



**NEAR EAST UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT IN  
EDUCATION**

**THE EFFECTS OF TRAINING AND DEVELOPMENT  
ON TEACHERS' PERFORMANCE CASE STUDY:  
UNITED METHODIST UNIVERSITY, LIBERIA**

**MA THESIS**

**Cyrel Oliviera Ricks**

**Nicosia**

**January 2023**



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**January 2023**

**APPROVAL**

We certify that we have read the thesis submitted by Cyrel Oliviera Ricks titled “The Effects of Training and Development on Teachers’ Performance Case Study: United Methodist University” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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## **DECLARATION**

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Cyrel Oliviera Ricks

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Firstly, I want to give all thanks and praises to God for leading me to the Near East University and for his continuous guidance throughout my studies. The completion of this thesis would not have been possible without his strength.

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Cyrel Oliveira

Ricks

**ABSTRACT**  
**THE EFFECTS OF TRAINING AND DEVELOPMENT ON TEACHERS’**  
**PERFORMANCE**  
**CASE STUDY: UNITED METHODIST UNIVERSITY**

**Cyrel Oliviera Ricks**

**Human Resources Development in Education**

**Thesis Supervisor: Assoc. Prof. Dr. Fatma KÖPRÜLÜ**

**January 2023,**

It is very essential to be knowledgeable about the effects of Training & Development on teachers in each educational institution. Teachers need to be continuously trained so that they can provide quality education to their students. As it is known, the world is constantly changing. Teachers are one of the important assets to the education sector therefore, they need to be constantly trained to be able to keep providing students with quality education. This research titled ‘The effects of training and development on teacher’s performance’ with case study United Methodist University is primarily conducted to ascertain those effects that training and development have on the teachers in Liberian universities. This research used qualitative research technique to collect data from participants. The participants of this research were university lecturers who were randomly selected. From the researcher’s findings, it was observed that some of the lecturers at the university have had no form of training and development from their departments while others have had some training in classroom management, curriculum development and E- learning amongst other things. It was established that training and development have a positive effect on Lecturers at the university. When lecturers are trained, they are able to manage the classroom better and also provide students with the proper materials which will help them understand the course better and also prepare them for the future. Lecturers also benefit from training and development in a sense that it helps them to acquire new knowledge, increase their

work output and evaluate their students' performances better. When lecturers are well trained and developed, they tend to understand how their students learn so as to better help them individually. It was also established that training and development should be made mandatory and a continuous process so that teachers in Liberia are able to compete with other teachers when it comes to new technology and styles of teaching.

**Keywords:** *training, development, performance, teachers', effect*

**ÖZET**  
**EĞİTİM VE GELİŞİMİN ÖĞRETMEN PERFORMANSI ÜZERİNDEKİ**  
**ETKİLERİ**  
**DURUM ÇALIŞMASI: UNITED METHODIST UNIVERSITY, LİBERYA**

**Cyrel Oliveria Ricks**

**Eğitimde İnsan Kaynaklarını Geliştirme**

**Tez Danışmanı: Doç. Dr. Fatma KÖPRÜLÜ**

**Ocak, 2023**

**Cyrel Oliviera Ricks**

Her eğitim kurumunun öğretmen eğitim ve gelişiminin performans üzerindeki etkilerini net olarak belirlemesi son derece önemlidir. Öğretmenlerin, öğrencilerine kaliteli bir eğitim verebilmeleri için sürekli eğitilmeleri ve geliştirilmeleri gerekmektedir. Dünyanın sürekli değişim içinde olduğu herkes tarafından bilinmektedir ve öğretmen de eğitim sektörünün en önemli faktörlerinden birisidir. Bu nedenle, öğretmenlerin kaliteli bir eğitim verebilmeleri için sürekli eğitim geliştirilmeleri kaçınılmazdır.

Bu çalışma, Öğretmen eğitimi ve gelişiminin Liberya'daki üniversitelerde görev yapan hocaların performansları üzerindeki etkilerini bir durum çalışması yaparak incelemiştir. Çalışmada nitel araştırma tekniği yöntemiyle üniversitede çalışan ve rastgele seçilen katılımcılardan bilgi toplanmıştır. Elde edilen bulgular, bazı üniversite hocalarının bölümlerinde mesleki eğitim ve gelişme konusunda herhangi bir eğitim almamalarına karşılık bazılarının gerekli eğitim, sınıf idaresi, müfredat geliştirme, ve E-öğrenme konularında az da olsa eğitim aldıklarını göstermektedir. Çalışmadan elde edilen bulgular eğitim ve geliştirmenin üniversite hocaları üzerinde önemli etkisi olduğunu da göstermiştir. Hocaların eğitilmesi ve geliştirilmesi onların daha iyi bir sınıf yönetimi, konuların daha iyi öğretilmesine yardımcı olacak material hazırlamalarında, ve öğrencileri geleceğe daha iyi hazırlamaları konusunda daha başarılı olmalarını sağlayacaktır. Bütün bunlar sağlanırken hocalar yeni bilgiler kazanmakta, çalışmalarının sonuçlarını daha iyi derecelere çekmekte, ve öğrencilerin performanslarını daha iyi değerlendirebilmektedirler. İyi eğitim alan hocalar



öğrencilerin öğrenme yöntemlerini anlamakta ve onlara kişisel yaklaşımlarında daha başarılı olmaktadır. Bir başka bulgu da eğitim ve geliştirme programlarının Liberya üniversitelerinde görev yapan hocaların diğer hocalarla yeni teknoloji kullanımı ve öğretim yöntemleri konusunda rekabet edebilecek duruma gelmelerinde yardımcı olabileceğini göstermektedir.

Anahtar kelimeler: Eğitim, geliştirme, performans, öğretmenler, etki

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**LIST OF ABBREVIATIONS**

<b>HR</b>	Human Resources
<b>IQ</b>	Intelligence Quotient
<b>ISTP</b>	In-Service Training Program
<b>NACHE</b>	National Commission on Higher Education
<b>PSTP</b>	Pre-service Teacher Preparation Program
<b>ROI</b>	Return on Investment
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## CHAPTER I

### 1.1 Introduction

It is very essential to be knowledgeable about the effects of Training & Development on teachers' output in every educational institution. Teachers need to be continuously trained and developed so that they can provide quality education to their students.

Training & Development are usually taken as one but there are some features that distinguish the two. According to Noe (2008), these features are: focus, how the work experiences are used, goal, and involvement. Training focuses on the current happenings, the usage of professional expertise is very minimum, the purpose is to acquire competencies required in the current work environment, and involvement is compulsory. Development has more to do with what you want for yourself and you have to be self-motivated in order to find the ways to develop yourself personally and career wise.

Armstrong (2009) also differentiated learning from growth by saying that growth is the act of acquiring new competencies and abilities to aid in the advancement of yourself for upcoming demands while learning aids you to gain the right capabilities needed by employees to perform in their current jobs.

It is obvious that the world is evolving. Therefore, teachers' need to be constantly trained and developed to be able to keep providing students with quality education. Shepard, Jon et al, (2003) stated that learning and growth upgrades the capabilities of an institution in general.

Learning and growth are helpful to both the school and the teachers because the main reason for learning and growth programs is to upgrade the lecturer's capabilities as well as the organizational capabilities.

Learning and growth play an important role in helping every organization around the world, because training improves how efficient and effective the employees and the organization is (Raja, et al. 2011). Learning and growth enables the attitude of lecturers to by making them more efficient to reach aims and goals of the institution.

Every institution's core human resource is what makes it perform well. Every educational institution needs outstanding lecturers in order to raise the capabilities, competencies, and all-around output of its learners, even if there are many other



aspects that are crucial to its success. The preservation and improvement of teachers' professional competence are the goals of teacher training and development, which is a method of professional upgrading. Positive learning outcomes in schools are facilitated by the caliber of the teachers employed by a certain educational system. The pre-service training of teachers has an effect on their performance. Learning activities conducted to prepare lecturers for their duties are essential to helping lecturers evolve with regards to their abilities, performance, and understanding. In contrast, learning activities for lecturers are essential to reorient them to current aims and beliefs, prepare them by schooling them in new methods of education and growth to deal with educational reform, and provide them with information and abilities to introduce students to new subjects' areas (Al-Zoubi et al., 2010).

Educational institutions must produce the necessary people to support both the service and productive industries because staff learning and growth is a vital factor in any institution's economic success (Sarheng, 2013). Training, according to (Shaheen, et al. 2013), is the systematic development in which employees possess the information, abilities, and behavior necessary to do a work satisfactorily. (Amin et al., 2013), stated that learning is nothing more than the knowledge transfer necessary to improve performance while carrying out daily tasks. Employee training seeks to provide employees with the skills they'll need for anticipated future roles and employment.

According to (Sims, 2002), learning focuses on current work while growth get workers ready for prospective future occupations. It is possible to think of training and development as strategies designed to help teachers become better professionals with better attitudes and knowledge that will help students learn more. There are many fundamental characteristics of lecturing that has to be developed by means of interpretative methods and examples, but learning and growth are crucial parts of lecturer preparedness activities particularly for those areas where skill-like instruction is more prevalent (Rahman, et al, 2011).

The Education Sector is based on its teachers. Training for teachers has become incredibly important in today's competitive world, particularly to deal with the shifting educational needs. Additionally, it is essential for raising the teachers' standards. Sadly, there aren't many qualified teachers accessible. As a result, there is a demand for teacher training. In order to boost productivity and performance, it is the controlling

authority of the Ministry of Education's obligation to make certain that its personnel have the necessary understanding, capabilities, and passion for their jobs. Everybody knows that training and development improves understanding, competencies, and behaviors toward the job. In today's competitive world and with parents' increasing expectations, teachers must undergo regular training. Researchers observed that learning and growth programs are neither planned well nor applied. Even their coordination is lacking. In addition, Training and development received very little attention. As a result, productivity is affected and work isn't done well. To be able to gain a deeper comprehension of the way learning and growth are completed in this sector and the effects it has on lecturers' capabilities and output, this research will be carried out. Moreover, this study will look into the effects of learning and growth on teachers' productivity. To identify learning and growth and parameters responsible for affecting output, the research will be looked into further.

Finally, the researcher will provide some insight into what motivates lecturers to partake in learning and development activities. The study is expected to give some insight on the connection between lecturers out and learning and growth. Using the findings of this research, the Ministry of Education and the management of Liberian schools will be able to determine the need for learning and growth amongst lecturers and the factors affecting their output. For institutions that are focusing on improving workers output via learning and growth, this study will be extremely useful. Furthermore, they will be able to decide the best learning technique based on the results of this research. In order to achieve all of this, teachers must be trained in order to flourish students, their own personality, as well as to develop the country as a whole.

## **1.2 Statement of the Problem**

Liberia's educational sector has never fallen short of criticism. One of the main reasons for this is presumed to be the lack of trained and developed teachers in the schools. This study titled 'The effects of training and development on teachers' performance' is primarily conducted to ascertain those effects that learning and growth have on the lecturers in Liberia. According to Madame Ellen Johnson Sirleaf (2013) Liberia's education system is a mess and requires a complete overhaul.

Over the years, most of the schools in Liberia have been through the period of underperformance due to the scarcity of teacher learning and growth. According to

Mwita (2000) performance is the tool in reaching the goals and objectives of any organization. However, reaching teachers' learning goals and objectives has been the main problem for educational institutions. Learning and growth have proven to be an important strategy among the human resource management functions which need to be focused on in the schools. However, most education institutions in Liberia have failed in identifying the importance of learning and growth to improve their lecturers' abilities to perform and be productive.

Academic performance is the evaluation and attachment given to pupils following exams at a specific time period (Costine & Heraty, 2000). Academic achievements are established through a study of cumulative academic performance. Students receive feedback on these accomplishments as both qualitative and quantitative values in exams (Harrison, 2000). The primary focus of school administrators is the students' performance and overall academic success. When all other elements are held constant, motivated and competent teachers outperform apathetic and incompetent ones in terms of effectiveness and productivity, according to Den Hartog and Verburg (2004). The expectation theory (MacDuffie, 1995), which makes the assumption that three factors—competence, motivation, and job clarity—are wholly responsible for an employee's production, served as a model for this study. The main source of these three factors is training. In fact, many institutions of higher learning are unable to qualify even one student for direct entry admission to universities. The stakeholders in the individual schools are extremely concerned about this poor level of achievement in comparison to the county and national schools Exam. Several aspects of training are linked to academic performance. These could relate to resource use, time management, and information delivery, among many other things. According to a study by Atsenga in 2002, teacher education enhances instructional strategies, which benefits student learning. Atsenga added that efficient and effective teaching techniques have a positive effect on teachers' jobs.

### **1.3 Purpose of the study**

The study focuses on the effects of training and development on teachers' performance. The scope has been restricted to the Republic of Liberia. The participants within this research, includes teachers from the United Methodist University, Liberia.

#### **1.4 Research Questions**

1. What are the effects of training and development on teachers' performance?
2. What are the strategies that can be used to improve the performance of teachers in Liberia through training and development?
3. How does training and development help teachers?
4. How often should teachers undergo training and development?
5. What implications does the lack of trained teachers have on students?

#### **Hypothesis**

These are the hypothesis of this research

**H1:** Teachers in Liberia needs training and development in order to be more effective and efficient in their roles.

**H2:** Lack of adequately trained lecturers have a negative effect of student's performance.

#### **1.5 Significance of the Study**

Findings from this study would be important because it will highlight the effects of training and growth on lecturers and point out those areas where teachers are lacking proper learning and growth. The outcome of this study would be significant to the educational sector in the sense that it would give a better understanding of how to train and develop their employees so that the students can get the best outcome from them.

#### **1.6 Delimitations of the Study**

This research paper does not include the identity of the participants or details about their departments within the university.

#### **1.7 Limitations of the Study**

Unfortunately, limited resources such as time, distance and finance impeded some aspects of the research. The researcher will have to make use of google meetings because she cannot meet with the teachers in person to conduct the interviews.

### **1.8 Definition of terms**

**Training** is the act of providing to people the abilities needed to carry out a specific task effectively and efficiently. Training helps employees to perform better in their professions.

**Development** is a support system put in place for helping employees develop skills, knowledge and abilities which results in improving the effectiveness of the organization as a whole.

**Effect** refers to having a very strong influence on something or someone.

**Teachers** refers to those in a school who imparts knowledge into students and help prepare them for the real world.

**Performance** refers to the level at which something is achieved.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In order to find the necessary data, the researcher reviewed pertinent studies and literature in this paper. The following subtopics will be covered in detail in this chapter: Training and development, techniques for training and development, rewarding Excellence in Teaching relationship between teacher performance and teacher development, pedagogy, andragogy, and teacher effectiveness, as well as teacher preparation, infrastructure for education and teacher performance , obstacles influencing learning and growth , Rationale for Training and development, insight into performance and productivity, improvement of lecturer efficiency on the standard of education, effective teachers and teaching. How lecturers training affects the way their lessons are delivered, enhancing teaching and learning resources, influence of teacher training on time management, student academic performance and lecturers training

#### **2.2 Conceptual framework**

This conceptual framework consists of a number of connected components and variables that can be used as a tool for resolving issues faced with in the real world. Imenda, (2014) describes it as the last eyepiece through which you can see the logical remedy of an existing problem. Conceptual framework development begins with a logical presupposition that an issue is present, and strategies, tactics, methodologies, or models, may be used to resolve the issue (Zackoff et al., 2019). The concept of "learning" talks about to the accumulation of information, capabilities, and abilities as part of a learning process. There are specific goals of this course that are designed to improve what a person knows, skills, and their abilities, their efficiency, as well as their level of output. In addition to initial qualifications for a job, labor market observers have clearly stated the need to improve and renew abilities. An organization's training and development should be active on three levels. This is the rationale as to why learning and growth is regarded as part of the human resources function. Only training & development leads to a complete use of all the institution's assets. Consequently, the knowledge used by the employees of the company can improve output and status. In addition to increasing efficiency, training and development improves employee morale, increases human relations, reduces

supervision, and increases the company's loss & pliability. Learning that can be done both actively, collaboratively, rationally and logically are very crucial in increasing the rate of output, learning also enhances the growth of personnel in an institution. That being said, learning is a deliberate growth of the understanding and expertise that is needed or sought by personnel to perform effectively in a given position.

There are several ways to train, including training at the work place and training out of the work place. Researchers have found and said that staff learning & growth contributes significantly to the organization's effectiveness & profitability. It obviously emphasizes the value and efficiency of learning and growth, which play an essential part in institutions' abilities, to improve the professional environment with an optimistic outlook; improving the efficacy of learning sessions with the most up-to-date techniques in soft skills learning theory. Refresh and monitor the advancement of the company and its members. This significance and the effective implementation of training and development is important because it will have a massive effect on the university. Furthermore, universities require high standards of achievement; therefore, we must adapt to rapid changes in knowledge, technology, and coursework. Several aspects of the potency training can be illuminated as a result of its objective. We must adapt our training to match our present necessity to be able to provide effective training. Following the recognition of the importance and usefulness of learning, the next step is to focus on filling the void between present learning and obtaining the importance and effectiveness of learning. An institution protracted achievement relies on its capacity to create a successful employee training program. The right training program will provide several rewards for teachers and the institution, but only if it is properly organized and carried out. A better grasp of regulations, duties, aims, and the institution's values lead to higher enthusiasm, confidence, and efficiency for staff, and increased income for the educational institution. A learning program is a path to a definite end, so it is important to keep the end goal in mind during the development and execution process, in order to develop a high-quality training plan.

### **2.3 Related Research**

To provide students with a high-quality education, teachers must be involved. In order for students to maximize their potential and land meaningful jobs, they encourage their academic progress and ensure that they perform well in the classroom. (Angrist & Lavy, 2001) have found that there is a substantial correlation between instructors' learning and students' test scores in Jerusalem in a study of in-service teacher training. There is no doubt that, of all of the factors that shape the overall quality of education in today's society, teachers and the quality of their instruction are the most important (Darling Hammond, 2000; Leu & Price Rom, 2006; UNESCO, 2004.) The cost-benefit analysis of the research suggests that teacher learning might be a less expensive choice than cutting class size or expanding the school day for improving student performance. Students do better with a great teacher simply because they have a deeper comprehension of the subject. Teachers must receive further training in order to keep up with the profession's evolving demands, especially in the contemporary setting. Training has made teachers more qualified to instruct the trainee. Learning could enhance a lecturer's message and instructional way of understanding. But, in many emerging nations, there is little to no pre-service guidance for teachers. The goal of personal learning for teachers is to increase their understanding, expertise, and dedication so they can better prepare lessons, use a range of effective teaching practices, track students' progress, and do other tasks for the benefit of the school and community. Effective learning which entails extensive and long-lasting merger of the understanding, expertise, and beliefs intended by the lecturer or educational establishment is what can be characterized as good teaching.

As part of an entire human resource management strategy that will eventually lead to individuals getting driven to succeed, training and growth are the procedures of putting resources into individuals so that they are prepared to operate successfully (McDowall & Saunders 2010).

Learning is the way of providing to staffs the knowledge needed to accomplish a specific task effectively and efficiently. Training helps employees to perform better in their current jobs.

Antonacopoulou (2000) defined development as the way of increasing a staff and the whole company's abilities and capacity to perform at the expected standard. Growth



revolves around the future endeavors that the company in which the person is employed or a member may engage in.

"Training and development are processes that entail the enhancement of competencies, ideas, changing attitudes, and acquiring new understanding to improve employee output" is how this might be defined. By human resource management, learning and growth are considered to be a function that is concerned with organizational activities that are intended to improve the job output of individuals and teams within institutional settings. By strengthening a worker ability to perform via educational programs—usually by modifying the staff's mindset or increasing his or her abilities and expertise—it is an effort to enhance present or potential worker's output. Worker output is affected by so many of variables, including being content, experience, and leadership, although learning does have an influence on output (Chris, 2010). This explains how important staff's output is to the successfulness of the institution and how learning help staff develop.

Despite the vital responsibilities that training and advancement play in the growth and growth of the company, many more of them dearth the fundamental competencies that staff must be educated and established in order to assist the expansion and success of their organizations. According to Chiaburu & Teklab (2005), job development and education are complicated problems that have controlled the majority of the learning research.

A study by Raja et al. (2011) concluded that in today's competitive business environment, training and advancement constitute the most major elements. They concluded that learning enhances the performance and efficacy for both staff and organizations. It is Bataineh's (2014) opinion that the employees of the organization should possess enough skills in order to be capable of performing their task properly. Training and growth initiatives make sure that they are familiar with the abilities needed to perform their task effectively. Rahman et al. (2011) argue that constant teacher training programs provide teachers with the required expertise, competencies, and abilities for a smooth career. As a result, they continued to say that training programs are reshaping the personalities and attitudes of the teachers, reshaping their working habits, reshaping their attitudes, and reshaping their personalities of the teachers themselves. Pynes (2008) believes that training and growth initiatives are

meant to change employees' skills, competence, job knowledge, or attitudes. As part of the training program, an employee may be able to increase their level of self-awareness and competency. In one or more areas, it can be used to demonstrate expertise. A staff reason to perform well at their job is increased through training and development. In their work, Oguntimhenim & Akinyemiboth in Ojiemhenkele (2014) stated the benefits training given to staffs at their place of work include the following: higher efficiency and achievement, enhanced job quality, improved skills, greater understanding, and behaviors. As Benedicta Appiah (2012) noted, Staff training enhances their work experience, abilities, qualities, and proficiencies as well as their productivity and performance in the workplace. In line with the study, employee training was found to be effective in improving the employee's skills, abilities, competencies, knowledge, work behavior, morale, and level of confidence in the workplace. Furthermore, Garavan T.N. (2003) argues that going to few training activities can improve staff behavior and perceptions and encourage them to learn more about the job. It is believed that training leads to higher self-confidence in workers, greater job knowledge, enhanced performance skills, improved effectiveness and efficiency as well as an increase in productivity, as suggested by Oyitso & Olomokor (2012). Productivity is increased as a result of all of these factors. In an article by Zohair Abbas (2014), it was pointed out that few staffs are lacking understanding, abilities, and capability on the job and these it causes the staffs to delay in finishing the job before the deadline. Training and development help them to get rid of the things.

#### **2.4 Training**

Numerous research studies have acknowledged that management must place a high priority on learning. McDowall, A. et al (2010), said that the increased degree of rivalry and the rising popularity of the success of companies that place a high value on staff growth have both had a substantial result on the present acknowledgment of the significance of learning. Investigators went on to say that new processes, atomization, advancements in technology, as well as other variables have progressively prompted some companies to acknowledge that their staffs' abilities and competencies are what determine success, and that this presupposes major and ongoing funding in learning and growth. R.A.G. Khan and co. (2011). Furthermore, top employee groups have come to understand the growing significance of learning, staff growth, and long-

term educational opportunities, according to the theory that human resource management ideas like loyalty to the business and the evolution of the circulation of value. Such concepts actually require detailed plan in addition to a greater emphasis on skill enhancement N. Beardwall & B. Holden (1993). An examination of the literature indicates that learning is the process of improving a staff's present abilities, understand, expertise, and exposure.

Saleen Q, et al. (2011) profess that learning is a systematic acquisition of the information, abilities, and experiences needed for personnel to carry out supplied tasks competently as well as to fulfill their duties in subordinate situations. Aside from that, learning successfully grow the capabilities of a team of workers by encouraging and shaping them into coherent and respectful persons, which in turn affects the output of the institution. Training, according to Laing I.F. (2009), is a sign of enhancing staffs' professional abilities, understanding, competencies, and perspective, which leads to better output.

Additionally, Barzegar, N. & Shahroz F. (2011) assert that improving output quality and quantity, increasing profitability, preserving organizational stability, minimizing uncertainty, decreasing costs and expenses, strengthening maintenance of the company, and creating the institution as a domestic and global institution have the greatest influence of learning on staff and the output of the institution. All of these can be accomplished by methodical behavior change and skill updating to successfully meet future career requirements.

#### **2.4.1 Purpose of Training**

An institution's lengthy revenues is determined by the quality and output of its employees through learning and growth, which is vital to the company's long-term profitability. Likewise, human resource specialists genuinely think that an institution can only be as useful as its workers, so learning ought to be more particularly tailored to the needs of workers (Noe, 2008). Similarly, Bratton and Gold (2000) attest that profitable companies identified their key advantage in the marketplace to be their people. Since old hierarchical structures are no longer acceptable in the modern workplace, a hand full of companies recognize how to utilize human resources wisely.

Managing a large or small organization necessitates the hiring of competent employees. In Nigeria, formal education fails to teach particular job competencies for

specific jobs in specific organizations, and a hand full of workers possess the necessary education, capabilities, expertise, and qualifications to do their jobs. Thus, a lot of workers must undergo a lot of learning activities done at work to obtain the required education, capabilities, expertise, and abilities to contribute significantly to the organization's growth. It is the staff that make up and perform for a company that determine its effectiveness and success. For this reason, in order for staffs in a company to be able to do their tasks and contribute meaningfully to the achievement of institutional objectives, they need to be equipped with the necessary expertise and capabilities. In light of this, companies must know the learning and growth needs of their staffs through the assessment of learning requirements and match them to the company's general needs and objectives so as to realize the company goal and vision. According to Smith (2010), it appears that employees are motivated and more efficient when that training is provided to them. They are also more innovative. Smith continues by stating that well-trained workers are more competent and ready to take on more responsibility regarding their work; they need less direction, and workers are able to respond often to customer concerns, which increases customer commitment. Workers who are knowledgeable about their work whine less, are happier and content, and thus contributing to better boss-staff relationship. According to Heathfield, one of the most significant factors in worker encouragement is proceeding to grow and develop through learning and professional advancement. (About.com Guide).

#### **2.4.2 Training Methods**

A method of communicating learning contents to learners or trainees is called a training method. The methods and techniques used in training determine its effectiveness. The method an institution chooses will be as a result of costs, availability of time, the number of staffs to be trained, how much they need to know, and the candidate's qualifications. (Adamu, 2008).

#### **2.4.3 Evaluation of Training Requirements**

Learning is intended to assist the institution in achieving its goals. As a result, determining institution's learning needs is the initial step of developing learning goals. In order to determine whether training can make a difference, the evaluation stage examines staff and institutional output factors as part of its assessment process. During the process of determining training needs, there are several factors other than training

that need to be considered, such as salary, structure of the company, job description, and work environment, which play a significant role in determining training requirements. Mathis & Jackson (2004) go on to say that company assessments, employer assessments, and personal assessment could all be used to determine learning requirements.

Following the identification of training needs through appropriate analyzes, learning goals and requirements must be defined by determining a talent shortage or learning need, which is the gap between where an institution is with its staff competencies and where it is supposed to be. To close the distance, learning goals and requirements have to be established.

It is important to understand that the methods used to assess training needs vary from organization to organization. A survey (written or online) is the most common needs assessment tool, depending on the intervention's goals, timeline, staffing, and budget. Nielson, (2010). There is also a method of determining training needs that involves a job analysis in which the job being performed is compared to job descriptions, manager descriptions, or even expected output. Nielson (2010) mentions two more tools: competency identification and operational measurements.

#### **2.4.4 Training Design**

In order to create a training design, the training objectives need to be determined before the training design can be created. The training must be tailored to meet the needs that have been identified. It is important to consider learning methods, statutory requirements, and different training methods when designing effective learning.

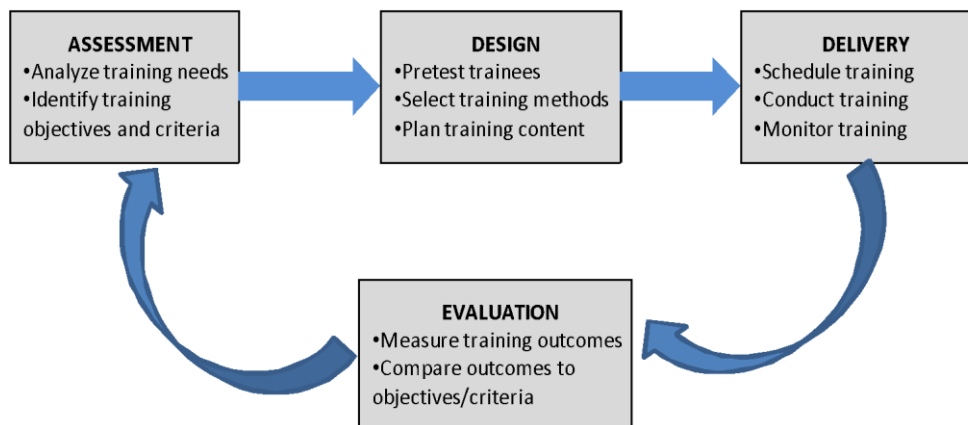
#### **2.4.5 Training Execution**

It is after the creation of the learning plan that the real distribution of the learning begins. It is commonly encouraged that the learning be experimented with or performed on a trial basis to confirm that it meets the identified needs.

#### **2.4.6 Training Evaluation**

The purpose of this phase is to compare the after learning outcomes with the results anticipated by supervisors, educators, and learners. Most times, learning is frequently carried out with hardly any consideration given to tracking and assessing how well it worked over time. As Mathis & Jackson (2004) point out, learning is both time

demanding and pricey, so it is essential that an assessment of the learning process should take place after the training is completed.



**Figure 1: Process of Systematic Training**

**Source: Mathis and Jackson (2004). Human Resource Management (10th ed). p.233**

## 2.5 Development

It is the aim of human resource development to create the very most effective team imaginable in order to facilitate sustained growth for the organization as a whole. In order to achieve this, staffs learning and growth programs must be cautiously and systematically carried out. As a result, employees are motivated and retainable when they receive career-enhancing opportunities. It is obvious that a team that has undergone appropriate learning and development will be an important asset to an organization, increasing the chances that they will carry out their duties competently and successfully. Learning is an educational opportunity that can lead to positive outcomes and help an institution accomplish what it wants. It increases an employee's capacity to do their jobs effectively and exceedingly well P. Pallavi Kulkarni (2013). In contrast, development applies to the conditions that enable staff to develop in order to support them in their careers. Skills are not the main focus of development. A more useful aspect of this course is that it offers employers in more senior roles with information and attitudes that will be valuable to them. Developmental efforts frequently depend on a person's motivation and ambition. Developing specific skills, understandings, attitudes, as well as their behavior, through development programs, helps employees better perform specific tasks inside an organization

### **2.5.1 Training and Development**

(Noe 2001) asserts that institutions that prioritize learning and growth are more prepared to safeguard the rights of their stakeholders over time because they are seen as more dependable and worthy of upholding those rights. A stronger monetary return for the company comes from this. According to (Myles 2002), an organization that aims to properly educate and grow its people and compensate them for their efforts will find that its staff are inspired and more likely to be involved in their job, which will improve their output and loyalty to the organization. Being the first point of contact for students, these same personnel will offer better support, which will result in more return business and more referrals from the pleased students. By increasing services through recurring business and referrals, businesses will grow profits, which will enhance shareholder returns.

In their research article, (Raja et al.2011) argued that learning and growth are the most crucial factors in the current competitive work setting. Ultimately, they concluded that businesses and individuals need learning to increase profitability and success.

According to (Bataineh 2014), the organization's workers should be adequately skilled to carry out their responsibilities. Programs for training and development make sure they are familiar with the abilities needed to carry out their responsibilities effectively. According to researchers (Rahman, et al. 2011, regular teacher training programs prepare them for a successful career as educators by providing them with the knowledge, skills, abilities, and competence they need.

Additionally, they stated that training programs are the only way for instructors to build their personalities, correctly shape their attitudes, and reform their work practices. (Pynes 2008) claims that the learning and growth activities aims to enhance the abilities, competence, job expertise, or employee behavior. The learning course could concentrate on raising a worker's insights and competence. It can be used to gain knowledge in one or more fields. Training and development boost a person's drive to do a good job on the job. According to (Oguntimemhim & Akinyemiboth ,2014), in-service training serves the following purposes: bettering job quality, raising productivity and performance, and enhancing skills, knowledge, and attitudes. According to (F. Benedicta Appiah 2012), employee training improves knowledge for jobs, skills, qualities, and capabilities, and eventually the output and effectiveness of the employee.

Additionally, learning and growth is an important task that raises staff productivity in an institution and acts as a basis for the continued growth and progress of that institution. Identifying with the firm, putting up more effort for the company, and remaining with the organization can be achieved through training and development, according to (Armstrong 2009).

Through training, a person can bridge the distance between their present output and the desired level of output. There are many ways in which training can be provided, including on-the-job teaching and guidance, group work, and involvement by colleagues. Through this teamwork, staffs are more active at work and present themselves more effectively in public, resulting in an improved organizational performance. In addition to developing employees, training programs enable organizations to gain a competitive edge by using their human resources efficiently. Consequently, it would seem that the institution needs to prepare for such a learning activity for its staff in order to increase capacity to perform at the office (Deborah &Ofori, 2006).

In addition to providing staff with the knowledge they will need to do their respective tasks, (Waleed 2011), cited by (Ng'ethe 2014) also sees learning as a reflection of an employer's commitment to their employees. In spite of this, it is important to note that human resources practices play an integral role in ensuring that individuals learn about their fields and grow a broad range of abilities, as well as their attitudes and behaviors. I believe that if these effects are widespread among employees, then the collective changes that occur in employee human capital, attitudes, behaviors, and the climate in the organization will be significant enough to influence the output of the institution (Eleve, 2012).

As a result of learning, employees not only gain more capability, but also become more creative, making them better equipped to make more beneficial decisions on time and more productively (Harvey, 2002). As a result, employees are able to respond quickly to customer complaints and deal with them in an effective manner (Harvey et al., 2002). It has been shown that employing appropriate and useful work-related strategies instead of traditional employment practices increases self-confidence and brings in better job output as a result (Svenja, 2007). The goal of learning is to increase



individual task output by improving the factors that influence the way they perform their tasks (Chiaburu & Tekleab, 2005).

### **2.5.2 Theories on Training and Development**

The purpose of training, according to (Cole 2002), is to acquire skills and knowledge for a specific task or career. There is a focus on the job or activity in training, such as the necessity for optimum performance and safety when working with a particular device or instrument, or the need for an efficient teaching force, just to name a few. As defined by (Berge et al., 2002), learning refers to the intentional and planned alteration of actions resulting from learning experiences, exercises, and courses that facilitate the development of understanding, expertise, abilities, and capacities to perform their task successfully. (Chris 2010), stated that productivity is determined by a number of factors, namely morale, management, and expertise, but there is also a relationship between learning and output, showing that staff output is crucial for the success of the institution and that learning and growth are helpful for employees to enhance training performance. Staff need to increase their understanding and capabilities if they are to be adaptable and competent at work. A company's employees need to see strong indications that management is invested in their learning and growth if they are to feel valued (McDowall & Saunders, 2010). To improve work output, learning abilities and behaviors must be applied in the work environment, sustained continuously, and transferred to other situations (Holton & Baldwin, 2000). The majority of organizations view staff learning as an expensive and unnecessary burden to their organizations. Learning and growth for job completion and enhanced output lead to dedication (Tsai et al. 2007).

While both are useful, it is always advisable for organizations to prioritize work-based action. In reality, this initiative will bring a lot of benefits to both the institution and the staff. The morale of your workforce will increase and mistakes will be made less frequently if you equip them with the abilities required to do the task. Untrained employees may make so many mistakes and their expenses could exceed even their salaries. Employees who have received education will also ask for fewer support services, thus improving their own efficiency. Thanks to staff learning and growth, the employees can finally reach their full prospects and perform at their best. When an organizational leader recognizes an employee's potential and sends him or her to a workshop to advance his or her capabilities, the trained personnel will be more

motivated to perform to their best ability. The profitability of the institution significantly increases from optimizing the employees' capabilities. A knowledgeable staff's resiliency is increased as a result of their enhanced ability to carry out their duties thanks to their freshly acquired expertise. Having expertise in a specific area may also decrease the chances that tools will break down due to human mistake, which would lower the cost of repairs.

A different way to maintain your proficient workforce is to give them additional knowledge. After employees have received education from the institution, they will feel like a part of the institution and will feel invested in the organization. Increasing their satisfaction with their occupation and respect from their employer will improve their chances of staying with the institution. Trainees will feel more self-worth and integrity as they see their work as more useful to the company as well as reducing the cost of hiring new employees, retaining trained staff will have a positive effect on production.

It is true that the service industry is very competitive, in part because of the advancements in technology. As technology changes and consumer tastes change, an institution needs skilled, educated professionals who are comfortable with both shifts in innovation and consumers' preferences. In these new areas, training staff will enhance the institution's market position. To guarantee that their staffs have the abilities, understanding, and abilities they need, every organization should engage in staff learning and growth.

In addition to becoming better at performing their tasks, employees who participate in training and development activities become more effective.

The value of employee learning and growth can be traced to a variety of reasons, such as but not limited to:

- Orienting new employees;
- Developing an employee to fill a competency or expertise shortage, resolve an output concern, or prepare them for greater managerial and/or leadership roles;
- The development of the next generation of leaders, where you have recognized high-potentials and are developing the next cohort of professionals;

- Assisting in dealing with the evolution in technology and supplying the expertise and understanding required to utilize current and future technologies is important.
- Being able to deal with changes in the law and/or regulations and the difficulties that accompany them
- Helping the organization and team to reply and adjust to economic shifts, as well as a variety of difficulties and opportunities that are associated with the process of growth and change.

Institutions need to establish a solid institutional learning and growth framework that incorporates a mix of unique internal learning for staff learning and growth needs and a selection of universally accessible, open-enrollment activities of their choosing for staff learning requirements.

### **2.5.3 Methods for Training and Development**

(Rhernebergen & Wognum 2002) explain growth as the intentional preparation of employees for future challenges. The administration also goes into this process to establish a comprehensive human resources development plan that makes sure personnel get the education and capacity enhancements they need as they climb up the institutional hierarchy to take on roles with greater accountability. According to (Keissler 2002), professional growth assists a business in attaining its aim of demonstrating to its staff a clear, flexible path toward expansion. Meanwhile, information technology has been recognized as a driving force for human resource development. Information technology cannot by itself deliver sustained operational advantages in the company, according to Powell's (1997) investigation of the connections between performance and information technology. (Beardwell & Holden 1994) highlight the fact that adopting the right training techniques can be an economical measure. In addition, they claim that trainees might not benefit from exercise if an upgrade in teaching techniques is not suitable. In general, learning programs can be classified as either learning done within the work environment or learning done outside the job environment. Learning done in the work environment is perhaps the most popular form of instruction. It can range from the intentionally rudimentary method, which includes verbal explanations or illustrations of how to handle tools and other equipment, to more advanced methods. On-the-job training refers to education or training received while working. On-the-job training includes

approaches including mentoring, work rotation, understudying, and various management. The people who are far from the workplace receive the off-the-job training. Among them are case studies, incident studies, role-playing, the in-basket method, practical exercise, awareness learning, mentoring, practice test, symposiums, and lectures. It may sometimes be a good idea to remove oneself from the immediate work environment in order to eliminate the stress and tension of the job. Learning done away from the work environment may be beneficial in some cases. In this way, trainees can study academic knowledge or learn about recent and creative concepts. Learning is done at specialized programs or in a facility that is specially fitted and staffed to conduct this type of learning. They include talks, workshops, symposiums, forums, case studies, and discussion sessions.

#### **2.5.4 Mentoring**

In mentoring, the participants are placed under the supervision of a mentor or instructor. He provides the people with job information and skills. There could be more or fewer learners participating in the mentoring. The mentor typically communicates with the mentees verbally and uses tools and equipment to transmit knowledge and information. When there are fewer mentees, he/she can give each one of them his/her undivided attention. On the other hand, if there are more mentees, the mentor can simply present the material; it is up to the mentees to pay attention and gain a deeper understanding.

#### **2.5.5 How To Be an effective Mentor - a Coaching Model and Principles**

As a result of the increased use of classroom instructional coaching and mentoring, traditional forms of lecturers learning and masterclasses in one location have slowly begun to be replaced by classroom instructional coaching and mentoring. Additionally, this is also for the purpose of reducing the financial burden involved in organizing all kinds of teacher training courses, which ultimately go to waste due to the fact that they do not take into consideration what is unique about each teacher that needs to be coached or improved upon. To reduce costs, classroom instructional coaching is replacing face-to-face workshops in Malaysia. Knight (2007) cites two major reasons why coaching in schools has gained increasing interest:

a) The importance of teacher quality in ensuring student success is increasingly recognized, and

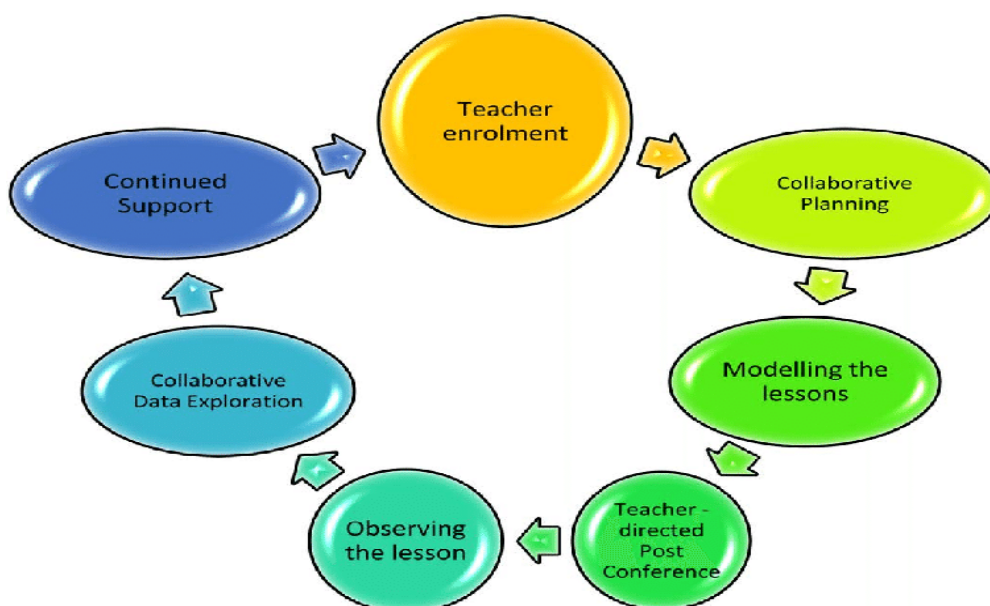
b) Recognition of the ineffectiveness of traditional forms of professional development.

### 2.5.6 Kansas Coaching Model

According to the Kansas Coaching Model, an effective coaching session consists of seven main elements:

- Recruiting teachers,
- Planning together,
- Incorporating lessons into the curriculum,
- Follow-up conferences directed by teachers,
- A review of the lesson,
- Experimenting with data in a cooperative manner;
- The support will continue.

Here is an illustration of how you can use the Kansas Coaching Model to strengthen your existing tutoring and grooming practices. It acts as a manual to new tutors who are introducing mentoring abilities into their tutoring activities. Figure 2 summarizes and talks about each element of the Kansas Coaching Model. This 7-component coaching model offers a complete approach (Cornett & Knight, 2009). Knight (2007) proposed a theoretical framework for professional learning based on a cooperative approach



**Figure 2:** Jim Knight and Jake Cornett's Kansas coaching project model

### **2.5.7 Training and Development Goals**

The boost of teacher effectiveness in the classroom is one of the primary goals of training and development. Teachers must go through training and development if they have less knowledge or are not familiar with specific methods and approaches that are relevant to the execution of their professional obligations. They can improve their knowledge, capabilities, and expertise through learning and growth, which will enable them to function well in the classroom. Not only are instructors' proper knowledge of carrying out work tasks and functions crucial for the success of educational institutions.

### **2.5.8 The Advantages of Training and Development Programs**

These are some of the advantages of training and development programs:

The primary benefit of learning and growth programs is the increase of staff's understanding, expertise, and abilities (Yawson, 2009). Even highly competent and experienced individuals can benefit from enrolling in the program by expanding their knowledge, talents, and skills, which will enable them to execute their jobs more effectively. The policies and procedures of every organization are unique. The approaches and techniques needed to carry out job responsibilities differ as well. Employees should therefore acquire entire knowledge and information while starting a new job. Occasionally, staff that do not know how to handle certain devices, or materials may even sustain harm or become more vulnerable to accidents. Therefore, it is vital to make sure that the machinery and equipment are of high standard and that the personnel are adequately educated prior to using them. It is vital that staff members obtain both theoretical and practical training on equipment and devices. When the job is difficult and the workers are not fully equipped, the manager's services are seen as important. The staff should have the fundamental competencies required to deal with technology (Yawson, 2009).

### **2.5.9 Difference between Training and Development**

There are some writers who use the words "learning" and "growth" interchangeably. Some, but not all, believe that both words are distinct. Training aims primarily to teach employees how to carry out their current responsibilities and provide them with the necessary expertise and understanding needed to be successful professionals in the work environment (Jones et al., 2000). Organizational development, on the other hand,

focuses on preparing members for new responsibilities and challenges by increasing their knowledge and skills (Ezigbo, 2011).

According to (Crawford in Adamu 2008), learning is the process by which individuals acquire the expertise and abilities needed to learn to accomplish a particular task, whereas development is a means by which competencies and skills are gained in general, but in ways that are not always directly related to the tasks they perform.

The process of acquiring skills, knowledge, and information necessary to perform a particular role is called training. Learning done in the work environment, classes, presentations, and conferences are all part of it. It is called development if it motivates a staffer willing to take on difficult assigned responsibilities (Chukwunye & Igbokwe, 2011). Development is less particular than learning and has a broader application. Adamu (2008) describes it as helping non-routine managerial employees strengthen their supervisory, organizational, and judgement skills.

Any process of learning aimed at gaining competence for a specific occupation or job is called training. As opposed to training, development is a learning activity aimed at future needs rather than current ones Adamu, (2008).

#### **2.5.10 Rewards and Teacher Performance**

According to (Asare-Bediako, 2013), institutions give rewards while employees provide performance. The purpose of reward systems is to maintain desirable behavior and performance as well as to motivate. In contrast, an improperly implemented rewards system may result in underwhelming output and even a high rate of lecturers leaving the job. A well implemented rewards system also has the potential to deliberately recruit skilled individuals to an institution (Wilson, 2004). A motivating environment is created by a well-maintained reward system, which could improve performance. According to Oluremi (2013), raising teachers' pay and benefits would improve their performance. As a result, strong awards, professional development, and educational infrastructure all have an overall positive influence on teachers' output, which may have long-term benefits for students.

#### **2.5.11 Advantages of Teachers training and development programs**

Some advantages of training and development are listed and explained below.

### **2.5.12 Making a Big Effect on Your Teaching Career**

For a school, investing in teacher training and development is the best course of action. The teachers who have completed the learning activities will be in a good position to take on leadership responsibilities once they have completed the program.

It is expected that lecturers who have registered themselves for the educator's diploma program be chosen to fill major managerial positions in the future. You can, as a lecturer, motivate your students to stay in the learning environment for a lengthy period of time by using these development modules. With confidence in the decision they have made by choosing to work in education, new teachers will be able to protect their professional desires.

### **2.5.13 It promises a large paycheck**

There is no doubt that knowledge is wealth, and this is particularly correct when it involves the field of education. Incentives are offered to lecturers who are aware of the recent way of lecturing and course content, including salary increases. A teacher who passes a learning activity will certainly gain the interest of university leaders seeking to employ experienced lecturers. When you are recognized as an accomplished teacher, you can take pride in your accomplishments. There is a specified number of hours of training that must be put in by educators who have signed up for career advancement modules in order to successfully complete them after completing an exam and fulfilling the requirements of completing the training modules. The salary package you will receive as a professionally trained teacher is in addition to this recognition in the educational field.

### **2.5.14 A means of preventing turnover**

There is a high level of turnover amongst the teaching profession, which is comparable to other professions. There is research to support the fact that teachers have a high turnover rate within the first five years of joining a profession, especially among those who make the decision to leave. Participating in development programs will enable teachers to adopt best educational practices and strategies. Teachers enjoy the feeling of respect following a development training program that features tips for effective classroom management. Lecturers can begin their profession by becoming knowledgeable educators through this support.



### **2.5.15 Having a solid understanding of the subject**

It is impossible not to learn something new every day when life throws us a new challenge. As is the case with students, lecturers should be continually placed on the education spectrum in order to stay up to date. To say that a lecturer is also a learner for life would not be an overstatement because they are consistently updating their knowledge about their field of specialization in order to stay current with the latest developments. To achieve this, teachers must stay on top of the constantly evolving educational tools.

As leaders invest in a professional development activity for lecturers, they will be enabling lecturers not only to further improve their capabilities, but also strengthen the ones they already have. One of the best aspects of such activity is that not only are new lecturers able to benefit from the knowledge imparted to them, but established teachers are also able to do so. As a result of all of these factors, they will be able to gain a greater grasp of the subject which they can be pleased with.

### **2.5.16 Environment that Encourages Cooperative Learning**

Teachers are able to sign up for professional development programs when they share their ideas through brainstorming sessions with one another. On a common learning platform, teachers with various levels of IQ can meet up with each other and exchange information as they work together. It is important for teachers to not only exchange notes about the subject matter, but also to learn new teaching techniques that have been adopted by other educators and are either in vogue or are being practiced by them. In order to benefit from development programs, teachers need to utilize both official and unofficial means of sharing relevant details. The educators of educational institutions and universities pursue continual development through such learning courses.

## **2.6 Benefits for Students**

There is an inherent benefit to such courses in the sense that they can assist teachers in learning new teaching techniques and styles. As a result, as teachers learn how to teach in a better way, students will also gain a better understanding of what is being taught. An experienced teacher can be a blessing to a learning environment when he/she executes innovative teaching methods, which have been understood as a part of the training programme. In the course of a lecture, a well-informed teacher will be able to recognize the advantages and disadvantages of different learners. As a result of this data point, teachers who are well-trained will be able to work hand in hand with

learners of different intellectual stages so as to enable them to unlock and develop their hidden prospects and utilize it properly. It is also worth mentioning that trained teachers know how to make a classroom session even more interesting by using various methods and means. In order to excite the interest of students in academics as well as extracurricular activities, professional-trained teachers use a variety of teaching styles

### **2.6.1 The Connection Between Teacher Education and Student Academic Achievement**

There have been a number of researches comparing teacher training programs with students' academic achievement. An effective teaching method can have a meaningful influence on student understanding, as Atsenga (2002) discovered in an investigation of linguistics. A teacher education program that promotes knowledge of successful instructional technique influences lecturers' efficiency, resulting in outstanding educational excellence for students. There was a study done by Morgan (2010) that demonstrated that training improves performance and quality output by providing knowledge and skills.

National Staff Development Council (2001) and Smylie, et al. (2001) studies both found that training affects student academic achievement. Training affects student results and accountability positively, according to Wested, et al (2000). A major factor in high-performing schools is teacher training, according to Porter et al. (2000). In addition, Wenglinsky (2000) found a positive correlation between higher student test scores in Mathematics and Science and teacher training when working with special populations of students. According to Guskey & Clifford (2003), the biggest aim of lecturers' education is to improve learners' outcomes.

### **2.6.2 Advantages for organizations that prioritize employee training and development**

#### **Increment in Productivity**

Training that is on time and to the point helps to increase efficiency. Bridging skills, understandings, and capabilities gaps, as well as providing your staff with innovative ideas, best practices, and competencies that they can immediately apply to their work, increases their efficiency, capability, and self-assurance. As a consequence, these staffs can make better decisions and perform their jobs more effectively and productively.

### **2.6.3 Return on Investment (RIO)**

An organization can benefit from measurable ROI by making learning and growth a high concern and doing it thoughtfully and deliberately. There are numerous methods for measuring effect, qualitative and quantitative ROI. For instance, you can conduct before and after training evaluations to know the progress; after that, you can interpret this into monetary value by calculating the cost of a reduction in time, a higher level of efficiency, and higher revenue. It is essential for institutions to view learning and growth as an opportunity rather than an expenditure, and to use learning and growth to achieve business/organizational objectives. Staff learning and growth must be viewed as a capital investment with a return on investment.

### **2.6.4 Increment in Employee Satisfaction and Retention**

Investing in staff learning and growth allows them to feel more involved, respected, responsible, committed, and a valuable member of the organization. While it is not possible to expect or want every employee to remain with an organization throughout their work life, it has been demonstrated to enhance staff sense of commitment and reduce resignations. The majority of people, inherently, seek knowledge, broaden their expertise and skill set, and progress in their professions. The majority of people want to advance in their careers. When a company invests in their growth, both the institution and the staff can benefit greatly.

Teambuilding is always a subtext of all learning and growth, especially in-house (custom) initiatives. These initiatives have the potential to improve employee relations, enhance organizational values, and assist each participant of the group in identifying potential allies, role models, and specialists in a particular field within the institution (Richard, 2007).

### **2.6.5 Establishing a Culture of Learning Within an Organization**

It is essential to nurture continuous improvement in your institution, one in which requirements are explicitly defined from the beginning and the advantages for both the staff and the company are communicated. It is also essential to be able to demonstrate overall organizational great achievements and to constantly walk the walk. You should always a mechanism put in place as a means for sharing knowledge back at the workplace to ensure their success. You can encourage employees to immediately apply what they've learned, and by ensuring continuity in your strategy

for learning and growth, you can make common understandings and standards within your company.

Giving your staff members access to participate in training programmes where they can meet and interact with peers from numerous businesses and sectors offers a secure setting for them to evaluate concepts and talk about ways to improve their organization. You can encourage employees to immediately apply new ideas at work and share them with their colleagues within the organization. One method is to motivate the staff to host an activity where they can share what they know with their coworkers. This will also assist in transfer of knowledge by strengthening a learning culture and creating shared understanding and structure for the team. The bottom line is, our greatest asset is our workforce. While we upgrade our plant and equipment, we must also renew individual skill sets, upgrade our teams, and equip them with the knowledge they need to stay competitive and do their best work. Organizations that invest in employee training and development will win in this increasingly competitive global marketplace.

#### **2.6.6 Factors That Improve the Performance of Teachers**

The study found a strong correlation between instructors' performance and their training and development. Regular in-service training, a strong motivational and incentive structure, and the availability of appropriate and pertinent teaching resources are all factors that affect instructors' effectiveness. These are consistent with other research on employee performance that showed a direct correlation between teacher motivation and an increase in performance. A substantial correlation between teacher motivation and job performance ability was discovered by (Oluremi, 2013). The research emphasizes further that instructional materials are crucial and important instruments required for teaching and learning of academic subjects in order to increase teachers' effectiveness and boost student achievement.

According to (UNESCO, 2008), classrooms, teaching aids (chalk, board, ruler, and protractor), stationery, and laboratories are examples of teaching and learning resources that have a favorable effect on students' academic achievement. (Mutai, 2006) said that the presence of sufficient reference resources, such as textbooks, workbooks, teaching aids, and classrooms, promotes learning and has a direct favorable effect on academic accomplishment. According to the teachers, having a

suitable infrastructure has an effect on both their performance and, over time, their academic success. No efficient education program could exist without equipment for the teachers, according to Balogun (2002), who wrote on the effect of sufficient infrastructure on performance in the classroom. Consequently, training and development has a significant effect on teachers' job performance.

### **2.6.7 Pedagogy, Andragogy and Teacher Performance**

Pedagogical methods are sometimes grouped into two categories: learner-centered pedagogy and teacher-centered pedagogy. The instructor is placed at the center of the learning process in teacher-centered pedagogy, which frequently uses techniques like whole-class lectures. It is the teacher's obligation to decide what will be taught, how it will be taught, when it will be taught, and why it will be useful to the student. Learning approach refers to the relationships between educators, learners, the educational environment, and the instructional resources. This broad term encompasses both classroom instructional techniques and the relationships between learners and educators.

A method of teaching that places the learner first and the teacher second, with the latter serving as a facilitator to assist close the knowledge gap. The learner is perceived as a separate being who comes into the learning experience with a particular set of experiences and motivators. This pedagogical strategy frequently refers to learning theories where students actively participate in the learning process. As a result, students construct knowledge using both old and new experiences. The instructor not only sets up and controls the environment for this procedure.

According to a 2000 article by Dr. Geraldine (Gerri) Holmes and Michele Abington-Cooper, Malcolm Knowles, commonly referred to as the "Father of Adult Education," defined andragogical approaches as ones where the teacher serves as a facilitator who helps individuals become self-directed learners. An instructor's job is to break down obstacles to learning like misgivings or anxieties and create spaces where new information, abilities, or skills can be accepted. According to research, andragogical methods encourage adult learners to develop new skills and make connections between knowledge and experience, which improves memory. Pedagogical methods presuppose that the best way to learn is through direct interaction with the instructor. The instructor holds the means to acquire knowledge, and learners enter the classroom

with little to no knowledge. In order to obtain outcomes, the instructor must therefore be the primary focus of the learning experience, according to (Mark K. Smith, 2002) Making sure the strategy is suitable for a certain school's and country's circumstances is frequently essential to pedagogical effectiveness.

### **2.6.8 Teacher Training and Teacher Performance**

The propensity of teacher training programs to enhance the qualities of a successful teacher has a favorable effect on a teacher's performance. (Harris & Sass, 2001) looked into how teachers' value contributions were affected by their preparation as teachers. The results showed a link between a teacher's preparation and students' arithmetic performance in middle and high school. The statistics showed that teachers with more experience had a higher success rate in teaching reading to elementary and middle school children. Training is essential and fundamental to modern society's advancement of education. The roles and capabilities of trainees can be strengthened through training in order to match the institutional needs in terms of skills and knowledge. Only qualified educators can devise educational objectives and coordinate strategies for achieving them (Pintrich & Schunk, 2002). Effective teachers use effective methods to assist their students (Bockerts, et al. 2000).

A teacher undergoes a considerable transformation as a result of training, which also redefines their function, broadens their perspective, and improves their personal qualities. Through in-service training, teachers can improve their methodical and logical teaching techniques (Kazmi, et al. 2011).

### **2.6.9 Educational Infrastructure and Teacher Performance**

It costs money to raise the caliber of school facilities. However, the benefits of facility upgrading far outweigh the cost of investments when the financial benefits on instructors and pupils are calculated. School facilities can be classified into five categories: loudness, humidity, illumination, climate, and area. School attendance and dropout rates are significantly affected by the infrastructure of the schools. Schools that require structural repairs, have temporary structures, and have understaffed janitorial services are less likely to draw students (Branham D, 2004). Teachers in schools with excellent conditions are substantially more likely to report favorable sentiments about their classrooms than teachers in bad buildings, according to (Earthman, et al. 2009).

An institution's leadership has a responsibility to create or support a culture that improves how effective things are done in a school. A positive learning environment will influence student performance. The president/rector of the school is liable for fostering a learning environment in the implementation of the learning process. Culture has a significant effect on school-based learning, and there is a need for collaboration among all members of the school community, beginning with the president/rector, lecturers, and all staff.

The approach to be used in interdisciplinary quality assurance in global learning is an instructional establishment positioning itself as a meritorious establishment, or simply, as a service provider. To position education institutions as the service industry, institutions that provide services according to customer wishes must adhere to quality standards. This sense did not emphasize a particular aspect of the education system, but rather all aspects of the education system, which are content, method, and results. So, in terms of facility fulfillment and supporting technical learning.

To add to its accomplishment, it should be followed by efficient implementation and, in compliance with the applicable regulations, learning and a runway to fully support the learning. Low school standard has emerged, with a deliberate focus on enhancing its guidelines. That is all good, except for the lack of quality in facilities, teacher quality, institutional management, working conditions, and other areas. Because lecturers are the main components in the world of educational excellence, the low quality of performance of teachers led to achievement students in a school. An improvement in lecturers learning abilities influenced several factors, including:

- Wages,
- infrastructure,
- external factors,
- and governance

Researchers in some higher education institutions discovered that some educators have planned teaching materials that are not put in place during the education process, while others do not have planned teaching materials during the education process and rely solely on the book package. As an example, consider lecturers whose outcome is still poor due to boring and repetitive teaching and insufficient preparation. Teachers continue to use very simple preparation to teach, do not fully utilize the required

material, and are irregular in the execution of outlines. What is associated with the lesson planning and on educators who still have discussion utilizes the technique, and moreover that the teachers who tried to teach only based on his previous experiences overtime, so they feel memorized outside the head and do not want to modify with new ideas, such as the method of learning, the utilization of the mainstream press, the monitoring systems that is less understood are, instruct in rote / without preparation. A further limitation is that schools have complete resources, but the outcomes were less than done by teachers, and thus the performance of teachers is optimal because there are still teachers who use traditional learning media. Aside from facilities and infrastructure, the working environment has an effect on teacher performance. A work environment that encourages the development of professional attitudes and behaviors in the performance of tasks in accordance with each employee's fields and responsibilities. A favorable working atmosphere will make their work easier; however, if the work environment is not ideal, the performance of the teacher's education will suffer.

#### **2.6.10 Issues Affecting Training and Development**

Training and development are difficult because many organizations struggle to control their employees. Appointing a training manager and then neglecting them complicates training and may jeopardize organizational goals. A handful, if any, have had extensive learning in them to teach and organize a learning program, as well as to assess the result of learning and growth. Some issues arise when learning is viewed as an end itself rather than a means to an end. Some issues arise when training is viewed as an end in itself rather than a means to an end. Employees experiencing management's refusal to take responsibility for their learning and growth. Managers' total absence of understanding and expertise in leading and implementing learning and growth, the absence of knowledge about the aspect of the learning process that is necessary, if employees see no need to learn and master his work, if no requirement is made available for career progression and perks, and if there is little or no inspiration to gain knowledge about the work in advance. Top management behaviors are critical to the accomplishment of a learning and growth program and may jeopardize learning if their obligations are ignored.



### **2.6.11 Development of Teacher Performance on the Quality of Education**

Improving teaching standards has been identified as one of the most straightforward and encouraging methods for enhancing the quality of education, according to educators, professionals, and the wider public. In addition, this approach is especially important for communities who have customarily been taught by teachers with the least qualifications. There is growing interest in how to transcend the present teacher qualification criteria to more accurately assess lecturers' efficiency with regards to learners' education. Many writers, philosophers, and academics are interested in education development because it is a national issue. Education has recently experienced a catastrophic stumbling block, influencing the standard of education that students receive and, as a result, the workforce in a wide range of fields. Education is a critical component of a country's growth and prosperity. Nations will not accomplish this objective if they disregard experts and their work or place it at the end of the priority list. Furthermore, educators stress the significance of excellent teaching administration in order to boost the learning process. Improving teacher abilities and output is regarded as an educational resource.

The education department is essential in well trained educators for schools. The assessment of teacher competence relies nearly on school-based assessments by administrators who distinguish among lecturers and provide limited feedback, primarily, and on teachers' course-taking histories plus normal assessments of basic academic skills and curricular subject matter understanding, which are poor predictors of later school efficiency. Any significant and thorough attempt to enhance the standard of educators beginning or already continuing to work in our educational institutions needs to add the growth of trustworthy and reliable assessments of how effectively they operate in the school environment, connected to a variety of proofs of their effect in boosting student performance. Our school system has always been obsessed with raising student achievement. Many initiatives aimed at achieving that goal have come and gone over the last two decades, as have the educational institution reforms activities, and the development of standards, curricula, teaching materials, and, yes, standardized assessments.

Despite the huge amount of money that has been spent, learners' output has been affected only a little. The primary cause for this lack of success is that far too little focus has been paid to what really occurs in the learning environment. It is critical that

educational authorities pay more attention to the growth of lecturer output, particularly the importance of offering lecturers professional advancement that changes lecturers' attitude in ways that contribute to improvements in learners' output. To succeed, the authority should start with an acknowledgment of the significance of lecturers in enhancing learners' output and the effectiveness of the learning system, as well as drawing awareness to the continual demand for quality lecturer professional development improvement.

The primary goal of training and growth is to enhance staff abilities so that institutions can optimize the quality and productivity of their human resources. Armstrong (2009), stated that companies can profit from learning and growth by earning the "hearts " of their staffs so as to get them to recognize the institution, exhibit more effort in its favor, and stay with the institution. Staff must acquire and develop understanding and abilities to be flexible and efficient on the job, and they need to see indications of management with regards to their learning and professional life needs in order to be valued by the organization for which they work. To ensure that people are able to perform well and to invest in the ability of them to achieve excellence in their work, training and development are used. These activities are components of a broader human resource management strategy that contribute to in employee desire to do well. As a result, employee learning and growth is an important concern that must be addressed by every business with varying standard.

Cole (2002), mentioned factors that determine the size and standard of training programmes: the extent of change in the outside setting, the extent of organizational conflict, the presence of suitable capabilities inside the established working population, and the magnitude to which leadership views learning as a prime motivator in job. Companies that satisfy their education requirements haphazardly and ad hoc seem to be completely spontaneous and unorganized. Effective companies follow a sequential pattern of defining the need for training, creating and executing training programmes, and finally evaluating training effectiveness.

Training is essential in improving organizational effectiveness and assisting staffs in increasing their efficiency in an effective way. Many factors, such as the overall organizational policies and culture, create obstacles to quickly and efficiently

completing tasks. Failure to complete tasks and goals on time is caused by a total absence of expertise, competences, understanding, and proficiencies

Various trainings are now being provided to staff within the institution in order to boost productivity and reduce dissatisfaction. Staffs acquire new skills and demonstrate their dedication to organizational success by actively participating in its success. Employees who are skilled and well-trained can handle a challenging circumstance in a professional manner. Gurkoo & Mufeed (2018) correctly point out that it has now been recognized, albeit somewhat late, in many institutions, including educational institutions, that there is a need to involve and develop potential workers in order to motivate them.

### **2.6.12 Quality of Educator and Education**

It is very important to differentiate between the concepts of educator efficacy and education efficacy, which are linked but distinguishable. Educator efficacy can be defined as the collection of individual attributes, abilities, and conceptions that a person carries to the classroom, such as proclivity to act in specific ways. The qualities preferred of an educator may vary based on perceptions of and objectives for learning; thereby, it may be more efficient to consider educator attributes that appear to be connected with what educators are anticipated to be and perform. The following features are essential, according to research on teacher system used to develop on educator assessment as well as student performance:

- Developing general knowledge and oral capacity which assist teachers in explaining and coordinating concepts, as well as observing and thinking critically.
- A strong knowledge of the topic - up to a minimum level relevant to what will be discussed;
- Ability to instruct colleagues in that area, particularly how to use hands-on learning techniques and how to develop higher-order thinking skills.
- An awareness of students and their learning and growth, especially how to evaluate and facilitate learning, how to assist learners with learning disparities or challenges, and how to facilitate vocabulary and subject learning for those who are not already fluent in the medium of teaching.

- Responsive learning enables educators to make decisions regarding what is likely to be effective in a situational setting in relation to learners' requirements. Though much less straightforwardly researched, most educators would incorporate a collection of dispositions in this list to endorse education for all learners, to instruct in a fair and impartial way, to really be able and willing to make adjustments instruction to help them achieve, to work hard to remain motivated to study and progress, and to cooperate with other educators and families in the interest of individual learners and instructor in general.

Sturdy guidance that allows a diverse variety of learners to gain knowledge is affiliated with teacher performance. This type of instruction meets the requirements of the profession, educational objectives, and students' needs in a specific context. Teaching quality is affected heavily by the sense of guidance, as well as the teacher's knowledge, skills, and dispositions. Critical context considerations include "fit" and teaching conditions. If there is a discrepancy between the requirements of the situation and the teacher's experience and expertise, a "high-quality" educator may be unable to provide greater guidance. The conditions for instruction are a second main factor in educational effectiveness. Even if elevated educators have powerful learning resources, required materials and services, reasonable student numbers, and the chance to collaborate with other educators to develop appropriate lessons and a unified syllabus across grade levels and academic subjects, the quality of instruction that learners will receive may be subpar. Many teaching conditions are beyond teachers' grasp and are dictated by the organizational and regulation structures within which they work.

Teachers with strong quality make it more likely that their students will receive high quality teaching, but this does not guarantee it. In addition to identifying, rewarding, and using teachers' skills and abilities, initiatives to improve teaching quality should also consider how to create teaching contexts where teachers can practice good teaching practices. Having skilled teachers teach outside their field, using low-quality curriculum and materials, and apart from their colleagues reduces teaching quality and student learning. Teachers' characteristics and roles must be addressed alongside policies that shape the teaching environment.

### **2.6.13 Educator training and Content Distribution**

Educator training is provided all around the world. Various research has found that educator training influences the educator's content distribution in the learning environment. Research conducted at the University of Wisconsin by Gamoran (2006) found that teacher training improved student learning by influencing teaching practices such as content delivery. Furthermore, a study on educating adolescents in New York by Jackson & Davis (2000) found that educator training enhanced teaching abilities, thereby improving content distribution. This research was conducted in schools with high academic performance. Welsh (2010) and Gurskey, (2003) argue that devoted educators have a thorough grasp and comprehension of the topic that is being taught to learners. These educators use a variety of instructional strategies, which improves their classroom content distribution. Pupils who are delegated to multiple inexperienced and unproductive educators in a sequence have drastically reduced accomplishment and achievement gains compared to students who are assigned to numerous different fully skilled and effective educators in sequence. Some other research, carried out by the National Staff Development Council (2003), discovered that educator learning enhances teaching methods and philosophies, which in turn improve content distribution. Furthermore, Morgan, (2010) discovered in his research on the advantages of career growth that lecturers gain more understanding, which allows them to contribute better in the classroom. It is also well known that regular and high-quality teacher training is the most effective way to improve lecturer's efficiency in the teaching environment. Teachers reported that the more time they spent on educational activities, the more likely it was that it would enhance their teaching abilities (National Centre for Education Statistics, 2001). In addition, studies also confirm that the qualification and effectiveness of teachers is critical to the success of content delivery and reform initiatives (Garet, et al, 2001).

### **2.6.14 Developing High-Performance Employees Through Training**

Past studies have discovered a significant positive correlation between how people are dealt with in a company and the working methods used in that company (Purcell, et al 2003). Michael (2008), who stated in his study that training and how the mind works, as a component of vital human resource management practice, positively affect the character of workers' knowledge, skills, and capability, resulting in higher employee performance on the task. This partnership eventually leads to a greater level of team

success. According to the findings of a study conducted by Mona, et al. (2011), there is a positive relationship for both readiness and job performance which is  $r=0.233$ . As a result of this finding, we can predict that the firm will be unable to generate higher returns unless its human resources are properly utilized. This is only possible if a company is capable of meeting the employment requirements of its staff on time.

Training is the sole method of identifying employees' unmet needs and then developing their necessary capabilities level in order to accomplish the company's objectives. Sultan, et al (2012) found that training programs account for 50.1% of variation in employee performance in the Pakistani telecom sector. Moreover, the test statistics was 8.58, indicating that job satisfaction is better measured by learning. Harrison (2000) claims that learning through training increases how staffs do their work and is vital to achieving corporate objectives. Nonetheless, executing learning programs as a means of addressing problems that has to do with effectiveness of staffs such as occupying the gap separating the criterion and real achievement is an excellent method of improving output (Swart, et al, 2005). Bridging the achievement disparity, according to Swart et al. (2005), refers to implementing a pertinent education intervention for the aim of acquiring particular abilities of workers and enhancing work output. He expands on the concept by saying that learning allows companies to accept that their actors are not performing well and that their knowledge, abilities, and attitudes must be shaped to meet the company's demands.

There could be several reasons for employees' insufficient results at that location, which could be staff who are no longer motivated to apply their competencies, are not self-assured, or are dealing with issues relating to personal life and work. The company has considered all of the above factors when deciding on the most appropriate training intervention to assist organizations in resolving these issues and increasing staff motivation to contribute and comply with the company's requirements by demonstrating their expected behavior. According to Swart et al. (2005), superior staff output can only be achieved through top-notch strategies that result in staff encouragement and meeting their goals. Employee competencies change as a result of effective preparation plans, according to Wright & Gary (2001). Not only does it enhance staff' overall operation to perform their existing duties more efficiently, but it also improves workers' understanding, competence, and attitude required for subsequent employment, giving back to better organizational performance. Employee

competencies are developed through training, allowing them to perform job-related tasks efficiently and competitively achieve firm objectives. External forces such as management style, company policies, task analysis, assessment systems, influence and politics in the firm, and group dynamics all have an effect on employee performance. If the aforementioned issues exist at the company, employee performance suffers due to the aforementioned obstacles rather than a lack of pertinent understanding, accomplishments, or attitude. These things have to be kept in mind in order for learning to be successful and to have a positive effect on employee performance (Wright & Gray 2001). According to Lisa & Holly (2007), when employees feel an organizational commitment to them, they are more likely to perform well. According to Kum, et al. (2014), effective training initiatives are associated with increased employee output; however, in order for this to be possible, According to Swart et al. (2005), it is the responsibility of managers to identify the factors that impede training program effectiveness and to call for the necessary measures to counteract their effect on employee performance. Furthermore, Kamoche et al. (2004) reasoned that significant levels of staff dedication are accomplished if teaching results in academic results and increases public demonstration both on a private and institutional scale. These conclusions are far too coherent with the findings of Kim's (2006) study. It is frequently argued that the outcome of continuously developing your staff issues such as morale, fulfillment of job duties, and company's loyalty has not been adequately addressed. A unique study was conducted to determine if company's can influence their employees' attitudes through appropriate learning initiatives.

According to Nome (2010), learning must be constructed in such a manner that the effects on work engagement can be investigated. On the other hand, Gaertner & Nollen (2009) proposed that employees' commitment is a result of more or less human resource practices, such as succession planning and promotions, career development, and breeding opportunities. All of these exercises, when completed, result in improved staff output. Meyer and Smith (2000) also looked into the relationship between human management practices and company dedication in order to identify the factors that contribute to effective job satisfaction. Despite evidence for the advantages of training and its favorable effect on staff output in the previous studies, Cheramie et al. (2007) asserted that administration is often reluctant to invest in human resources for a variety of reasons.

Despite having access to successful and timely learning opportunities, some staff try to take advantage of them for the purpose of enhancing their own self-worth and job prospects, or because they are willing to switch jobs but due to better pay, as a result, firms view training activities as a liability rather than a gain. It is also noted that due to the organization's refusal to providing training, this will force workers to pay for their own training for career advancement and increased output (Baruch, 2006).

According to Ngome (2010), education helps increase the drive, capability, and innovation of the staff and help to avoid having staff who are not knowledgeable about the way things are being done presently. According to Obisi (2001), training is a methodical procedure of improving understanding, abilities, and mindset, which leads to improved outcome by staffs on the job. He also stated that the training program's need and goals should be determined before it is made available to employees. Training, according to Kraak (2005), is the key to better leadership structure because it increases staff success and efficacy. They went on to say that, as Kamoche (2002) postulated, training practices have a strong relationship with all other human resource practices because it allows staff to grow within the company and increase their competencies in job market. Furthermore, training helps to contributed to how staff act towards their duties and encourages them to contribute to the organization's growth, resulting in a higher return for the firm as a result of its employees' superior performance. Kraak (2005) went on to say that a well-educated actor can make the best use of organizational resources while wasting the least amount of time.

According to Niazi (2011), when staffs are well trained, organizations can give them task with the assurance that the organization will succeed. Rao (2011) suggests that organizations should give more time to improving their staffs' capacities because of its ability to reduce spendings and improve output. According to research, training has been identified as a reduction in spending and real worth tool in companies (Kraak, 2005, Gadi & Kee, 2018b). Similarly, training aids in the implementation improves business outcomes, especially in companies that practice continuous improvement, and contributes to growth goals (Quarty, 2012). To achieve high performance in those organizations, training must be aligned with organizational strategy. Furthermore, according to a formal statement on the effects of staff competence, learning done out of the working environment improves performance while learning done in the work environment does not. (Kamoche, 2002). Furthermore, Gareth (2003) said that



general learning enhances companies' outputs while company-specialized learning does not. Niazi (2011) argued that training increases staff propensity to perform, which in turn boosts firm performance. According to Niazi (2011), organizations that invest in employee training and development see an increase in customer satisfaction, revenue, and income. Those training investments pay off handsomely. Gereth (2003) backed up Niazi (2011) by stating that companies that develop their staffs have a lower percentage of staff who leave the company.

Furthermore, the preceding evidence indicate that companies that consistently develop their staffs outperform companies that do not (Gadi & Kee, 2018a). According to Quarty (2012), who agrees with Niazi (2011), training can drive enable companies to grow, and increase earnings. Jones, et al (2008) confirm that enhancing learning initiatives increase firm growth in terms of the quantity of purchases and profits when investigating the effect of training on companies' outcome. Information on learning and company efficiency, on the other hand, remains unclear. As some academics have lamented, training does not always improve results. Kraak (2005), for example, discovered that there is no important link between staff learning and companies' efficiency. Others, including Niazi (2011) and Gaertner & Nollen (2009), have argued that there is a link between staff learning and company efficiency but it is not a strong one. Obisi (2001) stated that learning activities have no effect on firm performance because they are unrelated to the company's business plans. More studies, particularly for Liberian businesses and universities, is needed to determine if there is a connection between these two concepts or not. Training is important in group development because it improves overall performance while also increasing productivity, putting groups in a good position to face opponents and succeed. This strategy assumes that there is a significant distinction between companies that train their employees and companies who do not (Benedictta& Appiah, 2010, Dang & Gadi, 2013). Learning is a type of deliberate, systematic effort that results in a higher proficiency, understanding, and ability required to do a job successfully (Kraak 2005). Training rewards both the company and the staff by improving staff abilities and thus enhancing staff outputs. Realistically, company progress and improvement are hampered by a variety of factors. According to current research in business development, worker education is an important factor in enhancing overall efficiency and maximizing output. This, in turn, places company in excellent standing to compete and live at the

pinnacle. As a result, there is a notable lifestyle distinction between companies that educate their employee performance in particular (Purcell, et al. 2003; Harrison 2000), whereas different study expanded it to a broader view of company effectiveness (Swart et al., 2005, Gadi, et al 2015). In some ways, both are connected in the sense that staff efficiency is a component of company efficiency because staff efficiency influences overall efficiency of the company. In connection to the foregoing, Wright & Geroy (2001) said staff's competencies are traded by means of effective learning programs. It not just makes better the overall capabilities of staff to competently do their present work, it further supplements the abilities, competencies, and mindset of staff essential for future jobs, thus leading to new company success. In a previous study examining the effectiveness of training and staff competencies, it was revealed that there were interesting results related to this. Learning has been shown to enhance overall results for both the staff and the company by encouraging positive staff output through the enhancement of staff knowledge and experience, functionality, potential, strengths, and attitudes (Benedictta & Appiah, 2010; Harrison, 2000).

Furthermore, some research, such as one conducted by Swart et al., (2005), have raised concerns about education as a way of managing skill deficits and performance gaps as a means of improving staff output. Connecting the capability gaps, according to Swart et al. (2005), makes reference to implementing an appropriate learning interference in order to grow specific capabilities and competencies of staffs and improve their effectiveness altogether. They elaborate on the concept by stating that education allows companies to identify when their employees are not performing as expected and, as a result, their education, competencies, and character should be shaped in accordance with the organization expectations. It is frequently required that staff have a huge amount of expertise about unique jobs.

Nevertheless, it is critical to note that this is not always sufficient, and personnel must frequently adjust to the changing demands of activity output. Furthermore, corporations want continuous education and retraining of their employees and, as a result, do not want to wait until performance gaps arise.

According to Wright & Geroy (2001), powerful training programs facilitate the exchange of worker competencies. It not only enhances staffs' smooth functioning to effectively run modern company, but it also enhances the comprehension, qualities,

and viewpoint of the individuals required for future exercise, thereby giving back to developed institutional overall effectiveness. Staff abilities are enhanced through education, allowing staff to carry out task-related job successfully and achieve organization objectives in a timely way. Furthermore, unhappiness, legal issues, absences, and turnover may be considerably reduced when staff are so well developed that they can take joy in the specific pleasure affiliated with the accomplishment encounter and the understanding that they are developing their intrinsic abilities (Kim, 2006). According to Akeke, et al. (2015), a significant relationship was discovered between staff learning and their subsequent efficiency in carrying out extraordinary duties. It was discovered that staff who had received training were more victorious in carrying out specific tasks and the reverse was also true. Learning has an immediate courtship with staffs work performance. Related studies had been proposed by (Singh & Kassa, 2012; Singh, 2017). Nevertheless, Chaudhary & Rangnekar (2017) proposed that, while education is important in doing a work completely, it is the totality of elements such as office environment, staff capabilities and resources, incentives, communication patterns, and company dynamics that remarkably improves staff effectiveness.

According to Herman & Kurt (2016), staff education provides them with expertise that helps them to develop into more successful and reliable workers. In addition, highly skilled employees consistently have greater driving force and confidence because they believe the organization has contributed to their competence and advancement. This also results in lower staff replacement rate. Yamoah (2013,) discovered that skilled staff often work more effectively in teams since everyone is knowledgeable of the expectations and can easily bring them to reality. Competent staff are also more confident in their work outcome and decisions are made by them. Furthermore, staff who have received regular education are much more likely to simply embrace different concepts. Staff who acquire different abilities through learning are desirable applicants for job advancements because they have demonstrated the ability to acquire, keep, and apply what they learned. Well grounded, professional personnel can also be granted the authority to educate additional personnel, reducing stress on the leadership team. It is imperative to have a strong education because of the serious advantages of education. According to research, more expensive, but powerful education can save

money that would otherwise be spent on affordable, but useless education (Kenney, 2009).

Latif, et al. (2013) discovered four components that contribute significantly to the development of a successful learning process. According to the survey, four components are required for effective training: a positive training experience, an enjoyable learning experience, participants contentment, and the ability to transfer knowledge. According to Kennedy (2009), the amount of education acquired has an effect on the company success. After reviewing data from Judicial Service of Ghana employees, he stated that frequent training led to better business results. Similarly, Ribeiro & Semedo (2014) discovered an important link connecting continuously teaching staff while they work and staffs' output. He claimed that continuously teaching your staff would cause them to make lesser mistakes, greater task being accomplished in a shorter amount of time, and supervisors using less time supervising staff.

In contrast, Philips (2006) suggests that personnel underperformance is not always the result of a loss of common training. He stated that they want to know if an issue can be resolved through education. When staffs are not doing well enough in their tasks, it is frequently believed that education will improve their output. This is not usually the situation. Training, for example, is ineffective in dealing with issues that arise as a result of a staff absence of enthusiasm or interest in the job at hand.

Likewise, Daniels (2010) asserted that education is not a miracle solution; it will not solve fundamental issues such as reduced investment or a brand extension that fails to meet the requirements of clients. Even though learning can provide can provide significant advancement in the company the best way to get the most out of training is to approach it smartly rather than defensively. Adeniji (2002), also stated that education limits the rate at which staff leave a company and encourages consistency, whereas a lack of education increases absences, is associated with reduced productivity, and leads to an increase in the cost of production high. In spite of the importance of educational programs and developing in staff efficiency and effectiveness, learning initiatives in Liberia are underfunded. These businesses consider the money they will spend on education programs to be a waste rather than an investment. They fail to anticipate the importance of ongoing education and

advancement in their employees. Those who attempt to carry out employee learning do so in an unplanned manner, and as a result, learning in their businesses is more or less random and unorganized.

## **CHAPTER III**

### **METHODOLOGY**

Denzin & Lincoln (2000) define qualitative research as exploratory and naturalistic in nature. In other words, qualitative researchers study things in their natural settings, attempting to understand or explain situations according to the meanings people give them. The researcher will use qualitative research method. This research will take into consideration the views and thoughts of all their participants to gain a better understanding on the topic being researched. This study is based on a survey. Similarly, this research uses qualitative research technique to get participants' views on the subject matter. Open-ended semi-structured questions were used in this study and the participants willing agreed to answer these questions. Data was collected from lecturers at the United Methodist University, Liberia using Google Forms, WhatsApp and Google Meet. The views of the lecturers were collected through 14 questions which were divided into two parts. Section-A which was the demography and Section-B the open-ended questions.

#### **3.1 Research Design**

Any research paper must have a solid approach because it reveals the study's main idea. The researcher used qualitative research method. Both primary and secondary data were employed for this study's objectives. It was carried out to obtain the most accurate results possible. Books, journals, publications, research papers, articles, and websites that were readily available were used to gather secondary data. Primary data was gathered using an open-ended structured questionnaire. There were two sections to the questionnaire. The demographic make-up of the respondents is examined in Section A, and the effects of training and development on teachers' performance in Liberia is examined in Section B.

#### **3.2 Study Group**

The study group of this research are all lecturers of the United Methodist University. The sample size of the research is 30. The researcher sent out 40 participants and received reply from 30 of them which makes up 75% of the population and 10 people did not give their consent to be a part of the research group. Respondents were picked randomly from various departments at the United Methodist University.

### **3.3 Data Collection Tools**

The sample instruments used were basically questionnaires, prepared by the researcher and personal interview. The questionnaire was divided into two parts. The first part was the demography and the second part consisted of ten open ended questions which the participants used to give their shared views on the research topic discussed by the researcher. The researcher analyzed the data using frequency count, subsequently sum up into presentation of data. This research has been organized into chapters. The Sample Size of particular respondents out of the total population of the institution were randomly selected.

#### **3.3.1 Procedure for Data Collection**

Upon receiving a certificate from the ethics committee, a participant information and consent form was sent to the participants via email or WhatsApp. After their permission was been granted, the researcher will send them a questionnaire through google forms and schedule an interview with them through google meeting. The questionnaire will consist of two parts; demography and open-ended questions where the participants were able to write down their honest opinions. Since this research is qualitative research, the researcher analyzed the data by placing participants with the same views in a group and it will be calculated over a percentage of 100%.

#### **3.3.2 Researcher's Role**

The researcher's role in the research serves as a link between the participants and the data that was being collected. Also, the researcher's role is to gather relevant data for the study to analyze it and detail according to the research objective and hypothesis.

#### **3.3.3 Validity and Reliability**

The data that was collected from the participants are valid and are from well-known source. The participants were all lecturers and were picked randomly, from various department within the university. The participants were told to give their consent before participating in the data collection process and all participants remained anonymous. The Semi-structured questionnaire used for this research was designed by the researcher. To be sure of the validity and reliability, it was reviewed by the researcher's supervisor as well as the ethics committee of the Near East University.

### 3.3.4 Procedure for Data Analysis

The data collected from lecturers of the United Methodist University was analyzed using table to sufficiently test and prove whether the results were favorable or unfavorable. It also focused on lecturers who had taught at the mentioned university and all the intended information was gotten 100% as these were recorded. All the participants were lecturers of the university. The research study did not consider gender disparity

### 3.4 Ethical Consideration

The researcher will use several ethical considerations, because the research participants are humans. The researcher will keep each participant anonymous and fully disclose the nature of the study and the benefits with an extended opportunity given to the respondents to ask the Researcher questions. The researcher will also focus on confidentiality by making sure all information given by respondents are handled with care and used for research purposes only.

An application was sent to the ethical committee of Near East University and the researcher was given the approval of the ethical committee to carry out this research.

### 3.5 Brief Profile of the Participants

The thirty lecturers which were used for the collection of this research primary data were all from the United Methodist University, Liberia. Table 1 contains information about the age range, genders, qualifications and positions at the university.

Table 1. *Demographic Variables*

Demographic variables		<i>f</i>
%		
Gender		
60	Male	18
40	Female	12
100	Total	30
Age		



		63
13.33	26-30	4
6.67	31-35	2
33.33	36-40	10
46.67	Above 40	14
100	Total	30
<hr/>		
Qualification		
16.67	PHD	5
33.33	MSC/MBA	10
43.33	BSC/BBA	13
6.67	Associate	2
100	Total	30
<hr/>		
Position		
100	Lecturer	30
100	Total	30
<hr/>		

As seen in Table 1, most of the participants were male (60.0%) and the rest were females (40.0%). The majority were above 40 years while the least were between the ages of 31-35 years accounting for 6.67% of the research population. Most of the participants had educational qualification up to BSC/BBA level (43.33%). All the participants were lecturers which makes 100% of the research population.

## CHAPTER IV

### Findings and Discussion

This research data was collected through the process of semi-structured interview. A semi-structured interview is intended to derive personal responses from people about a specific scenario or event they have observed. The semi-structured interview was conducted with thirty lecturers. It utilizes a relatively detailed interview guide or schedule and may be used when objective knowledge is adequate but subjective knowledge is lacking (Merton & Kendall, 1946; Morse & Field, 1995; Richards & Morse, 2007).

The information about the thirty lecturers is provided in the first table. The researcher went through the data several times so as to fully understand the responses of the participants. The interviews listened to and compared with other data. The result of all the data that was collected for this research will be scrutinized in this section. The researcher used direct quotes from the participants to ensure that the information provided in this section is accurate. These quotes are written in italics and labeled from L1 to L30.

#### 4.1 Data Presentation

**Table 2. *Participants Opinions on the Forms of Training and Development They Have Received***

Forms of training and development received	<i>f</i>	%
Formal training	12	40
Refresher workshop	6	20
Classroom management skills	6	20
Research and publication Training	3	10
No training	3	10
<b>Total</b>	<b>32</b>	<b>100</b>

Table 2 shows the analysis of the results of how often lecturers undergo training in their various department at the university. 12 (40%) of the participants indicated that they have received formal training. One of them said that.

*“I received formal training and it has helped me develop my classroom management skills.” L29*

Some of the participants have attended workshops which they believe have helped them greatly in their teaching profession. One of the 6 (20%) who share this view stated that;

*“I have received teachers training annually at my work place. It is referred to as teacher’s refresher workshop L21”*

Another 6 (20%) said that they have had training in classroom management skills. One of the 20% said that.

*“I have received training on how to improve my classroom management skills. L15*

3 (10%) of the participants stated that they have received training in research and publication and said that.

*“In my department, we undergo training in research and publication” L5*

The last 3 (10%) of the participants pointed out that they have not received any form of training from their department. However, they have personally developed themselves and one of them spoke saying.

*“I have not received any form of training and development from my department. However, I have had short-term training in Training of Teachers for entrepreneurship. L2”*

**Table 3. Participants Perspectives on How Training and Development Has Helped Them**

How training and development help you	<i>f</i>	%
Increase Productivity	9	30
Keep lecturers on track and up to date	6	20
Capacity building	3	10
New skills	3	10
Increase Knowledge and skills	3	10
Improve teaching styles and method	3	10
Increase confidence	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 3 demonstrates the participants perspective on how training and development has helped them personally. 9 (30%) of the participants revealed that training and development helps a lecturer to become more productive in the classroom. One of them said.

*“The more training I receive, the more productive I become in terms of classroom management and how I lecture my students” L20*

6(20%) of the lecturers said that training keeps them up to date and on track. A participant stated that.

*“Training is one of the major tools for all lecturers because it keeps us on track and on top of the newest development in the teaching profession.” L5*

3 (10%) of the participants said that training helps with capacity building. One of them quoted that.

*“Training and development help me by building my capacity level professionally.” L13*

Another 3 (10%) of the participants said that training helps them acquire new skills. One of the 10% stated that.

*“Training and development help me in terms of the new skills I acquire whenever I undergo training” L15*

3 (10%) stated that it helps increase their knowledge and skills in their area of study. A participant said that.

*“As a lecturer, when you go through the process of training, it increases your knowledge and skills and prepare you for the classroom.” L24*

Another 3(10%) stated that it helps improve their teaching styles. One of them is quoted below.

*“Training will help me improve the quality of my teaching styles and methods that commensurate with current day reality.” L22*

The remaining 3(10%) said that training help improve their confidence. One of them said that.

*“It will increase my confidence in the classroom when I am presenting my lectures to the students.” L16*

**Table 4. How Often the Participants Undergo Training and Development**

Training frequency	<i>f</i>	%
Annually	12	40
Two times a year	9	30
Not often	5	16.7
No training	3	10
four times a year	1	3.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4 depicts the participants views on how often they have undergone training and development. 40% of the participants said that they undergo training annually and one of them said that.

*“I undergo training and development on an annual basis.” L6*

9 (30%) of the participants undergo training and development two times a year. One of the 30% stated that.

*“Within my department, training is done two times every year.” L21*

5 (16.7%) of the participants’ said that they do not undergo training often. Below is a direct quote from one of the participants. One of them stated that.

*“We do not go through training often.” L15*

3(10%) of the participants have not gone through any form of training and one of them spoke.

*“I have not received any form of training and development from my department. However, I have had short-term training in entrepreneurship for teachers.”*

The remaining 1 (3.3%) stated that they undergo training four times a year.

*The training process is done twice during the course of each semester of an academic year*

Table 5. *How Training and Development Help with Classroom Management Skills*

Classroom management skills	<i>f</i>	%
Improve classroom management skills	9	30
Control and evaluate the classroom	6	20
Encourage interactive classroom	3	10
Improve learning environment	3	10
Understand types of learners	3	10
Capacity building	3	10
Problem solving	2	6.7
Serves as a guide	1	3.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 5 shows how training and development helps lecturers with their classroom management skills. A large amount of the population 9 (30%) stated that training and

development helped them improve their classroom management skills. One of the 30% said that.

*“Training improves the classroom management skills of lecturers greatly.” L29*

6 (20%) stated that it helped them with controlling and evaluating their classroom. A participant said that.

*“Training has helped me to have control over my classroom during lectures and also to evaluate my students properly.” L30*

3 (10%) of them said that training and development helped them to encourage an interactive classroom. During the interview, one of them said that.

*“I learned how to engage my students and encourage them to have an interactive classroom environment because of the types of training I have gone through.” L1*

3 (10%) of the participants believes that training and development has helped them improve the learning environment. One of the participants stated that.

*“Training have enabled me to improve the learning environment of my students.” L25*

3 (10%) of the population stated that it has helped them understand the different types of learners. A lecturer stated that.

*“Because of training, I have been able to understand the different types of learners. This has made it easier to deal with my students as individuals.” L28*

3(10%) of the population said the it helps them with capacity building. One of them said that

*“Training have help build my capacity as a lecturer.” L13*

2(6.7%) stated that it has helped them solve problems in the classroom. One of the 6.7% said that.

*Training and development have shown me ways to deal with problems that arise in the classroom.” L14*

The remaining 1(3.3%) of the population believes that training and development has serve as a guidance for developing new classroom management skills. A participant stated that.

*Training has served as a guidance for developing new classroom management skills for different situations.” L3*

Table 6. *Effects Training and Development Have on Teaching Styles*

Effects on teaching styles	<i>f</i>	%
Positive effect	9	30
Improves content delivery	6	20
Learn new teaching methods	6	20
Improves facilitation	3	10
Improves teaching quality	3	10
Improves evaluation	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 6 reveals the effects training and development have on the teaching styles of the lecturers at the university. 9 (30%) said that training and development has a positive effect on their teaching styles. One of them said and I quote.

*Training has a positive impact on my teaching styles. It has opened up my mind to new ways of doing things in the classroom."*

6 (20%) stated that training and development helps to improve their content delivery

*"Because of the training normally held by my department, my classroom content delivery has improved."* L17

6 (20%) of the population said that it helps them learn new teaching methods

3 (10%) said that it helps improve their classroom facilitation. A participant stated that.

*"I have seen great change in the way I facilitate by classroom all thanks to the training my department organized."* L6

3 (10%) said that it helps them improve their quality of teaching. One of them said.

*"Training and development have help improve the quality of my teaching."* L26

3(10%) of them said that training and development improves how they evaluate their students. One of the participants said.

*"Training and development have made evaluating my students much easier than before."* L9

Table 7. *Participants views on the Implications lack of trained lecturers have on students*

Implications of the lack of trained lecturers	%	f
Students will acquire less than normal	12	40
Affect learning outcome	6	20
Negative impact on students and school	6	20
Improper evaluation	3	10
Limits teacher output	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 7 analysis shows that 12 (40%) of the research population believed that when lecturers lack the necessary training, their students will acquire less knowledge than what is normally required. One of them said.

*If a lecturer is not well trained, their students will acquire less knowledge than what is required for students at their educational level. L11*

6 (20%) said that when lecturers are not trained and developed, it affects the learning outcome of their students. A participant said that.

*“When lecturers are not well trained, it affects the learning outcome of the students they are teaching because they themselves are not properly equipped to be in the classroom.” L5*

20% said that lecturers who are not well trained will have a negative impact on their students and the school in general. A participant stated that.

*“If a lecturer is not well trained, he or she will have a negative impact on the students and the school in general. When students do not acquire proper knowledge, this gives the school they attend a negative image within the society.” L16*

3 (10%) said that when lecturers are not trained, they are not able to evaluate their students properly. One of the 10% said.

*“Lack of training leads to an improper evaluation of students.” L18*

3 (10%) said that it limits the outcome of the lecturer. A lecturer stated that.

*“Lack of training in a lecturer serves as a limitation in the outcome of that lecturer because you cannot give what you do not have.” L19*



Table 8. *Participants Views on Their Most Used Method of Training and Development*

Most used training and development method	f	%
Workshops	9	30
Classroom management	6	20
None	6	20
Building Teacher-student relationship	3	10
Regular evaluation	3	10
Capacity building	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 8. shows the most used method of training and development. 9 (30%) stated that their most used method of training and development is workshop. One of them stated that.

*“Teachers workshop twice every school year. It has helped me prepare the right information for my students ahead of time.” L12”*

6 (20%) said that their most used method is classroom management. A participant said that.

*“My most used method of training and development is the classroom management and it has help me develop better control over my classroom. L13*

6 (20%) said that they do not have a most used method of training and development. One of the participants stated that.

*“None! I do not have a most used method. I use a different method every time based on my students.” L13*

3(10%) said that their most used method is building a teacher-student relationship. A participant stated that.

*“I try as much as possible to build a teacher-student relationship with my students so that they feel at ease to participate in class and also ask for help with the lesson when there is a need.” L30*

3(10%) said that their most used method of training and development is regular evaluation. One of the 10% said that.

*“I evaluate my students regularly and point out their mistakes to them so that they are able to learn from their mistakes and improve constantly. L27*

The last 3 (10%) said that their most used method of training and development is capacity building. One of them said.

*Capacity building is my most used method of training and development.” L5*

**Table 9. Participants Views on Areas They Personally Need Training and Development**

Area of training and development needs	f	%
All areas	12	40
Classroom management	9	30
Lesson planning	3	10
Curriculum development	3	10
Research and development	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

According to table 9, 12 (40%) of the lecturers stated that they personally need training and development in all areas of the teaching profession. One of the 40% said that.

*“I think I need training and development in all areas of my profession. The more training, I undergo, the more efficient I will be in the classroom.” L22*

9(30%) needs training in classroom management. A lecturer said that.

*“I need training on how to manage my classroom properly. This will improve my classroom management skills” L17*

3 (10%) of the participants believed that they need training in how to plan their lesson. One of them said.

*“I want to learn how to prepare a better lesson plan so that I can give my students the quality of education they need and teach them lessons that are up to date. “L12*

3 (10%) of the participants needs training in curriculum development. A participant stated that.

*“I think getting a training in curriculum development will give me an added advantage in the teaching profession.” L30*

“The remaining 3 (10%) needs training in research and development. One of them said that

*“I need more training in research and development. “L24*

Table 10. *Areas in Which Liberian Lecturers Need Training and Development*

Specific areas lecturers in Liberia need training	f	%
Classroom management	9	30
Planning and evaluation method	9	30
Teaching methodology	6	20
All areas	3	10
Research and development	3	10
<b>Total</b>	<b>30</b>	<b>100</b>

Table 10 analyzes the areas in which lecturers in Liberia need training and development. 9 (30%) of the research population stated that teachers in Liberia need training in classroom management. One of the 30% is quoted below.

*“Liberian lecturers need to be trained to manage their classroom well.” L8*

9 (30%) mentioned that lecturers need training in the methods of planning and evaluation. One of them said.

*“Teachers need to be trained in the various methods of planning and evaluation.” L29*

6 (20%) stated that lecturers need training in the teaching methodology. 1 of the 20% said

*“Teachers need to be trained in the various methods of teaching.” L29*

3 (10%) stated that lecturers need training in all areas of the teaching profession. One of them said.

*“We need to be trained in all areas of the teaching profession.” L10*

3 (10%) stated that lecturers need to be trained in research and development. A participant said that

*“Most teachers in Liberia needs training in research and development. “L27*

Table 11. *Recommendations From Participants on How Training and Development Can Be Encouraged Among Liberian Lecturers*

Recommendations from participants	<i>f</i>	%
Invest more in education	12	40
Make education a priority	9	30
Schools and teachers should take ownership	3	10
Improve salary	3	10
Provide development opportunity	3	10
<b>Total</b>	<b>100</b>	<b>100</b>

Table 11 shows that 12 (40%) of the participants said that in order for training and development to be encouraged among Liberian lecturers, schools' administration and the government should invest more in education, A participant said.

*"The government of Liberia and administration of private schools should invest more in education. L12*

9 (30%) stated that education should be made a priority One of them said.

*Continuous education for lecturers in Liberia should be made a priority so that lecturers can see the need to always undergo training in their profession." L5*

3 (10%) said that both the schools and teachers should take ownership in the part they play in the training and development process. A participant said that.

*"Somethings that can be done to encourage more training and development is for Liberian schools to take ownership in the part they play in training their staffs and we as lecturers should take ownership in the part, we have to play in developing ourselves personally." L28*

3 (10%) of the participants stated that schools' administrators should improve the salaries of lecturers. One of the lecturers that was interviewed said.

*"The salary of lecturers should be improved so that they are more passionate about their job. When they are more passionate about the profession, they will always what to improve themselves." L13*

3 (10%) said that more development opportunities should be provided to lecturers. A participant said

*"Providing more development opportunities for lecturers is a good way to encourage training and development amongst Liberian lecturers."*

## CHAPTER V

### Discussion of Findings

#### 5.1 Overview

This chapter summarizes the research in totality. It gives an explanation of the study as it relates to the topic, objectives and the methods through data was gathered. This chapter also summarizes the results of the findings according to the objectives of the study. This chapter is a conclusion of the entire study and it also includes suggestions to be used by those who are beneficial to this study.

#### 5.2 General Summary of the Study

This study reviewed the effects of training and development on teachers' performance. In chapter One, the study objectives and research questions were formulated to achieve the aim of the study. Chapter Two included important literature which pointed out the training and development have a positive effect on teachers' performance. The methodology used for the data collection was discussed in Chapter Three and a total of 30 participants were used for the data collection process. The data was collected using google forms, google meet and WhatsApp calls. Participants were chosen randomly. The data collected was thoroughly examined and presented by the researcher using a qualitative technique and semi-structured questionnaire.

##### 5.2.1 Summary of the findings

The objective of this study was to know the effects training and development have on teachers in Liberia using the United Methodist University as a case study. This study gives lecturers the opportunity to share their thoughts on the level of training and development they have received at the university, how it has affected them as lecturers and how the lack of trained lecturers affects students. The conclusions mentioned were all as a result of the participants answers to the interview questions and they will be discussed in this section.

From the researcher's findings, it was observed that some of the lecturers at the university have had no form of training and development from their departments while others have had some training in classroom management, curriculum development and formal training amongst other things. It was established that training and development have a positive effect on Lecturers at the university. When lecturers are trained, they

are able to manage the classroom better and also provide students with the proper materials which will help them understand the course better and also prepare them for the future. Lecturers also benefit from training and development in a sense that it helps them to acquire new knowledge, increase their work output and evaluate their students' performances better. When lecturers are well trained, they tend to understand how their students learn so as to better help them individually.

It was also established that training and development should be made mandatory and a continuous process so that teachers in Liberia are able to compete with other teachers when it comes to new technology and styles of teaching.

1. The study shows that there exists a relationship between training and development programs and teacher performance are and there should be more investment in these activities.

2. From the analyzation of the data collected it is obvious that training and development programs are strongly influencing the effectiveness of lecturers in the United Methodist University.

3. According to the above study, learning activities have definitely increased the capabilities of lecturers specifically at the university under the supervision of the National Commission on Higher Education (NACHE).

For the teachers to focus on the educational enhancement objectives, it is necessary to organize learning activities that are in line with their needs as educators. To maintain consistency in the development of teaching and learning abilities and methods, all categories of teachers need equal access to school education. To make sure that training programs are effective, they must be rooted in the most basic elements such as effective teacher-student relationships, quality control, and talent management. It is important to carry out as well as closely monitor career planning and growth programs.

The discovery in the study shows that there is a strong link between training and development and the output of lecturers in the United Methodist University. Thus, training and development practices are positively correlated with teacher performance. It is very important that the education division of the United Methodist University continuously develop the teaching skills of their lecturers in order to get the best result which is possible only through ongoing learning of the lecturers. Untrained staffs

cannot perform up to standard, and this affects the performance of the institution. The same is correct for teachers who teach at diverse stages of in education sector. Because practices for learning and development have a substantial effect and control on teacher performance, it is important to keep an environment that incorporates a skill enhancement process.

It was established that education and development have a significant effect on lecturers' efficiency; therefore, lecturers must be regularly encouraged to take part in educational advancement activities in order to improve their efficiency. According to the findings of this study, lecturers can be inspired through an appropriate bonus system and appropriate inspiration, as these are significant considerations in attracting them to education. It was also established that the vast majority of lecturers have received professional education, followed by the proper usage of the computer and finally collaborative activities and Internet training. According to the participants learning activities are great for them because it improves their efficiency after training. The educational establishment will benefit greatly from creating learning activities for their lecturers. Training plays an important role in talent retention through productivity and achievement, and thus assist in the conservation and accomplishment of company objectives by bringing together the desires of the organization and the staff (Köprülü & Öznacar, 2017).

In conclusion, training has a positive effect on teachers. When lecturers are well trained and developed, they will prepare their students properly for the future. On the other hand, when lecturers are not well trained, they tend to perform poorly when delivering classroom materials to their students. This discourages students from coming to class and they slowly lose interest in the course and as a result, they are not adequately prepared for the future.

## CHAPTER VI

### 6.1 Recommendations According to Findings

The researcher recommends the following:

1. The University should use this research as a guide for organizing teaching and development programs
2. Lecturers' performance at the University should be assessed continuously to know their training needs.
3. Regularly training and development programs should be conducted for lecturers from all departments within the university.
4. The universities should create a partnership so as to collectively train and develop their lecturers

The administration of the United Methodist University and the National commission on higher Education, with supervision from the Ministry of Education should fund learning activities for lecturers as well as accessing and reviewing the success of these activities that are taking place in the schools and get consistent reviews from lecturers to achieve the desired outcome.

Some educational institutions have recognized the value of learning and activities in improving the efficiency, skills, and performance of their employees. To maximize the full advantage of the training program, United Methodist University should make the following changes.

First, recognizing learning needs must be done more competently in collaboration with line management, lecturers, and HR personnel. All parties implicated should concur on precisely what the instructors are missing, such as what expertise is required and what behaviors to work habits must be altered. The recognized need should originate from United Methodist University's growth strategy, which includes all departments plans as well as individual plans.

Secondly, overall, encouragement aims to improve educators' zeal and as well as boost efficiency. With this in mind, the researcher recommends that, when implementing proper learning and growth activities, United Methodist University adopt a strategy for learning encouragement. External rewards include things like better wages, perks, and benefits packages, as well as internal rewards like acknowledgement, admiration, acceptance by work colleagues, possibilities for advancement, professional growth, and discussion on important matters. Confidence,



on the other hand, obliquely increases efficiency by reducing lateness, mishaps, and frustrations. This implies that employees cannot grow in an institution where zeal and inspiration are low, because inspiration leads to employee contentment, which results in growth.

Finally, training must be tracked and assessed in order to determine its efficacy in generating the educational objectives indicated once the learning activity is scheduled, as well as to identify where advancements or modifications are needed to make the learning even more successful. The foundation for assessing each section of learning must be ascertained during the preliminary stages, while also contemplating how the data required to analyze learning activities will be acquired and reviewed.

## **6.2 Recommendation For further research**

The university's leadership must invest in educator learning activities, and it is essential to evaluate and review the efficiency of the methodologies adopted by the university, as well as receive constant communication from lecturers, to guarantee the best outcome. If this study is repeated in Liberia, the researcher should include a larger population from universities across the country in order to have a broader knowledge of the topic.

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## APENDIX A

### Survey Questions

THE EFFECTS OF TRAINING AND DEVELOPMENT ON TEACHERS' PERFORMANCE

CASE STUDY: UNITED METHODIST UNIVERSITY

SECTION A: Demography Assessment of Participants

1. Position:

2. Professional Title

Dr.

M.Sc./MBA

B.Sc./BBA

Associate

3. Age Range:

20-25

26-30

31-35

36-40

above 40

5. Gender

Male

Female

## SECTION B: Open-ended Questions

1. 1. What form of training and development have you received at your current place of work?
2. As a teacher, how will training and development help you?
3. How often do you undergo training and development?
4. How does training and development help you with classroom management skills?
5. What effect does training and development have on your teaching styles?
6. What implications do you think the lack of trained and developed teachers have on students' performances?
7. What has been the most used method of training and development used within your institution and how did it affect your performance as a teacher?
8. What area do you think you need training and development in?
9. What areas do you think teachers in Liberia need the most training and development?
10. What do you think can be done to encourage more training and development for teachers in Liberian schools?



## APPENDIX B

### Participants Letter of Consent

Dear Participant,

My name is Cyrel Oliviera Ricks, a student at the Near East University, Turkish Republic of Northern Cyprus pursuing a Master's degree in Human Resources Development in Education. I am conducting research on The Effects of Training and Development on Teachers' Performance

Please note that by answering these questions, you have given your consent to be a participant of this research. For ethical reasons, there will be anonymity.

You are not in any way obligated to agree to be a participant of this research. The data collected will be used for academic purposes only and will be analyzed by the researcher and submitted to Near East University, Northern Cyprus. You are free to choose to stop being a participant at any time. If you have any doubts or questions, please contact us on the information below.

Cyrel Oliviera Ricks

Near East University

Tel: +231777628626/+905338241748

Email: [20213476@std.neu.edu.tr](mailto:20213476@std.neu.edu.tr)



NAER EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

**16.09.2022**

Dear Cyrel Oliviera Ricks

Your application titled “The Impact of Training and Development on Teachers Performance (Liberia)” with the application number NEU/ES/2022/883 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Prof. Dr. Aşkın KİRAZ

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

9.2.2023

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