

## International Journal of Interdisciplinary and Multidisciplinary Research (IJIMR)

ISSN 2456-4567

### On-The-Job Training: A Determinant Gadget for Teachers' Productivity in Lagos, Nigeria

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#### Abstract

This paper observes on-the-job training as a determinant gadget for teachers' productivity in Lagos, Nigeria. It explained the concept of human resources development and its importance to organizational goal attainment and development. It also highlighted the concept and types of training, the need for staff training and development in the education sector, management training and teachers' development agencies in Nigeria. It further analyzed the concept of productivity. It gave an insight on the impact of on-the-job training as a determinant gadget for teachers' productivity. Recommendations were given. It was concluded that apart from all other motivating factors, the most determinant gadget for the enhancement of teachers and other staffs' productivity is on-the-job training. And that through on-the-job training, teachers and any staffs can acquire positive and necessary skills and additional knowledge that in turn enhances and improves his/her job responsibilities.

**Key words:** Human, resources, development, training, determinant, gadget, teacher, productivity

#### Introduction

Human Resources Development (HRD) is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement. It is also a framework for helping employees develop their personal and organizational skills, knowledge and ability and the part of management which is concerned with the people at work and their relationship within an organization. In the words of Aina (2005), "anyone who is engaging in modern organization should concern with the human resource development to some extent".

Human resource development should therefore be seen as an important management function that concerned with the careful selection and placement of new employees.

Susan and Kelly, (2006) posits that human resources development includes opportunities such as employee training, employee career development, performance management, coaching, mentoring, succession planning and organization development. While the American Society for Training and Development (ASTD) asserts that human resource development is the integrated use of training organization and career development efforts to improve individual, group and organizational effectiveness. It is to develop the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities.

In more recent times, human capital development has been recognized as the only means towards enhancing national development. This has prompted the Federal Government to declare in its guiding principles in the 1999-2003 economics policy that:

The general well being of all the people shall be the overriding objectives of the government and proper measures of performances. The strategy to be employed shall be to empower Nigerians in both rural and urban areas to become more economically productive, with a view to improving their quality of life. To avoid the mistakes of the past, projects and measures to be implemented will be people oriented.

This policy statement of government is short and clear. Its focus is clearly to empower the people to be productive and decide for themselves through human capital development.

Generally, human resources are developed in several ways. The first is through formal education involving pre-primary, primary secondary and higher education. The second is in-service or on- the- job training, which is a systematic or informal training programmed in employing institutions. The third way is individual self development. This occurs when individuals seek to acquire greater knowledge, skills or capabilities through preparations on their own initiatives. Finally, human capital can be developed through importation of education of educated man power, mostly technical expertise and consultants.

Of the various ways of human capital development, formal education seems to be the most veritable. Adeyegbe (2005) stated that one of the indices of a developed nation is the literary level of its inhabitants. He further explained that in a country where majority of citizenry are not literate, such nation is perceived as underdeveloped. But where majority of the citizenry are literate, such nation is seen to be developed, and because education system produces the nations manpower needs and also influences her technological development.

In support with the above notions, a nation's educational needs have to be managed by competent, updated and well trained personnel that will yield desirable needs of the society. Also organizations, like the educational sectors or schools need people just as they need raw materials and equipment, in order to function successfully. Armstrong (2003) said organizations undertake human capital planning to enable them to meet their future people's needs, in same way in which they plan for their non-human resources.

However, Abari and Mohammed (2010) conceptualized the school as an example of social system. A social system is an aggregation of individuals and institutional organizations locked in various degrees of interdependence as a permanently organized unit of the social order. In a school system the people involved are the teachers and the support staff whose major task is to bring about desirable changes in the students.

Moreover, when work techniques has become obsolete as a result of changes in technology (Introduction of computers, laboratory equipment and E-Systems) retraining might be needed, so that displaced employees and teachers can be trained to fit into new jobs and to bring about changes in their behaviour.

The major important aspect of human resource management that is often neglected today is staff training and development. This is so because in most organizations, including the school system, the top management regards training as of marginal importance and therefore gives it only a token support. Some

even feel that training is entirely a staff function and responsibility for which the managers have no concern. This is a bad misconception because we live in a changing world where things and people change continually and rapidly, people's beliefs, attitude, values and tastes also change.

Therefore there is the need for training and retraining of staff to make them cope with the dynamic world of work. This may be in the form of sponsoring him to conferences, workshops, seminars and staff training centres.

### **Concept of Human Resources Development (HRD) and Its Importance to Organizational Goal Attainment and Development**

Human resource is fundamental to the success of any activity, the conceptualization or initiation, planning, creation of any venture are based on the thinking and inner mind of man without which no activity can occur. Thus, human resource is the thinking asset of all business ventures. Capital to "Human" in the concept of "Human Capital Management" is to show the totality of human element and the crucial position it occupies in the carriage of any business.

The real contribution of human resource (man is not usually quantified and reflected on the balance sheet; but the inherent understanding of "Human Capital" connotes that it is the most significant intangible' item of the balance sheet underscoring its reservoir of abilities, capabilities, skills and competencies for organizational transformation. Man occupies a vintage position as the generator of the software and even as the software itself that drives all other resources' Okoroji and Okoye, 2005).

According Frederick Harbison (1993) in his book Human Resources as the Wealth of Nations described as ..."the maximum possible utilization of human beings in productive activity and the skills knowledge and capacities of the labour force".

A resource is an umbrella term, which comprises of people, money, materials, information, knowledge, time, etc. Human resources are the talents and knowledge of people, which can or should be applied to the production of goods for the rendering of useful services. Such talents and knowledge involve producing things and providing services of all kinds in the social, political, cultural and economic development of nations.

All activities of any organization or nation are initiated and determined by the persons who make them up. The plants, offices, automated equipment, computers and all that firms' use, are unproductive except for human effort and direction. Human beings design or offer the equipment, they secure the capital needed and decided on the accounting and fiscal procedures to be sued and also to modernize or to modernize the technology employed. Every aspect of an organization activity is determined by the competence, motivation and general effectiveness of its human organization.

According to Susan and Kelly, (2006) human resources not capital income and material resources constitute the ultimate basis for the wealth of nations and once observed that: the major capital stock of an industrially advanced country is not its physical equipment: it is the body of knowledge amassed from tested findings and discoveries of empirical science and the capacity and training of its population to use this knowledge. The essence of any manpower programme is to "enhance the welfare of workers by maximizing their skills and the quality of the employment opportunity and in so doing, add to the country's economic strength.

Human beings are the active agents that perform the basic functions of planning, organizing, leading and controlling other factors of production. In other words all the other resource is passive and need to be employed by human beings to become productive.

Conclusively, an organization or nation, which is unable to develop skills and knowledge of its people and utilize them effectively in the organizational and national economy, will be unable to

develop anything else. The human resources is the most important of the resources required for the production of goods and services and a key to rapid socio-economic development and efficient service delivery.

### **Concept and Types of Training**

Training has always been recognized as an important factor contributes to the improvement of an employee, right from the days of Fredrick W. Taylor of the Scientific Management Thought to the present day.

Training would thus be viewed as being concerned with increase of knowledge and skill in doing a particular job. Training is seen by several authors as the most extensive only in institution or establishment which operate in complex market environment (Rowden and Conine, 2005; Sahinidis and Bouris, 2008).

Onifade, (2001) defined training as an organized procedure which people learn knowledge and skills for a definite. Obikoya, (2002) holds the view that training is a systematic process of altering the behaviour, knowledge and/or training of teachers in a direction to increase the trainees' effectiveness and organizational goal achievement. Thus, training is a remedy for people who do not know how to do their work to meet the establishment standard of performance.

Moreover, Training and education have shown to have a significant positive effect on job involvement, job satisfaction and institutional commitment (Karia and Asaari, 2006). Moreso, Armstrong, (2009) sees training as the application of formal process to impact knowledge and help people to acquire the skills necessary for to perform their job satisfactorily. He added that the provision of training involves the use of content model, which means deciding in advance the knowledge and the skills that needs to be enhanced by training, planning the programme, deciding on training method and presenting the content in a logical sequence through various forms of instructions.

According to Cascio, (2004) training consists of planned programmes designed to improve performance at the individual, group and / or organizational levels. Improved in productivity in turn implies that there have been measurable changes in knowledge, skills, attitude and social behaviour. Also Dorley in Aina, (2005) says training is not something that is done once to new employees, it is used continuously in every well run establishment. Every time you get someone to do the work, the way you want it done, you are training. Every time you give direction or discuss a procedure, you are training.

Aina, (2005) opines that training is the acquisition of the technology, which permits employees to perform according to standard. It is an experience, a discipline or a systematic action which causes people to acquire new skills and knowledge and predetermined behaviour.

Furthermore, Adigun, Boyede and Kester, (2009) are of the opinion that training and retraining help to change employees' behaviour and make them adaptive and responsible to changes within and without the workplace environment, so as to ensure higher productivity and efficiency standards. Training according to them is essentially vital and necessary organizational activity that is organizational goal achievement.

However, Wapmuk, (2008) submitted that while education tends to be formal training, which is often described as the science and art of learning to use acquired knowledge in specific work situations, is concerned with job related performance and therefore ultimately, productivity. Obiasi, (2003) states that educational institutions may take upon themselves the task of imparting knowledge at the cognitive level, they should aim at storing information about details, components, inputs and concepts.

Finally, Mohammed, (2007) states that there is need to ensure that all level of government institutionalize teacher retraining and never again regard capacity building for teachers as a one- off activity that is donor-driven and unsustainable.

Karimu, B.O (1992) identifies three types of training

**a. Induction training or orientation training**

In attempt to made and "install" a new staff so that he or she sufficiently acquainted with the organization and to feel comfortable while learning the job. The orientations and induction training of employees help them to adjust more readily to their new job and to the organization.

**b. Remedial Training or Re-Training**

This type or training is meant for those who are already on the job so that they can cope with the organizational, social and technological change.

As they stay longer with the organization their skills and knowledge become so higher and they must be ready to cope with the changes with the internal and external environment.

**c. Training for Advancement**

This is generally a staff development programme geared towards helping people climb promotional ladder to a more responsible and better job. It is meant for those in management possible with a distinct training programme capable of making them cope with their potential leadership role.

Changes in technology, policies, legislation, products and the societal values can affect the way jobs are done and may mean that some, if not all, employees must acquire new knowledge and skills. Once National Policy on Education is being affected by Global trends or at the instance of Federal Government initiative, a lot will equally affect both the school syllabus and school curriculum. The implication of this is that the teachers will be required to be acquainted with the current trends, Taylor (2001) concludes.

Training programmes can be formal or informal, and can take place on-the-job or off-the-job. According to Cole (2005), the latter can mean in-company, or in-service training or it can refer to externally provided training by attending conferences, seminars and workshops. Moreso, on-the-job training is important because the experiences are performed within the actual jobs and the practice that staffs have during their training experiences transfer very readily to the jobs they actually perform. These include apprenticeships, internships, job rotation etc.

**The Need for Staff Training and Development in the Education Sector**

The need for staff training has been severally analyzed and highlighted by scholars at one time or the other.

Staff training is unequivocally the first pre-requisite for both individual success and collective national progress (Azhar, 2004). Staff training and development recognize the paramount need to utilize the human resources fully and relates education to the needs and aspirations of the people. It strives to bring the benefits of education to the disadvantaged classes of the population, to create a climate of discipline and hard work and to assist in the demand for educational expansion and improvement of quality. If a country is to advance, the capacities of men and women, the human resources, (physical, mental and spiritual) are to be developed extensively (Zaidi, 2006).

Akinyemi, (2013) opines that education affords a person opportunity for self-education. It refines an individual and broadens his outlook to life. It stimulates his mental activity, makes him inquisitive, think and act rationally.

Education is universally accepted as the most critical element in the human development recipe. It has a strong correlation with the overall social and economic development of a country (Shah, 2003). Men and women should be able to form a judgment of their own role on economical or political issues as social individuals, because education has a far reaching influence on the nation's economic headway.

It must be emphasized again that there is a great need for a sound specialized background and professional training for teachers. An unqualified teacher who delivers poor quality teaching is an

enemy to the students' progress and a danger to the child's up-bringing. For a non-professional to handle any subject in school is a very delicate problem because it concerns the intellectual, moral and emotional phases of the child's life (Fafanwa, 1991).

Dike, (2006) asks an important question before making his submission about the state of teacher quality in Nigeria. According to him; with the troubling revelations of the shortage and half-baked teachers employed to teach in the nation's schools, are we certain that the current UBE programme will be successful?" Are the teachers going to be motivated to perform their duties well?

Saraki, (2006) a former governor of Kwara State and former federal senate president of Nigeria, makes series of statements in 2006, that show his concern for the education industry in his state especially concerning facilities and the quality of teachers. In his expression; he says the teachers who inculcate sound teachings into pupils and students ought to be overhauled for efficiency, hence the screening through TESTs, training and re-training of them. As a result of a primary school teacher who has been in the profession for many years who failed a simple test of primary 4! He then stated that training and re-training will go round teachers in the state. Not only the practicing teachers, the state owned colleges of education where these teachers graduated to the labour market will be looked into (Saraki, 2006).

Fagbamiye, (2000) quoting Harbison, (1973) states that; human resource-not capital not income or material constitutes the ultimate basis for the wealth of nations. Clearly, a country, which is unable to develop the skills and knowledge of its people and to utilize them effectively in national economy, will be unable to develop anything else. As noted by Ajeyalemi (2002), one of the factors affecting the quality of education in developing countries is "unqualified and incompetent teachers". Among the numerous factors identified, he laments that "the teacher factor is the most crucial. The result is the churning out of ill prepared graduates, many of whom have no marketable skills and knowledge".

Balarabe, (2006) says among the insufficient teachers available to teach millions of children in primary and secondary schools nationwide, the few ones are of very poor quality.

Yakubu (2008), in trying to lament the state of unqualified teachers in expresses his mind in terms of figures by saying that "the total number of qualified teachers in the South-West is 94,151 compared to the unqualified teachers which stands at 31,622" and concludes that "inadequate quantity and quality of teachers are issues in secondary education".

Many educationists have been bemoaning the low quality of entrants into the teaching profession. There are in the teaching profession "all sorts of people who should never be there in the first place" (Ukeje 1996).

Ukachukwu (2010), says the greatest investment to achieve result in its socioeconomic pursuit is human capital development. He says further that any nation that fails to invest in human capital development cannot be talking about vision 202020.

Yaqub (2008) criticizes teachers in the country describing most of them as unsuitable to be called teachers. He says, in the most important sense, the teachers of today are hardly a teacher because by definition, they are not as knowledgeable as they are expected. They cannot transmit knowledge, as they ought to. He notes that in the past when the teacher colleges were a veritable part of the educational system, the teacher was well- trained and well oriented to vocation he was preparing to go into.

In the words of Obanya (2006) education, he says, is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave, at home a friend, abroad an introduction, in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, it gives at once a grace and government to genius, without it, what is man? If education is actually perceived from these perspectives, then it incumbent on the educators or rather teachers to ensure appropriate and adequate education that guarantees all the above-stated areas,

A teacher can only give out what he has, and the quality of what he gives out is greatly determined by the quality of what he has to give. In line with this statement, Okebukola (2006) describes the knowledge of teachers in the country's education system as "shallow" and calls for intensive training and re-training to enhance their duality. On the poor quality of teachers, he says, the phenomenon has impacted negatively on the students whom he says only turned out to be half-baked.

Wokocha, (2009) states that, the employment of unqualified persons as teachers is a truth that is self-evident and it has always been there since the UPE of 1975/76. Olatunji (2008) laments that more than half of the teachers in Nigeria's educational system are not qualified. He says, the problem was more acute at the primary and secondary levels. He attributes this to the slow pace of manpower development in the country. The statistics is based on a survey carried out by NISER all over the federation; he concludes.

Uyi (2008) expresses his disappointment over the human resource capacity of the average Nigerian that remains low. He asks: Is there any Nation in the world that can move forward without the development of its people and their potential? Sound and consistent legal framework and policies for the complete reorganization and development of Human Resource (HR) in Nigeria according to him is yet to see the light of day.

Akerele (2000) says that regular in-service training should be organized for teachers to up-date their knowledge in general and creative subjects at the basic education levels; qualified technical teachers should be recruited into all public schools, and training bank to maintain a comprehensive list of individual firms, public and private agencies preparing to or are already conducting training in the country. He went further to suggest provision of loan facility with low interest rates to finance training activities.

Boaduo (2007) says teachers are expected to have both managerial and professional skills for growth and development. These can be achievable if they do not stop attending in-service training programmes after initial teacher education and training. Suleiman (2006) says that, all levels of government must mobilize resource to ensure that opportunities for continuing professional development for all teachers were available.' There is the need for all SUBEBS to collaborate with the NTI and other teaching or training institutions to utilize judiciously the 15 percent of the Universal Basic Education Federal Grant for building the capacity of teachers. According to him, doing so would enhance the teachers' sense of professionalism and improve the quality of teaching and pupils' learning outcomes in the public school system. Related to the issue of retraining of teachers, Suleiman (2006) notes, is the problem of teachers' upgrading? He observes that there is a large pool of unqualified and under-qualified teachers who had not obtained the minimum teaching qualification of a Nigeria Certificate in Education.

Suleiman (2006) says that the expectation is that the States work closely with the Federal Government on developing a framework for institutionalizing continuing professional development for teachers. He stated further that it is only through sound and relevant education that nations can build the necessary human capacity for development and that Nigeria would not be able to compete meaningfully in the 21<sup>st</sup> century global economy unless she was abreast of the knowledge and skills chart that the rest of humanity were using as a template.

In the technological advancing contemporary world, the need for constant training programme in our educational system cannot be over-emphasized, Obisi (2003) laments the fact that most developing countries particularly Nigeria, tend to be more concerned about wealth in monetary terms at the expense of human and social development. Little wonder, therefore that UN development report in year (2000) ranks Nigeria among the poorest countries of the world with particular reference to human development index.

Peretomode and Peretomode (2001) explain that employees may become obsolete and rustic if they do not update themselves with new work methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities.

Training is as dynamic as the environment itself and deficiency in the training programme of most human resources needs to be remedied through a system of staff training, because irrespective of the method of training that staff engaged in, the importance is to evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self confidence in school leadership and effective classroom control. Also, the training activities equip the trainees to contribute more meaningfully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work (Whawo, 2003).

Kayan! (2008) says that, it is obvious that training needs for both private and public sector educators are perceived equally, so the system of education needs to take the responsibility of defining training needs as required in global perspective, adapting education and training to the market economy. The contents of the training needed to be fully in cohesion with the latest trends of scientific and technological development with the pace of globalization, so as to enrich the delivery mechanism as much possible. This will automatically upgrade the skills in service sector and human resources will be well developed.

Adigun, Boyede and Kester (2009) say investing in training is definitely a sure way of ensuring that the employees understand, support and use whatever new technology or changes the management is introducing. It helps the employees to apply their newly acquired skills and knowledge to the job situation in such a way to aid in the attainment of desired organizational goals.

Amale, (2003) notes that, education is now international and intercultural; this is because the teacher now stands as the midwife between new era of globalization and the people. For the teacher, therefore, to deliver the “expected global baby” (development) to any given society, he/she must be adequately equipped to do so.

### **Management Training and Teachers Development Agencies in Nigeria**

The ability of Nigeria to train and develop human resources for organizations has made great strides particularly since independence (Aina S et.al 2009). Some of the major management training teacher's development agencies in Nigeria are:

- a. **Industrial Training Fund (ITF):** The ITF was established by the Federal Government in 1971 with Decree 47 as the first major manpower training and development agency in Nigeria.

#### **Functions**

- (1) To assist and/or strengthen training capability and facilities throughout the country;
- (2) To bear a proportion of the direct costs of on-the-job and off-the-job training of Nigerian employees undergoing training courses approved by the fund;
- (3) To encourage greater involvement of employers, particularly small employers, in the organization and direction of Group Training Schemes and Centers in certain areas of economic activity;
- (4) To work out a co-operative machinery with industry and commerce for students in institutions of higher learning;
- (5) To directly build up training facilities of its own, where nobody is doing anything or enough is not been done;
- (6) To organize research and studies into training as a support to other activities of the fund;



- (7) Seek to harmonize all its training efforts and support with the activities of formal training institutions as well as utilize their facilities for clearly defined, job-oriented programmes.

**b. Centre for Management Development (CMD):** Due to the reconstitution of the Nigerian Council for Management Development and Training that was established in 1960s. The Federal Government in 1972 established the CMD as the operational agency of the Council.

The Nigerian Council for Management Development amendment Act of 1981 modified the functions of CMD to include:

- (1) Developing appropriate measures to accelerate the supply of managerial manpower in the right number and quality that would ensure better management of the various Government agencies and private establishment;
- (2) Carrying out serious research into the nation's management practices with a view to identifying the source and magnitude of the nation's management problems as a base for formulating appropriate measures to entirely eliminate or minimize such problems;
- (3) Creating a research fund for carrying out appropriate researches in the field of management development.

**c. Administrative Staff College of Nigeria (ASCON):** The Federal Government of Nigeria established ASCON by Act 39 of 1973. In 1978, the government reviewed its activities and restricted it to the role of training public senior officers.

### Objectives

- (1) To promote higher management training for the development of senior executives for the public and private sectors of the Nigerian economy;
- (2) To provide and investigate the principles and techniques of management and administration for exchange of ideas and experiences and for promotion of better understanding between persons connected with management and administration in the various spheres of national life;
- (3) To conduct research into problems of management and administration arising from different spheres of national life
- (4) To award grants, scholarships or travel fellowships for research in public administration and allied subjects;
- (5) To establish and maintain a library;
- (7) To undertake, organize and facilitate study courses, conferences, lectures, seminars, and the like and to promote the aforesaid objectives;
- (8) To undertake and provide for the publication of journals and of research papers and books in furtherance of the aforesaid objectives.

**d. National Centre for Economic Management and Administration (NCEMA):** The Centre was established in 1986, as a training and policy research centre.

### Objectives

- (1) To train planners, budgets officers, policy analyst in the middle and senior management cadres of the public service;
- (2) To create and maintain, in the ultimate, a cadre of highly competent public officers that would be responsive to the requirements of a result- oriented public service.

The NCEMA training is provided through short in-service courses such as workshops, seminars and training programmes. The centre also conducts research and provides consultancy services in national economic management.

- e. **The Nigerian Institute of Management (NIM):** Nigerian Institute of Management (NIM) was established in 1961, it is a professional body for managers and administrators from both the private and public sectors of the economy. Its aim is to encourage and develop the art and science of good management.

f.

### **Concept of Productivity**

The importance of productivity in any organization can hardly be over stated. Organizations spend millions of naira every year in order to train and recruit employees who are best suited for their positions. These people who are expected to produce according to or exceed predetermined standards. Productivity has been defined in many different ways. Mali (2008) sees it as: the measure of how well resources are brought together in organizations and utilized for accomplishing a set of results. Productivity is reaching the highest level of performance with the least expenditure of resources.

Productivity is often seen as a total output/total input. Thus the productivity of an employee is seen as the relationship between units of labour input and units of output. The effectiveness of the use of the factors of production to produce goods and services is commonly referred to as productivity. The relationship of input to output is :

$$\frac{\text{Value of output}}{\text{Cost of input}} > 1$$

An effective integration of resources physical and human will yield high output. A good definition of productivity includes three major elements namely: output, resources committed and time. That is, productivity is the output resulting from a given resource input and a given time.

Productivity is concerned with the overall effectiveness and efficiency of getting things done. It is essentially a ratio to measure how well an organization converts resources into goods and services. Since the 1990's the attitude of most Nigerians has shifted from productive work to the accumulation of wealth. The entire value system has turned upside down.

It has been realized that one does not necessarily have to work hard or work at all in order to get rich. An average person is thinking about how to loot the treasury, how to embezzle money, how to get a contract or how to establish one form of business or the other. While the latter may be productive, the same thing cannot be said for the former.

In the school, teachers' productivity may be measured in terms of teachers' performance. In assessing teachers' performance, qualitative tools such as standardized test scores of students have been used (Schacter and Thum, 2004). However, Blankstein (1996) opined that grades and test scores do not reflect the quality of instruction because teachers' input is not the only factor that influences students' academic achievement in schools. Other factors that have been identified to have significant influence on students' academic achievement include peer effect, race, ethnicity, gender, motivation, income, as well as family background variables such as household environment and parental education (Wenglisky, 2001).

This suggests that teachers' productivity level may be evaluated in terms of what the teachers' controls actually do in the classroom such as teaching effectiveness and classroom performance. Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching (Dunkin, 1997).

School administrators, students, colleagues and the teachers' self evaluation have been used to evaluate teachers' effectiveness. However, students' competence in the evaluation of the effectiveness of

their teachers has been of great concern to researchers in education. However, the studies of Barnett et al. (2003), and Pozo-Munoz et al. (2000) suggest that students' ratings are valuable indicators of teaching effectiveness. Despite the fact that there is research reports in support of students' rating of their teachers' effectiveness, Nuhfer (2004) and Pozomunoz et al. (2000) warned that students' rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness.

The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value - added approach.

The above study suggests that administrators' rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in schools. Factors that may influence teachers' productivity have been identified to include teachers, gender, marital status, and academic attainment, teaching experience, age, training and retraining.

### **Impact of On-The-Job Training as a Veritable Tool for Teachers' Productivity**

Schmidt (2007) in Kester, Olajide & Ogidan, (2010) says that training gives overall positive feelings, impressions and attitude in employees about their jobs, work environments and organizations. This indicates that there is a link between training and job satisfaction. Training is a requisite to employees' continued employability in ever organization that invests in training programme (Chen, 2001; Rowden & Corine, 2003; Schmidt, 2007). Kester, Olajide & Ogidan, (2010) assert that, training is a gift from employers that will make employees exert more effort, become more productive and have a greater sense of indebtedness to their organizations.

According to Olagboye (2004), people and knowledge, skills and attitudes in them constitute resources. Okwori (2006) agrees with this assertion and added that expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in social and economic institutions constitute human resources.

A primary and secondary school as an educational institution has teaching staff, non-teaching personnel and students including their knowledge, abilities and skills as the human resources. Essentially, the personnel within the institutions and their capabilities in contributing to productivity and achievement of institutional objectives are referred to as human resources.

Teachers are engaged in the processing of all educational inputs, students inclusive, so that the educational institutions will be able to achieve their objectives. They disseminate knowledge and skills through teaching, contribute to advancement in knowledge through research and engage in community services. Their availability and utilization would determine the success or failure of the educational system. Therefore training acquired by the teachers at this point would be of help to perform effectively and efficient which in turn enhances their performance and productivity. Moreso, if on-the-job training is given to those teachers who are unproductive, at the end of their training, such staff productivity shall be boosted.

### **Conclusion**

It was revealed that working experience, development programme, adequate training and retraining are the factor that helps, facilitates and boost teachers' productivity.

It is however essential to point out at this juncture that training, retraining, on-the-job training, in-service training and development programme are paramount, in order to boost teachers' morale. Therefore the management of education in Lagos Nigeria should do more in the application of various training; retraining and development programme to improve teachers' performances because without

adequate retraining and development programme for teachers, teaching as a profession will be uninteresting and the final output of students will be deficient.

It is therefore the sincere conclusion of this paper that if employees are to be more proactive on their job and to improve their productivity, a lot needs are to be done, in terms of introducing of retraining packages and various development programme such as workshops, seminars and conferences, in order to improve their performance and productivity.

### Recommendations

The followings are recommended:

- All educational administrators in Nigeria as a matter of urgency should embrace training and retraining of their personnel, in order to enhances their productivity and in turn improve students' academic achievement both internal and external examinations.
- Government should re-order her priority and educational policies as regards education, in order to give ample opportunity to those of her staffs who are willing to further their study.
- The Government should provide all the educational equipment that will enhance teaching and learning process such as good and well equipped library, laboratories, workshops, sport facilities etc.
- Development programme such as in-service training, conferences, seminars and workshops should be organized from time to time for the staff to enhance their productivity.
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