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IMPACT OF TEACHERS TRAINING ON STUDENTS' ACADEMIC PERFORMANCE

OBIEKWE, ONYEBUCHI (PhD)
Department of Business Administration
Ajayi Crowther University Oyo
Oyo State Nigeria
obiekweonyebuchi@yahoo.com, noobekhezson@gmail.com

&

OBIEKWE, POLYCARP AZUBUIKE (PhD)
All Saints Anglican Church Okwosu
Anglican Diocese of Isimbano
polyobiekwe@gmail.com

Abstract

Teachers training and development makes all the difference in the quality of a country's student's academic performance and national development. This paper examined the impact of teachers training on academic performance of secondary school students in Port Harcourt Rivers State Nigeria. The survey research design was utilized. The sampling method used is the purposive sampling technique. The Pearson Product Moment Correlation Co-efficient was used to test the postulated hypothesis at significance level of 0.05 percent. The study showed that significant relationship exist between teachers training and students' success in external examination, and with student's learning ability, as well as with students' performance in school extra-curricular activities. The study concludes that teachers training impact positively on academic performance of secondary school students, and improves teacher's productivity. It is recommended that government should develop programmes aimed at training and re-training teachers to enable them update their teaching skills, and learn new teaching strategies that enhance teaching-learning process. Educational authorities should encourage all teachers to develop themselves through regular attendance to seminars and conferences organized n their fields in order to updated their knowledge and acquire relevant teaching skills that will help them transmit appropriate knowledge to their students. Additionally, education authorities should provide basic teaching and learning equipments at schools to make teaching-learning process easy at schools.

Keywords: teachers training, effectiveness, student's academic performance, national productivity.

Introduction

The success and effectiveness of any educational system is dependent on the quality of the teachers in the system and the training they acquired (Ojo and Olaniyan, 2008), as the effectiveness and productivity of any organization lies on the people who form and work in

such organizations. It follows therefore that acquisition of relevant skills and expertise knowledge is necessary for teachers to carry out their duties effectively. Today, the need for improved academic performance of students has become universally accepted and that it depends on efficient and effective training of teachers. This high interest placed on training of teachers is based on the current realization that teachers in any society are its most important assets and the bedrock for the organizations development (Nwaeke and Obiekwe, 2017). In the same manner, the performance of teachers in any educational system is a reflection of the skills, abilities, knowledge, competency and expertise the teachers have acquired over time during training and development programmes. Training is a dimension of human capital development (Obiekwe, 2018; Olaniyan and Ojo, 2008) put in place to help employee learn and improves their skills, talents, competencies, and knowledge and creative abilities.

The importance of high level training for teachers in Nigeria can never be over emphasized. Observations have showed that performance of students in Nigeria especially in school examination has reached a miserable low point that need emergency and serious restructuring to be declared in every sphere of the educational sector in Nigeria. However, the solution of the problem may not lie in restructuring or mere call for declaration of emergency in the sector without the teachers been properly trained, as the development of a student in terms of the quality of education he received depends on the quality of the various teachers to whom he is exposed to. The training and development of teachers thus are vital to ensure overall national development and enlightenment, as no society can rise above the quality of her teachers.

Most researchers including Obiekwe (2018), Nwaeke and Obiekwe (2017), Colombo and Stanca (2008), and Nwachukwu (2006), maintained that training is a fundamental and effectual instrument in successful accomplishment of any organization's goals and objectives, resulting in higher efficiency and improved productivity. Momodu (2001) note that the moment an employee start work, he/she is expected to receive regular formal training daily while on the job, in addition to the formal training he/she already had to improve his/her performance. Singh and Mohanty (2012) noted that effective training must incorporate application. They maintained that to read or hear about something is not enough, that successful training requires theory, demonstration, as well as application. In other words, training programmes that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not. The need to perform one's job efficiently and to meet organizations objectives of higher productivity are thus, among major reasons organization are embarking on employees training. According to Ojo and Olaniyan (2008), training is used to achieve the best results in its employees' performance. Oribabor (2000) posit that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of organization growth. The important role of teachers in ensuring improve high academic performance of secondary school students can never be over emphasized.

Academic performance is seen as a student scholastic standing at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Daniels and Schoulen, 1970). In this paper, student's academic performance is measured using students' success in examination, students' high learning ability and success in extra curriculum activities. According to Ogursaju (2004) the academic standard in all Nigerian educational institutions has fallen considerably below societal expectation. Some of

the reasons why most of the students find it difficult to pass their examinations include lack of adequate knowledge in their various subjects, inadequacy of professionally qualified teachers in schools and insufficient facilities (Asaolu, 2003; Odesola, 2001).

As teachers are in the fore front of society changes, and should be made the centre of learning because unless the teacher is good, no matter how beautiful the facilities are, he will not be able to impact quality knowledge, and will not be able to perform in the most effective way. Adeogun (2001) stressed that the quality of any education system depends on the quality of teachers. This view is supported by Harris and Sass (2008). According to Akiri (2013), teachers produces better performing students as what the teacher does influences the whole process of learning. According to Anderson (1991) meaningful improvement in the quality of education that students receive are determined by the quality of teachers. This is supported by Darling-Hammond (1999) and Obanya (2003) when they stressed that the quality of educational system depends on the quality of the teachers. Accordingly, quality teaching and learning are fundamental for students' academic performance. According to Adeyemi (2010) teachers play an important role in determining the students' academic achievement. A study by Aduwa (2004) on determinants of students' academic success, reported that a student's home environment, their cognitive abilities, self-esteem, self-concept, study habits and motivation affect their academic success. Adaramola and Obomanu (2011) found that lack of qualified teachers led to consistent poor performance of student in science, mathematics and technology subjects. Several researchers have also found that the quality and devotion of teacher present in the system correlate with the performance of the students (Obanya, 1982; Ajayi, 1989). Thus student learn more from teachers with strong academic skills.

In his study on resource utilization and students academic performance in Kwara State Secondary school, Oshodi (1991) found that the quality of teachers was the most important determinant of students' academic performance in secondary schools. Akinfe, Olofimiyi and Fashiku (2012) in their study on teachers' quality as correlates of students academic performance in Biology in Senior Secondary School in Ondo State, found that the role of professionally qualified/trained teachers was an important teachers quality which enhanced students' academic achievement in biology, teaching method adopted by the teacher significantly influenced achievement of the behavioural objectives and that teachers' experience significantly influenced students' academic performance. Unanma., Abugu., Dike and Umeobika, (2013) found a positive relationship between teacher's academic qualification and students' academic performance in chemistry. Akiri (2013) has also stated that effective teacher produces better performing students. In other words, poorly trained teachers are threats to the academic development of students in any nation. Thus to improve students' performance, highly qualified and trained teachers are required. Maphoso and Mahlo (2015) contend that "a teacher who is well trained and in command of his/her subject matter will be able to identify the weakness and strength of the learner, thereby making learning and teaching simpler". Darling-Hammond (2000) stated that middle and high school students learn more from teachers who hold Bachelor's or Master's degree in the subjects they teach and from experience teachers than from less experience ones.

In fact, no system of education can rise above the quality of teachers in the system. There is therefore a very high need for regular training and development of teachers to equip them with the basic and conceptual skills and ideas, and new development and techniques in the

teaching-learning process in order to ensure students high academic performance in schools. This study therefore seeks to empirically examine the impact of teachers training on students' academic performance among secondary school students in Port Harcourt, Rivers State Nigeria.

Purpose of the study

The primary purpose of this paper is to empirically examine the impact of teachers' training on student academic performance among public secondary school in Port Harcourt. The specific objectives of this paper include: (i) To examine the relationship between teachers' training and students' performance in public/external examination; (ii) To examine the relationship between teachers' training and students' learning ability in class; (iii) To examine the relationship between teachers' training and students' performance in school extra-curricular activities. The research questions could be read off from these as: (i) what is the relationship between teachers training and students' performance in public/external examinations? (ii) What is the relationship between teachers training and students' learning ability? (iii) What is the relationship between teachers training and students' performance in school extra-curricular activities? The following hypotheses were tested:

$H0_1$: There is no significant relationship between teachers' training and students' performance in public/external examination;

$H0_2$: There is no significant relationship between teachers' training and students' learning ability;

$H0_3$: There is no significant relationship between teachers' training and students' performance in school extra-curricular competitive ability.

Literature Review

Concept and Objectives of Training

Employee training is basic to every organization's effectiveness, efficiency and performance, and thus is a core challenge of management and leadership. Training could be described as the vehicle that takes organization to their destination within a stipulated time frame. For any society to survive today's competitive world, it must train and retrain its human resources in consonance with its immediate and remote operational environment. Offoregbunam and Okorafor (2010) note that technology growth of any nation depends on the bulk of trained human resources available. Tim and Brinkerhoff (2008) insist that human capital development represents the planned opportunity that is provided for by training, education directed and planned experiences, and guided growth.

Training is defined as "a short term educational process aimed at equipping employees with basic skills requisite for the efficient implementation of the functions for which he is hired" (Nwachukwu, 2006). Training also refers to an organized procedure by which people learn or acquire knowledge and skills for a definite purpose. Training is always put in place to expose an employee to carry out extra duties and assume position of substance in the organization chain of command. According to IITA (1995), training is, "activities which essentially aim at providing skills, knowledge and attitude required for employment in a particular occupation, group, or related occupation or function in any dated field of occupation". Some of the main

objectives of training include increase productivity, lower turnover, high morale and better coordination. He maintained that training reduces cost as it increase productivity, reduce employee turnover and promote goal congruence (Nwachukwu, 2006).

Oribator (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. The objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently, develop the workers to acquire necessary potentials, and to increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Olaniyan, and Ojo (2008) posit that the main objective of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. In all, reasons for emphasizing the growth and development of personnel include: Creating a pool of readily available and adequate replacement for personnel who may leave or move up in the organization, ensuring adequate human resources for expansion into new programs, building a more efficient, effective and highly motivated workforce, which enhances the company's competitive position and improves employees morale, and ensuring that the company has the ability to adopt and use advances in technology because of sufficiently knowledgably staff.

Benefits of Training

There are numerous benefit gained by employees and the organizations from well planned and effectively, executed training programme. The employees may gains greater intrinsic and or extrinsic job satisfaction in relation to their present job. These may result from ability to perform certain task well and from being able to exercise a new skill. Extrinsic job satisfaction may be derived from extra earning accrued from improved performance' and the job enhancement of career and promotion prospect both within and outside the organization to which they belong. Benefits of training to the organization include improved employees work performance and productivity and shorter learning time which cloud lead to less costly training and employee being on line more quickly. Others are decrease in wastage, fewer accidents, less absenteeism low labour turnover and greater customer client satisfaction.

Imeh (2001) identified the benefits of training to include low accidents rate in workplace, fewer amount of scraps/rejects produce, lower of labour wastage, increase in employee productivity and satisfaction, higher operational efficiency, and improvement in the service/goods offered to customers. Additionally, training helps better use of employee to achieve the organizational goal as well as their individual goals (Obiekwe, 2018), provide an opportunity and broad structure for the development of human resources technical and behavioural skills in an organization. It also helps the employees in attaining personal growth (Nwachukwu, 2006), leads to organizations' competitive advantages (Nwaeke and Obiekwe, 2017), and enhances the interaction and understanding between the employers and employees and helps to build a good labour-management relationship and ensure that the individual's goals align well with organization goals.

Factors influencing Students' Performance

Student academic performance represents how effective a student is able to learn, develop and demonstrate understanding of what he learnt through exhibition of knowledge and high intelligent capacity with regard to the learned subject matter. Harb & El-Shaarawi (2006)

found that the most important factor with positive effect on students' performance is student's competence in English and class participation. Their result also shows that the most important factor that has negative effect on student's performance is missing too many classes. Badmus (1993) asserted that for teachers to impact effectively, they must know and understand the key distinctive characteristics of the curriculum they are to implement. A teacher who does not have the knowledge and understanding of the characteristics of a curriculum may find it difficult to plan instructional activities or assist students in academic achievement.

Ibeanu (1986) showed that test manipulation such as administration, marking and grading of tests affect students' performance or achievement. These manifest in the inconsistency in marking caused by variety of marking severity. Various marker of the same subject differ greatly in their standards and in the qualities which they regard desirable or undesirable. Similarly, teachers, equipment and facilities are determinants of academic achievement. According to Badmus (1993), lack of qualified staff affected student performance. In their study, it was revealed that the higher the qualification of the subject teacher, the higher the level of performance of the students. Awe (2002) revealed that students whose parents' attitude towards Agricultural Science is encouraging performed better in the subject compared to students whose parents have non-challant attitude towards the subject. In general, student's performance in the subject depends on the interest of the student and their parents. Adeyegbe (2002) stated that students tend to perform below expectation in topics where teachers found difficult to teach. Adaramola and Obomanu (2011) confirmed that lack of qualified teachers led to consistent poor performance of students in SMT subjects.

Relationship between Teachers' Training and Students' Performance

The relationship between teachers training and the academic performance of secondary school students have been studied by various researchers. Harris and Sass (2011) noted that it is accepted in general that promoting teacher quality is a key element in improving primary and secondary education in the United States. In other words, the standard of education in both primary and secondary school level defend on the level of training the teacher has acquired. Ojo and Olaniyan (2008) noted about the importance of teachers training on students' performance when they stated that training and development of teachers creates a learning culture by providing opportunity for learning which make than competent and increase their productivities which will aid the school to make progress which clearly reflect in their students performance.

Generally, the quality of a teacher is a function of the training he has received to enable him or her succeed in his work as a teacher. Okoye, Momoh, Aigbomian, & Okecha (2008), found that the teacher quality and instructional strategy had positive significant relationship with student achievement. Other researchers like Njeru and Orodho (2003) found that teachers experience and educational qualifications significantly influenced students' academic achievement. Akinfe, Olofinniyi & Fashiku (2012) in their study entitled teachers' quality as correlated of students academic performance in Biology in Senior Secondary Schools in Ondo State, Nigeria, found that the role of professionally qualified/trained teachers was an important teacher quality which enhanced students' academic achievement in biology; teaching methods adopted by both teachers significantly influenced achievement of the behavioural objectives; and that teachers' experience significantly influenced students' academic performance. A teachers quality can never progress excepting he/she undergoes

some training to bring up to date his or her skills, abilities and knowledge. Maphoso and Mahlo (2015) state that a teacher who is well trained and in command of his/her subject matter will be able to identify his/her learner weakness and strength, in so doing making learning and teaching simpler.

Akinsolu (2010) pointed out that an uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Ferguson (1991) succinctly states that students learn more from teachers with strong academic skills. Unanma et al (2013) found that a positive relationship exist between the variables. In the study of teachers' teaching experience and academic performance in Mathematics and English Language in public secondary schools in Ogun State, Nigeria, Ewetan and Ewetan (2015) found that teachers' years of experience significantly influenced students' academic performance. On his own, Richardson (2008) indicated that a significant relationship does exist between teachers qualification and student achievement. However, some researchers have discovered that teacher's professional qualifications and experiences have no significant relationship with students' academic achievement (Koedel, 2007; and Kimani et al, 2013). This position is supported by Mbague et al, (2012) and Masau et al (2013) In addition; Feng and Sass (2010) found that in-service professional development for teachers has little effect on their ability to increase students' performance.

Methodology

The survey research method was used. The population of this study comprises of teachers of five selected public secondary schools in Port Harcourt City Local Government Area of Rivers State which serve as accessible population for the study. The purposive sampling technique was used to select the study respondents totaling one hundred and twenty (120). The primary and secondary sources were utilized as method of data collection. Descriptive and Inferential statistics were used to resent and analyze the data for this study. Specifically, Pearson's product moment correlation co-efficient statistics tool was used to test the null hypotheses. Of the one hundred and twenty (120) questionnaire distributed to the respondents, one hundred and one (101) were retrieved from the respondents representing an overall response rate of (84%). However, 5 copies (4.16%) were invalidated, while 96 (80%) copies were duly certified valid for the study analysis.

Data Analysis

The data collected for the study are presented and analyzed with the accompanying tables:

Table 1: Administration and Retrieval of Questionnaire

State of Questionnaire	No. of Respondents	Percentage Response
Number administered	120	100
Number retrieved	101	84
Number found Invalid	5	4.16%
Number found useful	96	80%

Table 1 above shows that out of the two hundred and forty (120) questionnaire administered on the respondents, 101 (84%) were actually retrieved. Out of these retrieved copies, 5 (4.16%) was adjudged invalid, while 96 (80%) was adjudged valid and useful for the study analysis.

Data Analysis and Results

Three hypotheses were tested in this study. The results are presented with the accompanying tables:

Table 2: Correlation between teachers training and students' performance in public/external examinations

Extent of Influence	Response on students' performance in public/external examinations (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very great Extent	42	29	1176	841	1218
Great Extent	23	25	529	625	575
Moderate Extent	21	19	441	361	399
Slight Extent	8	17	64	289	136
Very slight extent	6	10	36	100	60
Total	100	100	2846	2216	2288

r = 0.91

t = 3.8

t Crit. @ 3; (0.05) = 3.18 (See Appendix A)

The data in table 2 and the subsequent computation of the value shows that the calculated value of t is 3.8 while the table value is 3.18. In essence, the computed value of t is greater than the critical value of t obtained from the table. Therefore, we have applied the decision rule by rejecting the null hypothesis ($H0_1$) and accepting the (HA_1) which states that there is a significant relationship between teachers training and students' performance in public/external examinations.

Table 3: Correlation between teachers training and students' learning ability

Extent of Influence	Response on students' learning ability. (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very great Extent	52	29	2704	841	1508
Great Extent	21	25	441	625	525
Moderate Extent	15	19	225	361	285
Slight Extent	8	17	64	289	136
Very slight extent	4	10	16	100	40
Total	100	100	3450	2216	2494

r = 0.882

t = 6.88 (See Appendix B)

t Crit. @3; 0.05 = 3.18

The data in table 3 and the subsequent computation of the value of t show that the calculated value of t is 6.88, while the table value is 3.18. In essence the computed value of t is greater than the critical value obtained from the table. Therefore, based on the decision rule, the null hypothesis ($H0_2$) is rejected and the alternative hypothesis (HA_2) has been accepted that there is a significant relationship between teachers training and students' learning ability.

Table 4: Correlation between teachers training and students' performance in school extra – curricular activities

Extent of Influence	Response on extra-curricular activities (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very great Extent	39	29	1521	841	1131
great Extent	29	25	841	625	725
Moderate Extent	13	19	169	361	247
Slight Extent	10	17	100	289	170
Very slight extent	10	10	100	100	100
Total	100	100	2384	2216	2373

r = 0.938
t = 4.69 (See Appendix C)
t Crit. @ 3; 0.05 = 3.18

The data in Table 4 and the subsequent computations of the value of t show that the calculated value of t is 4.69; while the table value is 3.18. In essence, the computed value of t is greater than the critical value obtained from the table. Therefore, we reject the null hypothesis ($H0_3$) and accept the alternative hypothesis (HA_3). So the study has proved that there is a positive and significant relationship between teachers training and students' performance in school extra-curricular activities

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Discussion of Findings

Relationship between teachers training and students' performance in public/external examinations

The result (r = 0.91) shows that here is a significant and positive relationship between teachers training and students' performance in public/external examinations. The result shows that students' performance in public/external examinations will increase with increase in teachers training. Literature indicate that training of teachers creates a learning culture by providing opportunity for learning which make them competent and increase their productivities which will aid the school to make progress which clearly reflect in their students performance. This finding is in line with the position held by Akiri (2013) that trained and effective teacher produces better performing students. This position is supported by Unanma *et al.*, (2013) where they discovered a positive relationship between teacher's academic qualification and academic achievement of secondary school students. This finding may be accounted for by the fact that the respondents may believe that a teachers who is not trained on basic teaching techniques may not be able to teach and prepare the students very well for external

examination. Thus, students' performance reflects the teachers' level of training on subjects involved and on basic teaching techniques. The implication of this finding is that teachers' training is a vital factor that account for secondary school students' academic performance in public/external examination. Our finding indicates that there is a positive relationship between teachers' training and students' performance in public/external examinations.

Relationship between teachers' training and students' learning ability

The result (r = 0.882) shows that here is a significant and positive relationship between teachers training and students' students' learning ability. The result shows that students' performance in public/external examinations will increase with increase in teachers training. This finding is in line with the assertion of Anderson (1991) that meaningful improvements in the quality of education that students receive are determined by the quality and training of teachers. This view corroborate the position of Ewetan and Ewetan (2015) that teacher variables like academic qualification and availability of qualified teachers affect students learning outcomes. This finding may be accounted for by the fact that teachers who are trained are likely to possess general teaching skills which they apply during teaching which help students learn more from them than they could learn from untrained and less initiated teachers. The implication of this finding is that learning abilities of students are enhanced when they are taught by well trained teachers. Our finding indicates that there is a positive relationship between teachers training and students' learning ability.

Relationship between teachers training and students' performance in school extra–curricular activities

The result (r = 0.938) shows that here is a significant and positive relationship between teachers training and students' performance in school extra–curricular activities. The result shows that students' performance in school extra-curricular activities will increase with increase in teachers training. This finding may be accounted for by the fact that the respondents maybe of the opinion that a trained teacher is an all-rounder, who possess the skills and knowledge to inspire and motivate the students to bring out the best in them thereby helping to shaping and developing their skills in extra-curricular activities i.e., sports, acting, drawing, among others. The implication is that teachers training are vital to students' high performance in students' extra-curricular activities.

Conclusion

The study examined the impact of teachers' training on students' academic performance among secondary school students in Port Harcourt. The study highlighted the importance of teachers training on students' academic performance. Training of teachers produces quality teaching and learning which is sine qua non for students' academic performance. The study also revealed that training and development leads to increase in teacher's productivity, improves skills, knowledge, understanding and attitude and also enhances the use and handling of tools and operation equipments. Finally, the study revealed that teachers' training corroborate positively with students performance in external examination, learners ability and performance in extra-curriculum activities.

Recommendations

To promote improved academic performance of secondary school students, government should ensure that it develop a programme aimed at training and retraining of teachers in

form of workshop, seminars and conferences to enable them update on new teaching methods that encourages/enhances teaching-learning activities. Relevant authorities should encourage all the non-professional teachers to acquire relevant diploma and degree in Education to make them eligible for registration with the teachers Registration Council. The Ministry of Education should organize regular in-service and refreshers courses for teachers to introduce them to current global teaching and instructions technologies and method, and also about recent development and research findings in their various subject areas.

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APPENDIX A

Computation of (r) for testing of hypothesis 1 (HO_1)

Significant Relationship between teachers training and students' performance in public/external examinations.

Extent of Influence	Level of students' performance in public/external examinations (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very Great Extent	42	29	1176	841	1218
Great Extent	23	25	529	265	575
Moderate Extent	21	19	441	361	399
Slight Extent	8	17	565	289	136
Very Slight Extent	6	10	36	100	60
Total	10	100	2846	2216	2388

Source: Survey Data

$$r = \frac{n(\sum XY) - (\sum X) - (\sum Y)}{\sqrt{(n(\sum X^2) - (\sum X)^2 X[n(\sum Y^2) - (\sum Y)^2}}$$

$$r = \frac{5(2342) - (100)(100)}{\sqrt{5(2846) - (100)^2 x 5(2216 - (100)^2}}$$

$$r = \frac{1940}{\sqrt{4230 x 1080}}$$

$$r = \frac{1940}{2137.38}$$

$$r = 0.91$$

Testing for level of significance (t)

$$t = \frac{r}{\sqrt{n-2}}$$
$$\sqrt{1-r^2}$$

$$= \frac{0.91}{\sqrt{5-2}}$$

$$= \sqrt{1-(0.91)^2}$$

$$= \frac{1.5766}{0.4146}$$

$$= 3.80$$

$$t = 3.8$$

APPENDIX B

Computation of r for testing of Hypothesis 2 (HO_2)

Significant relationship between teachers training on students' learning ability.

Extent of Influence	Level of students' learning ability (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very Great Extent	52	29	2704	841	1508
Great Extent	21	25	441	625	525
Moderate Extent	15	19	225	361	285
Slight Extent	8	17	64	289	136
Very Slight Extent	4	10	16	100	40
Total	100	100	3450	2216	2494

Source: Survey Data

$$r = \frac{n(\sum XY) - (\sum X) - (\sum Y)}{\sqrt{(n(\sum X^2) - (\sum X)^2 X[n(\sum Y^2) - (\sum Y)^2}}$$

$$= \frac{5(2494) - (100)(100)}{\sqrt{5(3450) - (100)^2 x 5(2216 - (100)^2}}$$

$$r = \frac{2470}{\sqrt{7252\,X\,1080}}$$

$$r = \frac{2470}{2799}$$

$$= 0.8828$$

$$r = 0.88$$

Testing for level of significance (t)

$$t = \frac{r}{\frac{\sqrt{n-2}}{\sqrt{1-r^2}}}$$

$$= \frac{0.882}{\sqrt{5-2}}$$

$$= \sqrt{1-(0.882)^2}$$

$$= \frac{1.5277}{0.2221}$$

$$= 6.878433138$$

$$t = 6.88$$

APPENDIX C

Computation of r for testing of Hypothesis 3 (HO_3)

Computation of hypothesis 3

Significant relations between teachers training on students' performance in school extra – curricular activities.

Extent of Influence	Response on extra-curricular activities (%) X	Extent of teachers training (%) Y	X^2	Y^2	XY
Very Great Extent	38	29	1521	841	1131
Great Extent	29	25	841	625	725
Moderate Extent	13	19	169	361	247
Slight Extent	10	17	70	289	170
Very Slight Extent	10	10	100	100	100
Total	100	100	2701	2216	2373

Source: Research Data

$$r = \frac{n(\sum XY) - (\sum X) - (\sum Y)}{\sqrt{(n(\sum X^2) - (\sum X)^2 X[n(\sum Y^2) - (\sum Y)^2]}}$$

$$r = \frac{5(2483) - (100)(100)}{\sqrt{5(2256) - (100)^2 x 5(2216 - (100)^2}}$$

$$r = \frac{2415}{\sqrt{6230 x 1080}}$$

$$r = \frac{2415}{2594} = 0.931$$

testing for level of significance (t)

$$t = \frac{r}{\sqrt{n-2}}$$
$$\sqrt{1-r^2}$$

$$= \frac{0.931}{\sqrt{5-2}}$$
$$= \sqrt{1-(0.931)^2}$$
$$= \frac{1.6125}{0.3650} = 4.4178$$

$t = 4.42$