

TRAINING OPPORTUNITIES AND TEACHERS' JOB PERFORMANCE: AGLIMPE AT EDO BASIC EDUCATION SECTOR TRANSFORMATION (EDOBEST)

OMOZE EMMANUEL

*Department of Educational Foundations and Management,
Faculty of Education, Ambrose Alli University,
P.M.B 14, Ekpoma, Edo State, Nigeria.
Email: omozeemmanuel99@gmail.com Phone number: 07039597320*

IMOROA, OLADELE VICTOR

*Department of Educational Foundations and Management,
Faculty of Education, Ambrose Alli University,
P.M.B 14, Ekpoma, Edo State, Nigeria.
Email: imorooladelevictor2017@gmail.com
Phone number: 08155460740, 08131982264*

Abstract

Realizing how important it is to plan and coordinate any country's growth process, every country works to provide its inhabitants with high-quality education. Since education can only be obtained by teaching and learning, this cannot be accomplished without competent teachers. This is true because the caliber of the teachers in an educational system determines the quality of the educational system. Therefore, this study x-rays the various training options for teachers and its connecting point with their job performance. To achieve this, fundamental terms including training opportunities, EdoBEST, and teachers' job performance were conceptually clarified. It was determined that conferences, workshops, and seminars for teachers are opportunities for professional development for teachers to learn new skills, improve their communication skills, gain expert knowledge, network with colleagues in similar academic fields, and rediscover their motivation for better job performance. Consequently, it was suggested that through legislative action, a fund for teachers' professional development should be established, with businesses contributing at least 0.5 to 1 percent of their corporate income to support teacher conferences, workshops, and seminars as part of their social obligation to their host community.

Keywords: Training Opportunities, Seminars, Workshops, Conferences, EdoBEST, Job Performance

Introduction

Teaching and education are two sides to a coin. While teachers have a crucial role to play in the sustenance of quality education, the need to retain teachers who occupy a central place in any educational system cannot be undermined. Literally, "teacher education" refers to the giving or providing of education to teachers. Through the process of continuous professional development, competent teachers' knowledge and abilities are updated for aspiring

educators (Osagie, & Akinlosotu, 2017). The policies and procedures created to give aspiring teachers the knowledge, attitude, behavior, and skills necessary to perform their duties effectively in classrooms and other public settings, such as churches, are the central focus of teacher education. Ogunbayo and Mhlanga (2022) noted that there are typically three stages to teacher education namely: (a) initial teacher training; (b) the induction process, which includes training and support for new teachers during their first year of employment or in a particular school; and (c) teacher development, also known as continuing professional development and an intensive process for working teachers.

Section 5(94 to 96) of the National Policy on Education (FRN, 2013:30) mandates that all teachers in educational institutions must have professional training, that teacher education programs must be designed to prepare teachers for the effective performance of their duties, and that Information Technology (IT) training must be incorporated into all teacher-training programs in order to achieve the aforementioned objectives. Education programs at the Nigeria Certificate in Education (NCE) and degree levels must be expanded to meet the needs of technical, vocational, business, and special education, while teacher preparation programs must continue to be aware of changes in methodology and curriculum by regularly being exposed to advancements in the field. Hence, these provisions show that the Nigerian federal government acknowledges the significance of teachers' professional development in the nation's educational system. Any educational system's effectiveness is greatly influenced by its faculty. Teachers are the most crucial part of any educational system because they influence students' behavior, way of thinking, and attitude in the classroom or other learning environment (Uko, Umosen, & Caleb, 2015). The caliber of teaching, information transferred to pupils, and learning outcomes are all influenced by the caliber of the instructors. However, in order for Nigeria to achieve quality Universal Basic Education (UBE), educational management organizations like supervisors and other reputable officers from teacher regulatory bodies (eg. Ministries of Education), educational statutory agencies (eg Teacher Registration Council of Nigeria), teacher associations (eg. Nigerian Union of Teachers), principals, school owners, and teachers are essential components of any educational system because they coordinate the entire educational enterprise for effective delivery of instruction (Halidu, 2015). As a result, the effectiveness of teaching and learning outcomes is largely determined by the quality of the instructors. The government has implemented a number of teacher development programs since UBE was established in Nigeria in order to improve the quality of instruction.

The Edo Basic Education Sector Transformation, also known as EdoBEST, was launched by the state administration of Edo State in 2018–19 with the goal of enhancing results across the whole State's public primary and junior secondary school system (Mustapha, Okonmah, & Jesuhovie, 2022). Despite the fact that several local, state, and national seminars, conferences, and workshops have previously been held, the formal government of Governor Godwin N. Obaseki

launched the EdoBEST training platform to reengineer teachers for enhanced and better performance (Naveed, Muhammad, & Siddiqui, 2022). Therefore, the goal of this paper is to assess teachers' prospects for professional development and their work performance. To do this, the remaining portions of the seminar are split into the following major sections:

- The Basic idea, the first section after this introduction, conceptually discusses the key terminology relevant to this subject.
- The role of different training opportunities, such as seminars, conferences, and workshops, on teachers' job performance is covered in the second section.
- The third segment explored how EdoBEST improved instructors' work performance, and the fourth and fifth sections, respectively, focused on the conclusion and suggestions.

Concept of Training Opportunities

Training may be defined as any chance for acquiring the talents, information, and skills necessary to do one's work successfully (Mustapha, Okonmah, & Jesuhovie, 2022). Training is an organizational endeavor that aims to assist a worker in acquiring the fundamental knowledge and abilities needed for the effective performance of the job for which they were employed. In their contribution, Shurygin, Ryskaliyeva, Dolzhich, Dmitrichenkova, and Ilyin (2022) defined training as being composed of pre-planned programs aimed at enhancing performance at the individual, group, and/or organizational levels. This demonstrates how training aims to enhance performance by acquiring quantifiable improvements in knowledge, skills, attitude, and/or social behaviour. On-the-job training and off-the-job training are the two main forms of training (Shurygin et al, 2022). Coworkers, managers, supervisors, and mentors often handle the former (on-the-job training), which aims to assist people settle into their jobs and provide them with the necessary job-related skills. According to Ogunbayo and Mhlanga (2022), on-the-job training may include mentoring or coaching from more seasoned employees or trainers at a desk or a bench. Along with using team leaders, managers, and instructors, it could also include assignments, projects, and group or individual tasks.

The only way to acquire and practice the precise managerial, team-leading, technical, selling, manual, and administrative skills required by the organization is through on-the-job training, which has the advantages of actuality and immediacy because the individual works while learning and gaining expertise. According to Adama (2019), one drawback of on-the-job training is that the quality of the mentoring and coaching given on the job has a significant impact on how effectively learners learn. Many managers and team leaders lack the ability to provide training and have no desire to do so. Additionally, depending on coworkers for "sit by me" training has obvious drawbacks since the education might be subpar and the training could reinforce undesirable behaviors. Once again, the same

setting may distract the student, making it challenging for them to swiftly pick up fundamental abilities.

On the other hand, off-the-job training would consist of discussions, simulations, role-playing, case studies, lectures, and vestibule training. Group activities, team-building exercises, seminars, workshops, conferences, and workshops are all examples of off-the-job training that Ibrahim and Abbas (2020) include. They went on to say that individuals from the training department, personnel from outside institutions of higher learning, or training providers like consultants or guest speakers might all provide off-the-job training. They urged principals to take an active role in bringing real-world experiences into the classroom, facilitating the transfer of knowledge, and ensuring that participants in off-the-job training are carefully chosen, informed, and supervised so as to ensure that they contribute appropriately to the professional development of teachers. Adama (2019) noted that the majority of off-the-job training programs, including as conferences, seminars, and workshops, are sometimes in the form of "in-service" aimed for the ongoing professional development of working teachers. Orienting teachers to curriculum or examination changes, raising qualification standards, donor-funded projects, professional teachers' associations in developing teaching subject areas like the Science Teachers' Association of Nigeria (STAN), or sometimes teachers' unions, school-based improvement initiatives, or even state government like the EDO Basic Education Sector Transformation (EdoBEST) program, are just a few examples of where they come from and how they manifest themselves.

EDO Basic Education Sector Transformation (EdoBEST)

Dr. Joan Oviawe created the Edo Basic Education Sector Transformation (EdoBEST) with the help of the Edo State Universal Basic Education Board (SUBEB) and the backing of Mr. Godwin Nogheghase Obaseki, the formal governor of Edo State. The programme was tailored at creating highly qualified teaching staff with enhanced infrastructure and integrated school administration systems and first established in April, 2018 (Alonge, & Enowoghomwenma, 2019). In order to accomplish this, SUBEB worked with Bridge International Academies (Bridge) to put teachers' development programming into action, develop local capacity, and provide teaching and learning resources in order to transform the state's primary education system from a traditional system to a technological system. Since its inception three years ago, EdoBEST has produced transformative learning results for more than 250,000 kids in more than 800 public elementary schools in the state of Edo (Mustapha, Okonmah, & Jesuhovie, 2022). A thorough first research revealed that students worked more, learnt more, and spent more time studying in a more supportive learning environment. The program's success has been attributed in large part to community trust and local ownership. The community support and advocacy given by the school-based management committees helped increase enrollment. For instance, more than 20,000 more kids registered in schools for the 2018–19 school year. In Nigeria, Edo state now boasts

the lowest percentage of out-of-school children. It has been difficult to finance such a significant educational reform effort; EdoBEST has boosted our basic education budget by 25% (Asani, 2021).

All 306 state-owned junior secondary schools in Edo State are now part of the EdoBEST program as the 2022/2023 academic year gets underway. The program, which is still being conducted in Benin City, has successfully reduced the teacher shortage in the junior secondary school system by at least 95% and welcomed in an extra 32,000 Edo students to a manner of organized instruction. The Edo State Universal Basic Education Board (Edo SUBEB) began training an additional 1,446 teachers, head teachers, and principals who were selected from around the state at the same time that this occurred. As a result, other Nigerian states and African nations are studying EdoBEST as a model for educational revolution (Eniayeye, & Iyawe, 2021). To extend the changes outside of government-owned schools and into secondary and higher education, however, a lot more effort is still needed.

Concept of Job Performance

Job performance is determined by how effectively and efficiently tasks are completed in general (Rezaee, Khoshsima, Zare-Bahtash, & Sarani, 2018). It provides a general assessment of how an organization is doing. The idea of job performance may be analyzed from a variety of angles, including economic, industrial, and managerial. Soto-Pérez, Sánchez-García, and Nez-Ros (2020) noted that job performance efficiency can be said to have been attained when the fewest possible resources are used with compromising predetermined objectives. As a result, job performance is crucial to socioeconomic growth since it allows the company to justify significant expenditures while also having numerous other positive impacts. When a teacher is mentioned, it's in reference to the way the teacher carries out his or her job duties in the classroom. Performance is thus something that one individual does. It describes the act of carrying out or carrying out a certain duty. Imhangbe, Imoroa, and Osarenren-Osaghae (2020) define job performance as something that can be assessed through a rating of a teacher's activities, including performance in teaching, lesson preparation, lesson presentation, actual teaching, teachers' commitment to their jobs, extracurricular activities, supervision, effective leadership, motivation, and morale, among others.

Clarifying their goal, simplifying their design (processes, procedures, and structure), and making every employee a valuable participant in the company are all ways that high performance businesses accomplish exceptional outcomes (Imhangbe, et al, 2020). Employees who are structured into groups or teams, have a thorough understanding of the company, are dedicated to achieving objectives, and are fully responsible for making choices, resolving issues, and consistently improving the quality of their job (Usikal, Ogunleye, & Effiong, 2015). Imhangbe, et al (2020) noted that teachers' performance is largely influenced by their knowledge base, sense of responsibility, and inquisitiveness; students'

opportunities to learn and academic work; teaching factors like lesson structure and communication; learning aspects like engagement and success; and classroom phenomena like climate and environment, organization, and management. Teachers' performance may be optimally improved if they take care of these elements (Usikalu, *et al.*, 2015). The effectiveness of teachers' job is dependent on how they contribute to organizational effectiveness. It meets the demands outlined in job descriptions and relates to acts that are part of the official reward system (Osagie, & Akinlosotu, 2017). Generally speaking, job performance includes actions that convert raw resources into the commodities and services provided by the business or that enable the firm to operate efficiently (Usikalu, *et al.*, 2015). Therefore, job performance includes meeting the obligations outlined in the employment contract between an employer and an employee.

Roles of Training Programmes in Promoting Teachers' Job Performance

There are various training and continuous professional development programmes available for teachers' skill and capacity development. In this study, these continuous professional development programmes include: teachers' seminars, conferences, and workshops. Also, the contributions of EdoBEST to teachers' job performance were highlighted:

Roles of Teachers' Seminars: A teacher seminar is a group meeting facilitated by an expert that focuses on a particular subject matter, topic, or discipline, such as the integration of new learning resources for teaching the fundamental Nigerian Languages subjects taught in schools or a field of study, such as any of the Sciences (Ugbomhe, Osagie, & Egwu, 2016). Seminars often last a few days and include group discussions, a variety of presenters, and chances for participants to exchange opinions and concerns about the subject. Numerous advantages of attending a seminar include enhanced communication abilities, more information, networking opportunities, and rekindled enthusiasm and confidence (Osamwonyi, 2016).

Making teachers more than only efficient but also effective is the aim of the Ministry of Education and the majority of subject organizations, including the Science Teachers Association and the Language Teachers Association of Nigeria (Owenbiugie, & Ekhaie, 2020). To advance and enhance the art of each teacher in a school, several seminars and trainings are now being held. These groups and the Ministry are well aware that everything depends on the competence of the instructors to put learning at the core of every student or child.

In order to prepare all teachers for global competition, specific seminar trainings on information technology integration in the classroom, new methods and techniques in teaching, orientations on the use of new applications for Education such as Google Apps in Education, Values Formation Seminars, and the like are being held in various parts of the country. Attending these seminars is thus intended to assist instructors in improving teaching-learning circumstances, keeping them informed about contemporary instructional tools, and motivating them to become better educators in the present day (Owenbiugie, & Ekhaie, 2020). Oral

communication, professional knowledge, networking, and fresh enthusiasm are some of the particular advantages of attending a seminar.

Seminars may provide a relaxed, open setting for putting professional communication skills to the test. They may assist instructors in improving their listening skills, articulating their thoughts and arguments effectively, and being receptive to the opinions of others. Teachers may also practice interpersonal skills via group discussions and activities, such as resolving disagreements among group members and cooperating to complete tasks or assignments (Osamwonyi, 2016). Seminars provide you with in-depth exposure to a subject via presentations and discussions offered by several specialists. They are the perfect option for those who want to learn more about a subject in-depth but do not love reading or do not have the time to attend courses (Ugbomhe, *et al.*, 2016). A teacher might leave a seminar with a broad knowledge base in a particular topic by asking questions, taking thorough notes, and being ready for the day's activities. Another significant advantage of seminars is networking. Seminars not only provide instructors access to subject matter specialists, but also the chance to network with other educators who have similar interests. Seminar discussions provide opportunities to explore relevant topics, exchange viewpoints, and share experiences (Edopkolor, Chukwuemeke, & Osifo, 2022). Meeting new people may provide inspiration, answers to everyday issues, and guidance on how to deal with difficulties. Even after the seminar is complete, these friendships may develop into professional ones.

Roles of Teachers' Conferences: A teacher conference is a gathering of educators, instructors, and professionals who get together to discuss a certain topic or exchange knowledge in order to advance skills (Uvie, 2021). Conferences, which are sometimes divided into a variety of specialized sessions, might last one day or span many days, depending on the size and breadth of the event. Additionally, it might be planned at the municipal, state, federal, or international levels. Compared to national and international conferences, state and local conferences are less costly to attend. However, everyone may provide instructors fresh perspectives, cutting-edge methods, and engaging dialogues. Meeting individuals from different school districts in your state and exchanging ideas are some of the finest aspects of going to a state conference, for instance. On such occasion, teachers bring a wealth of fresh concepts and tried-and-true methods back to their school system. Sometimes, though, teachers go home more appreciative of the advancements achieved inside their own district (Ugbomhe, *et al.*, 2016).

In the case of a national teacher conference, they often draw well-known specialists and educators and provide a greater number of presentations and break-out sessions. Teachers often meet individuals from all across the nation and from various school districts during national teacher conferences. National and international conferences may help instructors comprehend common challenges and concerns in education and how different governments tackle them (Eduwen and Osagie-Obazee, 2016). Perhaps due to significant regional and cultural shifts

impacting strategic and tactical concerns within the education sector, these conferences give the depth and breadth of the profession. Conferences on education or teachers provide excellent chances for professional growth. A teacher will not only get knowledge of the most recent advancements in their industry, but will also have the opportunity to network with other experts outside of their state or even school district (Essien, Akpan, & Obot, 2016). Every conference session you attend is also a chance to learn from professionals and have your questions addressed. Contributing to this, Uvie (2021), noted that inspiration is the starting point for competence and innovation, but no matter how fascinating a job may be, including teaching, things might eventually get stale. She continued by saying that as a result, going to a conference is an excellent capacity building approach for teachers in that it fosters competence by exposing them to novel concepts, intriguing initiatives, and fresh networks.

Roles of Teachers' Workshops: For teachers who are already knowledgeable in a subject but are eager to learn more in a small group environment, workshops are a terrific alternative (Ugbomhe, *et al.*, 2016). Workshops often concentrate on a single, narrowly defined, tangible strategy for everyday teaching duties, difficulties, and opportunities. They are designed using best practices and structured by specialists, making learning more effective and focused. Essien, *et al.* (2016) observed that the majority of teacher workshops have a number of characteristics. They are frequently created for people who are working together or in the same field and led by people who have actual experience in the subject under discussion. They are typically small, with participation from 10 to 20 teachers, on average, to give everyone some personal attention and the chance to be heard. Since there are many other ways to teach people things and since everyone learns things differently, a workshop offers several benefits over these other techniques (as well as some downsides, most notably the lack of time it gives) that make it a desirable option in some situations.

When the time for a more thorough effort may not be available, teachers' workshops provide a means to generate an intense educational experience in a short period of time (Owenubi, & Ekhaiye, 2020). Teachers can have other jobs, be too far away to routinely get together, or just be hesitant to put in a lot of time. A teachers' workshop may offer a novel idea, inspiring participants to learn more about it independently, or it may highlight and promote the use of practical strategies for instructors to effectively govern and manage their classes (Iwuagwu, & Aiwuyo, 2017). It is an excellent technique to teach practical skills because it gives instructors an opportunity to experiment and fail in a secure setting. Failure is sometimes the greatest lesson, and in this case, failure is free (Ugbomhe, *et al.*, 2016). Feedback from the presenter and group members simultaneously aids a participant in understanding what she can do to succeed in a genuine circumstance. A workshop is a mechanism for someone to share concepts and techniques with

colleagues that he has created or believes are significant (Edopkolor, et al, 2022).

EdoBEST Contributions to Teachers' Job Performance

EdoBEST uses technology-driven initiatives to re-engineer the entire cycle of delivery and accountability while redesigning teacher support, welfare, and training to foster success in their instructional delivery in the classroom. This is done with the assistance of Bridge International Academies, technical partners on teaching and learning (Naveed, Muhammad, & Siddiqui, 2022). More than 11,000 teachers in government elementary schools have received EdoBEST training since 2018 on how to utilize tablets with preloaded material to improve teaching and track students' attendance (Mustapha, Okonmah, & Jesuhovie, 2022). There is now increased accountability for daily teacher and student attendance, performance, and class delivery thanks to a headteachers' smartphone app and a cloud-based platform (Munoz-Najar, Gilberto, Hasan, Cobo, Azevedo, & Akmal, 2021). The results have been positive, as instructors and students now have access to lesson plans that have been produced using digital information that has been integrated and is appropriate for our environment. We can now conduct top-notch measurement and assessment thanks to our end-to-end technology, which will lead to improvements in lesson planning, teacher preparation, and materials (Alaba, 2019).

Implications for Educational Management

This study has implications for educational system in Edo State in particular and Nigeria in general as the nation continues the quest for an effective, efficient and functional educational system aimed at leading her into achieving her sustainable development goals by 2030. One of the issues that the government must recognize is the need for development of human capital (particularly teachers who are implementers of the curriculum in the classroom) through conferences and seminars in secondary schools.

Conclusion

The importance of teacher training opportunities in advancing teachers' abilities and knowledge in the teaching profession cannot be overstated. Only when instructors take advantage of opportunities for capacity development by participating in seminars, workshops, conferences, and other skill empowerment/acquisition trainings can they learn such skills. Therefore, it is quite obvious that the importance of teacher training programs, including seminars, conferences, workshops, and even the EdoBEST, in ensuring professionalism and ongoing skill development cannot be overstated in order to promote teacher job performance, raise the bar for instruction, and improve the caliber of teachers within the system.

Suggestions

The following suggestions made on the review are as follows:

1. Through legislative action, a fund for teachers' professional development should be established, with businesses contributing at least 0.5 to 1% of their income to support teacher conferences, workshops, and seminars as part of their social obligation to their host community.
2. To guarantee that instructors in all schools have the necessary skills for current educational knowledge in accordance with global realities, the State Assemblies should see to it that enough monies are allocated in the budget each year.
3. EdoSUBEB and instructors who have completed the EdoBEST program should conduct seminars, conferences, and workshops for ongoing professional development. In order to effectively give instruction utilizing their computers and smart tablets, it is necessary to keep students current, engaged, and refreshed with new pedagogical skills and computer manipulative abilities.

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