



# **Professional Skill Development Techniques and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

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## **ABSTRACT**

The paper investigated professional skill development techniques and job performance of student teachers in Colleges of Education in Rivers and Bayesla States. Four research questions were raised and four null hypotheses tested in the study. Design employed for the study was correlation survey. The population of the study was 1,958 College of education students in Federal College of Education (Technical), Omoku, Rivers State and Isaac Jasper Boro College of Education, Bayelsa State while 369 students were sampled for the study using proportionate stratified random sampling technique. The sample size was determined using the Taro Yamane minimum sample size determination technique. Instruments used for data collection was questionnaire tagged “Professional Skill Development Scale” (PSDS) for the independent variable and “Job Performance Scale” (JPS) for the dependent variable of the study. The instruments were validated by two Measurement and Evaluation experts at the Federal College of Education (Technical), Omoku, Rivers State while Cronbach alpha statistics was used to determine the reliability of the instruments with the index of PSDS estimated as 0.89 and JPS was estimated to be 0.91. There were 369 copies of questionnaires administered by the researcher with the aid of two trained research assistants out of which 361 copies which represented 97.8% were retrieved. Research questions raised were answered using Pearson Product Moment Correlation Co-efficient while the hypotheses were tested using t-test of relationship at 0.05 level of significance. The result of the study showed that support services, training programmes and coaching had positive relationships of  $r=0.617$ ,  $r=0.932$  and  $r=0.654$  with job performance of student teachers in Colleges of Education in Rivers and Bayesla States. The indicators of professional skill development of support services, training programmes and coaching jointly predicted 94.3% of job performance of student teachers in Colleges of Education in Rivers and Bayesla States. It was recommended that regular training programmes such as workshops should be organized for these student teachers to improve on their job performance wherever they are engaged.

**Keywords:** Professional Skill Development Techniques, Job Performance, Student Teachers, Colleges of Education, Rivers and Bayelsa States

## **INTRODUCTION**

Student teachers especially from the colleges of education contribute significantly to the educational sector during their programme and after graduation and this have contributed to the attainment of the educational goals and objectives of the nation at large. The job performed by these students teachers range from academic duties such as teaching, evaluation of students, preparation of curricular activities to administrative functions such as heading committees and attending meetings. The quality of job performed by these student teachers sometimes fluctuates as a result of the resources and trainings given to them in the course of their service delivery. Onaolapo et al., (2019) pointed out that teachers job

performance is the act of executing an assigned task and this must be in line with laid down expectation before such job performance can be appreciated and meaningful but this is largely due to how equipped these student teachers are for the tasks ahead of them.

Student teachers are beginning teachers and they require relevant support in order to perform effectively in any task aside to them. Some of these teachers embark on personal development so as to be able to provide quality educational services before and after graduation but this must be complemented with some level of professional support for quality educational output. These student teachers need to be supported in the form of exposure to professional skill development oppourtunities so as to improve on their level of job performance before and after graduation no matter where they are deployed.

Professional skill development focuses on equipping an employee with the right competencies for meaningful service delivery through relevant professional empowerment programmes. The American Physical Society (2021) noted that professional skill development is targeted at providing professional training, communication and leadership and also opportunity for networking and this helps any employee to operate at his or her full potential. There is no doubt that teachers engage in personal development to support their job performance activities but professional development is also essential if student teachers must contribute to organizational goals in whatever area they are deployed. Exposure to professional training oppourtunities is therefore important for optimal job performance among student teachers from colleges of education.

There are several professional skill development oppourtunities that can be provided for these beginning teachers to make them productive both in the short and long run. Student teachers need to be exposed to regular and quality training programmes to improve on their competencies for effective job performance. On their part, Jehanzeb and Bashir (2013:245) stated that “a perfect employee training must be the mixture of knowledge, career development and goal setting” and this goes a long way to assist these teachers carry out their educational duties with confidence, professionalism and a sense of excellence. The essence of training is to bring a permanent change in behaviour (Hameed & Waheed, 2011) and this is essential for teaches from colleges of education to make a full proof of their qualification on the job as educational experts.

Researchers in education have also pointed out the need for social and organisational support if any employee must perform optimally on the job. These researchers as cited in Ismail et al., (2013:38) stated that “organizational support treats organizations like humans and this view has become a dominant issue in human resource development and management”. If student teachers must perform effectively and efficiently on the job, they must continue to receive professional organizational and social support in the course of discharging their duties and this helps to improve on the quality of their educational output. Support in the line of duty enables the teacher to develop confidence and competence on the job and also grow to become self reliant in the long run.

Additionally, several organizations are also adopting coaching strategy as a measure for improving on the professional skills of their workforce to make them produce better educational output. Coaching helps to improve on the personal and professional attributes of an employee making him or her to experience a cognitive, behavioural and pragmatic change that will bring about improve service delivery at the organization and individual level (Rosha & Lace, 2016). These professional skill development platforms help the teacher to improve on their competence level before moving into full time labour marker. School administrators in these colleges of education must therefore engage all measures to ensure that these beginning teachers acquire all the needed exposure in all of these areas to be able to compete favourably with any other teacher around the world.

Several researchers have investigated the contributions that professional skill development programmes can make to the job performance competencies of employees in different organizations. In their study, Tahir et al., (2014) mentioned that the benefits of employee training in their study area as a professional skill development programme included positive employee attitude, increase in job knowledge and increase job performance technique. In a related dimension, Abou-Moghli (2015) conducted a study which equally showed that there was statistical significance between organizational support and improving employees' performance in the study area. This studies points to the fact that the benefits of

professional skill development programmes to the job performance of teachers including those from colleges of education cannot be overemphasized.

On the other hand, Kaur (2019) conducted a study on the impact of coaching on employee performance mediated by rewards and recognition and it was discovered that coaching was significantly related to employee performance. It is therefore sufficient to mention that if school administrators continue to improve on the professional skill development of student teachers, they will be able to contribute more to educational goals and objectives no matter where they are posted. Pousa and Mathieu (2014:2) agreed with this assertion as they mentioned that coaching as a professional skill programme “helps others to improve, to grow and to get to a higher level of performance, by providing focused feedback, encouragement and raising awareness”. These strategies are therefore important for improving the capabilities of student teachers which will improve on their job performance level in the long run no matter where they are posted.

### **Aim and Objectives of the Study**

The aim of the study was to investigate professional skill development techniques and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. In specifics, the objectives of the study were to:

1. ascertain the relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States
2. determine the relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States
3. examine the relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States
4. find out the relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States

### **Research Questions**

The following research questions were postulated and answered in the study:

1. What is the relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?
2. What is the relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?
3. What is the relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?
4. What is the relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. The relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.
2. The relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.
3. The relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.
4. The relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.

## **METHODOLOGY**

The design adopted for the study was correlation survey. Population of the study consisted of all the 1,958 college of education students in Federal College of Education (Technical), Omoku, Rivers and Bayelsa States and Isaac Jasper Boro College of Education, Bayelsa State. Proportionate stratified random sampling technique was used to draw 369 students as sample for the study and the strata was determined based on the various departments in the two colleges of education while the sample size was determined

using the Taro Yamane minimum sample size determination technique. The instruments used for collection of data was questionnaire titled “Professional Skill Development Scale” (PSDS) for the independent variable of the study and consisted of 15 questionnaire items and a 10-items questionnaire titled “Job Performance Scale” (JPS) for the dependent variable of the study. The questionnaires were validated by two Measurement and Evaluation experts at the Federal College of Education (Technical), Omoku, Rivers and Bayelsa States. Cronbach alpha statistics was used to determine the reliability of the instruments with the index of PSDS estimated as 0.89 while that of JPS was estimated to be 0.91. Out of the 369 copies of questionnaires administered by the researcher with the aid of two trained research assistants, 361 copies which represented 97.8% were retrieved. The research questions raised were answered using Pearson Product Moment Correlation Co-efficient while the hypotheses were tested using t-test of relationship at 0.05 level of significance.

**RESULTS**

**Answer to Research Questions**

**Research Question One:** *What is the relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?*

**Table 1: Pearson Product Moment Correlation Co-efficient of the Relationship between Support Services and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	r	r <sup>2</sup>	Remark
Support Services	361	359	0.617	0.3806	High positive relationship
Job Performance		2			

Table 1 showed that the value of r was 0.617 and this implied that there was a high positive relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. In addition, the value of r<sup>2</sup> of 0.3806 implied that support services predicted 38.06% of job performance of student teachers in Colleges of Education in Rivers and Bayelsa States while the remaining percentage was determined by other external variables.

**Research Question Two:** *What is the relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?*

**Table 2: Pearson Product Moment Correlation Co-efficient of the Relationship between Training Programmes and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	r	r <sup>2</sup>	Remark
Training Programmes	361	359	0.932	0.8686	High positive relationship
Job Performance		2			

In table 2, it was revealed that the value of r was 0.932 and this meant that there was a high positive relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. Furthermore, the value of r<sup>2</sup> of 0.8686 meant that training programmes accounted for 86.86% of job performance of student teachers in Colleges of Education in Rivers and Bayelsa States while the remaining percentage was determined by other external variables.

**Research Question Three:** *What is the relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?*

**Table 3: Pearson Product Moment Correlation Co-efficient of the Relationship between Coaching and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	r	r <sup>2</sup>	Remark
Coaching	361	359	0.654	0.4277	High positive relationship
Job Performance		2			

Table 3 indicated that the value of r was 0.654 and this suggested that there was a high positive relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. Similarly, the value of r<sup>2</sup> of 0.4277 implied that coaching accounted for 42.77% of job performance of student teachers in Colleges of Education in Rivers and Bayelsa States while the remaining percentage was determined by other external variables.

**Research Question Four:** *What is the relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States?*

**Table 4: Multiple Regression Analysis of the Relationship between Professional Skill Development and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.971 <sup>a</sup>	.943	.943	2.96818	Very High Positive Relationship

a. Predictors: (Constant), Coaching, Support Services, Training Programmes

In table 4, the value of r which was 0.971 showed that there was a very high positive relationship between the indicators of professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. Similarly, the value of r<sup>2</sup> of 0.943 implied that jointly, these indicators predicted 94.3% of job performance of student teachers in Colleges of Education in Rivers and Bayelsa States while the remaining percentage was accounted for by other factors.

**Test of Hypotheses**

**Hypothesis One:** The relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.

**Table 5: t-test of Relationship between Support Services and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Support Services	361	359	14.99	1.96	0.05	H <sub>0</sub> was rejected
Job Performance		2				

In table 5, the value of t-crit. was 1.96 at 0.05 level of significance and 359 degrees of freedom and since the value of t-crit. of 1.96 was less than the value of t-cal. of 14.99, the null hypothesis was rejected and the alternate hypothesis upheld that there was a significant relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States.

**Hypothesis Two:** The relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.

**Table 6: t-test of Relationship between Training Programmes and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Training Programmes	361	359	49.03	1.96	0.05	H <sub>0</sub> was rejected
Job Performance		2				

In table 6, the value of t-crit. was 1.96 at 0.05 level of significance and 359 degrees of freedom and since the value of t-crit. of 1.96 was less than the value of t-cal. of 49.03, the null hypothesis was rejected

implying that there was a significant relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States.

**Hypothesis Three:** The relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.

**Table 7: t-test of Relationship between Coaching and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Coaching	361	359	16.52	1.96	0.05	H <sub>0</sub> was rejected
Job Performance		2				

In table 8, the value of t-crit. was 1.96 at 0.05 level of significance and 359 degrees of freedom and since the value of t-crit. of 1.96 was less than the value of t-cal. of 16.52, the null hypothesis was rejected and the alternate hypothesis upheld that there was a significant relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa.

**Hypothesis Four:** The relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States is not significant.

**Table 8: One-Way Analysis one Variance of the Relationship between Professional Skill Development and Job Performance of Student Teachers in Colleges of Education in Rivers and Bayelsa States**

ANOVA <sup>a</sup>							
Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	52337.056	3	17445.685	1980.192	.000 <sup>b</sup>	H <sub>0</sub> was rejected
	Residual	3145.205	357	8.810			
	Total	55482.260	360				

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Coaching, Support Services, Training Programmes

Table 8, showed that the value of F-crit. was 1980.192 at 0.05 level of significance and 357 degrees of freedom and since the sig. value of 0.000 was less than the alpha value of 0.05, the null hypothesis was rejected meaning that there was a significant relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States.

## DISCUSSION OF FINDINGS

The analysis from the responses provided by the respondents used for the study showed that there was a high positive relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. The study also showed that there was a significant relationship between support services and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. This finding totally agrees with the outcome of a similar study conducted by Abou-Moghli (2015) which showed that there was statistical significance between organizational support and improving employees' performance. This finding simply points to the fact that support cannot be ignored if teachers must be at their best in their place of work.

In the school system, there are different types of support that teachers expect to enjoy on the job and this includes organizational support, social support and leadership. However, all of these points to the fact that the teacher is assisted to be able to discharge his or her duties effectively. Support has several benefits to the teacher such as boosting the teachers confidence, expertise and clarity on the job and all of these work together to ensure that the teacher is at his or her best in the line of duty. Withdrawing support from a teacher can affect how much they can achieve on the job while supporting the teacher has a long term

impact on the quality of service that will be delivered by the teacher as well as the performance of the organization as a whole.

The study also showed that there was a high positive relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. It also showed that there was a significant relationship between training programmes and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. This means that training contributes significantly to the ability of the teacher to perform optimally on the job and the study by Tahir et al., (2014) also corroborated this position as it revealed that employee training significantly leads to positive employee attitude, increase in job knowledge and increase job performance technique. It is obvious that training a teacher is simply a form of empowerment that makes it easy for the teacher to be able to do more in the place of service delivery.

There are various types of training that teachers need to be exposed to in the school system. These trainings can be online or offline and can be in the area of pedagogy, leadership, interpersonal relations, subject mastery or any other aspect of teacher service delivery. Training also helps to keep the teacher abreast with contemporary educational issues and thereby making it possible for the teacher to display best practices on the job. This improves the performance of the teacher and also the influence that the teacher has on other educational stakeholders within and outside the school environment which can go a long way to predict educational goals attainment in the long run.

In the study, it was indicated that there was also a high positive relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. The responses also revealed that there was a significant relationship between coaching and job performance of student teachers in Colleges of Education in Rivers and Bayelsa. This finding agrees with the position of Kaur (2019) in his study which revealed that the impact of coaching on employee performance mediated by rewards and recognition was significantly related to employee performance. The place of coaching cannot therefore be ignored in promoting the performance of teachers.

One of the benefits of coaching is that it helps an employee to develop expertise in the internal activities of the organization. This means that expertise on the job can be built and employee performance especially in the key objectives of the organization can be developed. Coaching assists an employee to quickly identify his or her strength and weaknesses and find a way of improving on them so that output on the job can be improved. The coaching of student teacher is therefore essential as this will help in the raising of a functional teaching force in the long run.

The study showed that there was a very high positive relationship between the indicators of professional skill development (organizational support, training and coaching) on job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. It was indicated that there was a significant relationship between professional skill development and job performance of student teachers in Colleges of Education in Rivers and Bayelsa States. This agrees with the position of Pousa and Mathieu (2014) that professional skill programmes help to improve, to grow and to get to a higher level of performance. This is essential because every employee wants to make progress in their job and will do anything possible to advance.

When teachers received professional assistance in addition to their personal effort, there is no limit to how much they can contribute to the school. Similarly, student teachers need to be exposed to regular skill development programmes as this does not only improve on their performance but also has the tendency of improving on their commitment and satisfaction on the job. Regular professional development will give birth to the building of a motivated, committed and professional workforce that will contribute to organizational goals and objectives in the short and long term.

## CONCLUSIONS

The study concluded as follows:

1. The relationship between the professional skill development programmes provided for these student teachers was significant with their level of job performance.

2. Professional skill development indicators such as training, social support and coaching had a very high relationship with the job performance of student teachers in colleges of education in Rivers and Bayelsa States.

## RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. It is important for the administrators in these colleges of education to organize regular training programmes such as workshop and seminar for these student teachers where they can be oriented on modern skills and knowledge needed for improving their job performance level in any institution where they are engaged.
2. The government in collaboration with administrators of these colleges of education need to provide regular financial and material support to these student teacher as this will go a long way to boost their morale in the course of their service delivery both before and after graduation in any institution where their services may be required.
3. Student teachers should be assigned to an educational expert in the school while undergoing their programmes who will continue to coach them on skills and values that they must develop to be able to perform meaningfully in any area of their job engagement.

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