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**TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES AND THEIR IMPACT
ON QUALITY OF TEACHING AND STUDENT PERFORMANCE IN NIGERIAN
PUBLIC SECONDARY SCHOOLS**

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ABSTRACT

The importance of Teacher professional development (TPD) programs on the Teachers of Public Secondary Schools cannot be overemphasized. This is because TPD have been widely recognized as a crucial factor in improving the quality of teaching and student performance. This paper reviewed the literature on the impact of Teacher professional development programs on the teachers as well as their students within the context of Nigerian education. The findings of the study found that teacher professional development Programs played a vital role in the have enormous effect on both the teachers and students which involves improved teaching quality, enhanced knowledge of the subject matter, increased teachers' confidence and motivation, improved student academic performance and better student teacher relationship. However, the effectiveness TPD programs in Nigeria is hindered by several challenges, including inadequate funding, poor infrastructure, limited access to technology and lack of sustainability of the programs. The study recommends that Educational institutions should give priority to TPD programs by allocating sufficient funding and resources, Programs should be tailored to meet the specific needs of teachers and students, Technology integration should be encouraged to enhance teaching and learning as well as provide sustainability plan for the programs.

Keywords: Teacher Professional Development, Teaching Quality, Inadequate Funding, Poor Infrastructure, Sustainability.

1.1 Introduction

Every human society requires adequate human and material resources for the development of its social-political and economic development. Education is often seen as a prerequisite for quality manpower development and wealth creation, a sure path to success in life and service to humanity. Thus, teachers' influence is always felt in every aspect of society. Absolutely, all other professionals in our society had undergone training and mentorship of teachers at various level of their academic pursuit (Ajamobe, 2023). A teacher is said to be successful if equipped with certain characteristics such as mastery of subject matter, professional training, physical and mental health soundness, devotion, diligence and dedication to his career (Syeda et al, 2012). Teachers' professional development Programs can be referred to as a form of training which involves various professional trainings and formal education intended to build the capacity of the teachers and other educators in order to come in terms with new and advance methods and approaches to teaching (Glossary of Educational Reform, 2013). Teacher Professional Development (TPD) programs are designed to enhance the

knowledge, skills, and practices of teachers, with the ultimate goal of improving student learning outcomes.

In Nigeria, where the education sector faces numerous challenges, TPD programs have the potential to play a critical role in improving the quality of teaching and student performance. Staff development programs can also be referred to as the processes and activities through which every organization develops, enhances, and improves the skills, competencies, and overall performance of its employees and workers. Teaching as a profession demand continuous development of knowledge and ability through training programs such as in-service training, conference, workshop, seminars and mentoring staff among others. Basically, staff capacity building can be in form of conferences, workshops, seminars among others. One of the most important ways of improving classroom instructional delivery of teachers which is to improve their teaching methods and techniques, improve their skills on how to handle modern instructional materials and provide them with modern learning materials.

Qualitative education can only be realized through well-defined capacity development programs. In most cases, teacher's capacity development programs are usually organized by an institution, and are normally lasted for a short period of time. An activity similar to that but which may take a long time is what is referred to as an in-service training program. In this case, workers who are already in the service go on training or course programs in order to update or acquire the intellectual and professional skills that are necessary to discharge their duties more efficiently (Ajamobe, 2021). Hence, the for capacity development programs for teachers plays an important role in successful education reform. It also serves an avenue of transition where experiences teachers pass their expertise to the upcoming or prospective teachers and prepare them to approaches to overcome new challenges in the in the sector. The quality of teachers is known to be a key predictor of students' performance. In fact, Khan (2012) asserted that the simple and most important determinant of what students learn is what teachers know. Hence, Teachers capacity building programs have been regarded as most effective and efficient method for enhancing teachers' knowledge and skills which enable them to impart knowledge to

their students more effectively and efficiently.

Moreover, Support Council Education Service (2004) asserted that one of the main factors of that contribute to achieving educational institutions' goals and objectives is staff development through their commitment to high academic improvement. The staff development program is a logical and systematic process aimed at improving job awareness of the employees, enhance job performance, and create understanding of career path and development.

Therefore, it is against this backdrop that this study has set out to investigate the effectiveness of teacher development programs in Nigeria, examining their impact on teacher performance and, subsequently, the academic achievement of secondary school students. By exploring these key issues, the study seeks to inform strategies that can enhance the quality of teacher training and improve educational outcomes in the country.

2.1 Literature Review

Professional development according to Speck and Knipe (2005) generally refers to learning to earn or maintain professional credentials, ranging from academic degrees to formal coursework, attending conferences,

and informal learning opportunities situated in practice. In addition, Speck and Knipe described professional development as an intensive and collaborative process that includes evaluation. Various approaches can be taken, such as: working with a consultant or coach, joining a community of practice, participating in lesson study, receiving guidance from a mentor, engaging in reflective supervision, or receiving technical assistance (National Professional Development Centre on Inclusion, NPDCI, 2008).

Professional development programs for teachers are widely recognized as a highly effective way to boost teachers' knowledge and skills, leading to improved teaching quality and productivity. As noted by Lawal (2004), these programs are a crucial part of the education process, helping teachers refine their craft, improve their subject matter expertise, and develop better teaching methods and classroom management strategies.

Staff Development Programs aim to achieve the following goals: promoting professional growth, enhancing teaching skills, staying current with new knowledge, addressing specific needs like curriculum development, fostering leadership, supporting new

teachers' transition, promoting collaboration and respect among teachers, and embracing innovative teaching methods (Madumere-Obike, 2007). Staff development programs also aim to keep staff current with the latest advancements in their fields, allowing them to refresh and enhance their skills. This training is particularly valuable for mid-level and senior executives, enabling them to augment their knowledge and improve their performance, leading to enhanced service delivery. It's encouraging to see that both the Federal and State governments in Nigeria recognize the significant benefits of staff development programs and are committed to supporting them.

2.2 Types of Professional Development Programs

There are many types of professional development programs. Some of these include:

2.2.1 Induction Training

Induction is a program organized for new staff of an organization aimed at introducing to the organizational structure, functions and scope of their responsibilities. This is essentially a training and development program organised for new workers with the aim of providing the history and objectives of

the organization and clearly defining the scope of responsibilities and authority of a role and providing a guide to understanding the working principles, mode of operations and procedure of an organization (Ukaegbu 2017).

2.2.2 On-the-job Training

On-the-job training is an internal or in-service type of training usually carried out by supervisors, fellow workers, managers or mentors to help employees adapt and acquire the right skills in a new job. Ukaegbu (2017) cited in Armstrong (2006) who argues that on-the-job training may consist of teaching by highly experienced human resources officers or trainers at the desk or at the bench. According to Armstrong, on-the-job training is the most effective way to develop and hone specific skills essential for organizational success, such as management, team leadership, technical, sales, manual, and administrative skills. This approach offers the benefits of real-world application and immediate feedback, allowing individuals to learn and develop expertise simultaneously while performing their job tasks. He further emphasized that the disadvantage of on-the-job training is that the effectiveness of learning is strongly influenced by the quality of the guidance and coaching provided on the

job. Secondly, the learner might be distracted by the environment and find it difficult to acquire basic skills faster (Ukaegbu, 2017).

2.2.3 Off-the-Job Training

Off-the-job training refers to a variety of training methods that take place outside of the usual work environment, including lectures, role-playing, case studies, discussions, and simulations. According to Armstrong (2006), this type of training also includes group exercises, team building, distance learning, outdoor training, and workshops, which may involve the use of external consultants or guest speakers, as noted by Ukaegbu (2017). Generally, staff members who undergo a capacity development program perform well at work. Osiesi (2020) observed that Professional development programs for teachers are avenues for the continuous updating of teachers' competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process that results from a meaningful interaction between these teachers and the professional environment. Creating opportunities for a focused and sustainable professional development program for primary school teachers will ultimately enhance the effectiveness of teaching and learning. Professional

development program for teachers is a special program designed to help them improve their teaching capacity and performance

2.3 Benefits of Teachers Professional Programs on Teachers and Students

2.3.1 Improved Teaching Practices

Teacher professional development programs equip teachers with new teaching methods, strategies, and technologies, enabling them to create engaging and interactive learning environments. This leads to improved teaching practices, resulting in better student outcomes (Guskey, 2002).

2.3.2 Enhanced Subject Matter Knowledge

Professional development programs empower teachers to enhance their subject matter expertise, enabling them to teach with authority and precision. These programs keep teachers up-to-date with the latest advancements in their fields, allowing them to refine their skills and improve their instructional practice. By supplementing their knowledge, teachers can deliver high-quality services, leading to improved student comprehension and application of concepts (Darling-Hammond, 2017)

2.3.3 Increased Teacher Confidence and Motivation

Professional development programs have a positive impact on teachers' morale, increasing their confidence and motivation, which in turn leads to greater job satisfaction and reduced likelihood of leaving their positions. This stability benefits students, who can form meaningful relationships with their teachers (Guskey, 2002).

2.3.4 Better Classroom Management

Teacher professional development programs provide teachers with effective classroom management strategies, creating a conducive learning environment that promotes student engagement and academic achievement (Ladd, 2011).

2.3.5 Improved Academic Achievement

Studies have shown that students taught by teachers who have participated in professional development programs exhibit improved academic achievement, including higher grades and test scores (Ladd, 2011).

2.3.6 Increased Student Engagement

Professional development programs empower teachers to create engaging and interactive lessons, leading to increased student participation, motivation, and

enthusiasm for learning (Harris & Muijs, 2004).

2.3.7 Better Student-Teacher Relationships

When teachers are equipped with effective communication and interpersonal skills through professional development programs, they can build stronger, more positive relationships with their students, leading to improved student outcomes (Harris & Muijs, 2004).

2.4 Challenges and Limitations

2.4.1 Time Constraints

Teachers often face heavy workloads, leaving limited time for professional development. This can lead to burnout and decreased program effectiveness. Funding and Resource Constraints: Many schools and educational institutions face funding and resource limitations, making it difficult to provide high-quality professional development programs.

2.4.2 Sustainability of the programs

The impact of professional development programs can be short-lived if not sustained through ongoing support and follow-up. This

also leads to a decline in teaching quality and student performance over time.

3.1 Conclusion

This research has demonstrated that teacher professional development programs have a significant influence on both the quality of teaching and student outcomes, highlighting the importance of such programs in enhancing the instructional effectiveness of public secondary school teachers. Hence, their ability to effectively carry out these roles would be determined largely by the quality of staff development programs made available to and utilized by them. Staff development efforts in schools should consider the complex relationship between staff development and improvement in staff job performance. Such improvement could then lead to a marked improvement in content, process, context and outcomes of student learning in schools.

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