

Teachers' Development Programmes and Management Effectiveness of Public Primary Schools in Bayelsa State

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Abstract

The study investigates the impact level of staff development by the Teacher Registration and Certification Board (TTRCB) on the effective management of public primary schools in Bayelsa State. Four research questions and two hypotheses were formulated for the purpose of the study. A descriptive survey research design was adopted for the study. The purposive sampling technique was used to select 34% of the total population of 356 public primary school teachers who had been re-trained by TTRCB between 2018 and 2022. Two self-designed instruments by the researchers which were validated and pilot tested were used to collect relevant data for the study. The first instrument was titled: Impact level of Teacher Development Programme on School Effectiveness Questionnaire (ILTDPSEQ). It was designed on a four-point scale of very high (VH), High (H), Low (L) and Very Low (VL) to elicit responses from the samples teachers. The second instrument titled: Level of Re – trained Teachers Job Performance Questionnaire (LRTJPQ) was used to collect data from school heads. It was a four-point Likert scale instrument. The reliability score values of the two instruments were 0.72 and 0.80 respectively. The collected data were analysed using mean, standard deviation, percentage and Pearson Product Moment Correlation Coefficient statistics. Findings of

the study showed that the training teachers had under the TTRCB staff development programme has significant impact on teachers in the effective management of public primary secondary schools; it was also found that teachers encountered some challenges during training programme which could compromise the expected level of impact of staff continuous professional development on their effectiveness in the management of schools in Bayelsa State. It was therefore recommended that the state government should increase her financial allocation to TTRCB while efforts should be made to approach international bodies and multinational oil companies for financial support. It was also recommended that the timing of the teachers development programme by TTRCB should be during holidays so that pupil's academic activities will not be disrupted amongst others.

Keywords: Impact, Teachers, Development, Management Effectiveness.

Word Counts: 328

Introduction

Teachers occupy a centre stage in the teaching and learning process for individual and society growth. To function effectively, a lot of policies, procedures and programmes are developed to enhance teachers' capacity. Teacher education could be in form of pre service, in service and Continuous Professional Development (CPD).

To achieve the overall goals of education, the Federal Republic of Nigeria FRN (2016:29) stated that Teacher education shall be to produce a highly motivated, conscientious and efficient classroom teacher for all levels of our educational system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of community and the society at large and enhance their management to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance teacher's commitment to the teaching profession.

In order to realise these goals, teacher quality must be enhanced through adequate and regular on-the-job training for school effective management that will lead to high learners' success. The

Teacher Registration Council of Nigeria (TRCN), National Teachers Institute (NTI), National Institute for Educational Administration and Planning (NIEAP) and of course Teacher Training, Registration and Certification Board (TTRCB), Bayelsa State are some of the educational agencies in Nigeria saddled with the professional responsibilities of continuous professional development (CPD) of teachers.

The management of primary education is therefore critical to the formation of human capital needed for national development. This underscores the importance of re-training.

According to Erhabor & Owie (2016) primary level of education in Nigeria is a point in which fundamental knowledge needed as a prerequisite to determine learners' performance in secondary and tertiary levels of education. The FRN (2016) defined primary education as that given by institutions for children between age 6 to 11 and above which is key to the success or failure of the entire educational systems.

The fundamental objectives of primary education as stated in section 4 of the National Policy on Education (2016) are to:

- a. inculcate permanent literary and numeracy and the ability to communicate effectively;
- b. lay a sound basis for scientific and reflective thinking;
- c. give citizenship education as a basis for effective participation in and contribution to the life of the society;
- d. mold the character and develop sound attitude and moral in the child;
- e. develop in the child the ability to adapt to the child's changing environment;
- f. give the child opportunities to develop manipulative skills that will enable the child function effectively in the society with the limits of the child's capacity; and
- g. provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Despite the laudable aims of primary education and the good intuition of government in providing free compulsory, basic and

functional education, the management of primary education for optimal productivity appears not to have been achieved. This is perhaps a result of past neglect in the capacity building of teachers and school administrators. Nda & Fard (2013) opined that organisations invest in effective training and development for human resources to achieve short and long term benefits that will enhance their productivity. Also, training and development is very essential at all employee level due to the reason that skills erode and become obsolete over a period of time that has to be replenished (Nishtha & Amit, 2010), (Iyamu, 2022).

Continuous training and development of teachers is required to cope with dynamics and complexities of the learners and the present day educational system. For instance, a competent and effective teacher is needed to manage a school with innovation in technology as a major pedagogical tool in the 21st century. The society and cultural differences among the learners and other school personnel need to be effectively managed if the purpose of teaching and learning must be optimally achieved. Some learners seem to have apathy for education due to unconducive school climate and lack of self motivation. Such a situation can be redress by professionally trained teachers besides academic qualifications. Sheeba (2011) posited that training serves as an act of intervention to improve organisations (schools) for quality services in stiff competition. Public primary schools, indeed, all public educational systems in Nigeria are facing stiff competitions with privately owned schools which are perceived to be better managed and high in academic quality.

Some of the constraints to the management of primary education as identified by Ekundayo (2019) include: inadequate funding, inadequate infrastructural facilities, unstable policy, changes in curriculum, overcrowded classrooms, poor motivation and effective supervision. These constraints seem to have negative effect on pupils attendance to schools, academic performance and the school internal efficiency. Basic education (Primary education) which is universal and compulsory is heavily funded by internal bodies and government at all levels, yet its challenges have not justified the huge financial expenditure on the sector. It is against this backdrop UNESCO (2014) reported that Nigeria is among the 37 countries where children are

not receiving quality teaching and learning. This could be as a result of poor attention to regular teachers' capacity building. To reverse this trend in Bayelsa State, Ugolo (2019) stated that a holistic and functional education delivery with fervent commitment of government to teacher training, provision of learning facilities and regular supervision of schools is required.

Teaching personnel are therefore very relevant in every gamut of school operation, hence their training and development is imperative. It is on this strength that Iyamu (2022) outlined the general effects of continuing professional development of teachers as follows:

- Improved Teachers Quality
- Improved School Instruction
- Improvement in Pupils Performance
- Improvement in Pupils' interest in Schooling
- Reduction in School Absenteeism and Dropout
- Improved Security in Communities
- Improvement in the Economy

Teacher development is therefore a reliable vehicle for achieving and sustaining competence and productive school management including a conducive school climate (Darrel & Barrel 1991). Nevertheless, some challenges such as paucity of funds, timing of the training programme, quality of the training of unwilling teachers, poor follow-up monitoring of the trainees, poor incentives of teachers, etc. according to Iyamu (2020) Onajite 2016; Imogie 2013; a

nd Afolabi & Ibikunle 2014) could undermine the importance of teachers professional development.

Statement of the Problem

Basic education is regarded as the anchor for future educational success of the child and the bedrock of human capital development of any nation. This perhaps is a principal reason why international organisations such as UNESCO, World Bank and UNO have continually demonstrated through resolutions and financing of basic education. The purpose is to guarantee access and quality educational opportunity to every child.

The governments of Nigeria on their part through Ministry of Education (MOE), Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB) and Local Government Basic Education Authority (LGBEA) have been carrying out their statutory functions in the areas of funding and management of basic schools across the country. An important concern of government and other critical stakeholders in education is therefore how to improve the quality, standards and effectiveness of basic (primary) schools to achieve their goals and objectives. One of the strategies is regular staff training and development. This is because teacher development is viewed as fundamental to enhancing competence in curriculum implementation, pedagogical skills, classroom management and improved academic performance.

It is however startling and worrisome to observe that despite the efforts of government through several agencies and programmes to improve on human resource (teacher) development, its effects on the management of school operations has not been significant. Such areas of school operations include: school leadership effectiveness, positive school climate capable of stimulating pupils interest and enthusiasm to learn, academic training in the areas of numeracy and literacy. Poor school enrolment, absenteeism, withdrawals, repetitions, dropout suggesting general disinterest for schooling by school aged children are still prevalent in Nigeria and Bayelsa State in particular, despite government huge financial expenditure to this sector. The problem of this study therefore, is to investigate if teacher development through TTRCB has significant impact on effective management of primary schools in Bayelsa State.

Purpose of the Study

The overall purpose of this study is to document the impact of teachers' development by TTRCB on pedagogical skills of teachers and effective management of public primary schools in Bayelsa State. Specifically, the study seeks to;

- I. establish the impact level of trained teachers by TTRCB in the effective management of public primary schools in Bayelsa State;

2. identify the challenges encountered by primary school teachers during the training programme organized by TTRCB in Bayelsa State;
3. establish if a relationship exists between retrained teachers by TTRCB and their level of job performance in primary schools in Bayelsa State; and
4. find out whether staff development by TTRCB has impact on conducive school climate in public primary schools in Bayelsa State.

Research Questions

1. What is the impact level of trained teachers by TTRCB, in the effective management of public primary schools in Bayelsa State?
2. What are the challenges encountered by TTRCB primary school teachers during the training programme organized by TTRCB, Bayelsa State?
3. Is there a relationship between retrained teachers by TTRCB and their level of job performances in primary school in Bayelsa State?
4. Does a relationship exist between impact level of a retrained public primary school teachers by TTRCB and conducive school climate in Bayelsa State?

Methodology

A descriptive survey research was adopted for the study. This design was considered appropriate as it sought information from sampled respondents with regard to the phenomenon of the study. The entire 356 public primary school teachers who were re-trained under the auspices of Teacher Training Registration and Certification Board (TTRCB) of Bayelsa between 2018 and 2022, constitute the population of the study. The sample size was however 120 representing (34%) of the study population. To achieve this, 5 public schools where teachers who had participated in continuous professional development by TTRCB, Bayelsa were purposively selected each from the 8 local government areas of Bayelsa State. The local government areas are: Brass, Ekeremor, Kolokuma/Opokuma, Nembe, Ogbia, Sagbama, Southern Ijaw and Yenogoa. Forty (40) public primary schools were therefore involved in the study. In each of the sampled schools, three (3) teachers who had undergone a

retraining programme from the state TTRCB were deliberately selected for investigation. In addition, 40 primary school heads or their assistants from which the teachers were sampled were used as respondents to one of the instruments designed for data collection.

Two sets of instruments (questionnaires) designed by the researchers were used to collect data. The first was titled: Impact Level of Teacher Retraining Programme on School Effectiveness Questionnaire (ILTRPSEQ). The instrument had three sections; A, B and C. Section A was used to elicit demographic data from the respondents, while section B contained 15 items which covered areas of school effectiveness such as classroom management, school discipline, teacher-parent relationship, pupils academic performance, school security and pupils' welfare administration. The respondents were expected to rate their perceived level of impact on a Likert 4 point scale of Very High (VH) 4, High (H) 3, low (L) 2, and Very Low (VL) 1. Section C of the instrument asked the respondents to state at least 5 challenges encountered during their continuous professional development programme organised by TTRCB.

The second instrument was tagged Level of Re-trained Teachers Job Performance (LRTJPQ). The instrument was designed for school heads to assess the level of job performance of the selected teachers who had undergone TTRCB in-service training programme. Section A of the instrument was used to obtain personal information of the school heads. Section B had 10 items which were indices for rating teachers' job performance. They include: lesson note preparation and pedagogy, pupils' classroom control and discipline, pupils welfare management, school safety, guidance and counselling services, pupils academic assessment and evaluation. The instrument was validated by the secretary to TTRCB, Bayelsa State, two senior primary school heads and a staff of the State Universal Basic Education, Bayelsa State. To ascertain the level of reliability of the instruments, they were pilot tested on 20 teachers who were not used for the main study. Thereafter, Cronbach alpha statistics was used to determine the consistency of the instruments which were estimated to 0.74. With regard to the second instrument which was Level of Re-trained Teachers Job Performance Questionnaire (LRTJPQ) a test-retest was conducted within an interval of two weeks

on 10 primary school heads who were not selected for the study. After which, the Pearson product moment correlation coefficient formula which yielded a co-efficient value (r) of 0.82 was obtained. This suggested that the instrument was reliable. The data collected for the study were analysed using Descriptive Statistics such as mean, standard deviation, percentage and Pearson Moment Correlation Coefficient. The decision rule was that any mean that rated 2.50 and above which is the benchmark was regarded as high/ agree while mean rated below the criteria mean of 2.50 was regarded as low/disagree as the case may be.

Results

Research Question One: What is the impact level of trained teachers by TTRCB in the effective management of public primary schools in Bayelsa State?

Table I: Impact level of trained teachers by TTRCB in the effective management of public primary schools in Bayelsa State.

S/N	Items	VH	H	L	VL	\bar{x}	SD	Decision
	Indicate the level of impact in which the TTRCB training programme you participated has in the following areas							
1	Improvement in classroom management strategies	30	28	31	19	2.60	0.80	High
2	Record keeping skills	43	29	30	16	2.91	0.25	Nigh
3	Management of disciplinary behavior of pupils	25	37	36	20	2.55	1.05	High
4	Classroom interaction	28	32	29	29	2.52	1.25	High
5	Evaluation of learning	30	36	22	30	2.54	1.08	High
6	School communication effectiveness	20	25	37	36	1.82	0.98	Low
7	Management of school facilities	35	29	30	24	2.58	1.20	High
8	Personality improvement	36	39	27	16	2.61	0.84	High
9	Lesson preparations	40	32	26	30	2.74	1.15	High
10	Uses of instructional materials	27	30	29	32	2.50	1.46	High
11	Teaching of large classes	27	35	20	30	2.51	1.46	High
12	Inclusive classroom pedagogy	20	18	49	33	1.96	1.04	Low
13	Maintenance of school internal security	32	20	36	30	2.33	0.93	Low
14	Guidance and counselling services roles	45	38	16	19	3.04	2.18	High
15	Parent – Teacher relationship	31	33	28	26	2.52	1.09	High
	Average mean					2.52	1.41	High

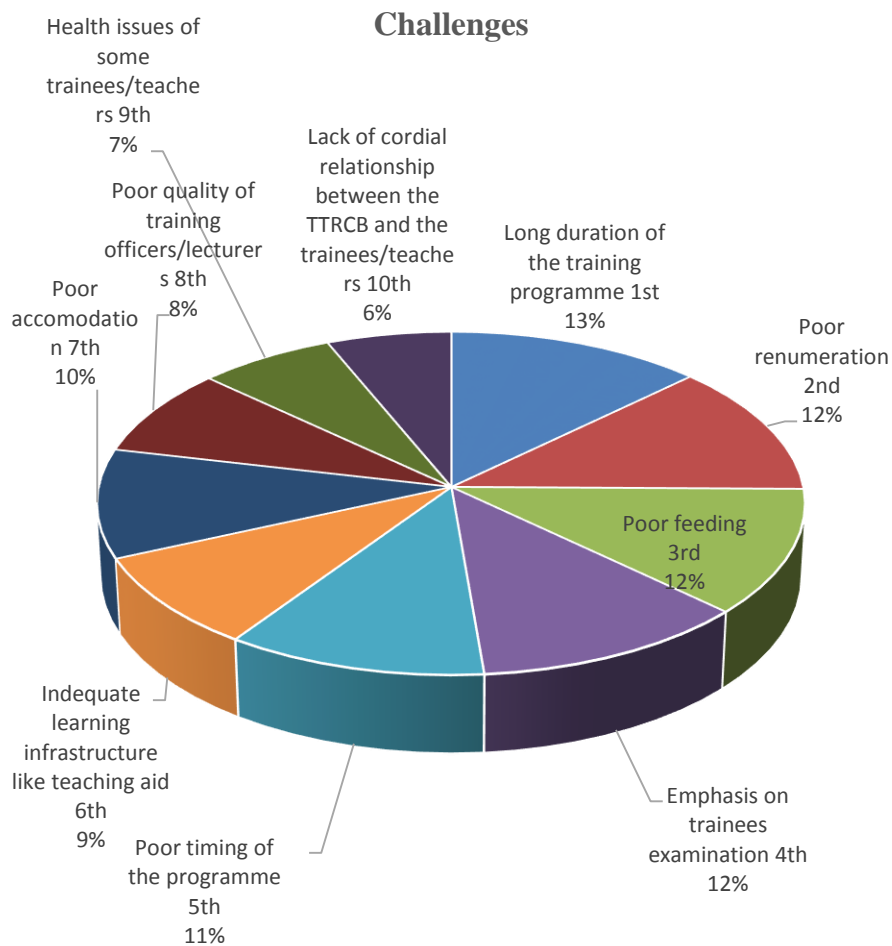
Table I shows items-by-item analysis on 15 items with regard to the impact level of trained teachers by TTRCB on the effective management of public primary schools. The average mean of the impact level was 2.52 while the standard deviation was 1.11. This suggests that the training received by primary school teachers under the TTRCB has a significant (high) level impact on the general effective management of public primary schools in Bayelsa State. However, a thorough look at the analysis of items 12, 13, and 14 with a corresponding mean score of 1.82, 1.96, 2.33 and 2.18 respectively,

revealed that the training teachers had did not have a significant high level impact on school management effectiveness.

Research Question Two: What are the challenges encountered by primary school during the training programme organised by TTRCB, Bayelsa State?

Table 2: Percentage and rank order of identified challenges encountered by teachers during training programme by TTRCB.

S/N	Challenges	Frequency	Percentage	Rank Order
1	Poor feeding	97	82	3
2	Poor accommodation	84	71	7
3	Poor remuneration	101	86	2
4	Emphasis on trainees examination	95	81	4
5	Poor timing of programme	89	75	5
6	Inadequate learning infrastructure like teaching aid	72	61	6
7	Poor quality of training officers/lectures	68	58	8
8	Health issues of some trainees/teachers	56	47	9
9	Lack of cordial relationship between the TTRCB and the trainees/teachers	51	43	10
10	Long duration of the training programme	105	89	1



Source: Researchers' field work (2022)

Figure 1: Rank order and percentages of identified challenges faced by in-service trainees.

The respondents (teachers) identified ten major challenges, which they encountered during their continuous professional development programme organised by TTRCB, Bayelsa as shown in Table 2. In the table, long duration of the training programme was regarded as a major issue by 105 trainees/teachers representing 89%

of the total respondents. This challenge ranks no 1. Other challenges identified teachers in rank order are: poor remuneration, 101 (86%), poor feeding 97(82%), emphasis on trainees examination, 95(81%) and poor timing of the programme, 89(75%). What appears to be least of the challenges were lack of cordial relationship between the TTRCB officials and the teachers; and health related issues of some trainees/teachers. The percentage number of teachers who identified these as challenges and the rank order of the challenges are 51(43%) and 56(47%) representatively.

Fig. 1 further shows illustration of percentage and rank order of the identified challenges encountered by teachers during their training programme by TTRCB in the year 2018 – 2022.

Hypothesis One: There is no significant relationship between impact level on school of retrained public primary school teachers on school effectiveness by TTRCB and Job performance in Bayelsa State

Table 3: Correlation Analysis of impact level of retrained teachers on school effectiveness and job performance.

Variables	N	SD	r value	p value
Impact level of retrained teachers on school effectiveness	118	2.58	1.36	.254 .000
Job performance	118	10.22	0.84	

r at 0.05 level of significance

Table 3 indicates that the r value computed is 0.254 and p – value is 0.000 at 0.05 level of significance since the p –value if 0.000 is less than the alpha value of 0.05, the null hypothesis is thus rejected. Therefore, there is a significant relationship between the impact level of retrained public primary school teachers on School effectiveness by TTRCB and job performance. It further suggests that continuous professional development of teachers will enhance their level of job performance.

Hypothesis Two: There is no significant relationship between impact level of retrained public primary school teachers by TTRCB and conducive school climate in Bayelsa State.

Table 4: Correlation analysis of impact level of retrained teachers and conducive school climate.

Variables	N	SD	r value	p value
Impact level of retrained teachers	118	20.32	5.19	0.341
Conducive school climate	118	16.84	3.25	0.000

r at 0.05 level of significance

As revealed in Table 4, the r – value of 0.341 is greater than P. Value of 0.000 at 0.05 level of significance. Consequently, there is a significant and positive relationship between impact level of retrained public primary school teachers with respect to professional development and conducive school climate in Bayelsa State.

Discussion of Findings

With regard to research question I, the findings revealed that the training primary school teachers had under the TTRCB had significant impact on the effective management of primary schools in Bayelsa State. Table I further revealed areas of significant impact which include, classroom management and record keeping skills; classroom interaction, lesson notes preparation, parent – teacher relationship and others. This finding underscores the importance of staff development in educational institution especially at the basic school level, which is critical to the formation of human capital development needed for social-political and economic turnaround of any society. This finding further emphasises the assertions of Nada & Ford (2013): Nishtha & Amit (2010) and Iyamu (2022). The ecology of primary school system is becoming very dynamic and complex in curricular activities, learners characteristics and learning resources. Teachers must therefore be retrained in order to cope with modern schooling

system and its inherent challenges. Therefore, continuous professional development like the TTRCB organised training is very significant to teachers' capacity development and the general school effectiveness. An effective primary school is a product of a professionally retrained teacher for the purpose of learners' performance of both in character, numeracy and literacy which are the cardinal objectives of primary school education.

The finding of the study as revealed in Table 2 showed some challenges faced by the trainees (teachers) during their professional development programme that could affect the objectives of the training in teachers' effectiveness in school management. Some of the identified challenges in ranking order include; long duration of the training programme, poor remuneration, poor feeding, emphasis on trainees examination, poor timing among others. The findings agrees with Iyamu (2020), Onajite (2016) who posited that paucity of funds, timing of training programme, quality of the trainers and the trainees, poor incentives could undermine the importance of teachers professional development programme.

The analysis of hypothesis one revealed that a significant relationship exists between the level of impact of retrained teachers by TTRCB and job performance. By implication a positive correlation exists between a retrained teacher and their level of job performance. This supports the assertion of Bassan (2015) that staff development in the area of job related skills has great influence on employee productivity. It can be inferred from, the finding that teachers continuous in service professional development programme has the potency of improving the job performance level of teachers especially in the aspects of mentoring learners behaviour, lesson preparation and pedagogy, classroom control management, guidance and counselling services and evaluation of learning outcomes. It therefore implies that staff quality and efficiency is guaranteed when teachers are regularly exposed to retraining and professional development programmes.

Lastly, it was also found in hypothesis two that there was a significant relationship between the impact level of TTRCB retrained public primary school teachers and conducive school climate in Bayelsa State. The finding supports Darry & Barry (1991) who contended that teacher professional development influences their

roles and activities in the school environment that stimulate a conducive climate. It can also be inferred from the finding that the professional training programme given by TTRCB, for public primary schools in Bayelsa State was holistic and comprehensive. Teachers did not only receive refreshers training in their subject areas, but every aspect of school operations which include lesson plans and delivery, records keeping, maintenance of school facilities, pupils welfare administration, school leadership, effective communication and maintenance of school security. These aspects of school activities covered by TTRCB organised programme help to assure conducive school climate for the pupils especially. Proper planning, supervision and funding of the training programme by government would help to achieve the general purpose of teachers' development.

Conclusion

Teachers effectiveness and basic school success is largely dependent on continuous professional development of the teachers who are drivers of the aims and objectives of every educational systems. In contemporary times, no nation can achieve meaningful and sustainable development without an effective school system. Existing literature and research findings of the study have also asserted that teachers quality through continuous professional development are very strategic to their effectiveness and efficiency of the schools in its goals actualization .However, the study observed that teachers were often faced with some challenges during the continuous professional development programme under the auspices of TTRCB, Bayelsa State. These include amongst others funding, timing of the training, incentives and remuneration of the trainees. In view of the significance of staff development to teachers' productivity and efficiency, deliberate efforts must be made by government and TTRCB to mitigate every identified issue.

Based on the findings and conclusion made from this study, the following recommendations are imperative.

Recommendations

- I. Bayelsa State government should increase her financial allocation to the board for the purpose of the training programme. The state

government and the TTRCB could also approach World Bank, multinational and indigenous oil companies in the state for financial support.

2. The timing of the training programme should be during school holidays so that school academic timetable will not be disrupted to the disadvantage of the learners.
3. The training program should be structured in a way that the trainees are not overloaded with cognitive and theoretical knowledge. An average of 24 to 30 credit hours of work per week is therefore recommended.
4. School internal security is strategic to school effectiveness and conducive school climate. Therefore, efforts should be made by TTRCB to include this aspect in the Training manual for teachers to be acquainted with school security tips.
5. Teachers should also be trained in strategies for improving parent – teacher relationship. This is very important in the moral and academic upbringing of the learners in their early age. A synergy between parents and teachers is needed for effective training of the learners/pupils.

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