

Impact Assessment of Teachers' Professional Development Training on Knowledge and Skills of Primary School Teachers in Ondo State

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Abstract

This study examined the impact of teachers' professional development training on the knowledge and skills acquisition of primary schools teachers in Ondo State, Nigeria. Descriptive survey research design was used. From a population of One thousand, four hundred trained teachers, one hundred and forty teachers were simple randomly selected for this study. Data were collected, using an instrument titled Classroom Lesson Observation Checklist. Two research questions were set to find out the impact of TPD on the selected teachers' knowledge and skills as well as examine whether there is any significant difference in the impact made on male and female teachers. The results indicated that there was a significant impact of TPD on teachers' knowledge and skills. It also established that male teachers performed better in knowledge exhibition than their female counterparts, while the female teachers demonstrated higher skills than the male teachers. Based on these results, the following recommendations were made to government; TPD should be made a continuous programme, more funds should be made available annually for the programme, gender sensitivity in the selection of future trainees should be a priority. a functional monitoring team be put in place for follow-up and schools should periodically organize interactive meetings to brainstorm on any difficult areas expressed by the teachers.

Keywords: Teacher' professional development, knowledge, skills and gender sensitivity.

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INTRODUCTION

Most nations of the world placed high premium on care and education of children because it is regarded as the bedrock of other levels of education. It provides a mini-structure upon which other forms of education are built. In the Federal Republic of Nigeria National Policy on Education (2004b), this view was corroborated, saying that the rest of the system of education is built upon primary education and it is therefore vital to the success of the entire system. In the word of Anero (2014), he opined that primary education is indeed the hub of societal civilization since the members of the society wholly depend on its services for the training and upbringing of her future generations.

Considering the position of primary education in Nigeria from independence till date, it has witnessed a lot of reforms due to different policy changes. Each of these reforms aimed at making primary education more

efficient in order to achieve its objective of creation. Federal Government of Nigeria in its National Policy on Education (2004) articulated the following as the goals of education:

1. To inculcate permanent literacy and numeracy and ability to communicate effectively;
2. Lay sound basis for scientific and reflective thinking;
3. Give citizenship education as a basis for effective participation in and contribution to the life of the society;
4. Mould the character and develop sound attitude and morals in the child;
5. Develop in the child the ability to adapt to the child's changing environment;
6. Give child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limit of the child's equality;

7. Provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Effective implementation of these goals depends on a number of factors. Significant to this study among these factors are the teacher and the pupil. Many of the government policies focus on the development of the child with little or no plan for the development of teachers and this has brought about a major setback into the quality of primary school teachers. Awodiji, Ogbudinkpa, and Agharany (2020) noted that it is the quality of teachers that determines the quality of their output and that the incidences of unqualified teachers that permeates all levels of education constitute threat to the quality of education in Nigeria. Efforts to rescue primary education from this mess led the Federal Government of Nigeria through one of her agencies, Universal Basic Education Commission (UBEC) to embark on Teachers' Professional Development (TPD) programmes. The component of this programme include;

- Early Childhood Care Development Education (ECCDE)
- Strengthening Mathematics and Science Education (SMASE)
- Head teachers Training
- Jolly Phonics
- Quality Assurance Training
- School-Based Model Training and
- Board Management Training.

In view of the dynamic nature of the society, the new global economy has been reinforced by the Information and Telecommunication revolution which has changed the nature and the role expectations of teachers. This situation has made the knowledge and skills of many teachers obsolete, and unqualified to teach the new curricula in their schools. Many of these teachers are not willing to leave their jobs for further studies because of the fear of unemployment after school. It is therefore imperative for government to device means of developing them while on the job. This thought led UBEC in conjunction with their state counterparts, State Universal Basic Education Boards (SUBEBs) into collaboration of ensuring improvement in the knowledge and skills of primary school teachers. These two agencies started this programme in 2003 by organizing series of workshops, seminars, conferences and in-service trainings for the primary school teachers through the programme of teachers' professional development.

This research therefore considered it necessary to find out the extent to which teacher professional development programme has assisted primary school teachers improved their knowledge and skills as well as creating positive change to the learning outcome of learners.

Statement of the Problem

The discussion so far centered on the problem of primary school teachers' inadequate knowledge and skills to cope with the modern day demands. This research was therefore carried out to examine the extent to which teacher professional development has helped in solving the teachers' problems thereby making them more effective and efficient in their jobs.

Purpose of the Study

The purpose of this research are as follows:

- To examine the effectiveness of teachers' professional development programme on primary school teachers' knowledge and skills in Ondo State.
- To provide a guide to education administrators on the deployment of teachers' profession development training programme.
- To identify if any, problems inhibiting the effective implementation of teachers' professional development programme and suggest possible ways of solving the problem(s).

Research Questions

1. Has Teachers Professional Development training made any significant impact on the trained primary school teachers' knowledge and skills in Ondo State?
2. Is there any significant difference in the impact made by TPD on knowledge and skills of male and female primary school teachers in Ondo State?

LITERATURE REVIEW

The central theme of this study is Teachers' Professional Development. It is therefore needed to examine it contextually in order to determine its level of significance to the development of primary schools in Nigeria, particularly in Ondo State.

It is an indisputable fact that technological development has changed the entire world order, both economic and social. This situation has undoubtedly made teaching a more complex profession. Ingersoll (2003) expressed his views on this by saying that the complexity of teaching profession is so great that one-third of teachers leave the profession within three years and 50% leave within five years. He went further to say that even experienced teachers confront great challenges yearly from this profession, ranging from changes in subject content, new infrastructural methods, advanced technology and students' learning needs. He concluded saying educators who do not experience effective professional development cannot improve skills and students' learning therefore suffers.

Research has shown that teaching quality and school leadership are most important factors in raising students' achievement. In the study carried out by

Hayes (2010), he affirmed that for teachers and school administrators to be as effective as possible, they should continually expand their knowledge and skills in order to implement the best educational policies. He said further that to improve teaching and learning, professional development is the only strategy schools have to strengthen. From the above discussions so far, one might need to ask a question, what is Professional Development?

There are many literatures on professional development of which few relevant to this study are examined. From the perspective of learning, Guskey (2003) defined teacher professional development as a systematic approach of bringing about change in classroom practices of teachers in terms of attitude, skills, knowledge and beliefs and in the learning outcome of students. Creemers, Kyriakides and Antonion (2012) took a functionalist approach to what teachers' professional development is. They described it as technical processes that help teachers provide better services to students. Teachers' professional development is a lifelong learning programme, organized for the development of teachers dynamism, effectiveness, competencies (skills, knowledge, and attitude), and motivation in a systematic and planned way to improve their performance (Awodiyi, Ogundinkpa, and Agharanya (2020). To develop quality education for any nation, investing on teachers development is very essential. All forms of development begin with capacity building. Awodiji (2018) stated that all forms of development begin with capacity building and quality education can only be attained if there is investment on human and capital development.

Upon the above conceptual framework, Universal Basic Education Commission based its adoption of teachers' professional development approach through which the knowledge and skills of primary school teachers can be improved. The primary function of this body is to oversee and coordinate the implementation of Universal Basic Education programmes of government and offer support for capacity building of basic education teachers. To achieve these goals, the Commission allocates 10% of its annual budget. This the Commission do through disbursement of funds to states for the conduct of training their teachers and managers.

Report however indicated that this programme was bedeviled with a lot of challenges thereby hampering its effectiveness, lowering its impact on teachers and learners alike and encouraging wastage. This made the Commission shift its strategy from the of cluster training to School-Based model approach in 2021. This study therefore embarked upon to examine the impact of this new strategy of teachers' professional development training on the acquisition of knowledge and skills of teachers and the possible overall effects on the learning outcome.

METHODOLOGY

The study adopted descriptive survey research design. The population comprised one thousand, four hundred (1,400) primary school class teachers that participated in the Teachers' Professional Development training programme. From this population, one hundred and forty (140) class teachers, representing 10% of the total population from each Local Government Area were selected for the study, using simple random sampling technique. These selections are shown on Table 1 below.

Table 1: Showing the Data Analyses of Senatorial Districts, Local Government Areas, and Number of Trained Class Teachers that Participated in this Study

A	B	C	D	E
Sena SENATORIAL DISRICT	LGEAS	Total Number of Teachers Trained	Total Number of Head Teachers Trained	Number of Teachers Sampled for Impact Assessment
N	Akoko N/East	80	20	8
	Akoko N/West	80	20	8
	Akoko S/East	40	10	4
	Akoko S/West	80	20	8
	Ose	80	20	8
	Owo	80	20	8
CENTRAL	Akure North	80	20	8
	Akure South	80	20	8
	Idanre	80	20	8
	Ifedore	80	20	8
	Ondo East	80	20	8
	Ondo West	80	20	8
SOUTH	Okitipupa	80	20	8
	Ilaje	80	20	8
	Ese-Odo	80	20	8
	Irele	80	20	8
	Odigbo	80	20	8
	Ile-Oluji/Okeigbo	80	20	8
Total		1,400	350	140

1,750

Instruments

The instrument used for the collection of data was constructed by the organization that sponsored the training programme, UBEC. It is titled Classroom Lesson Observation Checklist. The CLOC which has five rating scales with options; Poor (1), Fair (2), Good (3), Very Good (4) and Excellent (5) was designed to measure the impact of TPD on the knowledge and skills of the trained teachers. Structured interview was also used by engaging the subjects of this study and some education managers.

Administration of the Instrument

A group of lecturers from the researcher's institution were commissioned to go round the primary schools where teachers were selected for the training, to administer the instrument for the purpose of assessing the impact of the training on the class teachers.

DATA ANALYSIS AND RESULTS

The following data analyses were the assessments results, collected from the classroom teaching observations of the subjects of this study.

Research Question 1: Has teachers' professional development training made any significant impact on teachers' knowledge and skills in Ondo State?

Table 2A: Showing whether teachers' professional development training has made any significant impact on the Knowledge of Ondo State primary school teachers or not

CHECKLIST ASSESSMENT OUTCOME						
A. KNOWLEDGE ASSESSMENT		POOR	FAIR	GOOD	V.GOOD	EXCELLEN
Items						
1. Clarity of the lesson objectives & preparation		0	10	31	80	11
2. Appropriateness and relevance of materials prepared for pupils use		8	29	28	75	0
3. Introduction of the Lesson		13	26	59	44	0
4. Emphasis on the main concept in the lesson plan		1	10	61	68	0
5. Use of Language		17	31	8	30	14
6. Appropriate distribution of time in the lesson plan		12	11	51	34	5
7. Adequate coverage of lesson in terms and contents		4	2	46	70	18
8. Evaluation coverage of the lesson		5	15	45	69	6
9. Lesson Summary		3	3	58	71	3
SUM		70	156	435	601	63
MEAN		12.7272	15.6	43.5	60.1	6.3
SDV		5.53774	10.3516	16.6616	17.71032	6.236986

Table 2A above which has nine (9) critical areas of Lesson Observation was the focus of the researcher in determining the level of the impact made by TPD training on the teachers' knowledge of teaching. And the results are as follows: teachers with poor teaching performance had a Mean (x) score of 12.72 with Standard Deviation (SD) of 5.53; teachers with Fair performance had a Mean (x) score of 15.6 and Standard Deviation (SD) 10.35; Good performed teachers had a Mean (x) score of 43.5 and Standard Deviation (SD) 16.7; Very Good had a mean (x) score of 60.1 with Standard Deviation (SD) 17.7 and the

Excellently performed teachers had a Mean (x) score of 6.3 and Standard Deviation (SD) of 6.2.

From these analyses, one could sum up that a total number of one hundred and ten (78.6%) teachers were within the range of Good and Excellent performance. The result also indicated that those assessed to be good and very good were 74% of the teachers, with very close standard deviation scores of 16.7 and 17.7. This implies that TPD has made a significant impact on teachers' knowledge.

Table 2B: Showing whether teachers' professional development has made any significant impact on the Skills of Ondo State primary school teachers or not

SKILLS ASSESSMENT					
	Poor	FAIR	GOOD	V.GOOD	EXCELLENT
10. Fundamental techniques of teaching	0	5	61	68	6
11. Appropriateness of demonstration and instrument materials	8	29	30	72	1
12. Teacher's attitude and expression (motivation, show and love etc).	0	0	65	69	6
13. Gender Sensibility	0	0	66	70	4
14. Adherent to time distribution	5	32	63	34	5
15. Class management and control	2	6	72	56	4
16. Use of pupils opinions/ideas	24	45	60	11	0

SKILLS ASSESSMENT					
	Poor	FAIR	GOOD	V.GOOD	EXCELLENT
17. Class discipline	0	8	81	36	15
18. Instructional material appropriately displayed and well utilized	30	45	43	22	0
19. Questions well distributed	0	28	72	34	6
20. Achievement of set objectives	0	5	61	50	24
SUM	69	203	674	522	71
MEAN	6.272727	18.45455	61.27273	47.45455	6.454545
SDV	10.65918	17.61456	14.04344	21.32306	7.132512

Table 2B above which has eleven areas of teaching skills were assessed to determine the level of the impact made by the training on the teaching skills of teachers. And the results are as follows: teachers with poor teaching skills had a Mean (x) score of 6,27 with Standard Deviation (SD) of 10.66; Fairly performed teachers were with a Mean (x) score of 18.45 and Standard Deviation (SD) 17.61; Good performance had a Mean (x) score of 61.27 and Standard Deviation (SD) 14.04; Very Good performance had a mean (x) score of 47.46 with Standard Deviation (SD) 21.32 and the Excellently performed teachers had a Mean (x) score of 6.45 with Standard Deviation (SD) of 7.13.

From these analyses, one could sum up that a total number of one hundred and fifteen (82.3%) teachers were within the range of Good and Excellent performance. The result also indicated that those assessed to be good and very good formed 77.7% of the teachers, with very close standard deviation scores of 14.04 and 21.32. This implies that TPD has made a significant impact on the teachers' Skills.

RESEACRH QUESTION 2: Is there any significant difference in the impact of TPD on both knowledge and skills of male and female primary school teachers in Ondo State?

Table 3A: Showing whether there is any significant difference in the impact of TPD on the Knowledge of male and female primary school teachers in Ondo State

CHECKLIST		MALE RESPONDENTS					FEMALE RESPONDENTS				
		RATING					RATING				
		Poor	Fair	Good	V.Good	Excellent	Poor	Fair	Good	V.Good	Excellent
S/N		F	F	F	F	F	F	F	F	F	F
1	Clarity of the lesson objectives & preparation ¹	0	10	19	45	5	NIL	8	12	35	6
2	Appropriateness and relevance of materials prepared for pupils use	3	14	20	30	0	5	15	8	45	NIL
3	3. Introduction of the Lesson	5	12	35	24	0	8	14	22	18	0
4	Emphasis on the main concept in the lesson plan	0	5	30	40	0	1	5	31	28	0
5	Use of Language	6	12	25	18	8	11	19	23	12	6
6	Appropriate distribution of time in the lesson plan	3	12	34	20	3	9	19	24	14	2
7	Adequate coverage of lesson in terms and contents	0	0	29	29	11	4	2	17	41	7
8	Evaluation coverage of the lesson	2	7	20	28	2	3	8	25	41	4
9	Lesson Summary	0	2	27	34	2	3	3	31	37	1
	SUM	19	74	239	268	31	44	93	193	271	26
	MEAN	2.1111	8.22	26.56	29.7778	3.444444	5.5	10.3	21.4	30.1111	3.25
	STDEV	2.3154	4.97	6.023	8.84276	3.876568	3.46	6.6	7.86	12.5941	2.866058

From the data analyzed above, the assessment results indicated that the male teachers with Poor performance in terms of teaching knowledge has a Mean (x) score of 2.4 and SD 2.3 as against that of female teachers with a mean (x) score of 5.5 and SD 3.5; Fairly performed male teachers has a mean (x) score of 8.2 and SD 4.97 as against female teachers with a mean (x) of 10.3 and SD 6.6; male teachers with Good performance has a mean (x) score of 26.6 and SD 6.023 while the mean (x) score for female teachers was 21.4 and SD 7.9; male teachers with Very Good performance had a mean (x) score of 29.8 and SD 8.84 while female teachers had a mean (x) of 30.1 and SD

12.59. The male teachers with Excellent performance had a mean (x) score of 3.44 and SD 3.88 while the female teachers had a mean (x) score of 3.25 and SD 2.87.

The above analyses indicated that 43% of the male teachers and 39% females teachers were between Good and Excellent grades, while 7% male teachers and 11% female teachers were within the range of Poor and Fair grades. With assessment, one can therefore conclude that male teachers gained more knowledge from TPD training than female teachers.

Table 3B: Showing whether there is any significant difference in the impact made by TPD on the Skills of male and female primary school teachers in Ondo State

CHECKLIST		MALE RESPONDENTS					FEMALE RESPONDENTS				
B. SKILL ASSESSMENT		RATING					RATING				
		Poor	Fair	Good	V.Good	Excellent	Poor	Fair	Good	V.Good	Excellent
S/N		F	F	F	F	F	F	F	F	F	F
10	Fundamental techniques of teaching	0	2	25	37	3	NIL	3	36	31	3
11	Appropriateness of demonstration and instrument materials	3	11	14	30	NIL	5	18	16	42	1
12	Teacher's attitude and expression (motivation, show and love etc).	0	0	31	34	4	0	0	34	35	2
13	Gender Sensibility	0	0	31	30	1	0	0	35	40	3
14	Adherent to time distribution	6	20	30	21	3	10	21	13	14	2
15	Class management and control	0	2	42	28	3	2	4	30	28	1
16	Use of pupils opinions/ideas	13	21	12	6	0	11	24	38	5	0
17	Class discipline	0	5	38	15	6	0	3	43	21	9
18	Instructional material appropriately displayed and well utilized	10	16	24	12	0	20	29	19	10	0
19	Questions well distributed	0	12	32	13	3	0	16	40	21	3
20	Achievement of set objectives	0	19	36	14	2	0	9	36	20	4
	SUM	32	108	315	240	25	48	127	340	267	28
	MEAN	2.9091	9.82	28.64	21.8182	2.5	4.8	11.5	30.9	24.2727	2.545455
	STDEV	4.7001	8.34	9.33	10.4098	1.840894	6.83	10.4	10.2	12.0672	2.504541

From the data analyzed above, the assessment results indicated that the male teachers with Poor performance in terms of teaching skills has a Mean (x) score of 2.9 and SD 4.7 as against that of female teachers with a mean (x) score of 4.8 and SD 6.83; Fairly performed male teachers has a mean (x) score of 9.82 and SD 8.34 as against female teachers with a mean (x) of 11.5 and SD 10.4; male teachers with Good performance has a mean (x) score of 28.64 and SD 9.33 while the mean (x) score for female teachers was 30.9 and SD 10.2; male teachers with Very Good performance had a mean (x) score of 21.81 and SD 10.41 while female teachers had a mean (x) of 24.3 and SD 12.1. The male teachers with Excellent performance had a mean (x) score of 2.5 and SD 1.84 while the female teachers had a mean (x) score of 2.55 and SD 2.5.

The above analyses indicated that 53% male teachers and 57% females teachers were between Good and Excellent grades, while 12.7% male teachers and 16.3% female teachers were within the range of Poor and Fair grades. With this assessment result, one can therefore conclude that female teachers gained more skills than male teachers.

DISCUSSION OF FINDINGS

The findings to research question1 can be found on tables 2A&B. The results revealed that there are significant impacts of Teachers' Professional Development on the teaching knowledge and skills of primary school teachers that participated in 2021 TPD training. The assessment conducted indicated that the teachers have improved performance in their class teaching. This implies that TPD has added to the quality of their practice, which in effect has led to improved pupils' learning outcome. This finding corroborates that of Hayes (2010) which affirmed that for teachers and

school administrators to be as effective as possible; they should continually expand their knowledge and skills in order to implement the best educational policies; and concluded that professional development is the only strategy the schools have to strengthen. Ingersoll (2003) also affirmed that educators who do not experience effective professional development cannot improve skills and their students' learning therefore suffers.

On research question 2, assessment results shown on Tables 3A&B revealed that male class teachers acquired more knowledge of teaching than their female counterparts while the female teachers had better skills of lesson delivery than the male teachers. This result conformed to the common saying that women in teaching demonstrate motherly affection towards their pupils than men. This attribute enhances their skill of better interaction with the learners which in effect encourages learners' participation and produce better results. Another dimension to why women have better teaching skills than men could be deduced from the outcome of a survey conducted by the News Agency of Nigeria (2022) in Enugu State in which professionals in education sector bemoaned the very low number of male teachers in schools across the state. Most of them attributed poor remuneration of teachers as the major factor behind the gender imbalance. Data shows that out of 10,414 teachers in public primary schools, 8,340 were females and 2,075 were males, representing a gender ratio of 80:20. This discouraging factor of poor remuneration might be a justifiable reason why the male teachers did not exhibit the required skills in their jobs as some are likely to have taken to teaching as a result of last resort. Therefore, putting in the required zeal and enthusiasm may not be forthcoming. Hence, the capacity and morale to demonstrate the skills acquired may be low.

CONCLUSION

The findings from this study have shown that Teachers' Professional Development (TPD) has a great significant impact on primary school teachers' knowledge and skills. Besides, the study also revealed that while male teachers acquired more teaching knowledge through professional training, female teachers gained more skills in the delivery of lesson contents.

In conclusion, Teachers' Professional Development if properly handled with diligence is capable of improving primary school teachers' capacity for effective and efficient service delivery.

RECOMMENDATIONS

Based on the findings of this study and interview with some education stakeholders, the following recommendations are proffered:

- Teachers' professional development should be made a lifelong education for teachers. To make this achievable, government is advised to always incorporate the training of teachers into her annual budgets.
- Gender sensitivity in the selection of future trainees should not be compromised as this will give adequate representation to male teachers in the training programme. This in effect might boost their morale and develop more interest for the job.
- A functional monitoring team should be put in place, to follow-up the already trained teachers in order to ensure the practice of knowledge and skills acquired from the training programme.
- Government should also ensure it provide sufficient education supports to teachers in order to encourage good practices.
- Schools should periodically organize. interactive meetings where teachers come together to share the areas of their difficulties and through brainstorming offer possible solutions.

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