THE ASSESSMENT OF THE LEVEL OF TEACHERS' PUBLIC PROFESSIONAL DEVELOPMENT PROGRAMMES IN PUBLIC PRIMARY SCHOOL IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

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CERTIFICATION

We the undersigned certify that this work was carried out by **OSUAGWU NGOZI MARY** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This research work is dedicated to my lovely parents for their love, and support throughout my academic pursuit in the University of Benin, Benin City.

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Abstract

There is a growing body of knowledge on effective Teacher Professional Development (TPD), with a consensus that skews in favour of decentralized, school-based and teacher-centred approach to TPD as opposed to the centralised, traditional and top-down approach. This research work focus on the assessment of the level of teachers' public professional development programmes in public primary school in Egor Local Government Area of Edo State. The study employed the use of descriptive survey design. The choice of descriptive design is the appropriate sociological research design for measuring the attitudes and behavior of a large number of people. Since it is seldom possible to question everyone concerned with a certain social problem, therefore a random sample is used. The tool used to gather data is a questionnaire. It was constructed by the researcher and It is organized in accordance with the study's guiding research questions. A four point scale of Strongly agree [SA], Agree [A], Disagree (D), Strongly Disagree [SD] were used. Simple percentage and mean analysis were used to analyzed data obtained. Base on the data obtained, it was discovered that, Head teachers in large public primary schools are more effective and efficient in carrying out regular supervision of teachers than head teachers in small public primary schools and The level of school based teachers' professional development programs in large public primary school is higher compared to that of small public primary school.

CHAPTER ONE

INTRODUCTION

Background to the Study

Before one becomes a teacher, a studious stage is passed through. For instance Uzor (2006) agrees that a teacher passes through the teacher-training college or the University to become a trained teacher. According to Uzor, the essence of a teacher going through rigorous teacher-education or training, is to fortify or arm him/her with the skill, the ability and expertise that are inherent in the teaching process. As Onyeji (2007) puts it, teachers are specially trained in order to acquire the skill of teaching (i.e. mastery of content) and (mastery of methodology). The teacher, who is trained and experienced, equally knows how to manage the classroom and how to deliver the objectives of what is taught in the classroom. At any stage or school level, a teacher requires to acquire cognate experience and training to effectively deliver the good appropriately as a professional.

The teacher occupies a very important position in any school system. According to Akande (2005), teachers' work is very crucial because without the teacher, there will be no president, the governors, senators and illiteracy would have covered the whole earth. With the teacher, there is enlightenment, knowledge and civilization in the world. No nation can rise above its teachers. Therefore, the teaching profession is important because it is the job that produces educated and learned people for the development of the society (Wuji, 2005).

For the teacher to effectively handle any subject well and effectively, preparation is needed. This could be in terms of reading through what is to be taught, writing note of lessons, doting appropriately all 'it's and all 'it's, in order to deliver the lesson and for the students to maximize the objectives of what has been taught. According to Arinze (2004), effective teacher preparation comes as a result of previous professional development the teacher had undergone. This culminates from the strict education the teacher has received which had helped him to master the nitty gritty of the arts of teaching and classroom management (Greenfield, 2006). Greenfield observes that both the preparation and professional development of a teacher give the teacher the impetus and academic authority to effectively teach in the classroom and by extension, the effective learnability of the students. Greenfield is of the opinion that effective teaching as a result of preparation and professional development result in effective students' academic achievement in any subject-matter, at any school level (primary, secondary and tertiary institutions). .

A teacher gets prepared to teach by getting professionally developed. For instance Arisekola (2007) opines that, there are some stages of preparing or developing a teacher to get him ready for the classroom job of teaching and learning. At the primary school, the teacher receives the Nigerian Certificate of Education (NCE) to teach at the basic level, for the secondary school, the teacher receives the degree or certificate of Bachelor of Arts in Education (B.A.Ed); or Master's

in Education (M.Ed), while for the tertiary institution, the Doctor of Philosophy (Ph.D) degree is required for the teacher to effectively teach. The above degrees or certificates enable the teacher to carry out the teaching work without let or hindrance, and for the students to learn with high academic achievement (Nkemjika, 2000).

A teacher needs to be developed professionally through the teacher-educational programmes that are available in the Nigerian higher institutions. According to Lawal (2002), a teacher is said to be effectively developed and professionally competent when he/she is specifically trained or educated in order to train others (the learner(s). Not only knowing how to educate the learner(s), the teacher who is professionally developed, has some personality variables that distinguish him/her from a non-professional, non-trained teacher. Leon (2004), says that a non-professional teacher is a 'cheater', because he does not know how to teach and as such, the learner learns poorly under a non-professional, non-trained teacher' s tutelage.

Teaching begets learning. Trained teachers who are professionally sound, produce students who are academically sound. The primary goal of a teacher is for the student to have high academic laurel and to excel in his educational career.

Adeleke (2006) is of the view that teachers' performance is determined by the performance of the students at the end of any examination or test in the class.

Highly trained, prepared, professional developed and experienced teachers produce students that are excellent in academic and characters be it at the primary, secondary or tertiary levels of any educational system. A student is said to have performed well if he/she scores 60% and above in any examination organized by the school at the end of any school year or session.

A traditional assumption in teaching has been that students require challenging learning tasks, tasks of intermediate difficulty. This idea has been disproved.

Research shows that students need and enjoy very high success rates, which come only from tasks at an appropriate difficulty level that are clearly taught and readily comprehended. For example, Good and Good (2001) and Everton, (2003), found that high socio-economic status elementary children learned best when the teachers' questions elicited about 70% correct responses, while low socio-economic status pupils learned best with about 80% correct answers to questions. They concluded that learning proceeds best when the material is somewhat new or challenging, yet relatively easy for children to understand and integrate with existing knowledge and skills. Another study concluded that for younger students and less able students, almost errorless performance during learning produces better achievement and greater satisfaction (Filby, 2005).

In effective schools, monitoring of students' progress takes place at all levels.

Effective teacher's monitor minute-to-minute comprehension, success and engagement rates along with the longer term achievement, records of every student. Effective principals monitor achievement scores for individual students, classes, grade levels. Improvement minded superintendents also monitor average achievement scores for their classes and schools, comparing them with schools in other districts and with national average (Boot 2003) Whatever level or form, monitoring of students' progress takes effective school administrators and teachers of note to use the achievement information as the basis for modifications of teaching and or school wide improvement plans.

Statement of the Problem

The problem inherent in the teaching and learning process, is as a result of teacher — factor. For instance, the academic performance of students are affected negatively, when teachers do not possess the necessary mastery of the content or possess poor teaching method. Also, teachers' negative attitudes, poor personality, inexperience, poor classroom management, poor personal hygiene, poor teacher — student relationship, lack of communicative skills ançi poor judgments in the classroom, contribute greatly to the poor academic achievement of students in the school. Not only that, many teachers are lazy and therefore, find it difficult to prepare themselves before appearing in the classroom. This has caused them to be poorly exposed to the course materials and deficiency in the mastering of what to teach. By extension, this has caused the great down ward trends of the quality and educational standards in Nigerian school system.

Many teachers who teach in primary, secondary and tertiary institutions these days are "cheaters", because they do not possess the required professional skills, the required cognate experience and the training that is innate in effective classroom teachers. So lack of training and professional development, are factors militating against high academic performance by students in the Nigerian school system.

The above problems, gave rise to the examination of teacher — preparation, professional development and students' academic achievement in some selected secondary schools in Egor Local Government Area of Edo State.

Research Questions

Based on the background information and statement of the problem of the present study, the following research questions are raised to guide the study:

1. What is the level of availability of school based teachers development programme for public primary schools in Egor LGA?

2. What is the level of availability of external teachers professional development programme in large and small public primary schools in Egor LGA?

3. What is the availability of school based teacher's professional development programme in large and small public primary schools in Egor LGA?

4. What is the level of availability of external teacher's professional development programme in large and small public primary schools in LGA.

Purpose of the Study

The purpose of this study is to examine the teacher preparation, professional development and students' academic achievement in some selected primary schools in Egor LGA, Edo state.

The specific objectives of this study are amongst others to:

1. Examine the level of availability of school based teacher's professional development programmes in public primary schools in Egor LGA.

2. Examine the level of availability of external teacher's professional development programmes in public primary schools in Egor LGA.

3. Examine the level of availability of school based teacher's professional development programmes in large and small public primary schools in Egor LGA.

4. Examine the level •of availability of external teacher's professional development programmes in large and small public primary schools in Egor LGA.

Significance of the Study

This study will be of great benefit to the following:

Teachers: They would benefit from the findings and recommendations of this study because it will give them an insight on how to carry out their jobs in the school. It will enable teachers to be more productive in doing their daily job of teaching and learning. With this study, many teachers would be-oriented in the art of teaching knowing fully well that the way they teach will affect students' academic achievement in schools.

Students: They would benefit from the study because it will help them to have the understanding that their teachers required to be an exemplary one, if his/her teaching experiences would be of great benefit to the child or the student. With the findings and the recommendations of this study, students would be able to identify' teachers who "cheat" and real teachers of note in the school system with this study also, students would be able to know that they need to be taught by trained and experienced teachers if they would put up high performances in their academic careers.

Parents: They would learn that the careers of their children hang in the balance, if they are being coached by unprofessional, inexperienced teachers. With this study, parents would be able to know that there is a great difference between the academic achievement of students who are taught by well trained teachers and those taught by non-trained, inexperienced teachers.

Society: The society will be able to understand the difference in the academic performance of children taught, by two types of teachers (the trained and the untrained) in the school system.

This is because the society benefits if the children are well brought up by a well- trained teacher. Students will be well behaved apart from the exhibition of high academic achievement, and this will better the lots of the society.

Scope and delimitation of the Study

This study will cover the teacher — preparation, professional development and students' academic achievement in some selected primary schools Egor LGA.

This study focuses on assessing the level of professional development programs for teachers in public primary schools within Egor Local Government Area (LGA) in Benin City. Key delimitations include Geographical scope, target population, time frame, types of professional development programme, assessment criteria, 'data collection method, analysis framework. This study focuses on assessing the level of professional development programs for teachers in public primary schools within Egor Local Government Area (LGA) in Benin City.

Definition of Terms

1. Teacher's Professional Development Programme: Structured programs and activities designed to enhance teachers' skills, knowledge, and effectiveness in the classroom. These can include workshops, seminars, courses, and formal education aimed at continuous professional growth.

2. School based teacher's professional development programmes: Professional development initiatives that are organized and conducted within the school setting. These programs are

tailored to meet the specific needs of the teachers at a particular school and often involve collaborative activities such as peer observations, mentoring, and in-house training sessions.

3. External teacher's professional development programme: Professional development activities and programs that are organized and conducted outside the teacher's own school. These may include district-wide workshops, university courses, online courses, and seminars provided by external organizations or education authorities.

4. Large public primary school: A public primary school high with a significant student population and staff size. For the purpose of this study, a large public primary school is defined as having more than 300 pupils enrolled

5. Small Public Primary School: A public primary school with a smaller student population and staff size. For the purpose of this study, a small public primary school is defined as having fewer than 300 pupils and below enrolled.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature is done under the following sub-headings

- ✓ The concept of teachers professional development program
- ✓ Teachers professional development and the use of instructional materials
- ✓ Teachers' professional development and classroom management
- ✓ Professional development of teachers and teaching methodology
- ✓ Importance of teacher's professional development program
- ✓ Current trend on teachers' professional development program
- ✓ Challenges of teachers professional development program

The concept of teacher's professional development program

Researchers long have recognized that teachers' professional development is essential to changing classroom practice, improving schools, and ameliorating pupils' learning outcomes (Borko, 2004). Professional learning often takes place in formal settings, such as professional development programmes, teaching research groups, and formal mentoring programmes (Timperley, 2011). Teachers also can learn through informal interactions that occur during peer teaching, collaborative planning, and mentoring between colleagues (Little, 2012).

Learning is an activity which involves the teacher and learner and at the end, the learner acquires certain skills, knowledge and experiences which help to shape his behavior. Zailani (2015) defines learning as a relatively permanent change in behavior due to practice and experience. This definition is a confirmation of Ojo (2012), who views learning as a relatively permanent change in behavior as a result of insight, practice, experience or stimuli in the behavior. Teaching and learning cannot be effective when teachers lack appropriate professional development and skills to do their job better.

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. Alabi (2011) asserts that teacher development significantly related to teacher productivity. Thus, Afe in Iyunade (2017) defined Teachers' professional development as that component of any educational system concerned with the education and training of teachers to acquire the necessary competencies and skills in teaching for improvement in the quality of teachers in the school system. It is often planned and systemically tailored and applied for the cultivation of those who teach or will teach, particularly but not exclusively in primary and post primary schools. (Obineme, P. O, 2020).

If school teachers do not have the tools they need to teach effectively, their pupils will suffer. To teach effectively, teachers need access to teacher professional development. This professional development enables them to improve their own education through seminars, workshops, and classes (Obineme, P. O, 2020). Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. However, Darling-Hammond, Hyler, Gardner (2017) posit that effective professional development is structured on professional learning which results in changes to teacher knowledge and practices, and improvements in student learning outcomes. This allows them make changes in the way they teach their pupils and incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all pupils learn the same way. It also helps teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research. The researcher is aware that for a teacher to do his job diligently, he must be conversant with methodology, use of instructional materials, classroom management, evaluation techniques and record keeping; these are observed impacts derived from professional teacher development. These were partly recognized by Enemuo and Obidike (2012) who identified academic qualification, personal attributes, motivation, learning theories, behavioural management, knowledge of ICT and other instructional aids.

Teacher's professional development and the use of instructional materials

Professional development is a means for supporting development of effective teachers and in turn improving pupils' learning processes. (Blank,de las Alas, & Smith, 2008).

Teacher's professional development programmes are outlined skills, knowledge and ongoing learning opportunities undertaken to improve teacher's ability to do their job and grow professionally. These programmes aim to improve teachers' capacities and fit in assignments optimally for higher achievements which result from quality service delivery. These programmes include classroom management, lesson organization, recording and reporting students work achievement on assessable and acquired for-life standards, teaching skills, teacher behaviour, teacher administration, material resource management and student management (BUA, 2022).

Instructional materials are defined by different authors, though they convey the same meaning when interpreted. Instructional material could be explained as devices through which knowledge, skills, attitude, ideas, beliefs and values get transmitted to the learner by the teacher in order to ease teaching. According to Yero (2000), instructional materials could be any device, piece of equipment, graphic representation, sound reproduction or illustration that helps the pupil to learn. The National Teachers Institute (NTI, 2007) defines instructional materials as all the resources that a teacher needs and uses to help elucidate a concept to the learner in such a way that the learner is able to comprehend. Leaning resources include all forms of information carriers that

can be used to promote teaching and learning activities. They could be inform of reference book, journals posters, chart, text books, programmed text, non-print materials such as films tapes models recorders, pictures, transparencies, globes, science apparatus, laboratory chemicals and so on. The list of instructional material is inexhaustible and it is important to say that the teacher's level of creativity and resourcefulness is the limit.

The significance of instructional materials in the effectiveness of a teacher's job in the curriculum delivery process has been stressed by the national policy on education (FRN, 2004) and re-emphasized by Ikeobi (2010) that they are more effective in enhancing conceptual understanding. It should be noted that, instructional materials can be deployed for teaching any lesson, no matter how dry the topic may appear to be.

The importance of professional development is highlighted with the knowledge that teachers play a critical role in the potential for pupils learning (Ding & Sherman, 2006). Professional development of teachers can have an impact on teacher instructional practices, which in turn can lead to improvements in student achievement (Schroeder, Scott, Tolson, Huang, & Lee, 2007). Research has revealed, however, that the level of student learning gains can vary widely among teachers, all of whom experienced the same professional development (Hestenes, 2000; Penuel & Means, 2004).

The rationale for using instructional materials is that Images last longer in the mind, when a learner correctly sees, hears. When an audio visual aid is correctly used it will help in retention of the acquired knowledge. This is aptly supported by the Chinese adage which says that: I hear, I forget; I see, I remember; I do, I understand.

Individuals are prone to forgetfulness but put more to memories things they have seen than heard. The implication of this to the classroom teacher is far reaching and makes the usage of audio-visual materials inevitable. For every lesson, the use of instructional materials is necessary and compulsory. Inexperienced teachers often complain that some topics are dry and there are no instructional materials to teach those topics. However, it needs to be emphasized that instructional materials can be deployed to any topic, no matter how 'dry'. Ingenuity, research and planning strategies are required on the part of the teacher to be able to identify and select a relevant resource to teach a topic.

Teachers' professional development and classroom management

Several studies show that mixed and variety of assessment approaches would be used in a classroom as learning is multidimensional and cannot be adequately measured by one instrument (Monteiro et al., 2021; Rivera-Lacia, 2019; Veldhuis et al., 2013). Suurtamm et al. (2010) subscribed to this in propagating the idea that classroom assessments such as quizzes, performance tasks, observation of students and the responses of students in a class are social

practices that provide continual insights and information to support student learning and influence teacher practice must be embedded in instruction so that meaningful learning could take place. It is obvious that quality classroom assessment can provide information to students, teachers, parents, and systems in effective and useful ways. To be helpful, however, it must be broad-ranging, collecting a variety of information using a variety of activities before, during, and after a teaching time (Callingham, 2010). So, teachers can be obliged to use a variety of assessment methods and types to deliver students multiple chances to show what they learned (know) and can do.

Classroom is a space bounded by the wall and roof for both teachers and learners so as to engage in educative activities. Classroom management is a strategy used by teachers to ensure that instructional activities run smoothly despite disruptive behavior by students. The need for effective classroom management in education process cannot be over emphasized.

Classroom management according to Adeyemo (2012) is used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Managing the classroom environment is a responsibility for every teacher. The way a teacher manages his classroom will dictate the stress he or she may pass through, his or her pupils'/students' achievement, behavior and the tone of the school. Classroom management enables the teacher to establish and maintain conditions to enable learners achieve instructional

objectives efficiently. Effective classroom management is concerned with achieving desired results, and making proper decisions to avoid undesirable effects in the classroom encounter. Engaging on professional development helps teachers to understand classroom management principles. Teachers' professional development programmes are important aspects of education process that helps teachers to enhance teaching skills in order to ensure quality of classroom instruction during the process of teaching and learning.

Professional development of teachers and teaching methodology

Pedagogical innovations in the international community open up wide opportunities for humanity in global educational processes. In particular, the introduction of innovative developments in search of theoretical and practical solutions to the problems of creating promising mega portals in the most famous universities and innovative training centers is the world's most popular virtualization, modeling, software optimization and modern professional education paradigms in Internet (3D learning; e-learning platforms: Moodle, Ilias, Dokeos, etc.).

The introduction of interactive teaching methods is one of the most important areas for improving the training of students in a modern professional educational institution. The main methodological innovations are associated today with the use of interactive teaching methods.

The concept of "interactive" comes from the English "interact" ("inter" - "mutual", "act" -"act"). Interactive learning is a special form of organization of cognitive activity. It implies very specific

and predictable goals. One of these goals is to create a comfortable learning environment in which the student feels his success, his intellectual viability, which makes the learning process productive.

One of the emphasized goals in each education system is to increase and improve learners' thinking skills and such takes place through the integration of these concepts in the curriculum (Parirokh & Fattahi, 2005).The main aim of education should be nurturing of the rational thinkers (Marzano & et al, 2001). In fact, learning how to think has been a major goal in formal educations (Bernard & et al, 2008). And several studies have shown that the development of intellectual skills is considered as a main priority in educational planning (Sh'abani, 1999). Of

course, the issue which is constantly considered in the educational systems is the quality of thinking. Although it has been described in many different forms, but the general term that applied for this kind of thinking in educational systems is critical thinking (Marzano & et al, 2001) that should be taken as a cognitive skill as one of the main objectives of educational systems (Halpern, 2001; Demir, Bacanli, Tarhan & Dombayci, 2011).

Importance of teacher's professional development program

The teacher is the human functional face that engineers the educational advancement and development of societies, as they provide and direct the education systems by fostering and sustaining knowledge, skills and experience acquisition. The teacher has a huge role to play at

ensuring that learning at any level is achieved systematically and practically. The continued existence and progress of the teaching profession is a function of the teacher. For the teacher to optimally perform in his or her duties, he/she should on a continous basis be updated in knowledge, experiences and teaching skills as these will go a long way at improving their competences. It is imperative that mechanism for achieving this be put in place by concerned education stakeholders. These mechanisms are germane at ensuring the professional development of teachers. The association for teacher education in Europe (2006) Posits that teaching is 'a profession that requires continuing professional development, reflective thinking, responsibility, autonomy, creativity, research and personal judgments. Obanya (2004) noted that the era where all that was required of a teacher was subject matter knowledge is far gone. There is utmost need for improved teacher education which is more than a necessity in the 21st century where technological development and advancement has become a main stay.

Teacher Professional development programmes can be regarded as the on-the job training for teachers that is aimed at improving and enhancing teachers' competency skills. It is the provision of avenues for the continuous updating of teachers competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process which results from a meaningful interaction between these teachers and the professional environment. It entails activities designed at developing the skills, expertise, knowledge and other characteristics of a practicing teacher

(Ceano, 2011; Ingersoil & Kralik, 2004; Ikediuqwu, 2001). Further, Goodall, Day, Lingsay, Muiji & Harris (2005)

Current trend on professional development of teachers

In any developing country, there is an ever increasing need for re-training of teachers in order to facilitate efficient and effective implementation of curriculum for teaching productivity and functional Nigerian educational system. The rate of academic development and the increasing demand with regards to knowledge-based economy and technology advancement require a constantly and regularly update of teaching workforce. Thus, teachers that are professionally trained and have acquired required skills are expected to expose to recurrent training due to the changing in job content and environment. To meet these requirements, teacher development must become a life-long process. Also, effective and efficient curriculum planning and implementation involves professionally trained teachers because they constitute the vital force as part of the implementers of the curriculum at every stage of the educational programme. Therefore, teachers are important factor in educational development. The quality of teachers determines the quality of their output.

Identifying the professional development needs of school principals and teachers continues to be an area of considerable interest to researchers and educators, fueled partly by the drive to improve the quality of instructional practices. For state and community leaders, the quality of the

education system relates directly to the community's economic success. School success often translates into tax revenues, real estate values, and, more importantly, community satisfaction. When parents and community members are asked what they want for their children, they overwhelmingly agree they want the best teacher possible for every child in the classroom. Research confirms that the most critical factor contributing to students' academic achievement is the quality of teaching received (Borko & Putnam, 1995). While many parents may not be familiar with research, they all unite in their desire to ensure excellent teaching for school children. Effective professional development programs for principals and teachers are the most effective strategy schools, and school districts have to meet this expectation (Mizell, 2010). Ongoing development creates a learning culture throughout the school and supports educators' efforts to engage students in learning. A school that organizes team-based professional development and expects all teachers and administrators to participate consistently for different purposes, times, and in different ways" demonstrates seriousness about all educators performing at very high levels. Thus, the entire school is more focused and effective (Mizell, 2010).

Challenges of teachers professional development program

Education gives people the tools and information they need to understand better and participate in the world around them. Human society's advancement necessitates acquiring such information in a similar vein. It is generally agreed that the purpose of education is to cultivate in a person the knowledge, skills, and dispositions necessary for full participation in and contribution to society.

For the sake of the individual and the community to which they belong, assistance in developing one's cognitive, affective, and psychomotor capacities is required (Onwioduokit, 2020). According to Ogar & Aniefiok (2012), teacher education prepares educators to meet the changing demands of the profession and the needs of their communities. Both pre-service and in-service training (sometimes called "on-the-job" training) are considered part of this category. Therefore, teacher preparation stands out among the many facets of official and informal education systems. It is impossible to overstate the value of exemplary educators and quality teacher preparation. In Nigeria, the subject of teacher education is especially urgent because teachers have a significant impact on the educational system and are vital to the general growth of any country. As described by Ekpiken & Ukpabio (2014), teacher education in Nigeria is a program that prepares future educators to use both human and material resources for Nigeria's development and transformation, and also serves as a catalyst for long-term, sustainable national growth. As a result, educational administrators in Nigeria need help in fulfilling many duties in teacher education. According to Ogunyinka et al. (2015), the nation needs more qualified teachers to handle concerns of educational quality and needs a chronic scarcity of qualified teachers. The "problem of teacher education" in the title of this paper is not meant as an insult but a way to illustrate the challenges of teachers during their training. We have described the "problem of teacher education" under three categories: training, learning, and policy.

Alabi (2002) also reaffirmed that teachers' development programmes are linked with the overall development of teachers in terms of perception, behaviour, skills, attitudes, knowledge and in the performance of their responsibilities; enhancing the teaching-learning processes, teacher competence during classroom interaction. Teachers, as a key constituent of education, are confronted with various challenges, difficulties and changes; requiring that they equip themselves with current knowledge and skills as to augment their competence in teaching (Kabadayi, 2016).

CHAPTER THREE

METHODOLOGY

This chapter focused on the methods used in the study. It is done under the following sub-headings;

- ✓ Design of the study
- ✓ Population of the study
- ✓ Sample and sampling techniques
- ✓ Research Instrument
- ✓ Validity of the instrument
- ✓ Reliability of the instrument
- ✓ Method of data collection
- ✓ Method of data analysis

Design of the study

The study employed the use of descriptive survey design. The choice of descriptive design is the appropriate sociological research design for measuring the attitudes and behavior of a large number of people. Since it is seldom possible to question everyone concerned with a certain social problem, therefore a random sample is used.

The descriptive survey design is therefore used to assess the level of teachers' professional development programme in public primary in Egor Local Government Area of Edo State.

Population of the Study

The population of the study comprises of one thousand five hundred (1500) in public primary school in Egor Local Government Area of Edo State.

Sampling and Sampling Techniques

The samples of the study comprises of one hundred teachers selected from various public primary schools in Egor Local Government Area of Edo State. A simple random sampling technique was used to select samples for the study.

Research Instrument

The tool used to gather data is a questionnaire. It was constructed by the researcher and It is organized in accordance with the study's guiding research questions. A four point scale of Strongly agree [SA], Agree [A], Disagree (D), Strongly Disagree [SD] were used. The questionnaire was divided into 2 segment, section A and B respectively, section A contains teachers' bio data, like name, sex, age, academic qualification, etc. while B contains 20 items covering the assessment of the level of teachers' professional development programme in public primary school in Egor Local Government Area of Edo State.

Validity of the Instrument

The validity of the Instrument will be determined by expert opinion of the researcher's supervisor. The format and item structure were enhanced by his feedback.

Reliability of the Instrument

To ensure the reliability and consistency of the test instrument, the researcher carried out a pilot study. The pilot study was carried out on 15 respondents randomly selected from a sample of the population of the students.

The internal consistency reliability of the study will be establish by the researcher using the Cronbach's Alpha formula at 0.5 level of significance.

Method of data collection

The researcher will administer the questionnaire to the respondents. The questionnaires will be retrieved on same day they were administered, the result of the items will be kept for future use.

Method of data analysis

Data collected through the questionnaires will be analyzed in relation to the research questions of the study using descriptive statistics such as mean and simple percentage. The researcher in addition will make use of the independent t-test statistical tool tested at 0.05 level of significant.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter is concerned with the analysis of data and presentation of results and the discussion of findings. The chapter is presented in two subheadings as follows:

- ✓ **Presentation of Results**
- ✓ **Discussion of findings**

Presentation of Results

Research question one: what is the level of availability of School based professional development programmes.

Table 1: statistics showing the level of availability of school based professional development programmes.

S/N	**School based Professional Development Programmes**	N	X	Mean ($\overline{X}$)	Remark
1	Head teachers carryout regular supervision of teachers	100	305	3.05	Accepted
2	Younger teacher are well mentored by experienced teachers	100	300	3.0	Accepted
3	Group of teachers collaborate to share best teaching practices, address challenges and improve teaching outcome	100	210	2.1	Rejected
4	Teachers observation and feedback on development program can improve teachers' skills	100	310	3.1	Accepted

5	Supporting teacher's mental health and well-being improve teachers' professional skill	100	325	3.25	Accepted
Grand mean		500	1450	2.9	Accepted

Source: field work 2024.

The table above disclose that 45 (45%) of the sample respondents strongly agreed that head teachers carryout regular supervision of teachers, 25 (25%) of the respondents agreed, 20 (20) of the sample population disagreed, while the remaining 10 (10%) of the respondents strongly disagreed.

It also disclose from the table above that 50 (50%) of respondents strongly believed that younger teachers are well mentored by experienced teachers in most public primary school, 15 (15%) of the respondents agreed, 20 (20%) of the sample population disagreed, while the remaining 15 (15%) of the population strongly disagreed.

From table 4.1., 10 (10%) of the respondents strongly opined that peer group of teachers collaborating to share best teaching practices, address challenges and could improve teaching outcome, 20 (20%) of the respondents agreed, 40 (40%) of sample population disagreed, while the remaining 30 (30%) of the respondents strongly disagreed.

From the same table, it is obvious that 50 (50%) of the sample population strongly believed that teachers observation and feedback on development program can improve teachers' skills 25 (25%) of the respondents agreed, 10 (10%) of the respondents disagreed, while the remaining 15 (15%) of the sample population strongly disagreed.

Finally, table 4.1.3 shows that 55(55%) of the sample population strongly opined that Supporting teacher's mental health and well-being improve teachers' professional skill, 25 (25%) of the respondents agreed, 10 (10%) of the sample population disagreed , while 10 (10%) of the respondents strongly disagreed respectively.

Based on the mean analysis, it is obvious that school based teachers' development program is high in most public primary school in Egor Local Government Area of Edo State.

Research question 2: What are the level of availability of external based professional development programs.

Table 2: Statistics showing the level of availability of external based professional development programs.

s/n	Items	N	X	Mean ($\bar{X}$)	Remark
6	Teachers has opportunity to attend conferences regularly	100	294	2.94	Accepted
7	Teachers has opportunity to attend workshop regularly	100	286	2.86	Accepted
8	Seminar are organized for teachers regularly	100	225	2.25	Rejected
9	Teachers engage on study tours or field trip on a regular bases	100	237	2.37	Rejected
10	Creating peer group support network for teachers by teachers professional body will help to improve teachers' skills	100	347	3.47	Accepted

Grand mean	500	1400	2.8	Accepted

Source: field work 2024.

From the table above, it is obvious that 35 (35%) of the respondents strongly opined that teachers attending conferences regularly will boast their teaching skills, 13 (13%) of the respondents agreed, 43 (43%) of the respondents disagreed while the remaining 29 (29%) strongly disagreed respectively.

We can conclude from the table above that,27 (27%) of the respondents strongly believed that teachers in public primary school has opportunity to attend workshop regularly, 23 (23%) agreed, 30 (30%) disagreed, while 10 (10%) of the respondents strongly disagreed.

Also from the table above, 15 (15%) of the respondents strongly believed that teachers in public primary school attend seminar on a regular bases, 20 (20%) of the sample population agreed, 40 (40%) disagreed, while the remaining 25 (25%) of the sample population strongly disagreed.

The table above shows that 20 (20%) of the respondents strongly opined that teachers in public primary school engage on study tours or field trips on a regular basis, 15 (15%) of the respondent agreed, 47 (47%) of the respondent disagreed while the remaining 18 (18%) of the sample population strongly disagreed.

Table 4.2 also disclosed that 50 (50%) of the respondent strongly believed that creating peer group support network for teachers by teachers professional body will help to improve teachers' skills, 37 (37%) of the respondents agreed,13 (13%) disagreed, while the remaining 10 (10%) of the sample population strongly disagreed.

From the above mean analysis based on the statistics obtained, it is generally opined that the level of External professional development programmes is moderate in most public primary school in Egor Local Government Area of Edo State.

Research Question 3: What are the level of availability of school based professional development program in large and small public primary schools.

Table:3 Statistics Availability of school based professional development in large and small public primary school

S/n	Item	Large School				Small School			
		N	X	Mean ($\overline{X}$)	Remark	N	X	Mean ($\overline{X}$)	Remark
1	Head teachers carryout regular supervision of teachers	100	340	3.4	Accepted	100	285	2.85	Accepted
2	Younger teacher are well mentored by experienced teachers	100	310	3.1	Accepted	100	295	2.95	Accepted
3	Group of teachers collaborate to share best teaching practices, address challenges and	100	220	2.2	Rejected	100	160	2.6	Accepted

	improve teaching outcome								
4	Teachers observation and feedback on development program can improve teachers' skills	100	350	3.5	Accepted	100	330	3.3	Accepted
5	Supporting teacher's mental health and well-being improve teachers' professional skill	100	340	3.40	Accepted	100	330	3.3	Accepted
Grand mean		500	1560	3.12	Accepted	500	1500	3.0	Accepted

Source: field work, 2024.

From the table 4.3, based on the statistic obtained using the grand mean analysis, the grand mena showing the level of availability of school based professional development in large public primary school is 3.12, the grand mean showing the level of availability of school based professional development skill in small public primary school is 3.0. from the result obtained, it is obvious that the lever of school based teachers' professional program is higher in large public primary school than small public primary in Egor Local Government Area of Edo State.

Research Question 4: What are the level of availability of external based teachers' professional development program in large and small public primary in School in Egor Local Government Area of Edo State.

Table 4. Statistics showing the level of availability of external based teachers' professional development program.

S/n	Item	Large School				Small School			
		N	X	Mean	Remark	N	X	Mean (x)	Remark
1	Teachers has opportunity to attend conferences regularly	100	295	2.95	Accepted	100	285	2.85	Accepted
2	Teachers has opportunity to attend workshop regularly	100	285	2.85	Accepted	100	322	3.22	Accepted
3	Seminar are organized for teachers regularly	100	285	2.85	Accepted	100	300	3.00	
4	Teachers engage on study tours or field trip on a regular bases	100	310	3.10	Accepted	100	280	2.80	Accepted
5	Creating peer group support network for teachers by teachers professional body will help to improve teachers' skills	100	330	3.30	Accepted	100	345	3.45	Accepted
Grand mean		500	1550	3.10	Accepted	500	1530	3.06	Accepted

From table 4.4, the grand mean showing the level of availability of external based teachers' development in large public primary school in Egor Local Government Area of Edo State is 3.10, while the grand mean showing the level of availability of external based teachers' development program in small public primary school Egor Local Government Area of Edo State is 3.06. This indicate that the level of external based teachers' development program in large public schools is fairly higher than that of small public primary school in Egor Local Government Area of Edo State.

Discussion of result

From the analysis of the above tables, it is obvious that the level of availability of School based Professional Development is high in the sense that most public primary schools in Egor Local Government area of Edo State are now engaging teachers into digital teaching methodology. This fact was supported by the research work carried out Ajani, (2018) who depicted that continuous teacher professional development would play a pivotal role in attaining quality education. Teacher professional development is essential in pursuing national and international imperatives regarding providing quality education. In the 21st century, research influences every sphere of human endeavour (social, economic and education) at an unprecedented pace (Ramos et al., 2018; UNESCO, 2019; McCowan, 2019). By implication, the development of any nation reflects the dynamics of its education sector because education is a driver of development.

No nation can develop beyond its level of educational attainment. (Ajani, 2018; Guo et al., 2019; Agbedahin, 2019). That explains why the United Nations, in its 17 points of the Sustainable Development Goals (SDGs) agenda, features "Quality Education" as the fourth item. This is otherwise known as SDG4, which further features ten objectives: the supply of quality teachers and life-long learning (UNESCO, 2016; Agbedahin, 2019). At the continental level, the United

Nations SDG4 finds expression in the African Union (AU) Agenda 2063 for education via Continental Education Strategy for Africa (CESA) objectives among which is revitalization of teaching profession with a view to ensure and sustain quality and relevance at all levels (African Union, 2023). Worthy of note is the fact that SDG4 and AU 2063 agenda for education both converge at the provision of quality, relevant and life-long education, as well as the supply of well-trained teachers.

Based on the result obtained from section 4.1, it is obvious that the level of availability of External professional development programmes in most public primary school is very low. This might been as a result of teachers not engaging on external professional development programmes. Most public primary school teachers find it difficult to attend professional development programmes as such as seminar. Conferences and workshop outside the school premises. This might be as a result of most public primary school teachers engage on other jobs outside their primary teaching jobs, hence time constraint is a major factors that causes low attendance from the teachers. Akpan, (1999) opined that professional development for teachers is a well-planned activity designed at refining and enhancing teachers' skills, concept, knowledge, attitudes and behaviour to empower them meet the demands of the teaching job. Ignoring program who leads to outdated teaching method, low quality of education and generally, the learners will suffer academically due to in competencies on the part of the teachers.

Teacher Professional development programmes can be regarded as the on-the job training for teachers that is aimed at improving and enhancing teachers' competency skills. It is the provision of avenues for the continuous updating of teachers competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process which results from a meaningful interaction between these teachers and the professional environment. It entails activities designed at developing the skills, expertise, knowledge and other characteristics of a practicing teacher

(Ceano, 2011; Ingersoil & Kralik, 2004; Ikediuqwu, 2001). Further, Goodall, Day, Lingsay, Muiji & Harris (2005). noted that teacher professional development programs are learning experiences and activities which are intended to immensely benefit the populace at large both directly and indirectly; as well as aiding teachers' competencies. It is the organized and controlled professional learning that results into the overall improvements in teachers' teaching practices and pupils outcomes in learning.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATION

This chapter deals with summary, findings and recommendation.

Summary
This study examined the level of availability of teachers' professional programmes in both large and small public primary schools in Egor Local Government Area of Edo State. The study adopted descriptive survey. Four research questions were used in this study. Primary source of data were used through the help of a questionnaires to collect data for the purpose of this research study.

In order to evaluate the level of availability of teachers' professional development programs in both large and small public primary schools in Egor Local Government Area of Edo State, The development of teachers beyond their initial training (trainings obtained from colleges of education and universities) can serve a number of objectives, including: to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; to update individuals' knowledge of a subject in light of recent advances in the area; to help weaker teachers become more effective. to exchange information and expertise among teachers and others, e.g. academics, industrialists; to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching.

Findings
The place and role of the teacher cannot be undermined, as he has a huge role to play at ensuring that learning at any level is achieved systematically and practically. The survival and progress of the teaching profession is a function of the teacher. Mechanisms for effective professional development of teachers should be put in place by stakeholders on a regular basis as this is tantamount to enhancing teachers' teaching competences. It is upon their number, their quality, devotion and commitment to duty that depend the success and progress of any educational system.

Based on the data obtained and the result of the analysis, the followings were the findings;

i. Head teachers in large public primary schools are more effective and efficient in carrying out regular supervision of teachers than head teachers in small public primary schools.
ii. The level of school based teachers' professional development programs in large public primary school is higher compared to that of small public primary school.
iii. Teachers in large public primary schools has higher level of opportunity to attend conferences, workshop and seminar on a regular basis than teachers in small public primary schools.
iv. The level of external based teachers' professional development programs in large public primary school is higher than that of small public primary schools.

Teacher Professional development programmes provide avenues for the continuous updating of teachers competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process which results from a meaningful interaction between these teachers and the professional environment. Creating opportunities for a focused and sustained professional development programme for primary school teachers will ultimately enhance quality teaching and learning.

Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. In view of various challenges teachers face in their everyday classroom-school interactions, they must be exposed the current and better ways of overcoming such challenges. Primary school teachers in Nigeria are experiencing an unprecedented transition in their role and status and demands on them are becoming increasingly multi-faceted. These teachers do not have the training or experience to cope with this changing role. Therefore, Teachers at the primary education levels

needs regular on- the-job professional development programmes as it lays the academic and moral foundation for creating better opportunities for young people, ensuring that they have necessary reading and writing skills that they will need in the society.

Recommendation

The study recommends the following:

1. Ministry of Education and other relevant educational agencies in Nigeria should frequently organize professional training programmes for public primary school teachers.

2. School administrator should encourage the teachers to make themselves available to attend professional development programmes so as to acquire more skills, knowledge and competencies in their chosen profession.

3. There should be formal policy guidelines for teachers to attend professional development programmes at least once every academic year.

4. Current serving teachers should be encouraged to undergo training programmes for self - improvement and this should be government sponsored.

5. Primary school teachers should be involved in the planning of teachers' professional development programmes so that the teachers will be able to contribute on the type of training needed to meet their needs, and will be able to provide meaningful feedback.

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Appendix

UNIVERSITY OF BENIN, EDO STATE

DEPARTMENT OF EDUCATIONAL MANAGEMENT

THE ASSESSMENT OF THE LEVEL OF TEACHERS' PUBLIC PROFESSIONAL DEVELOPMENT PROGRAMMES IN PUBLIC PRIMARY SCHOOL IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

STUDENT QUESTIONNAIRE

Dear Respondent,

I would like to thank you most sincerely in advance for filling out a copy of this questionnaire. The questionnaire is intended to elicit data on the assessment of the level of teachers' professional development programme in public primary schools in Egor Local Government Area of Edo State. The survey is solely for academic and research purposes. So, feel free to express yourself. In responding to the questionnaire. Confidentiality of your responses is guaranteed. Thank you in anticipation.

Section A: Respondents Profile:

In the space provided, please tick (√) where appropriate

Bio data

1. Years of teaching experience : 10 years and below [ ], 11 years and above [ ]
2. School enrolment : 500 and above [ ] , below 500 students [ ]

Instruction – Please tick (√) appropriately the response that most closely reflects your opinion on each item

SA - Strongly agree

A. - Agree

D - Disagree

SD - Strongly Disagree

Research Questions

S/N	**School based Professional Development Programmes**	SA	A	D	SD
1	Head teachers carryout regular supervision of teachers				
2	Younger teacher are well mentored by experienced teachers				
3	Group of teachers collaborate to share best teaching practices, address challenges and improve teaching outcome				
4	Teachers observation and feedback on development program can improve teachers' skills				
5	Supporting teacher's mental health and well-being improve teachers' professional skill				
	External professional development programmes				
6	Teachers has opportunity to attend conferences regularly				
7	Teachers has opportunity to attend workshop regularly				
8	Seminar are organized for teachers regularly				
9	Teachers engage on study tours or field trip on a regular bases				
10	Creating peer group support network for teachers by				

	teachers professional body will help to improve teachers' skills				