



ISSN 2079-4843

Volume 3 Number 1

July 2013

Journal of Development Studies

Institute of Ethics and Development Studies
Uganda Martyrs University

Contents

- A.T. Alabi, H.O. Ahmad, O.P. Akinnubi**
Teachers' Development Programmes and Students' Performance in Ilorin West
Local Government Area, Nigeria 1
- Bada Joseph Kizito**
Experimenting Digital Games for HIV/AIDS Education in Schools 12
- Kabiito Benticto**
Amnesty and Prosecution of International Humanitarian Law Violations in
Uganda: Search for Peace against Justice? 24
- Musoke Gyaviira Genza, Anthony Mugagga Muwagga**
Human and Economic Development Implications of Selected Knowledge
Mediation Practices Prevalent Among Secondary School Teachers in Central
Uganda 42
- Margaret Angucia**
Trajectories and Politics of Formerly Abducted children In Northern Uganda
61
-



Institute of Ethics and Development Studies
Uganda Martyrs University
P.O. Box 5498, Kampala, Uganda
Tel:+256 (0)382 410611
Fax:+256 (0)382 410100
E-mail: ieds@umu.ac.ug
<http://www.umu.ac.ug>

Teachers' Development Programmes and Students' Performance in Ilorin West Local Government Area, Nigeria

A.T. Alabi¹, H. O. Ahmed², O. P. Akinnubi³

¹ University of Ilorin

² Madi Junior Secondary School

³ Al-Hikmah University, Ilorin

Abstract. This study investigated the relationship between teachers' development programmes and students' academic performance in Ilorin West Local Government Area public senior secondary schools. The research design for this study was a descriptive survey of the correlation type. Ten out of 17 public senior secondary schools were randomly selected for the study. Furthermore, 200 teachers were randomly selected as participants. Two researcher-designed instruments entitled: "Teachers' Development Programmes Questionnaire" (TDPQ) and "Students' Result Performance" (SRP) were used to obtain relevant data. Percentage and rank ordering were used to analyze four research questions raised in the study while Pearson product-moment correlation statistic was used to test the hypothesis formulated at .05 level of significance. The findings of the study revealed that 90.2% of the development programmes in forms of workshops, seminars and conferences were available to the teachers and that those development programmes assisted teachers in developing effective pedagogies. There was significant relationship between teachers' development programmes and students' academic performance. Thus, it was recommended, among others, that development programmes should be organized by the government and the school management for secondary school teachers regularly on current issues and modern methods of teaching in order to improve students' academic performance.

Keywords: Teachers' Development Programmes; Education; Nigeria

1 Introduction

Effective implementation of any programme, especially that of improving the performance of teachers, no doubt depends largely on continuous development and update of teachers' knowledge. However, the broad goals of secondary education in Nigeria as stated by the Federal Government of Nigeria (2004) in the National Policy on Education are to prepare the individuals for useful living within the society and for higher education. To achieve these goals therefore, some personnel, especially teachers, are required. This is because the success or otherwise of secondary education depends very much on the quality and calibre of the teachers. To achieve sustainable development in education, there should be an opportunity created for teachers to improve on the existing methods of teaching and learning by providing innovations that can be useful to the entire school system. Continuous teachers' development programme is required because the knowledge and skills that teachers acquired

during their initial training are unlikely to last them through their entire career.

In recent years, a variety of teachers' development programmes have been fashioned out to upgrade the serving teachers in secondary schools. Some agencies such as Ministry of Education, Teaching Service Commission, State Universal Basic Education Board (SUBEB) and Professional Organisations run workshops, seminars, conference and computer training for practising teachers. Many teachers across the country have seized this opportunity to embark on teachers' development programmes to acquire more experiences and upgrade their teaching qualifications. During the development programmes, there would be exchange of ideas among the teachers through which they acquire authentic learning experiences, which according to Lave and Blenger (1991), allow students to genuinely engage in processes which can lead to meaningful and long lasting learning for sustainability.

1.2 Purpose of the Study

The key element of teachers' quality is the provision of adequate opportunities for personal growth and professional development. The specific purposes of this study, therefore, were to examine the:

1. Forms of development programmes that are available for teachers in the senior secondary schools.
2. Extent at which development programmes assist teachers in acquiring effective and sustainable pedagogies for achieving the goals of secondary education.
3. Constraints to teacher development programmes.
4. Relationship that exists between teachers' development programmes and students' academic performance in Ilorin West Local Government Area public senior secondary schools.

1.3 Research Questions

The following research questions were raised to guide the study:

1. What forms of development programmes are available for teachers in the schools?
2. To what extent do the development programmes assist teachers in acquiring effective and sustainable pedagogies for achieving the goals of secondary education?
3. What are the constraints to teacher development programmes?
4. How can teacher development programmes be improved upon?

1.4 Research Hypothesis

There is no significant relationship between teachers' development programmes and students' academic performance in Ilorin West Local Government Area public senior secondary schools.

Related Literature

Development could be seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development therefore, tends to be primarily on

an organization's future manpower requirements, and secondly on the growth needs of individuals in the workplace (Cole, 2005). Thus, development relates to the preparation and progressive training given to employees so that the goals and objectives of such organisations are achieved (Ogunsaju, 2000).

Teachers' development programmes are professional development activities engaged in by school personnel to enhance their knowledge, skills and attitudes in order to educate students more effectively (Alabi, 2000). The immediate aim of teachers development programme is to improve the performance of those with teaching and management responsibilities by improving their knowledge, skills and competence, while the ultimate aim is improvement of teaching and learning. According to Alabi (2000), there are four types of such development programmes in Nigerian education system. These include programmes that aim at correcting deficiencies of staff at the time of appointment; programmes which enable teaching staff to face challenges arising from innovations in the school curriculum; programmes which enable non-professional to professionalize and programmes that enable acquisition of higher qualifications. In-service education is the totality of various education activities towards continuous professional growth and competence of school teachers and personnel (Ogunsaju, 2000). These educational activities include part-time studies, faculty meetings, conferences, debates and workshops, all aimed at improving the quality of teachers and other personnel towards effective performance of their job in the school.

Education over the years has been operating in a climate of rapid change brought about by a continual process of adjustment to meet the challenges of fast social, scientific and technological changes. Such changes usually affect the content of the curriculum and the examination structure as could be seen in the new 9-3-4 educational system. These change demand for appropriate in-service education and training so as to enable all teachers to contribute maximally to the achievement of educational objectives, while at the same time keeping abreast of all developments both in teaching methods and in the subjects. Numerous programmes have emerged over the years in response to enhancing career development of teachers in secondary schools. These include full-time and part-time distance learning courses, training workshops, career conferences/fora, orientation programmes, mentoring peer group activities, radio or television programmes, correspondence courses, computers operation among others (Okey and Tabotridrip, 2010).

According to Ahmed (2006), teachers' professional development has two main phases namely, initial preparation and continuing professional development. Initial training, most often, takes the form of full-time residential pre-service programmes in teachers' colleges or universities. Initial training may also be available to serving unqualified teachers through distance education or out-of-schools' programme during vacation or release from schools for extended periods of time. Continuing professional development of teachers comes from various sources and agencies and in various forms. Orienting teachers to curriculum or examination changes, upgrading qualification levels, donor funded projects, professional teachers' associations in developing subject teaching e.g. (STAN), sometimes teachers unions, school based improvement initiatives or individual teachers working to improve their qualifications, career prospect or teaching skills.

Research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world such that whatever knowledge and skills teachers acquire in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environments. According to Grimmet (1994), there is shifting global paradigm in the concept of teaching, where learning requires the active

participation of the learners, taps into individual and social processes, assumes students to be constructors (as well as recipients) of knowledge, and ultimately views teachers as curriculum-makers. In other words, according to Jegede (2004), opportunities for continuing professional development must be created to re-skill the potential teachers, re-motivate the interested teachers, retrain the dedicated teachers and retrain the practicing teachers.

According to Ahmed (2006), the MDGs are a set of eight time-bound goals agreed to in 2000 at the General Assembly of United Nations in New York where Nigeria was one of those countries that signed the declaration that set the target date of 2015. The goals range from poverty reduction, primary education, gender issues, child and maternal health, HIV/AIDS, malaria, environment, water and sanitation, debt, trade to aids. All the eight MDGs are interrelated and education is a cross-cutting issue without which the goals would not be attained. The objectives of the programme are to: disseminate innovative practical skills that will enhance the teachers' effectiveness and promote greater mastery of the subject matter; update the teachers knowledge of subject matter; contribute to the development of positive self-concept and attribute towards the teaching profession; and enable teachers to make pupils to perceive learning as an interesting and pleasant activity that promotes the development of self-understanding, inquiry and critical thinking skills.

Students' academic performance is a measure of how well students have mastered the learning tasks presented to them. Students' performance in school depends to a great extent on the management of schools' available resources in terms of human, material and fiscal resources by the school principals towards the achievement of educational goals. Oyedele (2004) defined students' academic performance as desirable changes/outcomes in students' behaviour after a period of teaching and learning in school in order, to determine the effectiveness of teaching and learning activities as related to educational objectives which provide information to students, teachers, school administrators and parents on the level at which educational objectives have been achieved. Ayo (2000) defined students' academic performance as outcome of students' assessment through comprehensive, systematic, cumulative, diagnostic, formative and summative evaluation of what they have gone through in a school setting.

The need for teachers' development through various programmes cannot be over-emphasized. Staff development and utilization programmes are imperative in Nigerian schools, being effective channels through which teachers can achieve their desired growth and self-actualization. Writing along the same line, Alabi (2000) opined that for employees within any organization like the school to function effectively, there is a need for in-service education which would inculcate in the personnel, the knowledge, skills and the confidence in originating ideas as to how best to carry out the tasks of the job. Corroborating this view, Ogunsote (1998) asserted that the challenges confronting the education of today are numerous and because of these, education needs an up-to-date, well trained teaching force and committed staff who would work together to achieve agreed goals in a climate which encourages effective development in the teaching quality.

3 Methodology

The research design for this study was a descriptive survey. Ten out of 17 public secondary schools were randomly selected for the study. A sample of 200 teachers was drawn from 10 public senior secondary schools in Ilorin West Local Government Area of Kwara State as participants. The research instruments used for this study were questionnaire and a result proforma. The questionnaire was entitled:

"Teachers' Development Programmes Questionnaire" (TDPQ), while the student results' proforma was adopted to gather data on students' results in WASSCE from 2005 to 2010 academic years. The TDPQ was face and content validated by two experts in Educational Management. To establish the reliability of TDPQ, a test re-test method of reliability was adopted, using 10 teachers from a school outside the sample within an interval of three weeks, with 0.88 reliability coefficient. Copies of TDPQ were personally administered to the participants. The data collected from the participants were analyzed using percentage and rank-ordering to answer the research questions and Pearson product-moment correlation statistic to test the hypothesis formulated at .05 significance level.

4 Results and Discussions

RQ I: What forms of development programmes are available for teachers in the schools?

Table 1: Forms of development programmes available for teachers

Development Programmes	Available	Not Available
In-service training Workshop	197(98.5%) 1	3(1.5%)
Seminars Conference	96 (98%)	4(2%)
Computer literacy programme	198(99%) 1	2(1%)
	95 (97.5%)	5(2.5%)
	116(58%)	84(42%)
Average	180.4(90.2%)	19.6(9.8%)

On the average, 180.4 (90.2%) teachers agreed that all the development programmes were available, to them.

RQ 2: To what extent do the development programmes assist teachers in acquiring effective and sustainable pedagogies for achieving the goals of secondary education?

Table 2: Development programmes and effective pedagogies

Development Programmes	Agree	Disagree
In-service training Workshop	190(95%)	10(5%)
Seminars Conference	188(94%)	12(6%)
Computer literacy programme	192(96%)	8(4%)
	186(93%)	14(7%)
	190(98%)	10(5%)
Average	190(98%)	10(5%)

Table 2 shows that 190 (98%) agreed that development programmes assist teachers in acquiring effective and sustainable pedagogies for achieving the goals of secondary education. This finding is supported by Lave and Blenger (1991) that teachers acquire authentic learning experiences, which allow students to genuinely engage in processes which can lead to meaningful and long-lasting learning for sustainability for achieving the goals of secondary education.

RQ 3: What are the constraints to teachers' development programmes? **Table**

3: Constraints to teachers' development programmes

Indicators	Agree	Disagree	Ranking
Insufficient fund	189 (94.5%)	11(5.5%)	3
Lack of facilities and equipment	191 (95.5%)	9(4.5%)	2
Non-challant attitude by administrators	188(94%)	12(6%)	4
Poor school environment	188(94%)	12(6%)	4
Non-encouragement by State government	198(99%)	2(1%)	1

From Table 3, non-encouragement by state government (99%) was ranked the highest constraint followed by lack of facilities and equipment, and insufficient funds (95.5% and 94.5%, respectively) 188 (94%). Non-challant attitude by administrators and poor school environment also served as constraints to teachers' development programmes (94% each).

RQ 4: How can teachers' development programmes be improved upon?

Table 4: Measures for improved teachers' development programmes

Indicators	Agree	Disagree
Adequate funding & equipment	197 (98.5%)	3(1.5%)
Provision of facilities and dedicated administrators	92 (96%)	8(64%)
Conducive school environment	192(96%)	8(4%)
Encouragement by state government	193(96.5%)	7(3.5%)
	186(93%)	14(5%)

As shown in Table 4, it can be inferred that teachers' development programmes can be improved upon through adequate funding (197%), conducive school environment (193%), provision of facilities and equipment (192%), trained and dedicated administrators (192%), and encouragement by State government (186%).

5 Research Hypothesis

There is no significant relationship between teachers' development programmes and students' academic performance in Ilorin West Local Government public secondary schools.

Table 5: Teachers' development programmes and students' academic performance

Variables	N	X	SD	Df	Cal. r-value	Cri. r-value	Decision
Teachers' development programmes	200	42.72	2.75	198	.331	.138	Ho Rejected
Students' academic performance	200	66.21	13.00				

From Table 5, the calculated r-value of .331 is greater than the critical r-value of .138 at .05 significance level. This shows that the null hypothesis which stated that there is no significant relationship between teachers' development programmes and students' academic performance is rejected, indicating significant relationship between teachers' development programmes and students' academic performance in Ilorin West Local Government secondary schools, Kwara State. The implication of this is that teachers would have the opportunity to acquire new knowledge, skills, principles and ideas that would improve their competences on the job and thereby enhance students' academic performance.

This finding is in agreement with Garuba (2006) who stated that continuous professional development boosts morale of teacher as it is capable of improving their status in the society. Also, it is an avenue for teachers to acquire higher educational qualifications. All these are to ensure that teachers develop enough skills for effective teaching to improve students' academic performance. Seminar, according to Omole (1999) is a group of persons gathered together for the purpose of studying a subject under the leadership of an expert or learned person. Conference can be seen as a group of people who represent different organisations, departments, or points of view, but who have some common interest or background and gather information and discuss mutual problems with a reasonable solution as the desired end. It is also used to interchange information and to improve cooperation (Omole, 1999). Heniench (2002) believed that computer literacy programme will help to improve the problem of superficial coverage of the curriculum which usually occurs when trying to provide a broad range of experiences.

6 Conclusion and Recommendations

Efficiency of any school depends to a large extent on the quality of its teachers as they are important inputs in any school system. Development programmes therefore become essential instruments that enhance the efficiency and effectiveness of teachers in terms of skills and knowledge towards improved students' academic performance. Teachers are responsible for survival of our school system. Therefore, their training and retraining are essential for a successful and effective school system in the country. The importance of teachers might account for the reason why the Federal Republic of Nigeria (2004) in the National Policy on Education gives due recognition to the significance of teachers that no education can rise above the quality of its teachers.

Based on the findings of the study, the following recommendations are made:

1. Quality teachers should be recruited and allowed to teach in secondary schools while teachers without professional teaching qualifications, if recruited, should be immediately sent for further training to acquire basic teaching qualifications.
2. Teachers should be trained on the use of modern methods and techniques like multi-media and video conferencing to improve teaching.
3. Teachers' development programme must be a long term process which begins with the initial stages and ends when the teacher retires from the profession.
4. Teacher should create a friendly learning environment in which students learn easily what the teacher teaches. Through this friendly learning environment, students will not hesitate to ask question on every problem which he or she is facing during their studies programme.
5. The Government (Local, state, federal as well as PTA) should provide full support by way of increased funding of teacher development programmes.
6. Teacher development programmes must integrate ICTs throughout the

duration of the programme.

7. Development programmes should be organized by the government and the school management for secondary school teachers regularly on current issues and modern techniques. This will serve as refresher courses for teachers and keep them abreast of the challenges facing education.

References

- Ahmed, M.M. (2006). *Creating opportunities for continuing professional development of teachers: The National Teachers' Institute Experience*. Being lead paper presented at the 1st National Conference of the Faculty of Education, University of Abuja held from 17th-21st October, 2006 on the theme, Challenges of Teachers Education in the 21st Century in Nigeria.
- Alabi, A. T. (2000). *School personnel management*. In D. O. Durosaro, & S. Ogunsaju (Eds.). *The craft of educational management*, (pp. 165-168). Ilorin: Haytee.
- Ayo, T. N. (2000). *Principle of school management*. London: ASTY
- Cole, G.A. (2005). *Personnel and human resources management*. London: T.J. International.
- Federal Republic of Nigeria (2004): *National policy on education* (Revised edition). Lagos: Federal Government Press.
- Garuba, A. (2006). Continuing professional development environment for teachers: models, institutions and concerns. *International Journal of Teacher Registration Council* 1, (4), 146-165.
- Grimmet, P. P. (1994). *The struggle for authenticity in a changing educational context*. In P.P. Grimmet & J. Neufeld (Eds.). *Teacher development and the struggle for authenticity: professional growth and restricting in the context of change*, (pp. 20-32). New York: Teachers College Press.
- Heniench, R. (2002). *Instructional media and the new technologies of instruction*. New York: John Wiley and Sons.
- Jegede, O.J. (2004). *Teacher education at crossroad-being a keynote address at the 2nd National Teachers' summit on teacher recruitment, retention and professional development organized by the NTI Kaduna 20th-22nd April, 2004*.
- Ogunsaju, S. (2000). *Human resources development and productivity*. In E.O. Fagbemiye, & D.O. Durosaro (Eds.), *Education and productivity* (pp. 118-128). Ilorin: Haytee Press and Publishing Company Limited.
- Ogunsote, A. O. (1998). *Perception of the impact of in-service training on secondary school teachers in Oluyole Local Government* M.Ed, thesis. Ilorin: University of Ilorin.
- Okey, S. M. (2010). Career Development in educational management in Nigeria universities. In J.B. Babalola & A.O. Ayeni (Eds.), *Educational management: Theories and tasks*, (pp. 396-405). Macmillan Nigeria Publishers Limited.
- Omole, M.A.L. (1999). *Industrial education and human resources development*. Ibadan: ALAFAS Nigerian Company.