

Impact of National Teachers' Institute (NTI) Capacity Building Training Workshops on Record Keeping and Public Primary School Teacher's Job Performance in Adamawa State, Nigeria

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ABSTRACT: This study investigated the impact of National Teachers Institute (NTI) Capacity Building Training Workshops on record keeping and public primary school teacher's job performance in Adamawa State, Nigeria. The design was a descriptive survey. The target population for the study comprised of all the teachers and head teachers in public primary schools in the 21 local government areas of Adamawa State, Nigeria. Stratified random sampling technique was used to select twenty (20) teachers and ten (10) head teachers each that participated in the capacity building workshops from each of the twenty one (21) local government area of the state. A total of six hundred and thirty (630) teachers and head teachers were used for the study, these comprises of four hundred and twenty (420) teachers and two hundred and ten (210) head teachers. The instruments used for study was questionnaire. Two research hypotheses were formulated and tested at 0.05 level of significance. Two different questionnaires were designed to elicit relevant information on the impact of National Teachers' Institute (NTI) capacity building training workshops on record keeping and Public Primary School Teacher's Job Performance. One of the questionnaires is designed for the head teachers and the other for the teachers. The reliability coefficients of the instruments were found to be 0.78 and 0.81 respectively. The data collected were subjected to Chi-square(X^2) statistical analysis. The findings of the study showed that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State. Also, there is a significant impact of NTI capacity building training workshops on teachers Job performance in public primary schools in Adamawa State. Conclusions and recommendations were made in the paper.

Key Words: Impact, NTI, Capacity Building Training workshop, record keeping, Teachers' Job satisfaction.

Introduction

Education is adopted as a tool for effective national development and growth so as to produce citizens that are dynamic both in thought and deeds, self-sufficient, effective, united, and show civil responsibility (National Policy on Education, 2013).

It is universally accepted that no nation can be great or risen above the quality of its educational system. By the same token, no educational system can rise above the quality of its teaching force (National Policy on Education, 2013). What we need to ask now is: Is teaching itself a real profession? What are the barriers to full professionalization of teaching in Nigeria? Are our teachers adequately prepared and equipped to face the challenges of the new technological age? Does the teacher have good knowledge of record keeping? If teaching and teacher training are not in good shape, we should not expect anything better from the educational system itself and by implication nothing better should also be expected to come from such a nation.

Essien, Akpan & Obot (2016) opined that teachers are the hub of the educational system in the world generally and particularly in Nigeria. Teachers therefore constitute a great percentage of the working population and are in the forefront of the battle for national development. Their roles in the development of manpower and in the achievement on national educational goals are outstanding (Essien, Akpan & Obot, 2016).

According to Adesina (2013), it is no surprise therefore that in recent times the Federal Government has come up with training and re-training teachers in order to update the quality of the teaching forces. Education unlocks the key to socialization and modernization, but the teacher holds the key to that door of socialization and modernization. He is the central and most important part of education and the determinant of its quality (Sharehu, 2009). This is so because he is saddled with the responsibility of translating educational policies into practices and programme into action.

The role of the teacher as a major determining factor in the quality of education can hardly be overemphasized. As the curriculum implementer and guide to the learner, it is necessary for the teacher to know what to teach, how to teach it and to ensure that learning takes place. The teacher needs to be current in emerging local, national and global issues and be able to accommodate these in the curriculum. Essien, Akpan & Obot (2016) cited Uche (1981) that teachers should undergo in-service training to enable them to acquire necessary teaching skills and to be abreast with new knowledge.

In the study of Essien, Akpan & Obot (2016) to determine the influence of in-service training, seminars and workshops attendance by social studies teachers on academic performance of students in Junior secondary schools in cross river state, Nigeria, affirmed that there exists a positive relationship between the frequency of teachers' attendance at in-service training seminars and workshops and students' academic performance in social studies. The positive relationship implies that students' academic performance increases with teachers' frequency of attendance at in-service, seminars and workshops.

According to National Policy on Education (2013), basic education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4, situated in daycare or crèche, fully in the hands of the privates sector and social development services, whilst ages 5-6 are within the formal education.

The Federal Government of Nigeria as part of its commitment to the improvement of the quality of learning at the primary school level by providing professional support for teachers, began implementing a nation-wide capacity building training workshops for primary school teachers throughout the country in 2006 (NTI, 2014). The ministry's choice of this strategy is based on the belief that the concept of education for All (EFA) is meaningless if the children cannot have access to quality education. This means that while the goal of universalizing access is being addressed through the introduction of Universal Basic Education (UBE) program, quality should also be addressed through the retraining of teachers through workshops on lesson planning, lesson delivery, improvisation of instructional materials; record keeping etc.

It is in recognition of the above that Federal Government through the Ministry of Education directed NTI to begin the re-training of primary school teachers (ASUBEB, 2019). This has focused on innovative techniques of teaching methods/strategies, for instance, lesson planning, lesson delivery, improvisation of instructional materials, communication skills, school record keeping, all these skills have been seeded into instruction of subjects in order to enhance the successful classroom instruction. Therefore the efficiency and effectiveness of the teacher depends on the quality and the amount of information that are made available about the school.

School records, according to Akanbi (2015) as books documents, diskettes and file in which information which goes beyond the school is stored on social, academic and non-academic activities and other important events of the school, that is to say that school records are useful information about staff, students, curriculum and instruction, facilities and equipment, supplies and finances prepared and kept in the school. Thus, records are documents kept by teacher for future reference; it will equally help the teachers to take decisions on his/her pupils. Records taken by teacher could include classroom register, pupil/students report card, punishment book, Pupils Continuous Assessment (C.A) lesson note among others (Olagboye, 2004). According to Essien, Akpan & Obot (2016) cited Okon and Anderson (1982) that in-service training for teachers helps to foster continued professional growth.

Therefore, teachers needs to have the update knowledge of how to keep and handle school records, if not, just as school records can be used to ensure the efficient running of the school, so also they can be misused or abused, which could yield to unreliable information and thereby lead to erroneous decisions later.

Hence, the purpose of this study is to find out whether the resources and facilities invested over the years on the training of teachers through workshops / seminars on record keeping and teacher's job performance in public primary schools in Adamawa State, Nigeria have actually made visible difference in the classroom performance of the teachers and record keeping.

Research Hypotheses

The study was guided by these research hypotheses:

1. There is no significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State.
2. There is no significant impact of NTI capacity building training workshops on teachers' Job performance in public primary schools in Adamawa State.

Methodology**Research Design**

The design was a descriptive survey. It was designed to investigate the impact of National Teachers' Institute (NTI) capacity building Training Workshops on Record Keeping and Public Primary School Teacher's Job Performance in Adamawa State, Nigeria

Population

The target population for this study comprised of all the teachers and head teachers in public primary schools in the 21 local government areas of Adamawa State, Nigeria. The population of this study consisted of all the teachers and head teachers in all the public primary schools in all the educational zones of Adamawa state.

Sample and Sampling Technique

Stratified random sampling technique was used to select twenty (20) teachers and ten (10) head teachers each that participated in the capacity building workshops from each of the twenty one (21) local government area of the state. A total of six hundred and thirty (630) teachers and head teachers were used for the study, these comprises of four hundred and twenty (420) teachers and two hundred and ten (210) head teachers.

Research Instruments

The instruments used for this study was questionnaire. Two different questionnaires are designed to elicit relevant information on the impact of National Teachers' Institute (NTI) capacity building training workshops on record keeping and Public Primary School Teacher's Job Performance. One of the questionnaires is designed for the head teachers to elicit information on their opinion on the impact of NTI capacity building training workshops on records keeping in public primary school in Adamawa State while, the other questionnaire is designed for the teachers to elicit information on their opinion on the impact of NTI capacity training workshops on teachers Job performance in public primary schools in Adamawa state. To ensure that the instruments measure what is meant for, the instruments were subjected to face and content validity by three (3) experts who read several times comparing it with the research question which yielded an indices value of 0.78 and 0.81 respectively. Grammatical and structural errors were corrected by the experts, they were asked to vet and make necessary corrections and to ensure that the items measures what it purports to measure.

Administration of the Instrument and Data Collection Procedure

Preliminary contacts were made with the selected schools, and heads of schools for easy schedule of itinerary for administration of instrument.

With the permission of the authorities of the schools used for the study, the questionnaires were administered on the affected respondents. The questionnaire copies were then collected back and each of them was scored accordingly and the data collected were later subjected to Chi-square(X^2) statistical analysis at 0.05 level of significance.

Results and Discussion**Research Hypothesis 1:**

There is no significant impact of NTI capacity building training workshops on records keeping by the head teachers in public primary school in Adamawa State.

Table 1: Chi- Square Analysis of data on the impact of NTI capacity building training workshops on records keeping by the head teachers in public primary school in Adamawa State.

S/N	ITEMS	NO	YES	X ² -cal	X ² -tab	df
1	The workshop enables me to know how to keep students records	35	175	84.50*	3.84	1
2	The workshop enhances my ability in keeping the staff records.	76	134	11.52*		
3	Knowledge of good school records keeping will save school from unnecessary legal tussles.	61	149	30.42*		
4	Knowledge of good records keeping enables me to know much about the school.	73	137	14.58*		

5	Knowledge of good records keeping enables me to much information about the parents/guardians or sponsors of the pupils.	64	146	22.67*		
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P < 0.05; * = Significant

The table 1 above shows that χ^2 -cal= 84.50, 11.52, 30.42 and 14.58 for items No 1,2,3 and 4 respectively were greater than χ^2 -tab = 3.84 showing that at $p < 0.05$ and $df = 1$ (i.e. χ^2 - cal > χ^2 - tab) in all cases. Therefore, the null hypothesis was rejected and the result was significant, and this implies that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State.

Research Hypothesis 2:

There is no significant impact of NTI capacity building training workshops on teachers’ Job performance in public primary schools in Adamawa State.

Table 2: Chi- Square Analysis of data on the impact of NTI capacity training workshops on teachers’ Job performance in public primary schools in Adamawa state.

S/N	ITEMS	NO	YES	X ² -cal	X ² -tab	df
1	The workshop enables me to improve on my teaching methodology.	26	394	205.01*	3.84	1
2	The workshop enhances my ability in the mastery of the subject matter.	52	368	128.05*		
3	The workshop assists me in the classroom management.	34	386	179.41*		
4	The workshop aids my lesson planning and in the delivery of the lesson.	80	340	165.33*		
5.	The knowledge of the workshop boosts my effectiveness and efficiency on the job.	67	353	194.21*		

P < 0.05; * = Significant

The table 2 above shows that χ^2 -cal= 205.01, 128.05, 179.41 and 65.33 for items No 1,2,3 and 4 respectively were greater than χ^2 -tab = 3.84 showing that at $p < 0.05$ and $df = 1$ (i.e. χ^2 - cal > χ^2 - tab) in all cases. Therefore, the null hypothesis was rejected and the result was significant, and this implies that there is a significant impact of NTI capacity building training workshops on teachers Job performance in public primary schools in Adamawa State.

Discussion of findings

The results of the study were discussed based on the two research hypotheses:

The table 1 above shows that χ^2 -cal= 84.50, 11.52, 30.42 and 14.58 for items No 1,2,3 and 4 respectively were greater than χ^2 -tab = 3.84 showing that at $p < 0.05$ and $df = 1$ (i.e. χ^2 - ca l > χ^2 - tab) in all cases. Therefore, the null hypothesis was rejected and the result was significant, and this implies that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State. This result supported the claim of Essien, Akpan & Obot (2016) cited Okon and Anderson (1982) that in-service training for teachers helps to foster continued professional growth.

The table 2 above shows that χ^2 -cal= 205.01, 128.05, 179.41 and 65.33 for items No 1,2,3 and 4 respectively were greater than χ^2 -tab = 3.84 showing that at $p < 0.05$ and $df = 1$ (i.e. χ^2 - cal > χ^2 - tab) in all cases. Therefore, the null hypothesis was rejected and the result was significant, and this implies that there is a significant impact of NTI capacity building training workshops on teachers Job performance in public primary schools in Adamawa State. This result supported the claim of Essien, Akpan & Obot (2016) cited Uche (1981) that teachers should undergo in-service training to enable them to acquire necessary teaching skills and to be abreast with new knowledge.

Conclusion

Based on the findings of this study, it can be concluded that there is a significant impact of NTI capacity building training workshops on records keeping of head teachers in public primary schools in Adamawa State, and that there is a significant impact of NTI capacity building training workshops on teachers Job performance in public primary schools in Adamawa State.

Recommendations

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

1. The head teachers should help their teachers develop skills in using record keeping strategies; this in turn would lead to their performance and higher pupil's achievement.
2. Head teachers and teachers should be sensitized on the need for effective record keeping as to increase school community relationships

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