

Influence of Teachers' Mode of Training on the Academic Performance of Secondary School Students in Oredo Local Government of Edo State

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Abstract: The purpose of the study was to examine the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government of Edo State. To guide this study, four research questions are raised and three null hypotheses are formulated. The research questions were answered while the null hypotheses were tested at 0.05 alpha level of significance. The population of the study comprised all teachers in both private and public secondary schools in Oredo Local Government Area of Edo State. The sample for the study consisted of 78 teachers. These teachers were drawn from two private and two public secondary schools in the Local Government Area. The instrument used for the study was a questionnaire. The instrument was administered to the teachers to respond to and completed questionnaires were collected immediately for analysis. Results showed that most of the teachers in the secondary schools in the Local Government Area passed through full time training program and thus the dominant mode of training of the teachers in Oredo Local Government Area of Edo State is full time training program; there is a significant difference between the influence of mode of training of teachers on students' academic performance in Oredo Local Government Area of Edo State in favour of the students taught by the teachers who passed through full time training program; there is no significant difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State and there is a significant difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State. Based on the findings, it was therefore recommended that teacher training programme, whether part time or full time, should comprise of the same course contents and be implemented the same way through the same pedagogical means.

Keywords: Mode of training, Academic performance, Teacher training programme.

1. INTRODUCTION

1. 1. Background to the Study:

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective as indicated in the National Education Policy (1998-2010, p. 47), that "the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process" Rahman, Jumani, Akhter, Chisthi and Ajmal (2011). The primary goal of every educational activities is the achievement of improved academic performance of students in their respective levels of education. This

academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. This is the performance outcome that indicates the extent to which a learner has accomplished specific goals that were the focus of activities in instructional environments, such as school, college, and university. School systems mostly define cognitive goals that either apply across multiple subjects areas (e.g. critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g. numeracy, literacy, science, history). Therefore, academic performance should be seen as a many-sided concept that encompasses different fields of learning. Because the field of academic performance is very wide-ranging and covers a broad variety of educational outcomes, there are different factors affecting academic performance of students and one of these factors could be traceable to the mode of training the teachers received while in teacher training in colleges and/or universities.

Teacher training programme is designed with the policies and procedures to equip prospective teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. According to Babalola (2017), there are two main types of modes of training that teachers go through. The first one is the full time training. In this training, the prospective teachers attend lectures daily throughout the week, participate in every both curricular and co-curricular activities while those teachers who went through part time programme were to attend lectures in either weekend, sandwich or through correspondence course. Talbert-Johnson (2006) sees teacher education as the most important and known way of preparing change agents. To him, success in educational reforms depends on the teachers' awareness of new changes, their attitudes to it and incorporation of the reforms in the daily conversation, professional values and commitment and knowledge of content.

In supporting this view, Allen (2009) emphasized that teacher education programme is a prescribed set of studies, experiences, skills, and attitudes passed on to a teacher trainee, regardless of whether this is done pre-service or in-service, in preparing them for their future roles. Elliot (1993) goes further that teachers learn how to teach from experience and reflection. Teachers also learn through practice, acquiring knowledge and reflecting on their experience. Learning to teach is a matter of learning the technical skills which enable individuals to function effectively in an education system.

An important aspect of teacher educational programme in schools of education is the mode of professional preparation of the teacher educators while in training. The mode of training in every profession matters a lot. It largely dictates the level of the general output and dispositions of the trained teacher on the academic achievement of the learners.

However, recently, there is a continuous increase in failure rate as annually reported by both internal and external examination bodies like NECO, WAEC, JAMB and NATEB. This failure rate has steered the various researchers to investigate the teacher's method of teaching, teacher's characteristics, teacher's attitudes and student's attitudes towards education as it affects performance. Also, the trend had led the teaching process to move from teacher centered to student centered method of teaching yet the story still remain the same. More recent studies have shown that students still have poor and embarrassing academic performance.

Worsening the matter, the contemporary societies are doubtful of the products of the Nigerian educational enterprise beginning from the primary, post primary and even tertiary institutions of learning across the nation. The quality of secondary school graduates can be seen from their spoken or written English language is a testimony of the same problem. In the 80's, we find out the letter written, for example, pose no threat to the writer and certainly no night mare to the reader. But now, one wonders if the writer passed through school (Osazuwa, 2013). There is no gain saying that there are some university graduates that cannot defend their certificates to ascertain knowledge while in schools and his had led many educational stakeholders into deep confusion and dilemma despite the efforts of the government to savage this situation.

It is worthy to note that that every success or failure has its foundation hence it becomes sensible to examine the mode of training of these teachers when they were students. It is observed that training teacher trainees in large numbers by teacher educators with different schedules and programme may be a big problem in teacher preparation. The fact that teacher training school does not have a single teacher education mode of training that it follows in achieving its mission and vision may equally be another issue that affects the training of teachers and the expected dispositions of these trained teachers on their learners (Babalola, 2017). The teacher training school makes use of ideas from other academic

programme to guide teacher preparation. While some teachers passed through full time programme some passed through the part-time scheduled of the same programme. There is, therefore, a problem of lack of a single mode of training in teacher preparation at the teacher training schools in Nigeria and this could have a lot of effect on the students' academic performance.

Babalola (2017) examined the influence of mode of training on secondary school teachers' job commitment in Edo Central Senatorial District of Edo State. Specifically the study sought to determine the dominant mode of training and the level of job commitment among secondary school teachers in Edo Central Senatorial District. Intervening variables like school type, location, sex and qualifications were equally examined as they could influence the dependent variable. She found out that the dominant mode of training of teachers in secondary schools in the Central Senatorial District of Edo State was through full time programme. Also, there is a significant difference between the influence of mode of training on private and public secondary school teachers' job commitment in favour of the private secondary school teachers. It was also found that there is a significant difference between the influence of mode of training on male and female secondary school teachers' job commitment in favour of the male teachers.

Adeyemi and Osunde (2005) analysed the academic achievement of students enrolled in part-times studies at on-campus and outreach centres at three dual-mode Nigerian universities, during the 1996/97 to 1998/ 99 academic years. Research subjects in this study were examination and record officers employed by on-campus and outreach institutions. A checklist was prepared to collect students' grades; these checklists were then transcribed into grade points (GPAs) for data collection purposes. Simple percentage mean (\bar{x}) and t -test statistic were used for data analysis. Interviews were also conducted with key stakeholders to add qualitative context to the quantitative data collected. This study shows that there was significant difference in the academic performance of students enrolled in the on-campus versus outreach-based, part-time programmes in selected disciplines. Also the average mean (\bar{x}) performance of students enrolled in the on-campus programme was higher than those students enrolled in the part time programme.

Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) assessed relationship between teacher training and effective teaching. Sample of teachers comprised of 80 female teachers with 180 girl students of grade X. The instrument of the study was questionnaire for both the target groups. Examination score of grade IX was taken as student achievement. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was concluded that teacher training was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between teachers training and student test result.

In contrast, Lu, Loyalka, Shi, Chang, Liu and Rozelle (2017) evaluate the impact of National Teacher Training Program (NTTP) on the academic achievement of students in rural China. They further examined the causal chain through which the program did or did not impact student achievement. By analyzing data on 84 teachers and 3,066 students from one Western province, they found that at a minimum, the NTTP has no effect on math achievement. In fact, it may even harm student academic achievement.

Also, Haris and Sass (2007) studied the effects of various types of education and training on the ability of teachers to promote student achievement. They addressed these issues by estimating models that include detailed measures of pre-service and in-service training, a rich set of time-varying covariates, and student, teacher, and school fixed effects. Their results suggest that only two of the forms of teacher training studied influenced productivity. First, content-focused teacher professional development is positively associated with productivity in middle and high school math. Second, more experienced teachers appear more effective in teaching elementary math and reading and middle school math. There is no evidence that either pre-service (undergraduate) training or the scholastic aptitude of teachers influences their ability to increase student achievement. The question therefore is: will teachers' mode of training have any influence on the academic performance of secondary school students in Oredo Local Government of Edo State? This is the thrust of the study.

1.2. Research Questions:

To guide this study, four research questions are raised and three null hypotheses are formulated. The research questions are answered while the null hypotheses were tested at 0.05 alpha level of significance.

1. What is the dominant mode of training among secondary school teachers in Oredo Local Government area of Edo State?
2. Is there a difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State?
3. Is there a difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State?
4. Is there a difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State?

1.3. Hypotheses:

H₀₁: There will be no significant influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State.

H₀₂: There will be no significant different between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State.

H₀₃: There will be no significant different between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State.

2. METHODOLOGY

The population of this study comprised all teachers in both private and public secondary schools in Oredo Local Government Area of Edo State. The sample for the study consisted of 78 teachers. These teachers were drawn from two private and two public secondary schools in the Local Government Area. Among these, 40 teachers were selected from the public schools while 38 teachers were drawn from the private schools, giving a grand total of 78 teachers that were used for the study. The instrument used for the study was a questionnaire titled "Teachers' Mode of Training and Its Influence on Students' Academic Performance Questionnaire" (TMTISAPQ). The instrument was sub-divided into two main parts: Section A elicits demographic information such as sex, mode of training and school type of the respondent; section B requests for students last term's average score for the purpose of comparison during analysis. The researcher administered the instrument to the teachers to respond to and completed questionnaires were collected immediately for analysis.

3. DATA ANALYSIS

Research Question One: What is the dominant mode of training among secondary school teachers in Oredo Local Government area of Edo State?

The data in Table one were used to answer research question 1

Table 1: Descriptive statistics showing the dominant mode of training among secondary school teachers in Oredo Local Government area of Edo State

Mode of Training	Frequency	Percentage (%)
Full Time	55	70.5
Part time	23	29.5
Total	78	100

The information in Table 1 showed that the secondary school teachers in Oredo Local Government Area of Edo State that went through full time training program were 55 comprising of 70.5% while those who went through part time training program were 23 comprising of 29.5 %. From the table it is observed that most of the teachers in the secondary schools under studied passed through full time training program and thus the dominant mode of training of the teachers in Oredo Local Government Area of Edo State is full time training program.

Research Question Two: Is there a difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State?

The data in table two were used to answer research question 2.

Table 2: Descriptive statistics showing the difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State

Mode of Training	N	SD	Mean	Mean Diff
Full time	55	8.80	46.72	10.50
Part time	23	10.00	36.21	

The data in table 2 showed that the average score of the students taught by the teachers that passed through full time training program had the mean score of 46.72 with standard deviation 8.80 while those students taught by teachers who went through part time training program had the mean score of 36.21 with standard deviation of 10.00. It is observed that the two groups have a mean difference of 10.50 in favour of the students taught by the teachers who passed through full time training program. This shows that there is a difference between the influence of mode of training of teachers on students' academic performance in Oredo Local Government Area of Edo State in favour of the students taught by the teachers who passed through full time training program.

Research Question Three: Is there a difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State?

The data in table three were used to answer research question 3.

Table 3: Descriptive statistics showing the difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State

Gender	N	SD	Mean	Mean Diff
Male	34	10.95	42.70	1.64
Female	44	9.84	44.34	

The information in table 3 showed that the male students had the average mean score of 42.70 and a standard deviation of 10.95 while their female counterparts had the average mean score of 44.34 and a standard deviation of 9.84 with a mean difference of 1.64 in favour of the female students. From the table, it is observed therefore that there is a difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State in favour of the female students.

Research Question Four: Is there a difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State?

The data in table four were used to answer research question 4.

Table 4: Descriptive statistics showing the difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State

School type	N	SD	Mean	Mean Diff
Public	40	9.39	37.92	11.70
Private	38	7.47	49.63	

The data in table 4 showed that the public school students had the mean score of 37.92 and a standard deviation of 9.39 while their private school counterpart had the mean score of 49.63 and a standard deviation of 7.47 with a mean difference of 11.70 in favour of the private school students. This mean difference accounts for the differences between the public and private secondary school students' academic performances in Oredo Local Government Area of Edo State based on their teachers' mode of training in favour of the private school students.

3.1. Testing of Hypotheses

H₀₁: There will be no significant difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State.

The data in table five were used to test for hypothesis 1.

Table 5: t-test statistics showing the difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State

Mode of Training	N	Mean	Mean diff.	df	t	Sig. (2 tailed)	Decision
Full time	55	46.72					
			10.50	76	4.61	0.00	Significant
Part time	23	36.21					

The information in table 5 shows that the difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State is significant at 0.00 ($t = 4.61$; $df = 76$). Since 0.00 is less than 0.05, the observed difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State is significant. With this, the null hypothesis which says there will be no significant difference between the influence of teachers' mode of training on the academic performance of secondary school students in Oredo Local Government area of Edo State, is not accepted.

H₀₂: There will be no significant difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State.

The data in table six were used to test hypothesis 2

Table 6: t-test statistics showing the difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State

Gender	N	Mean	Mean diff.	df	t	Sig.(2-tailed)	Decision
Male	34	42.70					
			1.64	76	-0.69	0.49	Not significant
Female	44	44.34					

The data in table 6 shows that the difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State is not significant at 0.49 ($t = -0.69$; $df = 76$). Since 0.49 is higher than 0.05, the observed difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State is not significant. With this, the null hypothesis which says there will be no significant difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State, is accepted.

H₀₃: There will be no significant difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State

The data in table seven were used to test hypothesis 3

Table 7: t-test statistics showing the difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State

School type	N	Mean	Mean diff.	df	t	Sig. (2 tailed)	Decision
Public	40	37.92	11.70	76	-6.06	0.00	Significant
Private	38	49.63					

The data in table 7 shows that the difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State is significant at 0.00 ($t = -6.06$; $df = 76$). Since 0.00 is less than 0.05, the observed difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State is significant. With this, the null hypothesis which says there is no significant difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State is not accepted.

4. DISCUSSION OF RESULTS

The first result in this study showed that most of the teachers in the secondary schools under studied passed through full time training program and thus the dominant mode of training of the teachers in Oredo Local Government Area of Edo State is full time training program. This finding is consistent with the finding of Babalola (2017) who examined the influence of mode of training on secondary school teachers' job commitment in Edo Central Senatorial District of Edo State and found out that the dominant mode of training of teachers in secondary schools in the Central Senatorial District of Edo State was through full time programme.

The second finding showed that there is a significant difference between the influence of mode of training of teachers on students' academic performance in Oredo Local Government Area of Edo State in favour of the students taught by the teachers who passed through full time training program. This is in agreement with the findings of Adeyemi and Osunde (2005) who analysed the academic achievement of students enrolled in part-times studies at on-campus and outreach centres at three dual-mode Nigerian universities, during the 1996/97 to 1998/99 academic years and found that there was significant difference in the academic performance of students enrolled in the on-campus versus outreach-based, part-time programmes in selected disciplines. It was also found that the average mean (\bar{x}) performance of students enrolled in the on-campus programme was higher than those students enrolled in the part time programme. Also, the finding supports the findings of Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) assessed relationship between teacher training and effective teaching and found out that teacher training was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between teachers training and student test result. However, the finding is in contrast with the findings of Lu, Loyalka, Shi, Chang, Liu and Rozelle (2017) who evaluated the impact of National Teacher Training Program (NTTP) on the academic achievement of students in rural China and found out that the NTTP has no effect on math achievement. In fact, it may even harm student academic achievement and the findings of Haris and Sass (2007) studied the effects of various types of education and training on the ability of teachers to promote student achievement and found no evidence that either pre-service (undergraduate) training or the scholastic aptitude of teachers influences their ability to increase student achievement.

The third finding revealed that there is no significant difference between the influence of teachers' mode of training on the academic performance of male and female secondary school students in Oredo Local Government area of Edo State. This finding is in contrast with the findings of Babalola (2017) who examined the influence of mode of training on secondary school teachers' job commitment in Edo Central Senatorial District of Edo State and found that there was a significant difference between the influence of mode of training on male and female secondary school teachers' job commitment in favour of the male teachers.

The fourth finding revealed that there is a significant difference between the influence of teachers' mode of training on the academic performance of private and public secondary school students in Oredo Local Government area of Edo State. This finding is line with the finding of Babalola (2017) who found out that there is a significant difference between the

influence of mode of training on private and public secondary school teachers' job commitment in favour of the private secondary school teachers.

5. CONCLUSION

The study has revealed that the mode of training of a teacher has a significant influence on students' academic performance in Oredo Local Government Area of Edo State in favour of the students taught by the teachers who passed through full time training program.

6. RECOMMENDATIONS

With regard to the outcome obtained in this study, the followings recommendations were made;

- Teacher training programme, whether part time or full time, should include the same course contents be executed the same way through the same pedagogical means.
- Public secondary schools should be more serious in their teaching methodology as this would positively influence their students' academic performance.

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