class.	238	258	220	104	2.77	1.01	Agree
Grand mean						2.63	0.62	Agree
Interpersonal Relations								
36	My relationship with my colleagues is cordial.	148	204	287	181	2.39	1.02	Agree
37	I also solve students' problems outside teaching	263	293	171	93	2.89	0.99	Agree
38	I cooperate with other teachers while doing my job.	244	228	235	113	2.74	1.03	Agree
39	To advance my students learning I also relate effectively with their parents.	281	224	223	92	2.85	1.02	Agree
40	I assist the school head to solve our school problems.	282	269	140	129	2.86	1.06	Agree
Grand mean						2.74	0.48	Agree
Overall item mean: Job performance						2.73	0.37	Agree

Decision: Mean cut off score=2.5 for agree

Table 2 shows that the teacher agreed that their management skills have increased over time (M=2.79, SD=0.63), this was followed by their teaching skills (M=2.75, SD=0.58), interpersonal relations (M=2.74, SD=0.48), discipline/regularity (M=2.63, SD=0.62). The overall mean rating of 2.73, SD=0.37 shows that the teachers job performance was above average.

Table 3: Descriptive and multiple correlation matrix showing the relationship job performance and Teacher learning, Teacher growth, Teacher needs and Teacher collaboration respectively in public senior secondary schools in Rivers State

Variables		Teacher learning	Teacher growth	Teacher needs	Teacher collaboration	Job Performance
Teacher learning	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	820				
Teacher growth	Pearson Correlation	.498**	1			
	Sig. (2-tailed)	.000				
	N	820	820			
Teacher needs	Pearson Correlation	.367**	.488**	1		
	Sig. (2-tailed)	.000	.000			
	N	820	820	820		
Teacher collaboration	Pearson Correlation	.407**	.448**	.418**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	820	820	820	820	
Job Performance	Pearson Correlation	.450**	.414**	.397**	.479**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	820	820	820	820	820
	Mean	2.94	2.93	2.81	2.87	2.73
	Standard deviation	0.54	0.59	0.57	0.61	0.37

Table 3 shows that the mean responses on teacher learning was 2.94, SD=0.53 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State was positive and strong ($r = 0.450$). The mean responses on teacher growth was 2.93, SD=0.58 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State was positive and strong ($r = 0.414$). The mean responses on teacher needs was 2.81, SD=0.57 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State was positive and strong ($r = 0.397$). The mean responses on teacher collaboration was 2.87, SD=0.61 whereas their mean rating of job performance was 2.73, SD=0.36. It shows that the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State was positive and strong ($r = 0.479$).

Research Question 3: What is the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State?

Table 4: Summary of Pearson Product Moment Correlation on the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State

Covariates	$\sum X$	$\sum Y$	$N\sum X^2$	$N\sum Y^2$	$N\sum XY$	N	$r_{xy\text{-value}}$
Teacher learning (x)	2413.2	2239.88	6019062.4	5106907.848	5464891.64	820	0.450
versus							
Job performance (y)							

Table 4 shows the summary of Pearson Product Moment Correlation on the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State. The result further shows that the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State was positive and strong ($r_{xy\text{-value}}=0.450$).

Research Question 4: What is the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State?

Table 5: Summary of Pearson Product Moment Correlation on the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State

Covariates	$\sum X$	$\sum Y$	$N\sum X^2$	$N\sum Y^2$	$N\sum XY$	N	$r_{xy\text{-value}}$
Teacher growth (x)	2403.4	2239.88	6009911.2	5106907.848	5443304.32	820	0.414
versus							
Job performance (y)							

Table 5 shows the summary of Pearson Product Moment Correlation on the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State. The result further shows that the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State was positive and strong ($r_{xy\text{-value}}=0.414$).

Research Question 5: What is the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State?

Table 6: Summary of Pearson Product Moment Correlation on the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State

Covariates	$\sum X$	$\sum Y$	$N\sum X^2$	$N\sum Y^2$	$N\sum XY$	N	$r_{xy\text{-value}}$
Teacher needs (x)	2301.6	2239.88	5514467.2	5106907.848	5210714.6	820	0.397
versus							
Job performance (y)							

Table 6 shows the summary of Pearson Product Moment Correlation on the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State. The result further shows that the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State was positive and strong ($r_{xy\text{-value}}=0.397$).

Research Question 6: What is the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State?

Table 7: Summary of Pearson Product Moment Correlation on the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State

Covariates	ΣX	ΣY	$N\Sigma X^2$	$N\Sigma Y^2$	$N\Sigma XY$	N	r_{xy} -value
Teacher collaboration (x) versus Job performance (y)	2357	2239.88	5801303.2	5106907.848	5350513.12	820	0.478

Table 7 shows the summary of Pearson Product Moment Correlation on the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State. The result further shows that the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State was positive and strong (r_{xy} -value=0.478).

H₀₁: There is no significant relationship between teacher learning and job performance in public senior secondary schools in Rivers State

Table 8: Summary of regression analysis on relationship between teacher learning and their job performance in public senior secondary schools in Rivers State

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.450 ^a	.202	.201	.32688	1.201

a. Predictors: (Constant), Teacher learning

b. Dependent Variable: Job Performance

B: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.834	.063		28.962	.000
	Teacher learning	.305	.021	.450	14.403	.000

a. Dependent Variable: Job Performance. $Y=1.834+0.305X$

C: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	22.165	1	22.165	207.442	.000 ^b
	Residual	87.403	818	.107		
	Total	109.568	819			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher learning

The result on part A of the R-square value of 0.202 indicated roughly a contribution of 20.2% of teacher learning to their job performance in public senior secondary schools in Rivers State and the Durbin-Watson was 1.201. The regression equation on Part B of Table 8 shows that shows that any increase in the value of teacher learning may lead a concomitant increase in the their job performance in public senior secondary schools in Rivers State. Table 8 shows

that there is significant relationship between teacher learning and job performance in public senior secondary schools in Rivers State ($F_{1, 818}=207.442, p<.05$). The null hypothesis one was rejected at .05 alpha level.

H₀₂: There is no significant relationship between teacher growth and their job performance in public senior secondary schools in Rivers State

Table 9: Summary of regression analysis on relationship between teacher growth and their job performance in public senior secondary schools in Rivers State

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.414 ^a	.171	.170	.33315	1.077

a. Predictors: (Constant), Teacher growth

b. Dependent Variable: Job Performance

B: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.979	.059		33.535	.000
	Teacher growth	.257	.020	.414	13.009	.000

a. Dependent Variable: Job Performance, $Y=1.979+0.257X$

C: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.781	1	18.781	169.222	.000 ^b
	Residual	90.787	818	.111		
	Total	109.568	819			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher growth

Part A of Table 9 shows that the R-square value of 0.171 indicated roughly a contribution of 17.1% of teacher growth to their job performance in public senior secondary schools in Rivers State and the Durbin-Watson was 1.077. The regression equation on Part B of Table 9 shows that shows that any increase in the value of teacher growth may lead a concomitant increase in the their job performance in public senior secondary schools in Rivers State. Part C of Table 9 shows that there is significant relationship between teacher growth and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=169.222, p<.05$). The null hypothesis two was rejected at .05 alpha level.

H₀₃: There is no significant relationship between teacher needs and their job performance in public senior secondary schools in Rivers State

Table 10: Summary of regression analysis on relationship between teacher needs and their job performance in public senior secondary schools in Rivers State

A: Descriptive

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.397 ^a	.157	.156	.33595	1.097

a. Predictors: (Constant), Teacher needs

b. Dependent Variable: Job Performance

B: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.015	.059		34.083	.000
	Teacher needs	.255	.021	.397	12.361	.000

a. Dependent Variable: Job Performance, $Y=2.015+0.255X$

C: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.244	1	17.244	152.785	.000 ^b
	Residual	92.324	818	.113		
	Total	109.568	819			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher needs

The Part A of Table 10 shows that R-square value of 0.157 indicated roughly a contribution of 15.7% of teacher needs to their job performance in public senior secondary schools in Rivers State and the Durbin-Watson was 1.097. The regression equation on Part B of Table 4.10 shows that any increase in the value of teacher needs may lead a concomitant increase in their job performance in public senior secondary schools in Rivers State. Part C of Table 10 shows that there is significant relationship between teacher needs and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=152.785, p<.05$). The null hypothesis three was rejected at .05 alpha level.

H₀₄: There is no significant relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State

Table 11: Summary of regression analysis on relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State

A: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.479 ^a	.229	.228	.32137	1.240

a. Predictors: (Constant), Teacher collaboration

b. Dependent Variable: Job Performance

B: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.900	.055		34.854	.000
	Teacher collaboration	.289	.019	.479	15.586	.000

a. Dependent Variable: Job Performance

C: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.087	1	25.087	242.910	.000 ^b
	Residual	84.481	818	.103		
	Total	109.568	819			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher collaboration

The Part A of Table 11 shows that the R-square value of 0.229 indicated roughly a contribution of 22.9% of teacher collaboration to their job performance in public senior secondary schools in Rivers State and the Durbin-Watson was 1.240. The regression equation on Part B of Table 11 shows that any increase in the value of teacher collaboration may lead a concomitant increase in their job performance in public senior secondary schools in Rivers State. Part C of Table 11 shows that there is significant relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=242.910, p<.05$). The null hypothesis four was rejected at .05 alpha levels.

DISCUSSION

The relationship between teacher learning and their job performance in public senior secondary schools in Rivers State

The result from Table 4 shows that the relationship between teacher learning and their job performance in public senior secondary schools in Rivers State was positive and strong (rxy-value=0.450). When put to statistical test the result on Part C of Table 8 shows that there is significant relationship between teacher learning and job performance in public senior secondary schools in Rivers State ($F_{1, 818}=207.442, p<.05$). The null hypothesis one was rejected at .05 alpha levels.

The relationship between teacher growth and their job performance in public senior secondary schools in Rivers State

The result from Table 5 shows that the relationship between teacher growth and their job performance in public senior secondary schools in Rivers State was positive and strong (rxy-value=0.414). When put to statistical test the result on Part C of Table 9 shows that there is significant relationship between teacher growth and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=169.222, p<.05$). The null hypothesis two was rejected at .05 alpha levels.

The relationship between teacher needs and their job performance in public senior secondary schools in Rivers State

The result from Table 6 shows that the relationship between teacher needs and their job performance in public senior secondary schools in Rivers State was positive and strong (rxy-value=0.397). When put to statistical test the result on Part C of Table 10 shows that there is significant relationship between teacher needs and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=152.785, p<.05$). The null hypothesis three was rejected at .05 alpha levels.

The relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State

The result from Table 7 shows that the relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State was positive and strong (r_{xy} -value=0.478). When put to statistical test the result on Part C of Table 11 shows that there is significant relationship between teacher collaboration and their job performance in public senior secondary schools in Rivers State ($F_{1, 818}=242.910$, $p<.05$). The null hypothesis four was rejected at .05 alpha levels.

The findings of this study are in agreement with the findings of Akinbode (1978), Uddey, (2002), Nakpodia (2008) and Kennedy in Udoh (2014), these researchers opined that in-service training for teachers is a process for continuous updating of teachers' knowledge, skills and interest in their chosen profession. They concluded that teachers who have low commitment to the profession prior to in-service training became highly committed after they were given opportunity to go for training.

The study is buttressed by that of the findings of Fritz, Miller-Heyl, Kreutzer and MacPhee (1995) who saw in-service training as an aid in fostering personal teaching efficiency which enhances effective classroom strategies and professional competences.

The study was supported by Peretomade (2001) who found that many negative attitudes of personal in the school system can be reduced through in-service training, such negative attitudes include poor work behavior, how productivity excessive absenteeism, excessive complaints, lack of interest in the job, tiredness and low quality output.

CONCLUSION AND RECOMMENDATIONS

The aim of this study was to determine the relationship between in-service training and teachers' job performance in public senior secondary schools in Rivers State. Six research questions and four null hypotheses guided the study. The study adopted a correlational research design, with the population of 8452 teachers. A sample size of 845 respondents was drawn from the population using the stratified random sampling technique. Data collecting instrument work questionnaire titled, "Teachers In-service Training Questionnaire (TISTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect data. Instrument was validated by researcher's supervisor and three other experts using content validity. The reliability coefficient of 0.77 was obtained in test-retest method using Pearson Product Moment Correlation. Findings of the study revealed that teachers mean rating on their participation in in-service training programmes was above average. The study further revealed that teachers mean rating on their job performance in public senior secondary schools in Rivers State was also above average. Furthermore, the study showed that there were relative strong positive and significant relationship between teachers learning, teachers' growth, teachers' needs, teachers' collaboration and job performance in public senior secondary school in Rivers State.

On the basis of the data analysis and research findings, it was concluded that in-service training has positive impact on teachers' job performance. Teacher participation in in-service training programmes and job performance in public senior secondary schools in Rivers State were above average. There were relative strong, positive and significant relationships between teacher learning, teacher growth, teacher needs, teacher collaboration and job performance in public senior secondary schools in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations have been made:

- Opportunities for in-service training programmes should be made available to all categories of teachers through a systematic planned process.
- All stakeholders (government / private agencies) should revitalize the organization of regular seminars, workshops and conferences for old and newly employed practicing teachers.
- Planning in-services training programmes should be a careful selection of course content, and placing teachers in heterogeneous and collaborative groups during the programmes in order to support teachers learning. Also, distance supported e-learning at school level should be encouraged.
- Regular attendance of such programmes should be used for staff promotion and upgrading.
- Government should inaugurate in-service staff training agency for secondary schools or establish such within schools board, charge with the responsibility of working out programmes and modalities by staff participation.
- Government should bear the financial burden for teachers' in-service training programmes by making budgetary allocation for that purpose.

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