

Influence of In-Service Training on Primary School Teachers' Job Performance in Nsukka Local Government Education Authority

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Abstract

This research was carried out in order to identify the influence of in-service training on primary school teachers' job performance in Nsukka Local Government Education Authority. The study adopted descriptive survey research design. The population of the study was 1,053 primary school teachers in all the 117 public primary schools in Nsukka Local Government Education Authority (2019/2020 session). The sample size was 282 and was obtained using Cochran's statistic sample formula of $n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$ and the sampling technique used was convenient sampling technique. The instrument for the study was a structured questionnaire of 20 question items. Using cronbush alpha the reliability coefficient of 0.96 was obtained on the questionnaire instrument. The five research questions were answered using mean and standard deviation while the four hypotheses were tested at 0.05 significant level using T-test and Analysis of variance (ANOVA) respectively. From the results of the findings, it was discovered that, 13 factors influence primary school teachers' job performance while 7 factors did not influence teachers' job performance in Nsukka Local Government Education Authority. The study also found no significant difference in the response rating of teachers based on their gender, location and years of experience. Finally, some recommendations were made.

Key words: In-Service Training, Teachers' Job Performance, Gender, Location, Years of Experience and Qualification.

Date of Submission: 02-09-2020

Date of Acceptance: 18-09-2020

I. Introduction

Primary education is the education pupils receive after pre-primary education and before secondary stage of education. Primary education is an essential aspect of education because it serves as the foundational stage of education and also prepares pupils for secondary education. It is of this importance that primary school teacher factor and knowledge level has become critical issues worthy of consideration if the country wants to produce pupils of greater impact in future. The degree of knowledge available to teachers is acquired in two ways namely: Pre-service training and in-service training [1]. Most teachers in primary schools in Nsukka

Local Government Education Authority have under-gone the pre-service training prior to employment while some have not taken any form of in-service training since they got employment with Enugu State teaching service commission because they regard it as luxury.

Since teachers with pre-service training help to a great extent in achieving the goals of educational sector, so in-service training should not be neglected. The role of the teacher implies much more than standing before the pupils and only teaching [2]. A good primary school teacher ensures that all the pupils receive quality instruction. 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 [1]. The development of pupils in terms of the quality of education is dependent on the quality of knowledge that the teachers have [3]. Teachers also need to update their knowledge and skills on curricula, psychology, and pedagogy of the learners and new research on teaching and learning; hence they need appropriate in-service training as well [4]. Policy makers pay attention to teacher professional development to spread the necessary information and provide guidance to teachers [5]. The emerging concern of in-service training is in the increasing rate of the use of technology in education and other changes in the society. All over the world, new educational technologies such as 3D-printing, visual reality, the cloud, video streaming, augmented reality, hybrid learning, flipgrid and blockchain are emerging. Therefore, primary school teachers must necessarily be part of the revolution in educational technology through in-service training so as to perform better on the job and also impact knowledge to pupils using those technologies.

In-service training of teachers has been the driving force behind many changes that have occurred in teaching and learning. As we have in other professions, it is essential that teachers keep up to date on the most

current concepts, thinking and research in their area of specialization so as to continue to be relevant in teaching. In the view of education, in-service training is all the activities a practicing teacher engaged in to better his performance in teaching. In-service training programme refers to all activities intended to increase the skills and capabilities of personnel [1]. In-service training is a public or private education programmes directly applicable to work situation [6]. A good in-service training should improve the quality of programming for the development of teachers in service. An educational institution may have teachers with the ability and determination to teach well with the available teaching materials, yet performance falls below expected standards. In many cases this may be as a result of lack of adequate skills, and knowledge, which is acquired through training and retraining of teachers after employment [5]. Effective in-service training of teachers can change the entire view of teachers in an educational institution and thereby makes teachers to develop more teaching skills in their area of specialization. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation [7]. The knowledge, skills and attitude of a teacher must be enhanced in a systematic way that will contribute to their job performance. One of ways to improve the quality and standard of education in any part of the world is through in-service training for teachers [8]. Although, there are many in-service training programme being organised by Federal and State Ministry of Education, but the effectiveness of in-service training of primary school teachers should not be taken lightly by the body regulating it because of the significant roles in-service training plays on teachers` job performance.

The importance of in-service training for primary school teachers is getting more attention because it equips them with new knowledge and skills needed to face new challenges and reformation in education. In-service training can promote the professionalism of primary school teachers and thereafter achieve the educational goals of the school. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work [7]. In-service training also offers primary school teachers one of the most auspicious roads to the improvement of instruction. In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role of teaching [9]. The basic purpose of in-service training for primary school teachers is to enable them to acquire new understanding and instructional skills that will be helpful in improving their job performance. In-service training for primary school teachers focuses on creating good learning environments that enable teachers to develop effective classroom management skills. In-service training for primary school teachers enables them to be more systematic and logical in their teaching style [10]. In-service training comprises of two main elements that is the fulfillment of pupils` learning needs and ensuring personal and career development of the academic staff [11]. Through in-service training, primary school teachers can identify and evaluate critically the culture of the school which can bring changes to the teaching and learning culture. Findings from previous research conducted on in-service training shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject matter, teaching method, classroom management, and evaluation of learners [12]. Another study shows also that in-service training plays a significant role in improving teachers` job performance in school [13]. Besides that, in-service training also provides teachers with ample opportunities to learn new concepts, methods and approaches through seminar, conferences, workshops and advance courses of study so as to develop professionally. The importance of in-service training for primary school teachers should be looked in various perspectives because it promotes a very flexible environment and allow teachers to adapt to the working situation thereby enhancing their job performance.

Teachers are the engine room of an educational activity. The breakthrough and failure of any educational activity in any country seriously depends on teachers` performance. Teachers` performance is directly linked to process and product of education [14]. This makes the performance of primary and secondary school teachers to be emphatic for the improvement of education. Performance is a process of accomplishing or carrying out a given task [15]. Performance is also regarded as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives [16]. Primary school teachers` job Performance mainly depends on the characteristics of teacher such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management [17]. If the teachers take care of these factors, their performance can be enhanced to the optimum level [18]. If all the 1053 male and female teachers in all the 117 primary schools in Nsukka Local Government Education Authority can undertake in-service training, their job performance will definitely increase.

Gender is a factor that differentiates male teachers from female teachers in primary school. In-service training should be provided for all teachers in primary schools irrespective of their gender since many studies found out that in-service training improve both male and female teachers` job performance. Gender is an attribute that is used to differentiate a male from female [19]. There are many restraint posed by gender on

pupils performance which in-service training for primary school teachers is not included because it has positive effect on both male and female pupils . The findings of the study conducted on the assessment of teachers competencies in the use of inquiry method within secondary schools in Nigeria' showed that there was no significant distinction between male and female social studies teachers' competences in the use of inquiry method which could be acquired during in-service training on upper basic school students' performance [20]. The findings showed that students' performance is not a matter of teacher's gender but the good method used in teaching which he might have acquired during pre-service or in-service training irrespective of the location the training took place.

Location of a school is the geographical area which a school is being sited. Primary schools can be sited in a rural or urban area. Some studies believed that the location of a school has influence on teachers' and students' performance while some studies believed that location has no effect when you talk about teachers and students' performance. A study conducted showed that there was a significant difference in the students' academic performance in English language on the basis of school location [21]. A study acknowledged statistically significant difference in the academic achievement of students in the standardize test between rural and urban school which was in favour of the students in rural schools [22]. The study also showed that there was insignificant difference between male and female students regardless of the school location not putting into consideration the years of experience of a teacher.

Years of experience of a teacher are the total number of years teachers engage in teaching. Thus, it is very essential to keep the highly experienced and qualified teachers to deliver good and education [23]. A teacher's substandard performance more commonly occurs during the first few years of teaching [24]. First-year teachers both in primary and secondary schools always intend to leave teaching profession than those experienced teachers, and mostly those that pick up teaching newly leave the profession in their first five years of service [25]. Teachers with one to three years of experience are more likely to leave the profession than more experienced teachers due to lack of in-service training that can motivate them to stay on the job [26]. Social support and school management were major factors that significantly impact teachers' job performance and turnover issues of new teachers [27]. Primary and secondary school teachers with more experienced had lower levels of job satisfaction than the less experienced teachers, and that administrative support such as in-service training had influence on great teachers' job performance than years of teaching experience [28].

Teachers' qualification is the educational attainment of a teacher. Teachers' qualification may be national certificate of education, bachelor of education, postgraduate diploma in education, master of education and doctor of education or philosophy. Teachers who possess academic and professional qualification in teaching subjects such as Nigeria Certificate in Education (NCE), Bachelor of Science Education or Bachelor of Art in Education or Master of Education or Master of Philosophy in Education will likely perform better in teaching in their specialised subjects than those with no professional qualification [29]. This is because teachers' knowledge of the subject matter in terms of mastery of the content and employment of variety of teaching methods may be feasible for being academically and professionally qualified and thereby leading to the improvement in the academic achievement of the subjects [30]. In terms of classification of qualifications into higher and lower, students taught by teachers with higher qualifications (University Degrees) performed better than their counterparts taught by teachers with lower qualifications ((NCE) [31]. Both researchers stated further that students performed better when taught by professionally qualified teachers with university degree than those without university degree. Similarly, there was significant difference in the academic achievement of students taught by teachers with high qualification such as PGDE, B.Ed and M.Ed than those students taught by teachers with low qualification such as NCE [32]. A study also shows that the level of educational attainment of teachers in terms of their qualifications is positively related with students' outcome [33]. A study reported a positive correlation between teachers' qualification probably as a result of pre-service or in-service training and students' academic performance [34].

The aim of the study was to ascertain the influence of in-service training on primary school teachers' job performance in Nsukka Local Government Education Authority. In particular, the study sought to:

- Determine the influence of in-service training on primary school teachers' job performance.
- Determine the mean ratings of male and female teachers with regards to the influence of in-service training on primary school teachers' job performance.
- Determine the mean ratings of teachers with regards to their location on the influence of in-service training on primary school teachers' job performance.
- Determine the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers' job performance.
- Determine the mean ratings of teachers with regards to their qualifications on the influence of in-service training on primary school teachers' job performance.

The following research questions guided the study.

- What is the influence of in-service training on primary school teachers' job performance?

- What are the mean ratings of male and female teachers with regards to the influence of in-service training on primary school teachers` job performance?
- What are the mean ratings of teachers with regards to their location on the influence of in-service training on primary school teachers` job performance?
- What are the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance?
- What are the mean ratings of teachers with regards to their qualifications on the influence of in-service training on primary school teachers` job performance?

The following null hypotheses guided the study and were tested at 0.05 significant level.

Ho₁: There is no significant difference in the mean rating of teachers` gender (male and female) on the influence of in-service training on primary school teachers` job performance.

Ho₂: There is no significant difference in the mean rating of teachers with regards to their location on the influence of in-service training on primary school teachers` job performance.

Ho₃: There is no significant difference in the mean rating of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance.

Ho₄: There is no significant difference in the mean rating of teachers with regards to their qualification on the influence of in-service training on primary school teachers` job performance.

II. Methodology

The design of the study was descriptive survey research design. Descriptive survey research design is the applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction [35]. A descriptive survey research design finds out current information about a phenomenon of a population concerning variables under study [36]. Since the present study was undertaken to study the influence of in-service training on primary school teachers` job performance in Nsukka Local Government Education Authority, descriptive survey research design was therefore adopted. The study was conducted in Nsukka Local Government Education Authority. Nsukka Local Government Education Authority has 117 primary schools [37] and it is made up of several communities such as Ede-Oballa, Nsukka, Eha-Alumona, Okpuje, Opi-Agu, Edem, Umuabor, Opi, Okutu, Obukpa, Ibagwni, Obiomo, Awka, Lejja, Alor-Uno, Okpaligbo, Adhe-Ndiagu and Ibagwa-Agu. Nsukka Local Government Education Authority has a surface area of 1,810km². Nsukka Local Government Education Authority is located in Enugu State, South-East, Nigeria. The population for this study was 1053 which comprises of all the primary school teachers in all the 117 public primary schools in Nsukka Local Government Education Authority. 303 of the teachers were male while 750 were female. The sample size for the study was 282 respondents which were obtained through Cochran`s statistic sample formula of $n = \left(\frac{n_0}{1 + \frac{(n_0 - 1)}{N}} \right)$ where N = population and $n_0 = z^2 pq / e^2$ while z = 95% confidence, e = the desire level of precision, p = the proportion of the population which has the attribute in question and q = 1-p. The sampling technique used was convenient sampling techniques because only teachers that could be assessed in the period of school lockdown due to Covid-19 were given the questionnaires to fill because not all teachers were going to school. The research instrument used was a questionnaire of 20 questions items designed by the researchers and tagged Influence of In-Service Training on Primary School Teachers` Job Performance Questionnaire (IITPSTJPQ). The instrument was validated by three experts of two in Early Childhood Education and one in Measurement and Evaluation, all in the Faculty of Education, University of Nigeria, Nsukka. Cronbach Alpha was used to establish the reliability coefficient of the entire questionnaire instrument. A coefficient of 0.96 was obtained for the reliability test instrument through a pilot study which was carried out in Igbo-Eze South Local Government Education Authority which was not under the study area. The 0.96 obtained showed that the instrument was highly reliable and good to be used for the main study. The instruments were administered to the teachers by the researchers and collected back on the spot in envelop to avoid misplacement or loss of the instrument. The data collected through the instrument were analysed using mean and standard deviation for all the five research questions of the study while the t-test was used to test the hypotheses at 0.05 significant level or Ho₁ and Ho₂ and Analysis of Variance was used for Ho₃ and Ho₄. Any mean below 2.5 was considered as disagree while those of 2.5 and above were regarded as agree. Also, any hypothesis greater than 0.05 significant level were accepted while the one less than 0.05 significant level was rejected by the study.

III. Results

Research Question 1

What is the influence of in-service training on primary school teachers` job performance?

Table 1: Mean analysis of the influence of in-service training on primary school teachers` job performance.

Item Statement	Mean	Std. Deviation	Remarks
1. In-service training improves primary school teachers teaching methodology	3.52	.57	Agree
2. In-service training helps primary school teachers to have efficient classroom management	3.73	.62	Agree
3. Teachers with in-service training are more grounded in the use of audio visual aids in teaching primary school pupils	3.64	.57	Agree
4. Primary school teachers with in-service training find it difficult to understand the learning method and ability of individual pupils	1.33	.50	Disagree
5. The teaching skills of primary school teachers depend on the in-service training they acquired	3.72	.65	Agree
6. In-service training makes a teacher to know how to have an active classroom rather than a passive one	3.62	.62	Agree
7. In-service training for primary school teachers doesn` t contribute to their promotion	1.20	.42	Disagree
8. Primary school teachers with in-service training have good knowledge of improvisation and do improvise	3.60	.60	Agree
9. In-service training makes it difficult for primary school teachers to be innovative	1.24	.43	Disagree
10. In-service training helps primary school teachers improving their classroom performance	3.66	.60	Agree
11. Poor teaching competency is one of the qualities of primary school teachers with in-service training.	1.21	.41	Disagree
12. In-service training for primary school teachers has positive impact on pupils` academic performance	3.56	.64	Agree
13. Proving in-service training such as seminar, conferences and workshop does not improve primary school teachers` job performance	1.18	.39	Disagree
14. Professionals in education believe that primary school teachers` job performance and punctuality in school could be influenced by in-service training	3.50	.64	Agree
15. In-service training does not improve the job performance of teachers in the rural areas	1.27	.45	Disagree
16. In-service training does not expose primary school teachers to various educational technologies that can be applied in a classroom	1.31	.75	Disagree
17. Primary school teachers could only know how to use modern instructional technologies through in-service training	3.54	.55	Agree
18. In-service training makes it convenient for primary school teachers to handle varieties of instructional materials	3.56	.56	Agree
19. In-service training such as having higher degree improves primary school teachers` knowledge	3.67	.69	Agree
20. In-service training makes it easier for primary school teachers to share knowledge with their fellow teachers from other schools	3.55	.66	Agree
Cluster Mean	55.61	11.32	Agree

Table 1 shows the mean ratings of teachers` perceptions of the influence of in-service training on primary school teachers` job performance. It shows that the mean ratings of the teachers on items 1, 2, 3, 5, 6, 8, 10, 12, 14, 17, 18, 19 and 20 are more than the 2.50 criterion mean, indicating their level of agreement with the statements of the items. On the other hand, their mean ratings on items 4, 7, 9, 11, 13, 15 and 16 are less than the 2.50 criterion mean, implying that the teachers disagree with the statements of those items. Thus, the cluster mean of 55.61 with standard deviation of 11.32 indicates that in-service training influences primary school teachers` job performance. In other words, in-service training can increase primary school teachers` job performance.

Research Question 2: What are the mean ratings of male and female teachers with regards to the influence of in-service training on primary school teachers` job performance?

Table 2: Mean rating of male and female teachers on the influence of in-service training on primary school teachers` job performance.

Gender	N	Mean	Std. Deviation
Male	82	55.56	2.69
Female	200	55.64	3.05

Table 2 shows that male teachers had overall mean rating of 55.56 with a standard deviation of 2.69, while female teachers had overall mean rating of 55.64 with standard deviation of 3.05. This shows that female teachers had higher mean rating on the influence of in-service training on primary school teachers` job performance than their male counterparts.

Ho₁: There is no significant difference in the mean response of male and female teachers on the influence of in-service training on primary school teachers` job performance.

Table 3: t-test analysis of the difference in the mean ratings of male and female teachers` on the influence of in-service training on primary school teachers` job performance

Gender	N	Mean	Std. Deviation	df	T	Sig	Decision
Male	82	55.56	2.69	280	-.191	.204	NS
Female	200	55.64	3.05				

NS = Not Significant

Table 3 reveals that there is no significant difference in the mean ratings of male and female teachers on the influence of in-service training on primary school teachers` job performance, $t(280) = -.191, p = 0.204$. This implies that the null hypothesis formulated was accepted since the associated probability value of 0.204 was greater than the 0.05 significant level.

Research Question Three: What are the mean ratings of teachers with regards to their location on the influence of in-service training on primary school teachers` job performance?

Table 4: Mean analysis of the overall teachers rating with regards to their location on the influence of in-service training on primary school teachers` job performance

Location	N	Mean	Std. Deviation
Rural	128	55.48	3.07
Urban	154	55.72	2.85

Table 4 shows that teachers in urban schools had overall mean rating of 55.48 with a standard deviation of 3.07, while teachers in urban schools had overall mean rating of 55.72 with standard deviation of 2.85. This shows that teachers in urban schools had higher mean rating on the influence of in-service training on primary school teachers` job performance than their counterparts in rural schools.

Ho₂: There is no significant difference in the mean rating of teachers with regards to their location on the influence of in-service training on primary school teachers` job performance

Table 5: t-test analysis of the difference in the mean ratings of teachers` with regards to their location on the influence of in-service training on primary school teachers` job performance

Gender	N	Mean	Std. Deviation	df	T	Sig	Decision
Rural	128	55.48	3.07	280	-.669	.292	NS
Urban	154	55.72	2.85				

Table 5 reveals that there is no significant difference in the mean ratings of teachers` with regards to their location on the influence of in-service training on primary school teachers` job performance, $t(280) = -.669, p = 0.292$. This implies that the null hypothesis was accepted, since the associated probability value of 0.292 was greater the 0.05 significant level of decision making.

Research Question 4: What are the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance?

Table 6: Mean analysis of the overall teachers response with regards to their years of experience on the influence of in-service training on primary school teachers` job performance

Year of Experience	N	Mean	Std. Deviation
1-5 Years	56	55.55	2.76
6-10 Years	86	55.74	3.29
11 Years and Above	140	55.56	2.82
Total	282	55.61	2.92

Table 6 shows that teachers who have year of experience within 1-5 years had overall mean rating of 55.55 with standard deviation of 2.76, those who have year of experience within 6-10 years had overall mean rating of 55.74 with standard deviation of 3.29 while those who have 11 years of experience and above had overall mean rating of 55.56 with standard deviation of 2.82. This indicates that the teachers who have year of experience within 6-10 years had the highest overall mean rating on the influence of in-service training on primary school teachers` job performance.

Ho₃: There is no significant difference in the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance

Table 7: Analysis of variance of the difference in the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.115	2	1.057	.121	.886
Within Groups	2442.754	279	8.755		
Total	2444.869	281			

Table 7 reveals that there is no significant difference in the mean ratings of teachers with regards to their years of experience on the influence of in-service training on primary school teachers` job performance, $F(2, 279) = 0.121, p = 0.886$. This implies that the null hypothesis was accepted, since the associated probability value of 0.886 was greater than the 0.05 significant level set for decision making.

Research Question 5: What are the mean ratings of teachers with regards to their qualification on the influence of in-service training on primary school teachers` job performance?

Table 8: Mean analysis of the overall teachers response with regards to their qualification` on the influence of in-service training on primary school teachers` job performance

Qualification	N	Mean	Std. Deviation
NCE	75	55.91	3.10
PGDE	48	55.79	2.74
B.Ed and above	159	54.80	2.66
Total	282	55.61	2.95

Table 8 shows that teachers who have National Certificate of Education (NCE) had overall mean rating of 55.91 with standard deviation of 3.10, those who have Postgraduate Diploma in Education (PGDE) had overall mean rating of 55.79 with standard deviation of 2.74 while those who have Bachelor of Education and above had overall mean rating of 54.80 with standard deviation of 2.95. This indicates that the teachers who have NCE had the highest overall mean rating on the influence of in-service training on primary school teachers` job performance.

Ho₃: There is no significant difference in the mean ratings of teachers with regards to their qualifications on the influence of in-service training on primary school teachers` job performance

Table 9: Analysis of variance of the difference in the mean ratings of teachers with regards to their qualifications on the influence of in-service training on primary school teachers` job performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	55.447	2	27.724	3.237	.041
Within Groups	2389.42	279	8.564		
Total	2444.869	281			

Table 9 reveals that there is a significant difference in the mean ratings of teachers with regards to their qualification on the influence of in-service training on primary school teachers` job performance, $F(2, 279) = 3.237, p = 0.041$. This implies that the null hypothesis was rejected, since the associated probability value of 0.041 was less than the 0.05 significant level set for decision making.

IV. Findings and Discussion

Primary school teachers` responses show that: in-service training improves primary school teachers` teaching methodology, in-service training helps primary school teachers to have efficient classroom management, teachers with in-service training are more grounded in the use of audio visual aids in teaching primary school pupils, the teaching skills of primary school teachers depend on the in-service training they acquired, in-service training makes a teacher to know how to have an active classroom rather than a passive one, primary school teachers with in-service training have good knowledge of improvisation and do improvise, in-service training helps primary school teachers improve their classroom performance, in-service training for primary school teachers have positive impact on pupils` academic performance, professionals in education believe that primary school teachers` job performance and punctuality in school could be influenced by in-service training, primary school teachers could only know how to use modern instructional technologies through in-service training, in-service training makes it convenient for primary school teachers to handle varieties of instructional materials, in-service training such as having higher degree improves primary school teachers knowledge, and In-service training makes it easier for primary school teachers to share knowledge with their fellow teachers from other schools. The finding of the study also shows that primary school teachers in Nuskka

Local Government Education Authority were against all the 7 negatively skewed question items which there goes: primary school teachers with in-service training find it difficult to understand the learning method and ability of individual pupils, in-service training for primary school teachers doesn't contribute to their promotion, in-service training makes it difficult for primary school teachers to be innovative, poor teaching competency is one of the qualities of primary school teachers with in-service training, proving in-service training such as seminar, conferences and workshop does not improve primary school teachers' job performance, in-service training did not improve the job performance of teachers in the rural areas, and in-service training does not expose primary school teachers to various educational technologies that can be applied in a classroom. The findings of this study is in line with the findings of [12] whose findings show that teachers who attend in-service training perform effectively in their work concerning knowledge of the subject matter, teaching method, classroom management, and evaluation of learners either male or female.

Female teacher had higher mean rating on the influence of in-service training on primary school teachers' job performance than their male counterparts. However, further analysis revealed that there was no significant difference in the mean ratings of male and female teachers on the influence of in-service training on primary school teachers' job performance. Both male and female teachers believed that in-service training influences primary school teachers' performance in Nsukka Local Government Education Authority. This might be as a result of all the positive impact they got after going through in-service training and returning back to work and saw that their performance on the job has improved seriously. This was in line with a study conducted by [20] that shows gender has no effect on the use of inquiry teaching method acquired during pre-service and in-service training on male and student' performance not putting into consideration the location of the school.

Primary school teachers in urban area of Nsukka Local Government Education Authority had higher mean rating on the influence of in-service training on primary school teachers' job performance than their rural counterparts. However, further analysis revealed that there was no significant difference in the mean ratings of rural and urban teachers on the influence of in-service training on primary school teachers' job performance. Both rural and urban teachers believed that in-service training influences primary school teachers' performance irrespective of where he resides or where the school is sited.

Teachers with 6-15 years of experience had the highest overall mean rating than their other two counterparts of 1-5 year experience and 16 year experience and above. However, it was further revealed that there was no significant difference in the mean ratings of teachers with regards to years of experience on the influence of in-service training on primary school teachers' job performance. This study was also in line with a study that showed that primary and secondary school teachers with more experienced had lower levels of job satisfaction than the less experienced teachers, and that administrative support such as in-service training had influence on great teachers' job performance than years of teaching experience [28]. The finding of the study indicates that irrespective of the years of experience of a primary school teacher, in-service training will positively influence his job performance.

Teachers with B.Ed and above had a higher mean on the influence of in-service training on primary school teachers' job performance than those with PGDE and NCE qualifications. It was further found that there was a significant difference in the mean ratings of teachers in regards to qualification on the influence of in-service training on primary school teachers' job performance. The findings showed that one out of the three groups of qualification creates the significant differences.

V. Conclusion

The job performance of primary school teachers in Nsukka Local Government Education Authority is of serious concern to Enugu State Government and Nsukka Local Government Education Authority. Primary school teachers' poor performance on the job could be as a result of lack of in-service training not given to them by the government. It is on this ground that the study sought to examine the influence of in-service training on primary school teachers' job performance. Since the result of the study shows that primary school teachers agreed to the 13 positively skewed question items (1,2,3,5,6,8,10,12,4,17-20) and disagreed with the 7 negatively skewed question items (4,7,9,11,13,15 and 16) highlighted by the researchers as in-service training factors that influences primary school teachers' job performance in Nsukka Local Government Education Authority, then in-service training influences primary school teachers' job performance.

VI. Recommendations

Based on the findings of this study, the following recommendations were made:

- Ministry of Education should provide adequate in-service training for primary school teachers not putting into consideration the gender or location of the teachers.
- The school management should advise and motivate primary school teachers to go for conferences, seminars and workshops in other to boost their performance on the job.

- Government should encourage primary school teachers with over 16 years of teaching experience to organize seminar for teachers with fewer years of experience.
- Government should give educational loan to primary school teachers who received teaching appointment with NCE certificate to further for first degree certificate.

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Odoh, Cecilia Oluchi, et. al. "Influence of In-Service Training on Primary School Teachers` Job Performance in Nsukka Local Government Education Authority." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(5), (2020): pp. 45-54.