



SOKOTO

INTERNATIONAL JOURNAL
OF COUNSELLING PSYCHOLOGY

VOLUME 2
JANUARY 2014

TEACHER PROFESSIONAL DEVELOPMENT AND PRODUCTIVITY IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

ODUWAIYE, R. O. (PhD); OJOM, O. J. AND LAWAL, A. A.

Department of Educational Management,

University of Ilorin, Ilorin, Nigeria

oduwaiye@yahoo.co.uk; martins_small79@yahoo.com and

olarewajumumin@yahoo.com

Abstract

This study examined the relationship between teacher professional development and productivity in secondary schools in Kwara state, Nigeria. Descriptive survey design was used in the conduct of the study. The population for the study comprised the entire secondary school teachers in the state. Stratified random sampling technique was employed to select 75 secondary schools across the state and simple random sampling technique was used to select 295 teachers representing 34% of the entire secondary school teachers. Data collected were tested using Pearson product moment correlation statistics. The findings show that there were significant relationships between teacher professional development and productivity, teachers seminar attendance and productivity, teachers workshop attendance and productivity and teachers in-service training and productivity. Among others, recommendations made were that adequate funding should be provided by the government through the Ministry of Education to support the in-service training of teachers and that professional development for teachers should be intensive and extensive to address content-related issues and professional ethics of teachers.

Key words: Teacher Professional Development, Productivity, In-Service Training.

Introduction

Education can be described as learning about one self and one's environment for the purpose of self development. In Nigeria, as in other developing countries of the world, teaching is the most vital and strategic profession for national development. This is so because teaching is that important activity which makes possible the acquisition of knowledge and skills that brings about the mark of an educated and useful person in the society. Educational systems around the world have been experiencing changes and reforms. This has also occurred in the field of teacher professional development, which has been changing so rapidly and frequently all around the world. According to Dike (2009), teachers play a critical role in nurturing the minds and hearts of the youth. A motivated teacher leads to motivated students, and hence, good performance (Ssendagire 2009). Teachers are

the most important factor in determining the quality of education that children receive in schools (Dike 2009; Gwaradzimba and Shumba 2010; International Institute for Educational Planning (IIEP) 2006; Ololube 2006). Teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning (Ayeni, 2010). Teacher professional development simply means teacher education and continued learning. Fullan (1995) conceived teacher professional development as "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change"(p.265). In the course of the journey in teacher professional development, Federal Republic of Nigeria (2004) provided for professional status of teaching in Nigeria.

Review of Related Literature

Hutchens (1998), Moore (2000) in their respective studies opined that professional development is only relevant and effective when the knowledge and skill acquired are pertinent to the teachers' classroom situations. Professional development that is effective will motivate teachers to employ higher-level teaching, challenge the students, and create situations that will lead to success Ashton & Webb, (1986). Fadina (2004) in their studies suggest that more on-the-job and in-service training should be provided to raise the standard of teachers in Nigeria. Olude (2004) sees in-service training as a veritable means of keeping teachers in Nigeria up-to-date in their areas, and as a lifelong education process for improvement of the teachers and the educational system.

Aghenta (1992) and Mkpa (2000) suggested parity between regular full-time programmes and the "in service/part-time/sandwich programmes" in terms of entry qualifications, course duration and content. Mkpa (2000) strongly recommends adoption of the sandwich/NTI programmes, devoid of any form of bastardization and commercialization.

For instance, Ayeni and Akinola (2008) reported that 57% of teachers in secondary schools were not given adequate training opportunities by their principals/proprietors while facilities to improve their professional competence through in-service training were not adequately provided. Teachers' professional development is particularly important because of the need for teachers to do better and raise academic performance / standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. For instance, the results of the teacher survey by

the National Centre for Education Statistics (NCES) on United States of America (USA) indicated that 90% of teachers participated in professional development between 1993 and 1994, and 99% took part in 1998, in such areas as new methods of teaching, students' assessment, cooperative learning, use of education technology for instruction, classroom management and in-depth study in their subject fields to improve their professional competencies in instructional task performance. Although, there are various approaches to teachers professional development such as the cluster-type workshops, mentoring and full-time in-service training; whichever approach one adopts for teachers training, the important thing is for the teachers to be professionally equipped (Ayeni, 2010). It is incontrovertible that every approach has its own merits and demerits. For instance, the traditional approaches to professional development such as seminars, workshops and conferences have been criticized by researchers such as Fullan (1993) and Akinwale (1999), for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours or one week; they lack continuity due to inadequate follow-up and on-going feedback from experts; they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues.

Statement of the Problem

With globalization, teacher professional development has become an increasingly challenging task for all the stakeholders in the educational sector. The gaps identified include inadequate provision of training facilities to develop teachers for professional growth and increased productivity; lack of professional development opportunities and poor funding for professional development of teachers by the government among others. Therefore, the problem of this study was to determine the influence of teacher professional development and productivity of teachers in Secondary schools in Kwara state, Nigeria.

Research Design

The descriptive survey method was considered as the appropriate design because the study is directed towards people, their opinions, attitude and behaviors. The area covered by the study is Kwara State secondary schools.

Research Hypotheses

In order to give this study a focus, one main hypothesis and three operational hypotheses were formulated.

Main Hypothesis

Ho: There is no significant relationship between teacher professional development and productivity in secondary schools in Kwara state, Nigeria.

Operational Hypotheses

- H₀₁: There is no significant relationship between teachers' attendance of seminars and productivity in secondary schools in Kwara state, Nigeria.
H₀₂: There is no significant relationship between teachers' attendance of workshops and productivity in secondary schools in Kwara state, Nigeria.
H₀₃: There is no significant relationship between teachers' in-service training and productivity in secondary schools in Kwara state, Nigeria.

Population, Sample and Sampling Technique

The study aimed at investigating the relationship between teachers' professional development and productivity in secondary schools in Kwara state, Nigeria. The population for the study comprised the entire secondary school teachers in the state. The researcher, however, employed stratified random sampling technique to select 75 secondary schools and 295 teachers across the state representing 34% of the total population of teachers which then served as sample of the study. The researcher ensured that the sample comprised teachers in secondary schools both in urban and rural areas.

Instrumentation

Two sets of instrument were used to obtain data from the respondents. The first instrument was a questionnaire tagged "Teacher Professional Development Questionnaire (TPDQ)" which was used to obtain data on teachers' professional development programmes while the second instrument was a proforma used to obtain data on students' academic performance as a measure of teachers' productivity. The questionnaire was placed on the Likert 4 – points rating scale of:

Strongly agree	(SA)	-	4 points
Agree	(A)	-	3 points
Strongly disagree	(SA)	-	2 points
Disagree	(D)	-	1 point

To ascertain the validity of the instrument, the drafted questionnaire was given to experts in the field of educational test and measurement and their corrections and suggestions was taken into consideration before final draft was administered. Test re-test method was employed to determine the reliability of the instrument. The drafted questionnaire was administered on ten respondents outside the sample of the study, this was done twice on the same respondents within the interval of two weeks while the results of the two administrations were correlated using Pearson product moment correlation statistic and it was found to be reliable at 0.78 coefficient.

Method of Data Analysis

Pearson product moment correlation statistic was used to test all the hypotheses at 0.05 level of significance. This statistic method was considered relevant because the study was a correlational type which pertains to teacher professional development and productivity in secondary schools in Kwara state, Nigeria.

Hypotheses Testing

Main Hypothesis

Ho: There is no significant relationship between teacher professional development and productivity in secondary schools in Kwara state, Nigeria.

Table 1: Teacher Professional Development and Productivity

Variable	N	$\bar{X}$	SD	df	r- Cal	r- Crit	Decision
TPD	295	3.103	0.624	293	.323	.138	Rejected
Productivity	200	2.904	0.484				

Table 1 shows that the calculated r-value of .323 is greater than the critical r-value of .138 at .05 level of significance and 293 degree of freedom. Thus, the hypothesis which states that there is no significant relationship between teacher professional development and productivity was therefore rejected. This, therefore, shows that a significant and positive relationship existed between teacher professional development and productivity of secondary school teachers in Kwara state, Nigeria.

Operational Hypotheses

Ho₁: There is no significant relationship between teacher's attendance of seminars and productivity in secondary schools in Kwara state, Nigeria.

Table 2: Seminar Attendance and Productivity

Variable	N	$\bar{X}$	SD	df	r- Cal	r- Crit	Decision
Seminar attendance	295	2.86	.953	293	.897	.138	Rejected
Productivity	200	3.68	.921				

Table 2 shows that the calculated r-value of .897 is greater than the critical r-value of .138. Thus, the operational hypothesis which states that there is no significant relationship between teacher's attendance at seminars and productivity was therefore rejected. This therefore shows that a significant and positive relationship existed.

Ho₂: There is no significant relationship between teacher's attendance at workshops and productivity in secondary schools in Kwara state, Nigeria.

Table 3: Workshop Attendance and Productivity

Variable	N	$\bar{X}$	SD	df	r- Cal	r- Crit	Decision
Workshop attendance	295	2.86	.871	293	.951	.138	Rejected
Productivity	200	3.82	.921				

Table 3 revealed that the calculated r-value of .951 is greater than the critical r-value of .138 at .05 level of significance and 293 degree of freedom. Thus, the operational hypothesis which states that there is no significant relationship between teachers' attendance of workshop and productivity was therefore rejected. This therefore shows that a significant and positive relationship existed between seminar attendance and productivity of secondary school teachers in Kwara state, Nigeria.

Ho₃: There is no significant relationship between teachers' in-service training and productivity in secondary schools in Kwara state.

Table 4: In-service training and Productivity

Variable	N	$\bar{X}$	SD	Df	r- Cal	r- Crit	Decision
In-service training	295	2.92	.871	293	.858	.138	Rejected
Productivity	200	3.68	.921				

The positivity on table 4 can be interpreted to mean that there exists significant relationship between in-service training and productivity in secondary schools in Kwara state. This is because the calculate r-value of .858 is greater than the critical r-value of .139 at .05 level of significance at 293 degree of freedom. Hence, the operational hypothesis was rejected.

Discussion of Results

This section gives detailed explanations on the various findings discovered from the hypotheses tested. The finding on table 1 shows that a significant and positive relationship exists between teacher professional development and productivity. This finding is supported by Hutchens (1998) and Moore (2000) in their respective studies that professional development is only relevant and effective when the knowledge and skills acquired are pertinent to the teachers' classroom situations. Ashton & Webb (1986) also supported the findings that professional development that is effective will motivate teachers to employ higher-level teaching, challenge the students, and create situations that will lead to success.

The result of the finding on the null hypothesis which was rejected as highlighted in table 2 shows that there was significant and positive relationship between seminar attendance and productivity of secondary school teachers in Kwara state, Nigeria. This finding is supported by Ayeni (2010) who opined that whichever approach one adopts for teachers training, the important thing is for the teachers to be professionally equipped. Researchers such as Fullan (1993) and Akinwale (1999) do not support the finding in table 2 above for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours and they lack continuity due to inadequate follow-up and on-going feedback from experts. They take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues.

It was also discovered from the findings in table 3 that there was significant and positive relationship between teachers' attendance of workshop and productivity of secondary school teachers and productivity in Kwara state, Nigeria.

The analysis of the data in table 4 on the hypothesis that stated that there is no significant relationship between in-service training and productivity in secondary schools in Kwara state was rejected. The finding is supported by Fadina (2004) who in his study suggests that more on-the-job and in-service training should be provided to raise the standard of teachers in Nigeria. Also, the finding is in consonance with Olude (2004) who sees in-service training as a veritable means of keeping teachers in Nigeria up-to-date in their area of professional calling and as a lifelong education process for improvement of the teachers and the educational system.

Conclusion

It is a known fact that teacher professional development is the corner stone for the realisation of educational objectives in Nigeria. The teacher is the centre in this enterprise, and no tool has been able to replace the teacher yet. This is because no educational system can rise above its teachers. The challenge for the 21st century is that the education and professional development of teachers must top the list of priorities of government, because the services of the teachers are indispensable to any nation. The teacher's efficiency matters in these regards. Hence, qualitative teacher professional development must be given adequate attention in order to meet the educational demands of the society.

Recommendations

- Adequate funding should be provided by the government through the Ministry of Education to support the in-service training of teachers.
- Seminars and workshops should be conducted every academic session so as to keep teachers abreast of latest happenings in the teaching profession.
- Professional development for teachers should be intensive and extensive to address content-related issues using data from student performance.
- Teachers' attendance at seminars and workshops should form part of the criteria for promotion.
- Professional development of teachers should focus on the areas of teachers' deficiencies so as to improve their performance.

References

- Aghenta, J.A. (1992). Operational objectives, achievements and shortcomings in the Implementation of policies in teacher education in Nigeria. In A. Ndu, (ed.), *Educational Policy and Implementation in Nigeria*, (pp. 188-198). Awka: The Nigeria Association for Educational Administration and Planning.
- Akinwale, E.J.A. (1999). Human resources management: An Overview. Lagos: Concept Publications.
- Ashton, P. T., & Webb, R. B. (1986). *Teacher efficacy and student achievement*. New York, N Y: Longman.
- Ayeni, A. J., & Akinola, O. B. (2008). Influence of principals' leadership styles and motivation of teachers on quality assurance in secondary school: A case study of Ondo State. *Ife Journal of Theory and Research in Education*, 1 (2): 162-170.
- Ayeni, A. J. (2010). *Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State*. Unpublished doctoral dissertation, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Dike, V.E (2009). Nigeria's Teachers Deserve Better Treatment. Retrieved from <http://www.nigeriavillagesquare.com/articles/victor-dike/nigeria-s-teachers-deserve> on June, 10 2009.
- Fadina, P.O. (2004). Professionalising Teaching in Nigeria: The National Policy on Education and the Teaching Profession. In A.O.K Noah, D.O. Shonibare, A.A Ojo & T. Olajuwon, (Eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria*, Lagos: Central Educational Service, 298 - 304.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Lagos: NERDC Press.
- Fullan, M. G. (1993). *Change forces: Probing the depths of educational reform*. London: Falmer Press.
- Fullan, M.G. (1995). The limits and the potential of professional development. In T. Guskey & M. Huberman (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 253-267). New York: Teachers College Press.
- Hutchens, J. (1998). Research and professional development collaborations among University, Faculty and Education Practitioners. *Arts Education Policy Review*, 99 (5): 35-40.
- Gwaradzimba E., & Shumba, A. 2010. The nature, extent and impact of the brain drain in Zimbabwe and South Africa. *Acta Academica*, 24 (1): 209-241.

- International Institute of Educational Planning (IIEP).(2006). *Teacher Motivation, Compensation and Working Conditions*. Paris: IIEP-UNESCO.
- Moore, K. B. (2000). Successful and effective professional development. *Scholastic Early Childhood Today*, **15** (3): 14-16.
- Mkpa, M.A. (2002). Teacher preparation for a successful universal basic Education in Nigeria. *Searchlight on Secondary School Education in Nigeria*, Ado-Ekiti: The All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), 108-120.
- Oduwaiye, R.O., & Ojo, O. J., & Lawal, A.A (2012). Teacher professional development in Nigeria: Challenges and Prospects.
- Ololube, N.P. (2006). Teachers job satisfaction and motivation for school effectiveness: An assessment. *Essays in Education (EIE)*, **18**: 1-19.
- Olude, O.O. (2004). The Importance of Teacher Participation and In-Service Training to Effective National Development. In A.O.K Noah, D.O. Shonibare, A.A Ojo & T. Olajuwon, (Eds.), *Curriculum Implementation and Professionalizing Teaching in Nigeria*, Lagos: Central Educational Service, 225-233.
- Ssendagire, P. (2009). The Ugandan School Teacher. Retrieved from <http://www.tigweb.org/express/panorama/article.html> on June 23, 2009.S