

## **CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME AS CORRELATES OF SECONDARY SCHOOLS TEACHERS EFFICIENCY IN SOKOTO STATE: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS**

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### **ABSTRACT**

*This study investigated the Continuing professional development programme as correlates of secondary schools teachers' efficiency in Sokoto State: implications for educational administrators, Nigeria. The research design employed was descriptive research, with all the secondary school teachers in Sokoto state as a population which consists of all the three thousand, seven hundred and thirty-six (3,736) teachers in the one hundred and sixty-eight (168) secondary schools, two hundred and sixty (260) teachers were selected as sample using Krejcie and Morgan table. The adopted version of the Continuous Professional Development and Teachers' Efficiency Questionnaire (CPDTEQ) was used for data collection. In contrast, frequency, percentages and the Pearson product-moment correlation coefficient were used in analyzing the data. After the analysis, the results confirmed that there is an in-service programme among secondary school teachers in the state; it also indicated that Staff meeting, cluster meeting, seminars and workshops are the most frequent in-service programme among teachers, and there is a significant relationship between continuing professional development programme and teachers' efficiency in Sokoto state. Recommendations were also made.*

**Keywords:** In-service, professional development, teachers, and educational administrators

### **INTRODUCTION**

Teachers' Continuing Professional Development in this context refers to the professional growth teachers achieve due to gaining increased experience and examining their teaching systematically (Glothorn, 1995 in Villegas-Reimers, 2003). While Teachers' Efficiency is the extent to which teachers perform their teaching tasks correctly, drawing up of correct scheme of work, lesson plans, logical presentation of their lessons, having proper classroom management, and using appropriate teaching and learning materials as appropriate evaluation of students.

Demands on teachers are becoming more and more complex. This represents the challenges to the profession of teaching. Such challenges as multicultural classrooms, integration of students with special needs, use of information and communication technologies, demands for more accountability and evaluation, interactions with the community and the parents, etc. for this reason, the Education and training that teachers receive also has to change, (Eurydice, 2004). Based on these changes, plus the new millennium development, many societies (including Nigeria), are engaging in serious and promising educational reform (the Federal Republic of Nigeria, 2012). One of the key elements in most of these reforms is the professional development of teachers.



In the last few years, secondary schools in Sokoto state have witnessed a decline in students' academic performance to the extent that Sokoto state House of Assembly had to intervene by setting a committee for inquiring into the problem in the 2008/2009 session. Inadequate assessment of students in the school, students' absenteeism from schools more especially when the schools resume from vacation and inability of teachers to cover up the school syllabus were among the significant findings of this committee (Ministry of Education Sokoto, 2010).

Teachers Continuing Professional Development is a collaborative process that is more effective when there are meaningful interactions among teachers and teachers, administrators, parents, and other community members. Improving the quality of Education is the most significant concern of the Sokoto state government and other education stakeholders since the Sokoto state was declared 'The State of Emergency on Education.' Ghani (1990) reported that the length of practical experience teachers received during their pre-service training in Nigeria (Sokoto state inclusive) may not fully prepare them for teaching. If the efficiency of any teacher is related to the general Education

According to Gallant (2000), for years, the only form of continuing professional development available to teachers was staff development. That is to provide organized in-service programmes designed to foster teachers' growth groups, which usually consists of workshops or short term courses. These offer teachers only new information on a particular aspect of their work. However, with the new perspective of continuing teacher professional development, the process is now considered to include regular opportunities and experience, planned systematically to promote growth and development in teaching (Anderson, 1995). The low achievement and standard in secondary schools in Sokoto state are not far from the gap between the monitoring and evaluation using clinical supervision as an instrument of teachers' instructional task performance or curriculum delivery by the school supervisors, both internal and external. The inadequacies can be attributed to the weaknesses inherent in the traditional way of supervision. This means of quality control approach is involved in policing and schools, usually associated with unscheduled, irregular, and casual visits to the supervisors' classrooms.

Any education system's success is hinged on paper planning and effective management, more especially that of teachers. Unfortunately, in Sokoto state, unlike many other professions, teaching is adversely affected by proper and poor management practices, such as poor leadership, inadequate provision of funds for school management and above all, continuous professional training of teachers.

The practical experience teachers in secondary schools receive during pre-service training in Sokoto state does not fully prepare them for teaching tasks. In other words, the exercise has failed to lead teachers to the desired skills and attitudes for being efficient in their teaching profession. This resulted in teachers' low instructional competence, an increasing rate of poor utilization of instructional resources, and poor classroom management. The result of the above situations may lead to a low quality of Education, which should be a subject of concern to all education stakeholders, not only in Sokoto state but also in Nigeria.



Professional-Development in schools involves and requires providing opportunities for teachers' professional development from the beginning to the end of their career (Eurydice, 2004). He pointed out that these schools are partnerships between teachers, administrators, and university faculty members created to improve teaching and learn on their respective students and unite educational theory and practice.

Teaching in secondary schools in Sokoto state has become a 'last resort,' sometimes considered a stepping stone into other lucrative occupations, such as in the banking sector, other civil service occupations such as medical, construction, and manufacturing industries and private sectors. In addition to this, the best 'brains' do not all remain in the teaching profession for too long. This situation is not far from the conditions of service under which teachers in secondary schools operate, which is generally low and unattractive, especially when it comes to professional and job training matters. Therefore, upon this background, the researchers want to find out the effect of Continuing Professional Development on teachers' efficiency and its implications to school administrators in Sokoto state.

In a related study by Ahiazu, Diepriye and Onwuchekwa (2011) titled: Relationship between Motivational Factors and Teachers' Performance on the job in Ogba/Egbema/Ndoni Local Government Area of Rivers State, This study made use of co-relational research design. The findings indicated that: there is a significant relationship between motivational factors and teachers' performance and a meaningful relationship existing between teachers' experience and their job performance. Finally, they recommended that there is a need to provide highly motivated, conscientious and efficient classroom teachers, encourage the spirit of inquiry and creativity in teachers, help teachers to fit into the social life of the community and society at large, enhance teachers commitment to the profession etc., these were also highlighted to have implications for educational practice. Their result showed that there was a significant relationship between teachers' level of training and prompt payment. This finding may be attributed to the fact that job performance increases teachers' level of activity. Hence mastery of job situations could act as incentives that will promote job commitment on the teachers' part.

Educational administrators and teachers themselves should see the opportunity to participate in meaningful programmes of in-service Education as mandatory as pre-service Education. Such in-service education programmes should be useful in focusing on clearly articulated priorities, providing ongoing school-based support to the teachers, deal with subject matter content as well as suitable classroom management techniques and creating opportunities for teachers to observe, experience, trying of new teaching methods, promote reflective practice, include periods of training, coaching and follow-up.

### **OBJECTIVES OF THE STUDY**

This study investigates the continuing professional development programme as correlates of secondary school teachers' efficiency in Sokoto State: implications to educational administrators. Specifically is to find out:



1. If there are in-service programme among teachers in Sokoto state
2. The most frequent in-service programme among teachers in Sokoto state
3. The correlations of continuing professional development programmes on teachers' efficiency in Sokoto state.

## RESEARCH QUESTIONS

To guide the study, the following research questions were raised;

1. Is there an in-service programme among teachers in Sokoto state?
2. What is the most frequent in-service programme among teachers in Sokoto state?
3. Is there any correlation between continuing professional development programmes and teachers' efficiency in Sokoto state?

## RESEARCH HYPOTHESIS

Ho1. There is no significant relationship between continuing professional development programmes and teachers' efficiency in Sokoto state.

## METHODOLOGY

The research design employed in this research is a descriptive survey research design. With all the secondary school teachers in Sokoto state as the population, Two hundred and sixty (260) teachers were selected from the total population of eight hundred and one teachers in the fifteen (15) established schools, using Krejcie and Morgan table for selecting sample size from a given population. Proportionate sampling technique was employed in distributing two hundred and sixty (260) teachers across the fifteen (15) schools selected out of one hundred and sixty-eight (168) schools to have equal representation based on the population of each school. Finally, a simple random sampling method was used in selecting respondents from various schools. The adopted version of the Continuous Professional Development and Teachers' Efficiency Questionnaire (CPDTEQ) was used to collect data designed by the researchers, with three (3) parts and a four-point Likert scale. Frequency, percentage and Pearson product-moment correlation coefficient statistics are used in data analysis for the study.

## RESULTS

Research question 1: Are there an in-service programme among teachers in Sokoto state

**Table 1: frequency and percentage of the in-service programme among teachers in Sokoto state**

ITEMS	YES	NO	%	%
Attending workshops	211	49	81.2	18.8
Attending seminars	198	62	76.2	23.8
Attending conferences	162	98	62.3	37.7
Attending symposiums	189	71	72.7	27.3
Attending staff meetings	235	25	90.4	9.6
Attending cluster meetings	232	28	89.2	10.8



From the analysis on the frequency and percentages of the in-service programme attended by teachers in Sokoto state, the results indicated that Attending workshops account for 211 respondents for Yes and 49 respondents for No, representing 81.2% and 18.8%. In comparison, Attending seminars account for 198 respondents for Yes and 62 for No, representing 76.2% and 23.8%, Attending conferences account for 162 respondents for Yes and 98 for No, representing 62.3% and 37.7%, Attending symposiums account for 189 respondents for Yes and 72 for No representing 72.7% and 27.3%, Attending staff meeting account for 235 respondents for Yes and 25 for No representing 90.4% and 9.6% and Attending cluster mentoring meetings recorded 232 respondents for Yes and 28 for No representing 89.2% and 10.8% respectively. This confirmed that there is an in-service programme among teachers in Sokoto State.

Research question 2: What is the most frequent in-service programme among teachers in Sokoto state?

**Table 2: frequency and percentage of the most frequent in-service programme among teachers in Sokoto state?**

ITEMS	YES	NO	%	%
Workshops	180	80	69.2	30.8
Seminars	232	28	89.2	10.8
Conferences	60	200	23.1	76.9
Symposiums	90	170	34.6	65.4
Staff meetings	255	05	98.1	1.9
Cluster meetings	240	20	92.3	7.7

The results indicated that workshops account for 180 respondents for Yes and 80 respondents for No, representing 69.2% and 30.8% from the analysis on the frequency and percentages of the most frequent in-service program among teachers in Sokoto state. In comparison, seminars account for 232 respondents for Yes and 28 for No, representing 89.2% and 10.8%; conferences account for 60 respondents for Yes and 200 for No, representing 23.1% and 76.9%, symposiums account for 90 respondents for Yes and 170 for No representing 34.6% and 65.4%, staff meeting account for 255 respondents for Yes and 05 for No representing 98.1% and 1.9% and cluster mentoring meetings recorded 240 respondents for Yes and 20 for No representing 92.3% and 7.7% respectively. This confirmed that staff meetings, cluster meetings, seminars and workshops are the most frequent in-service programme among teachers in Sokoto state.

Ho1. There is no significant relationship between continuing professional development programmes and teachers' efficiency in Sokoto state.



**Table 3: the relationship between continuing professional development programme and teachers' efficiency in Sokoto state.**

Variables	N	Mean	SD	r-cal	p-value	Decision
CPDP	260	28.19	4.251			
Teachers' efficiency	260	4.75	2.143	.327	.000	Ho1 Rejected

Table 3 the relationship between continuing professional development programmes and teachers' efficiency in Sokoto state. The results indicated that the calculated r-value of .327 is obtained against the critical p-value of .000. Since r-cal is greater than the p-value, the hypothesis is rejected. This suggests a significant relationship between continuing professional development programmes and teachers' efficiency in Sokoto state. Therefore the idea is rejected.

### **SUMMARY OF THE MAJOR FINDINGS**

1. There are in-service programme among secondary school teachers in Sokoto state
2. Staff meetings, cluster meetings, seminars and workshops are the most frequent in-service programme among Sokoto state teachers.
3. There is a significant relationship between continuing professional development programme and teachers' efficiency in Sokoto state

### **DISCUSSION OF FINDINGS**

Discussion of findings from the research questions, the study's analysis on the frequency and percentages of the in-service programme attended by teachers in Sokoto state the results indicated that Attending workshops account for 211 respondents for Yes and 49 respondents No representing 81.2% and 18.8%. In comparison, Attending seminars account for 198 respondents for Yes and 62 for No, representing 76.2% and 23.8%, Attending conferences account for 162 respondents for Yes and 98 for No, representing 62.3% and 37.7%, Attending symposiums account for 189 respondents for Yes and 72 for No representing 72.7% and 27.3%, Attending staff meeting account for 235 respondents for Yes and 25 for No representing 90.4% and 9.6% and Attending cluster mentoring meetings recorded 232 respondents for Yes and 28 for No representing 89.2% and 10.8% respectively. This confirmed that there is an in-service programme among teachers in Sokoto State. This finding agrees with previously existing studies; Ghani (1990) Teachers Continuing Professional Development is a collaborative process. It is more effective when there are meaningful interactions among teachers, teachers, administrators, parents, and other community members. Improving the quality of Education is the most significant concern of the Sokoto state government and other education stakeholders since the Sokoto state was declared 'The State of Emergency on Education.' The length of practical experience teachers received during their pre-service training in Nigeria (Sokoto state inclusive) may not fully be prepared for teaching. The results indicated that workshops account for 180 respondents for Yes and 80 respondents for No, representing 69.2% and 30.8% from the analysis on the frequency and percentages of the most





frequent in-service program among teachers in Sokoto state. In comparison, seminars account for 232 respondents for Yes and 28 for No, representing 89.2% and 10.8%, conferences account for 60 respondents for Yes and 200 for No, representing 23.1% and 76.9%, symposiums account for 90 respondents for Yes and 170 for No representing 34.6% and 65.4%, staff meeting account for 255 respondents for Yes and 05 for No representing 98.1% and 1.9% and cluster mentoring meetings recorded 240 respondents for Yes and 20 for No representing 92.3% and 7.7% respectively. This confirmed that staff meetings, cluster meetings, seminars and workshops are the most frequent in-service programme among teachers in Sokoto state.

This finding agrees with other existing studies such as; Gallant (2000); for years, the only form of continuing professional development available to teachers was staff development. That is to provide organized in-service programmes designed to foster teachers' growth groups, which usually consists of workshops or short term courses. These offer teachers only new information on a particular aspect of their work. However, with the new perspective of continuing teacher professional development, the process is now considered to include regular opportunities and experience, planned systematically to promote growth and development in teaching.

The hypothesis states that no significant relationship between continuing professional development programme and teachers' efficiency in Sokoto state was found to be rejected because it shows the relationship between continuing professional development programme and teachers' efficiency in Sokoto state positive and significant. The results indicated that a calculated r-value of .327 is obtained against the critical p-value of .000. Since r-cal is greater than the p-value, the hypothesis is rejected. This suggests a significant relationship between continuing professional development programmes and teachers' efficiency in Sokoto state.

This finding tally with other findings, for example; Ahiazu, Diepriye and Onwuchekwa (2011) titled: Relationship Between Motivational Factors and Teachers' Performance on the job in Ogba/Egbema/Ndoni Local Government Area of Rivers State, This study made use of co-relational research design and, the findings indicated that: there is a significant relationship between motivational factors and teachers' performance and a meaningful relationship existing between teachers' experience and their job performance. Finally, they recommended that there is a need to provide highly motivated, conscientious and efficient classroom teachers, encourage the spirit of inquiry and creativity in teachers, help teachers to fit into the social life of the community and society at large, enhance teachers commitment to the profession etc., these were also highlighted to have implications for educational practice.

## **CONCLUSION**

The conclusion drawn from this study indicated that the frequency and percentages of teachers' continuing professional development programmes in Sokoto state indicated an in-service programme among secondary school teachers in Sokoto state, such as workshops, seminars, conferences, symposiums, staff meeting and cluster meetings, respectively. It is also confirmed that Staff meetings, cluster meetings, seminars and workshops are the most frequent in-service programme among teachers in Sokoto state. Also, the findings indicated that there is a significant



relationship between continuing professional development programme and teachers' efficiency in Sokoto state, meaning provision of continuous professional development possess a positive relationship with teachers' ability to carry out their teaching task effectively as well as boost and increases the morale and efficiency of teachers' in secondary schools of Sokoto State.

## **RECOMMENDATIONS**

Based on the findings of the study, the following recommendations were made;

1. There is a need for the sustenance and maintenance of in-service programmes in Sokoto state. Periodic training programmes about new developments in the education system should also be provided to teachers to keep them abreast with current trends and practices, especially the new in-service programmes.
2. Since Staff meeting, cluster meeting, seminars and workshops are the most frequent in-service programme among teachers in Sokoto state, there is a need for all the education stakeholders to incorporate other in-service training programme into the front line of action among teachers in the state such as conferences, symposiums, teacher-teacher support visits and supervisors support visit.
3. Government and all other education stakeholders in Sokoto state should make an effort to provide relevant teachers' professional development programmes. They should be considered as a long-term process by the school proprietors and managers. Teachers should be encouraged to actively participate in programmes designed for them and be given time and financial support to be active designers, implementers and participants of professional development opportunities. School administrators, educational policymakers, and teachers should revise policy guide for instructional or school supervision to include contemporary in-service programmes and supervision practices and meet teachers' changing needs.

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