Published: 29/10/2024 https://emsajpublishers.org/ijvtees

INTERNATIONAL JOURNAL OF VOCATIONAL AND TECHNICAL EDUCATION STUDIES

TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT PRACTICES ADOPTED BY PRINCIPALS FOR ENHANCING TEACHER QUALITY IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

[1]OBIONWU Uzoma Joy, **[2]EGBOKA** Patience
Email: [1]obionwuuzoma2018@gmail.com, [2]pn.egboka@unizik.edu.ng

[1&2]Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University Awka

ABSTRACT

The study examined teachers' continuous professional development practices adopted by principals for enhancing teacher quality in secondary schools in Anambra State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study consisted 12,346 teachers in 266 state government owned secondary schools in the six education zones of Anambra State. A sample size of 839 teachers were drawn using multi-stage sampling procedure. A researchers' developed instrument titled "Teachers' Continuous Professional Development Questionnaire" (TCPDQ) structured on a four point scale and validated by three experts was used for data collection. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.81 and 0.86 for the two parts of TCPDQ and 0.83 for the entire instrument. Of the 839 copies of the instrument administered, 782 were retrieved and used for the analyses. Mean rating was used to analyze the research questions and t-test for testing the hypotheses. The findings of the study indicated that principals to a high extent promote staff attendance to conferences and staff collaboration for enhancing teacher quality in secondary schools in Anambra State. Based on the findings, it was recommended that principals should uphold their conference and workshop practices for teachers but strive to create on-line groups to help teachers learn for quality improvement. Principals should also not relent in promoting staff collaboration in order for teachers to learn.

Keywords: Professional Development Practices, teacher quality, teacher development.

Introduction

In Nigeria, secondary school education is considered a strategic sub-sector of the education industry because it is at this level that youths consolidate the basic knowledge gained in primary school, and also acquire the necessary culture to become useful citizens in the society. Secondary school education not only provides the youths with the opportunity to acquire human capital that prepares them to pursue higher education in different areas of specialization, but also improves their skills leading to higher labour productivity (Nnaemego, 2020). This means that tertiary institutions and labour market depend on qualified outputs from secondary schools for their inputs. It is for this reason that the Federal Government, in the National Policy on Education specified the primary objectives of secondary education to include the provision of specific sets of competencies and skills that will improve individuals' lives and enable them to participate actively in the development of the economy (FRN, 2013).

In achieving the goals of secondary education, teachers play important roles by translating these goals into knowledge and skill, and transferring them to students in the classroom. The teacher remains one of the major influential factors in the implementation of any school curriculum. Describing the role of the teacher in her educational system, the National Policy on Education states that no education system can rise above the quality of its teachers (FRN, 2013).

Teacher quality refers to the pedagogical and content knowledge of teachers, their certification, experiences and commitment to their profession (Mehreteab, 2015). Teacher quality pertains to such areas as teacher qualification and specialization, instructional skills, temperament, professional improvement, mastery of subject matter among others. It has to do with the various skills possessed by the teacher which will enable him or her to effectively manage students in the classroom. Operationally, teacher quality has to do with teacher's knowledge of the subject matter, pedagogical abilities, classroom management, and communication skills which enables him or her to positively influence students' learning outcomes. Teacher quality in the school can be enhanced through the provision of Continuous Professional Development (CPD) programmes by principals.

Continuous Professional Development (CPD) is the sum of all continuing activities, formal and informal, carried out by individuals or systems to promote teachers' growth and renewal. Sixel, in Okeke (2020) defines professional development as the activities undertaken individually or collectively by teachers throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity; as well as to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and schools as well as the wellbeing of their communities and the ethics of the education profession.

Continuous Professional Development (CPD) of teachers is the process by which teachers acquire and develop their knowledge, skills and attitudes that enhances their own professionalism and quality (Okeke, 2020). Effective CPD focuses on improving instructional practices by giving teachers new knowledge and techniques for assessing learning with the ultimate goal of improving the learning of students. It is expected that teachers after participating in CPD programmes, should practice and implement what was learnt from those programmes in the school and classrooms. The experiences, knowledge and skills gained in CPD should be enhanced from time to time to keep

teachers abreast with current trends. This is why Teachers Registration Council of Nigeria (TRCN, 2010) assigned to principals among other bodies, the role of promoting and organizing qualitative CPD programmes for teachers.

The principal is the head of a secondary school who gives the necessary leadership functions for the achievement of educational goals. He is the leader and is responsible for all that happens in the school. Principals are primarily charged with the development of each and every member of the school, including the teaching staff (Nzonwu, as cited in Egwu, 2012). They provide learning opportunities for teachers to acquire veritable knowledge, skills and practices that are required to achieve agreed goals and expectations. Principals are also expected to promote, enhance and organize teachers' CPD in secondary schools in line with their professional needs. They are to achieve this by encouraging teachers' attendance to conferences and workshops and teacher collaboration (Okeke, 2020).

Workshops are academic meetings with the primary goal of offering chosen functional experiences that will improve participants' skills and performance on the job within their intellectual frontiers. It is a brief instructional event that teaches or introduces participants to practical skills, techniques, or concepts that they can apply in their job or everyday life (Osamwonyi, 2016). It is a technique adopted by secondary school principals in which teachers are brought together in an organized way to enable principals to communicate with them on matters of school and classroom management and most especially improvement of instructions. Conference on the other hand is a formal meeting of two or more persons for discussing matters of common concern. It is usually formal interchange of views mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practices on a regular basis (Madumere-Obike, 2017). Workshops and conferences provide opportunities for exchange of ideas on teaching methods and other areas of teaching interest that will enhance teachers' quality and performance and can also foster collaboration among teachers.

Teacher collaboration is a process by which teachers work together in the school as a team. It involves volunteer interactions of at least two co-equal parties toward achieving a common goal. When teachers collaborate with one another on different tasks related to their classroom practice, such as curriculum development and instructional improvement, students' achievement could be increased. Teacher collaboration has been identified in literature as a key element in the improvement of teacher quality and effectiveness. According to Barth (2021) collaborative cultures yield improved teacher performance and higher teacher satisfaction. Collaboration among teachers can also enhance teacher confidence and commitment. If schools are to increase their effectiveness and meet the needs of all learners, it is necessary for teachers to increase their capacity to work together in collaborative teams in order to improve their quality (Dufour, 2011, 2014).

However, situational analysis suggests that there is a decline in the quality of secondary school teachers in Nigeria, Anambra State inclusive. In Anambra State the previous and the current administrations have invested so much in the improvement of secondary education in the state. However, there are still traces of poor quality and ineffectiveness of teachers as could be observed in their poor attitude to work, poor committed to school activities, absenteeism and lack of dedication to teaching and carrying out assigned tasks (Obiekwe, 2019). Principals who are supposed to promote teachers' professional development in order to get the best out of them appear

not to be doing their job. There are accusations of principals not promoting teachers' attendance to conferences and workshops as well as teachers' collaboration.. This is corroborated by Egwu, in Okeke (2020), that principals do not perform their instructional functions as regards supporting teachers' development programmes.

A similar view was held by Eboatu and Ozigbo (2015). They submitted that most teachers are not given further training after recruitment and newly recruited teachers are simply deployed to schools and classrooms to resume work immediately, without formal orientation. This seems to be the practice in the recent recruitment of over 5,000 teachers by Anambra State Government in 2022 where none of the teachers went through any form of training or orientation before being deployed to the classroom. This however, is contrary to the stipulations of TRCN in organizing teacher continuous professional development. TRCN (2010) assigned to principals among other bodies, the role of organizing and promoting teachers CPD, but it appears that principals of secondary schools in Anambra state are not playing their expected roles regarding teachers' continuous professional development. This situation therefore made it imperative to determine teachers' continuous professional development practices adopted by principals for enhancing teacher quality in secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to determine teachers' continuous professional development practices adopted by principals for enhancing teacher quality in secondary schools in Anambra State. Specifically, the study determined the extent to which:

1. principals promote staff attendance to workshops/conferences for enhancing teacher quality in secondary schools in Anambra State.
2. principals promote teachers' collaboration for enhancing teacher quality in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do principals promote staff attendance to workshops/conferences for enhancing teacher quality in Anambra State secondary schools?
2. To what extent do principals promote staff collaboration for enhancing teacher quality in Anambra State secondary schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of Principals and teachers on the extent to which principals promote staff attendance to workshops/conferences for enhancing teacher quality in secondary schools in Anambra State.

2. There is no significant difference in the mean ratings of Principals and teachers on the extent to which principals promote staff collaboration for enhancing teacher quality in Anambra State secondary schools.

Methods

A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested at the 0.05 level of significance. From a population of 12,346 teachers, a sample of 839 teachers representing 5% of the population was drawn using a multistage sampling procedure. A researchers' developed instrument titled "Teachers' Continuous Professional Development Questionnaire" (TCPDQ) which was validated by three experts was used for data collection. The questionnaire was structured on a four point scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagreed (SD) weighted 4, 3, 2 and 1. The internal consistency of the instrument was ascertained using Cronbach's Alpha and this yielded reliability coefficients of 0.89 and 0.79, for the two parts of the TCPDQ and 0.84 for the entire instrument. The instrument was considered reliable in line with Nworgu (2015), who stated that if the co-efficient obtained for an instrument is up to 0.70 and above, the instrument should be considered good enough to be used for a study. The direct administration and retrieval method was used for data collection. A total of 839 copies of the questionnaire were administered while 782 were retrieved and was used for data analysis. Mean was used to answer the research questions while t-test was used to test all the hypotheses at 0.05 level of significance. For the research questions, a mean rating of 2.50 and above was interpreted as agree while mean rating of less than 2.50 was interpreted as disagree. The null hypothesis was rejected where the p-value associated with the t-cal was less than 0.05 whereas the null hypothesis was not rejected where the p-value was greater than 0.05.

Results

Table 1: Mean Ratings of Respondents on the Extent to which Principals Promote Staff Attendance to Workshops/Conferences and Workshops for Enhancing Teacher Quality

S/N	Items	$\bar{X}$	SD	Remark
1.	Organizes workshop/conferences for teachers in order to expose them to new knowledge and skills.	3.33	.79	HE
2.	Organizes workshops on matters of school and classroom instruction to improve teachers' instructional skills.	3.37	.68	HE
3.	Offers to sponsor teachers to attend workshop in order to improve their teaching competencies.	1.95	.92	LE
4.	Ensures that teachers practice what they learnt from workshop/conference in the classroom.	3.12	.60	HE
5.	Invites resource persons to the school to educate teachers on different areas of concern for improvement.	2.82	.39	HE
6.	Encourages teachers' inputs in scheduling workshops so they feel carried along.	2.89	.79	HE
7.	Seeks out information in order to help teachers grow and improve in their instructional practice.	3.06	.79	HE

8.	Assigns tasks to two or more teachers to promote team learning for improvement.	2.96	.65	HE
	Cluster Mean	**2.94**	**.70**	**HE**

Results in Table 1 shows the mean ratings of respondents on the extent to which Principals promote staff attendance to conferences and workshops for enhancing teacher quality in Anambra State secondary schools. The cluster mean of 2.94 with standard deviation of .70 indicate that Principals to a high extent promote staff attendance to conferences and workshops for enhancing teacher quality in Anambra State secondary schools. The analysis of the items shows that the respondents rated eight (item 1, 2, 4, 5 6, 7 and 8) of the nine items to a high extent with mean ranging from 2.82 to 3.37. The standard deviation scores for all the items ranged from .39 to .92 indicating that the respondents' mean ratings were homogenous.

Table 2: Mean Ratings of Respondents on the Extent to which Principals Promote Staff Collaboration for Enhancing Teacher Quality

S/N	Items	$\bar{X}$	SD	Remark
9.	Assigns tasks to two or more teachers to promote team learning for improvement.	2.96	.65	HE
10.	Fosters an environment that values sharing and trust for teachers to collaborate	2.82	.83	HE
11.	Provides time for teachers to collaborate on specified issues so they can exchange ideas.	2.95	.76	HE
12.	Develops school structures that fosters team work for effective association.	2.90	.72	HE
13.	Follows up on the progress of teachers as they implement feedbacks in the classroom for improvement in teaching and learning.	2.79	.70	HE
14.	Works together with teachers on instructional improvement for effective teaching.	3.19	.73	HE
15.	Encourages teachers to observe each other's practice for they can learn from one another.	3.16	.71	HE
16.	Creates platforms where teachers can exchange ideas and views regarding different issues for mutual growth.	3.17	.64	HE
	Cluster Mean	**2.99**	**.72**	**HE**

Results in Table 2 indicate the mean ratings of respondents on the extent to which Principals promote staff collaboration for enhancing teacher quality in Anambra State secondary schools. The cluster mean of 2.99 and standard deviation of .72 shows that Principals to a high extent promote staff collaboration for enhancing teacher quality in Anambra State secondary schools. The item by item analysis indicate that the respondents rated all the eight items to a high extent with mean ratings ranging from 2.79 to 3.19. The standard deviation scores for the eight

items ranged from .64 to .83 indicating that the respondents' mean ratings for the items were relatively similar.

Table 3: t-test Comparison of Principals and Teachers Mean Ratings of the Extent to which Principals Promote Staff Attendance to Conferences for Enhancing Teacher Quality in Secondary Schools in Anambra State.

Source of variation	N	$\bar{X}$	SD	df	t-cal	*P*-value	Remark
Principals	252	3.05	.30				
				780	15.68	.000	Sig
Teachers	530	2.52	.52				

The results in Table 3 shows that the mean score for Principals (*M*=3.05, *SD*=.30) was significantly greater than that of the teachers (*M=2.52, SD=.52*); *t (*780*)* =15.68, *p*=.000. The null hypothesis of no significant difference between the two groups on the extent to which principals promote staff attendance to conferences for enhancing teacher quality in secondary schools in Anambra State was therefore rejected.

Table 4: t-test Comparison of Principals and Teachers Mean Ratings of the Extent to which Principals Promote Staff Collaboration for Enhancing Teacher Quality in Anambra State Secondary Schools.

Source of variation	N	$\bar{X}$	SD	df	t-cal	*P*-value	Remark
Principals	252	3.15	.31				
				780	20.42	.000	Sig
Teachers	530	2.43	.54				

Table 4 shows that the mean score for Principals (*M*=3.15, *SD*=.31) was significantly greater than that of the teachers (*M=2.43, SD=.54*); *t (*780*)* =20.42, *p*=.000. The null hypothesis of no significant difference between the two groups on the extent to which principals promote staff collaboration for enhancing teacher quality in Anambra State secondary schools was therefore rejected.

Discussion of the Findings

Staff Attendance to Conferences/Workshop for Enhancing Teacher Quality In Secondary Schools In Anambra State

The study found that principals to a high extent promote staff attendance to conferences for enhancing teacher quality in secondary schools in Anambra State. This is epitomized in the mean ratings of respondents on seven of the eight items which is above the cut-off point of 2.50. Both principals and teachers were of the view that principals' organize conferences and workshops for teachers in order to expose them to new knowledge and skills that will improve their quality. This conforms with Ayeni (2011) as well as Ezeugbor, Onyali and Okoye (2018) who evidenced that principals organize workshops to enlighten teachers about innovations on teaching methodologies and encourage teachers to attend conferences in order to up-date their knowledge. However, this finding contradicted Hassan (2013) who submitted that workshops and seminars are among the professional development programmes for teachers which are not in practiced. This contradiction may be due to difference in the time within when both studies were carried out.

The findings of the hypothesis indicated a significant difference in the mean ratings of principals and teachers on the extent to which principals promote staff attendance to conferences and workshops for enhancing teacher quality in secondary schools in Anambra State.

Staff Collaboration for Enhancing Teacher Quality in Public Secondary Schools in Anambra State.

This study found that Principals to a high extent promote staff collaboration for enhancing teacher quality in Public Secondary Schools in Anambra State. This could be seen from the fact that the mean scores of all the eight items were above the cut-off point of 2.50. This is to say that allow teachers work together in a collaborative effort which allows teachers to share best practices and success stories. This finding is consistent with the finding of Ezeugbor, Onyali and Okoye (2018). They noted that principals involve teachers in collaborative teaching methods for the purpose of sharing knowledge. This supports Walter (2010) who found that there exists collaboration between Principals and teachers and that a sense of trust was established between the principal and teachers. The finding of this study also concurred with Omogbehin (2013) that principals created opportunities for teachers to collaborate frequently; opportunities for teachers to meet regularly either in pairs or as departments. The finding however did not conform with the finding of Egboka (2018) who posited that principals do not involve teachers in collaborative teaching methods for the purpose of sharing knowledge. The fact that Egboka's study was conducted in Enugu State which is a different state from the present study with different education

zones and different respondents could be responsible for this variation. The time difference between both studies may have also contributed to the different in findings of both studies.

The finding of the hypothesis shows that difference in the mean ratings of principals and teachers on the extent of to which principals' promote staff collaboration for enhancing teacher quality in public secondary schools in Anambra State was significant.

Conclusion

Based on the findings of the study, it was concluded that Principals to a high extent promote staff attendance to conferences and staff collaboration for enhancing teacher quality in Anambra State secondary schools.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should uphold their conference and workshop practices for teachers but strive to create on-line groups to help teachers learn for quality improvement.
2. Principals should not relent in promoting staff collaboration in order for teachers to learn. Teachers should also be continually mentored by principals in order to improve their quality.

References

Ayeni, J. (2011). Teachers' professional development and quality assurance in Nigeria secondary schools. World Journal of Education, 1(2), 143-149.

Barth, R. (2021). *Learning by heart*. San Francisco: Jossey-Bass.

Eboatu, V. N. and Ozigbo, E. M. (2015). Improving teachers' professional performance in Aguata Local Government Area: Problems and Prospects. *European Scientific Journal,* 11(28), 285-294.

Egwu, S. O. (2012). Principals' performance in supporting staff development in Ebonyi state secondary schools: Implication for curriculum implementation. *International Journal of Educational Research and Development,* 4(1), 113-119.

Ezeugbor, C. O., Onyali, L. C. and Okoye, F.O. (2018). Principals' managerial practices for teacher effectiveness in public secondary schools in Anambra State, Nigeria. *International Journal of Advanced Research and Publications*, 2(1), 20-26.

Federal Republic of Nigeria (FRN, 2013). *National policy on education, (6th Edition).*

Hassan, D. A. (2013). Analysis of professional development practices for teachers in Pakistan: A comparative case study of public and private schools of Pakistan (Punjab). International Journal of Human Resource Studies, 3(4), 311-324

Madumere-Obike, C.U. (2017). Refocusing teacher education for sustainable development: A case for continuous teacher development programmes. *Knowledge Review, 15* (7), 1-6.

Mehreteab, G. (2015). Principals' role in fostering teachers' continuous professional development in government secondary schools of Addis. *International Journal of Interdisciplinary Research Method*, 4(2), 31-41

Nnaemego, O. S. (2020). *Principals' awareness and application of total quality management strategies for school improvement in secondary schools in Rivers State*. Unpublished Doctoral Dissertation, Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka.

Nworgu, B. G. (2015). *Educational research: Basic issues and methodology*. 3rd edn, Owerri: Wisdom Publisher.

Obiekwe, K. K (2019). *Teachers' perception of principals' ethical leadership behaviours as correlate of their commitment in secondary schools in Anambra state.* Unpublished Doctoral Dissertation, Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka.

Okeke, U.V. (2020). *Professional development practices adopted by secondary school Principals in Anambra State.* Unpublished Master's Thesis, Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka.

Omogbehin, E. (2018). *The principals' role in monitoring students' progress at the middle school level.* Dissertation submitted for the award of Doctorate degree in Educational Leadership, Faculty of San Diego state University.

Osamwonyi, F. E. (2016). In-service education of teachers: Overview, problems and the way forward. *Journal of Education and Practice, 7*(26), 83-87.

Teachers Registration Council of Nigeria. (2010). *Professional standards for Nigerian teachers*. Retrieved from https://www.trcn.gov.ng...

Walter, B. w. (2010). *Principals' mentoring for teachers to improve instructional practices: A multiple case study.* Dissertation submitted to the faculty of Education, University of Alabama, Birmingham.

Egboka, P. (2018). Principals' application of management support practices for enhancing teachers' job performance in secondary schools in Enugu state, Nigeria. International Journal of Research, 5(17), 582-590.