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**IMPACT OF STAFF TRAINING ON TEACHERS' IMPROVED PRODUCTIVITY  
IN PUBLIC SECONDARY SCHOOLS BAYELSA STATE**

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***Abstract***

*This research investigated the impact of staff training on teachers' productivity in public secondary schools (PSS) in Bayelsa State. Guided by three research questions and corresponding hypotheses, the study used a survey design deemed suitable for this context. Out of 4,015 teachers across the state, 401 (10%) were randomly selected for the study. Data were gathered using a twelve-item, researcher-designed questionnaire on staff training and teacher productivity. Content validity was ensured through expert review, and reliability testing showed a coefficient of 0.80. Data analysis involved calculating the mean, standard deviation, and performing an independent t-test. The main findings indicate that staff training has a significant impact on teachers' performance. The study recommends the effective use of various training methods—on-the-job, on-and-off-the-job, and off-the-job—to enhance productivity in PSS in Bayelsa State.*

**Keywords: Training, Teachers, Productivity, Secondary, Schools**

**Introduction**

Human beings serve as dynamic agents. They generate wealth, utilize material resources, and establish social, economic, and political institutions. People also drive national development. When individuals receive proper training, they tend to perform their duties more effectively and efficiently. At this point, it is relevant to refer to the Paul Principle, which asserts, "Over time, people become uneducated and, consequently, incompetent to perform." This principle

emphasizes the importance of ongoing training and retraining. The constant emergence of new tools, technologies, challenges, procedures, knowledge, and job roles makes employee training indispensable.

According to Agulanna and Awujo (2011), training becomes essential whenever organizational objectives can be better achieved through enhanced employee productivity. It serves as a vital strategy. Through training, employers build the capacity of their workforce. This helps achieve organizational goals and successfully implement business plans. Different scholars have provided various definitions of training. Timiebi (2023) describes training as a learning process through which individuals acquire skills, concepts, attitudes, or knowledge that empower them to accomplish specific goals. Defining training as a process implies its continuous nature, which aligns with the current era of “knowledge explosion,” characterized by the constant emergence of new tools, equipment, and skills that contribute to human advancement. Similarly, Abiodun (2023) defines training as a deliberate organizational effort to aid the acquisition of expertise by staff, thereby enhancing their productivity and promoting organizational success. The ultimate purpose of training is to help organizations achieve their goals by enhancing their human capital. It represents an investment in people, aimed at enhancing their efficiency and empowering them to maximize their potential and utilize available resources effectively.

### **The Need for Training**

Training is very important in every organization. Below are some of the need for training:

- a. Address performance gaps.
- b. Align skills with job needs. Strengthen effectiveness and support change.
- c. Reduce accidents and costs.
- d. Improve work quality and quantity.
- e. Adapt to new technologies.
- f. Boost productivity and efficiency.
- g. Minimize negative workplace behaviors.
- h. Cut costs and waste. Prevent skill loss.
- i. Increase satisfaction by building confidence.

### **Condition for Effective Training**

According to Armstrong (2013) there are ten training conditions. They are:

- a. Learners must be motivated: Employees should be encouraged to develop an interest in learning by making them understand that improving their present knowledge, skills, or behavior is essential for satisfactory job performance.
- b. Clear performance standards should be established: Trainees need well-defined goals and measurable standards that they see as reasonable and useful to evaluate their progress during training.
- c. Provide proper guidance: Trainees should receive clear direction and consistent feedback on their performance. Trainers must be available to assist and support them whenever necessary.

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- d. Ensure satisfaction from learning: Employees are more likely to learn effectively when the training meets one or more of their personal or professional needs. Conversely, training programs are likely to fail if participants perceive them as irrelevant or unhelpful.
- e. Promote active learning: Learning should be an engaging process where trainees actively interact with the trainer, other participants, and the training materials rather than being passive recipients of information.
- f. Use suitable training techniques: The methods and approaches adopted should correspond to the job requirements, as well as the specific needs of individual trainees and the group as a whole.
- g. Allow adequate time for assimilation: Sufficient time must be allocated for trainees to absorb, test, and internalize new knowledge and skills throughout the training process.
- h. Reinforce correct behavior: Trainees should receive timely feedback and recognition for positive performance. In longer training sessions, periodic reinforcement stages should be incorporated to strengthen learning outcomes.
- i. Acknowledge varying levels of learning: It is important to recognize that learning occurs at different levels, each requiring distinct methods, approaches, and durations for effective understanding and skill acquisition.

Training techniques according to Armstrong (2013) are classified into three groups: on the-job methods, on-the-job and off-the job techniques, and off the job methods. In summary, training serves the purpose of bridging the gap between employees' current performance and the desired level of competence or productivity.

**Benefits of training**

The benefits of training are very enormous. Some of them are:

- i. It enhances the performance of individuals, teams, and the organization as a whole by increasing output, improving quality, boosting efficiency, and raising overall productivity.
- ii. It reduces learning cost.
- iii. It provides higher levels of service to customers.
- iv. It strengthens employees' commitment to the organization by helping them align with and take ownership of its mission and objectives.
- v. It increases the range of skills possessed by employees leading to operational flexibility.
- vi. It attracts highly qualified candidates by providing opportunities for learning and professional development, thereby enhancing their skills and competence, which in turn leads to greater job satisfaction.
- vii. It fosters a positive organizational culture—whether centered on delivering excellent customer service or maintaining high levels of productivity.
- viii. It increases the morale of employees who feel confident after training to execute their jobs more effectively and efficiently.
- ix. It reduces turnover since training reinforces commitment to the organization.
- x. It prepares employees for promotion and higher responsibilities.
- xi. It improves interpersonal communication, teamwork and leadership.
- xii. It prevents skills obsolescence. Older personnel use refresher training to keep abreast with sophisticated tools and equipment.

- xiii. It improves organizational climate.
- xiv. It reduces the number and cost of accident.

### **Statement of Problem**

Staff training is one very important aspect of any organization that is very instrumental to workers increased productivity but sadly it has not been given the desired attention it deserves. Most teachers' cannot carry out their duties effectively because their ideas are obsolete and they cannot keep in touch with modern realities. They can no longer match their abilities with their job requirements and school needs, they cannot cope with technological advancements and find it very difficult to cope up with the organizational climate. This can lead to lack of job satisfaction on the part of the teachers, performance deficiencies, and wastage of time, financial, material and other resources. This is indeed a very big problem that will definitely affect the school if not adequately tackled. Hence, the obvious need for staff training in other to guarantee tutors are always in tune with contemporary realities and the best possible ways of going about the teaching business. The study intend to use training techniques to improve on teachers' productivity level in the school.

### **Purpose of the study**

The major aim of the research was to ascertain:

- 1) The difference between male and female teachers' mean rating on the extent on the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.
- 2) The difference between male and female teachers' mean rating on the extent on and off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.
- 3) The difference between male and female teachers' mean rating on the extent off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.

### **Research Questions**

The research was guided by the following research questions:

- 1) What is the difference between male and female teachers mean rating on the extent that on the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?
- 2) What is the difference between male and female teachers mean rating on the extent that on and off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?
- 3) What is the difference between male and female teachers mean rating on the extent that off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?

### **Hypotheses**

The hypotheses in their null form tested at 0.05 significant level was used for the study.

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- 1) There is no significant difference between male and female teachers mean rating on the extent that on the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.
- 2) There is no significant difference between male and female teachers mean rating on the extent that on and off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.
- 3) There is no significant difference between male and female teachers mean rating on the extent that off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.

**Methodology**

The paper employed a survey design because it is simple and suitable for the study. The target population consists of 4,015 tutors in public secondary schools in Bayelsa State. The sample size for the study was four hundred and one (401) teachers in public secondary schools in Bayelsa State. This figure represents ten percent (10%) of the entire population. The sample size was selected through the simple random sampling technique. The instrument for the study was a research questionnaire titled "Impact of Staff Training on Teachers Improved Productivity in Public Secondary Schools in Bayelsa State" (ISTTIPSSBT). The research questionnaire had twenty (12) items and was used to elicit for information from the participants. All the items were measured on a four point rating scale. The instrument was authenticated by two experts in the Faculty of Education in the Niger Delta University. The instrument was administered on two different occasions within a time frame of two weeks to 20 public secondary school teachers in Delta State who were not part of the main study using the Pearson product movement coefficient (P.P.M.C) analysis. A reliability of 0.80 was established. The data were analyzed descriptive statistics and independent t-test.

**Research Question 1**

What is the difference between male and female teachers mean rating on the extent that on the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?

**Table 1: Mean scores on the difference between male and female teachers' on the extent that on the job training technique improve teachers' productivity**

S/NO	On the job training	Male Mean SD		Female Mean SD		Total Mean SD		Decision
1	Extent demonstration training technique improve teachers productivity	3.21	.951	2.86	.961	3.03	.956	High Extent
2	Extent coaching training technique improve teachers productivity	2.95	.833	2.94	.950	2.95	0.891	High Extent
3	Extent mentoring training technique improve teachers productivity	2.93	.923	3.16	.846	3.05	0.885	High Extent

4	Extent planned experience training technique improve teachers productivity	2.91	1.146	2.64	1.192	2.78	1.169	High Extent
	<b>Grand Mean</b>	3.00	.963	2.90	.987	2.95	.975	High Extent

**Cut-off mean=2.50; Male=210; Female=191 and Total=401**

Table 1 shows male teachers mean rating of 3.21, 2.95, 2.93 and 2.91 for items 1, 2, 3 and 4 with a grand mean of 3.00 which is more than the criterion mean of 2.50. This shows that the male teachers are of the opinion that on the job training technique improves tutors' productivity level to a high extent. Also, the table shows female teachers' mean rating of 2.86, 2.94, 3.16 and 2.64 for items 1, 2, 3 and 4 with an overall mean of 2.90 which is more than the criterion mean of 2.50. This indicates that female teachers also agreed that on the job training technique improves teachers' job performance to a high extent. In total, a mean rating of 3.03, 2.95, 3.05 and 2.78 for both male and female teachers was established for items 1, 2, 3 and 4 with a grand mean of 2.95. With an overall mean of 2.95 which is more than the criterion mean of 2.50 the study established that both male and female teachers are of the opinion that on the job training technique improves teachers' productivity level to a high extent.

### Research Question 2

What is the difference between male and female teachers mean rating on the extent that on and off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?

**Table 2: Mean scores on the difference between male and female teachers' on the extent that on and off the job training technique improve teachers'**

S/ NO	On and off the job training	Male Mean SD		Female Mean SD		Total Mean SD		Decision
5	Extent computer based training technique improve teachers productivity	2.95	.833	2.93	.923	2.94	.878	High Extent
6	Extent multi-media training technique improve teachers productivity	2.85	.860	2.94	.950	2.90	.905	High Extent
7	Extent job (skill) instruction training technique improve teachers productivity	2.93	.923	3.14	.850	3.04	.888	High Extent
8	Extent action learning training technique improve teachers productivity	3.03	.956	2.78	1.169	2.91	1.063	High Extent
	<b>Grand Mean</b>	2.94	.893	2.95	.973	2.95	.933	High Extent

**Cut-off mean=2.50; Male=210; Female=191 and Total=401**

Table 2 shows male teachers mean rating of 2.95, 2.85, 2.93 and 3.03 for items 5, 6, 7 and 8 with an overall mean of 2.94 which is above the cut off mean of 2.50. This shows that the male teachers are of the opinion that on and off the job training technique improves tutors'

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productivity to a high extent. Also, the table shows female teachers' mean rating of 2.93, 2.94, 3.14 and 2.78 for items 5, 6, 7 and 8 with an overall mean of 2.95 which is also more than the criterion mean of 2.50. This shows that female teachers agreed that on and off the job training technique improves teachers' job performance to a high extent. In total, a mean rating of 2.94, 2.90, 3.04 and 2.91 for both male and female teachers was established for items 5, 6, 7 and 8 with a grand mean of 2.95. This established that both male and female tutors are of the opinion that on and off the job training technique improves teachers' productivity level to a high extent.

**Research Question 3**

What is the difference between male and female teachers mean rating on the extent that off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State?

**Table 3: Mean On scores on the difference between male and female teachers' on the extent that off the job training technique improve teachers' productivity.**

S/NO	Off the job training	Male Mean SD		Female Mean SD		Total Mean SD		Decision
9	Extent distance learning training technique improve teachers productivity	2.89	.951	2.93	.923	2.91	.937	High Extent
10	Extent outdoor training technique improve teachers productivity	2.95	1.027	2.66	1.107	2.81	1.047	High Extent
11	Extent lecture training technique improve teachers productivity	3.21	.883	3.05	.846	3.13	0.864	High Extent
12	Extent case experience training technique improve teachers productivity	2.86	.961	2.94	.950	2.90	0.996	High Extent
	<b>Grand Mean</b>	2.98	.956	2.90	.957	2.94	.961	High Extent

**Cut-off mean=2.50; Male=210; Female=191 and Total=401**

Table 3 shows male teachers mean rating of 2.89, 2.95, 3.21 and 2.86 for items 9, 10, 11 and 12 with an overall mean of 2.98 which is greater than the criterion point of 2.50. This shows that the male teachers are of the opinion that off the job training technique improves teachers' productivity to a high extent. Also, the table shows female teachers' mean rating of 2.93, 2.66, 3.05 and 2.94 for items 9, 10, 11 and 12 with an overall mean of 2.90 which is also more than the criterion mean of 2.50. This shows that female teachers agreed that off the job training technique improves tutors' job efficiency to a high extent. In total, a mean rating of 2.91, 2.81, 3.13 and 2.90 for both male and female teachers was established for items 9, 10, 11 and 12 with a grand mean of 2.94. This established that both male and female tutors are of the opinion that off the job training technique improves teachers' productivity level to a high extent.

**Research Hypothesis One**

There is no significant difference between male and female teachers mean rating on the extent that on the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.

**Table 4: t-test analysis of the difference between male and female teachers mean rating on extent on the job training technique improves teachers' productivity.**

Variables	N	Mean	SD	Df	t-cal	t-crit	Sig	Decision at P <0.05
Male	210	3.00	.963	408	.794	1.960	0.553	NS
Female	191	2.90	.987					

NS= Not significant at 0.05 alpha level; N= 410

Table 4 shows that the t-test is significant at the 0.05 alpha level. The absolute t-cal = -0.794, < t- crit. = 1.960 at df. = 408. Therefore, the null hypothesis is acknowledged, noting there is no substantial dissimilarity between the mean ratings of male and female tutors regarding how on-the-job training techniques enhance teachers' productivity in public secondary schools in Bayelsa State.

### Research Hypothesis Two

There is no significant difference between male and female teachers mean rating on the extent that on and off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.

**Table 5: t-test analysis of the difference between male and female teachers mean rating on extent on and off the job training technique improves teachers' productivity.**

Variables	N	Mean	SD	Df	t-cal	t-crit	Sig	Decision at P <0.05
Male	210	2.94	.893	408	.519	1.960	0.633	NS
Female	191	2.95	.973					

NS= Not significant at 0.05 alpha level; N= 410

Table 5 shows that the t-test is substantial at the 0.05 alpha level. The absolute t-value = 0.519 < t- crit. = 1.960 at df. = 408. Therefore, we accept the null hypothesis that there is no substantial dissimilarity between the mean ratings of male and female teachers regarding how on-and-off-the-job training techniques enhance productivity in public secondary schools in Bayelsa State.

### Research Hypothesis Three

There is no significant difference between male and female teachers mean rating on the extent that off the job training technique improve teachers' productivity in public secondary schools in Bayelsa State.

**Table 6: t-test analysis of the difference between male and female teachers mean rating on extent off the job training technique improves teachers' productivity.**

Variables	N	Mean	SD	Df	t-cal	t-crit	Sig	Decision at P <0.05
Male	210	2.98	.956	408	-.694	1.960	0.653	NS
Female	191	2.90	.957					

NS= Not significant at 0.05 alpha level; N= 410

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Table 6 shows that the t-test result is substantial at the 0.05 alpha level. The calculated absolute t-value = 0.694, < t-crit. = 1.960 at df. = 408. Therefore, the null hypothesis is upheld. This means there is no substantial dissimilarity between the mean ratings of male and female teachers regarding how off-the-job training techniques improve teachers' productivity in public secondary schools in Bayelsa State.

### **Discussion Of Findings**

The paper revealed that staff training is very important for teachers improved productivity.

**Table 1** shows that male and female tutors settled that on the job training technique improves teachers productivity with a grand mean of 2.95 (male) and 2.94 (female). Also total a grand of 2.95 was established for both males and female teachers. This established the fact that male and female tutors are of the view that on the job training technique improves teachers' productivity level to a high extent.

**Table 2** reveals that male and female tutors settled that on and off the job training technique improves teachers productivity with a grand mean of 2.94 (male) and 2.95 (female). Also total a grand of 2.95 was established for both males and female teachers. This established the fact that male and female tutors are of the view that on and off the job training technique improves teachers' productivity level to a high extent.

**Table 3** indicated that male and female tutors agreed that off the job training technique improves teachers productivity with a grand mean of 2.98 (male) and 2.90 (female). Also total a grand of 2.94 was established for both males and female teachers. This established the fact that male and female tutors are of the view that off the job training technique improves teachers' productivity level to a high extent.

**Table 4** established that there is no substantial disparity between male and female tutors mean rating on the extent that on the job training technique improve teachers' efficiency in PSS in Bayelsa State.

**Table 5** established that there is no substantial disparity between male and female tutors mean rating on the extent that on and off the job training technique improve teachers' productivity in PSS in Bayelsa State.

Finally, **table 6** established that there is no substantial disparity between male and female tutors mean rating on the extent that off the job training technique improve teachers' efficiency in public secondary schools in Bayelsa State.

### **Conclusion**

The study was able to establish the fact that teacher training is very pivotal for them to be at their best, as such training techniques like on the job training method, on and off the job training method as well as off the job training technique should be used as instrument to improve teachers productivity in PSS in Bayelsa State.

### **Recommendations**

The subsequent recommendation were made based on the findings of the study:

- 1) Educational stake holders, policy makers and administrators should use on the job training technique as a tool to improve teachers efficiency in PSS in Bayelsa State.

- 2) Educational stake holders, policy makers and administrators should use on and off the job training technique as a tool to improve tutors productivity in PSS in Bayelsa State.
- 3) Educational stake holders, policy makers and administrators should use off the job training technique as a tool to enhance tutors efficiency in PSS in Bayelsa State.

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