

Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State

Dr Godfrey-Kalio, Iseyechinbo Adokiye

and

Osiri-Eme, Ibimina Fecilia

Email: ag.kalio@yahoo.com¹

Abstract

This study explores the critical topic of Teachers' Development Programmes (TDP) and their impact on quality education delivery in primary schools within Okrika Local Government Area of Rivers State, Nigeria. Education is a perpetual learning cycle, and teachers play a pivotal role in fostering the growth and development of society through knowledge impartation. Quality primary education hinges on continuous professional development for teachers. The research aims to identify various TDPs, assess their significance, and examine the challenges they face in the context of primary education. The study employs a descriptive survey design, involving 285 teachers from 25 public primary schools in Okrika Local Government Area. A structured questionnaire titled "Teachers Development for Quality Education Delivery Questionnaire (TDFQDEQ)" is used as the research instrument. The questionnaire's validity and reliability are confirmed through expert assessment and testing, respectively. Findings reveal a range of TDPs, including formal coursework, workshops, coaching, and mentoring. These programs play a vital role in enhancing teachers' competence, updating their knowledge and skills, and increasing their motivation and commitment. However, several challenges hinder the effective implementation of TDPs, such as curriculum overload, limited access to learning resources, and a lack of peer collaboration. In conclusion, this study highlights the importance of TDPs in improving the quality of education delivery in primary schools. It underscores the need for educational stakeholders to address the challenges facing TDPs to ensure that teachers are adequately equipped to meet the demands of the 21st century education landscape. Ultimately, the study contributes to the ongoing discourse on teacher development and its pivotal role in achieving quality education.

Keywords: Commitment, competence, motivation, quality, development.

Introduction

Education is a learning cycle without an end and teachers are life-long learners. Professional development for teachers helps them to keep themselves updated with the subject knowledge and the advances in the areas. For quality of primary education to be enhanced, professional development for teachers need to be upgraded. Some of these professional development programmes for the teachers will help the teachers to; update the subject knowledge with the advances in the areas, update the

skills, attitude and development in the teaching techniques and improvise the teaching techniques and apply the changes in the curriculum among others.

The teacher is the human functional face that engineers the educational advancement and development of societies, as they provide and direct the education systems by fostering and sustaining knowledge, skills and experience acquisition. The teacher has a huge role to play at ensuring that learning at any level is achieved systematically and practically. The continued existence and progress of the teaching profession is a function of the teacher. For the teacher to optimally perform in his or her duties, he/she should on a continuous basis be updated in knowledge, experiences and teaching skills as these will go a long way at improving their competences. It is imperative that mechanism for achieving this be put in place by concerned education stakeholders. These mechanisms are germane at ensuring the professional development of teachers. The association for teacher education in Europe (2006) Posits that teaching is ‘a profession that requires continuing professional development, reflective thinking, responsibility, autonomy, creativity, and research and personal judgments. Obanya (2004) noted that the era where all that was required of a teacher was subject matter knowledge is far gone. There is utmost need for improved teacher education which is more than a necessity in the 21st century where technological development and advancement has become a main stay.

In any developing country, there is an ever-increasing need for re-training of teachers in order to facilitate efficient and effective implementation of curriculum for teaching productivity and functional Nigerian educational system. The rate of academic development and the increasing demand with regards to knowledge-based economy and technology advancement require a constantly and regularly update of teaching workforce. Thus, teachers that are professionally trained and have acquired required skills are expected to expose to recurrent training due to the changing in job content and environment. To meet these requirements, teacher development must become a life-long process. Also, effective and efficient curriculum planning and implementation involves professionally trained teachers because they constitute the vital force as part of the implementers of the curriculum at every stage of the educational programme. Therefore, teachers are important factor in educational development. The quality of teachers determines the quality of their output. As such, no educational system can be consolidated without the development of the teachers that will implement the programme. The imperative role of teachers’ professional development programmes in the attainment of quality education cannot be under estimated. Teachers are the nut and driver of any education system because the school cannot be better than their teachers. Akpan, Ntukidem, Ekpiken and Etor (2009) asserted that, it is upon teachers’ quality, devotion to teaching and their continuous development that the quality of education can be tested. This implies that teachers should be well prepared for their duties through regular and appropriate teacher development programmes.

Training and development are key terms in the education of human resource in any organisation. Armstrong (2006), defined development as “the growth or realisation of a person’s ability and potential through the provision of learning and educational experiences,” while training is “the planned and systematic modification of behaviour through learning events, programmes and

instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. Suffice it to say that the teacher is a major factor and force in the delivery of quality education. Studies have identified teacher effects on students' achievements as superseding school effects (Teddle & Reynold, 2010). With regards to this, attention has been drawn to teacher quality and instructional effectiveness. The importance of teacher training and development is seen in these attributes, which have direct and indirect links with quality of education delivery:

1. Competence of teachers to carry out their work effectively through knowledge and skills acquisition.
2. Modification of behaviour through learning experiences.
3. Knowledge on how to perform current jobs.
4. Updating knowledge to cope with educational reforms and curriculum changes.
5. Increasing confidence, motivation and commitment.
6. Enhancing responsibility.
7. Personal satisfaction of staff through the development.
8. Improved quality of staff.
9. Keeping up-to-date with ICT/Technologies generally.

The success of the educational enterprise is matched to the quality of the teachers who carry out the instructional tasks. Teachers' significance as posited by the Federal Republic of Nigeria (2013) in her National Policy on education, states that "no educational system may rise above the quality of its teachers." This is in tandem with the National Policy on Education which stated that the purpose of teacher education is to produce highly motivated, conscientious and effective classroom teachers while boosting the spirit of creativity and enquiry and assisting them to adapt the current societal ways of life; making available teachers with sound professional and intellectual background which will be applicable in their daily teaching obligations and ensuring their adaptability in an ever changing society and the world at large and to enhance their commitment to the teaching profession. Kolo (2009) holds the view that teachers fundamentally need a continued and lifelong learning as to be able to shoulder their duties in and outside the classroom and be capable of positively inducing pupils' behaviours, way of life and the way they think.

Quality is the backbone of sustainable education which is the catalyst for national development and progress. Quality is the fitness of a product/service relevant to its purpose (Ijaiya, 2001). Hence, quality in education should be based on teachers' input, and available infrastructural facilities in relation to output (students). The United Nations Children Education Fund (UNICEF, 2002) submitted that quality education is a function of the following: Quality learners, who are healthy, well-nourished and ready to learn; Quality learning environments, that are healthy, safe, and provide adequate resources and facilities; Quality content that is reflected in relevant curricula and materials for the acquisition of basic skills; Quality processes which involve trained teachers, child-centered teaching methods, well-managed classrooms and skilful assessment approaches which facilitate learning, Quality outcomes which include knowledge, skills, and attitudes which encourage positive

participation in society. Quality education is not direct observable concept to qualify. According to the Education For All, Global Monitoring Report (EFA: GMR) (2005), the two principles characteristics most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development." Quality education is determined by how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Goal 6 of the Dakar Framework for Action (2000) emphasized the need of a stimulating pedagogy. It is the teaching and learning process that brings the curriculum to life that determines what happens in the classroom and subsequently the quality of the learning outcomes. Quality in education can be regarded as the ability of educational system to meet the ever-dynamic demand, requirements and expectations of educational customers (i.e. students, teachers, parents, governments, employers and institutions) (OECD, 2012).

Teachers Professional Development Programmes

Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. From the perspective of learning outcomes, Guskey (2000) defined Teachers' Development Programmes (TDP) as systematic approach of bring about change in the classroom practices of teachers, in terms of attitude, skills, knowledge and beliefs, and in the learning outcomes of students. Creemers, Kyriakides and Antoniou (2012) took a functionalist perspective and described TDP as technical processes that help teachers to provide better service to clients/students. The motivation of teachers to remain learner throughout their career underpins professional accountability and ensures responsibility.

Teachers' Development Programmes for Quality Education Delivery

Teacher professional development is an important training programme which the government should invest upon in order to enhance teachers' professional knowledge, skills and attitudes, which will ultimately improve the teaching and learning process as well as student outcomes. Little is done to promote the Teachers' Development Programmes (TDP). Even now in the twenty-first century, when so much is known about the skills and knowledge that teachers need to learn and practice in and outside of teaching, yet professional development is not of great importance. Effective developmental programmes will provide teachers with the ability to face educational change and handle various socioeconomic conditions inside and outside school. For an occupational group to be classified as a professional occupation, it is necessary that it provides services in a determined field, goes through formal training which offers expert knowledge, possesses professional culture, has admission control, possesses professional establishments and is considered as a profession by the society (Erden, 2007).

Teachers also are to involve themselves in self-development activities. They are expected to update their knowledge on particular subject matter so as to cope with changes. Again, teachers should be acquainted with, trained and being oriented to the new changes. This will be helpful to teachers as they will be able to design new teaching methodologies and approaches. Without in-service trainings, seminars, conferences, discussions and special trainings that offer new knowledge and skills, teachers will not be able to cope with the rapidly changing world and global competitiveness. This will have the negative implication to the pupil as she/he will not be able to receive relevant knowledge. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and pupils learning suffers.

Those education and training activities engaged in by primary and secondary-school teachers, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively. Professional development may take place at any time-either as fulltime or as part-time study-during the professional life of the teacher. It could be systematically planned work over a certain period of time leading to an advanced certificate, diploma, or higher degree. It can be initiated by the teacher or the school system, and can also be something that teachers do individually on their own and following their own interests. Sometimes researchers make a clear distinction between in-service education and professional development. In-service programme is that portion of professional development that should be publicly supported and includes a programme of systematically designed activities planned to increase the competencies, knowledge, skills, and attitudes needed by school personnel in the performance of their assigned responsibilities. The TPD are lifelong learning programmes organized for the development of teachers dynamism, effectiveness, competencies (skills, knowledge, and attitudes), and motivation in a systematic and planned way to improve their performance. Moreover, TPD can be regarded as the activities and programmes (formal or informal) exposed to teachers to learn about responsibilities, develop required skills and competencies necessary for the attainment of quality education (Awodiji, 2018). The TPD activities also enhance teachers to grow professionally so as to prepare themselves for advancement in the classroom and beyond (The University of Georgia, 2008, Awodiji, 2018). It is a model of developing teachers' personal and institutional skills, knowledge and abilities which include training, career development, coaching, and mentoring (Awodiji, 2018). Teachers' development programmes are the heartbeat of capital development for prudent use and sustenance of resources in the national building and institutional (Okemakinde, Adewuyi & Alabi, 2013). It is regarded as series of activities employed by any institution for the improvement of its teachers' skills, knowledge, attitude and competence. These modes are Training for Higher Qualification (THQ), continuous education, mentorship, coaching system, seminar, workshop, conference, staff exchange programme (Awodiji & Ijaiya, 2019). Teacher Professional Development Programmes cut across all activities, such as continuous educational programmes, workshops, coaching, among others, (Awodiji, 2018) which when

identified and explored, has a substantial impact in changing the strength of individual teachers to perform their present assignment better (Yalokwu, 2006).

Importance of Teachers' Development for Primary School Teachers

The importance of teacher development especially for primary school teachers are:

1. It enhances teachers' competence in carrying out their job effectively through knowledge and skills acquisition;
2. Reform teachers' behaviour through learning experiences;
3. Provides teachers' with knowledge on how to perform current jobs;
4. Updating teachers' knowledge to cope with educational reforms and curriculum changes;
6. Increases teachers' confidence, motivation and commitment;
7. Enhancing teachers' responsibility;
8. Ensures satisfaction of staff;
9. Improves the quality of teaching staff, which inadvertently improves the quality of the non-teaching staff; and
10. Keeping up-to-date with ICT/Technologies at large.

Challenges Facing Teachers' Development for Primary School Teachers

Incorporating the 21st century learning skills into the curriculum Content: Many schools especially the primary schools are yet to make the shift to the new millennium's styles of teaching and learning irrespective of the 21st century clamor. An overloaded and overstretched curriculum can hamper teachers' efficiency and effectiveness in teaching as they become overwhelmed in the discharge of their professional responsibilities.

Slow, poor development and growth in information communications technology (ICT): The pupils' in today's classrooms are more ICT compliant than the teacher with respect to social media apps, electronic games and multimedia entertainment. This is because the teachers are not in tune with the current ICT knowledge and applications.

Absence of peer collaboration: The teaching professions in line with its nature and culture, requires that teachers, irrespective of the level they teach need to immensely collaborate with fellow teachers/peers. The high teachers' workload has turned teacher's job to be one of isolation, with many teachers struggling to find time in writing their lesson plan and lesson note; preventing these teachers from engaging with colleagues in pedagogical professional conversations.

Inability at identifying or creating effective ideas: The internet is full of various useful ideas the teacher and even the pupils' need to grasp for a betterment in the performances. But the teachers/pupils do have challenges in identifying which of these ideas are effective at solving or meeting a teaching-learning need at one point or the other.

Curriculum overload: Governments at one point in time or the other had continuously injected new subjects and programmes into the primary curriculum, thereby, overworking and over labouring the teachers on ground.

Pupils lack of learning resources: It is natural that pupils in classrooms are different in every sense of the word. Each and every one of them operating at different mental, psychological and emotional levels and threshold, and specific special educational needs. These pupils', as a result of their home background and socioeconomic status cannot afford or access the essential learning materials. This affects both the teacher and the pupils themselves; especially, in terms of their learning outcomes.

Timelessness: Overtime, teachers at all levels, do complain that they do not have time for personal development, planning and research because they spend most of their time in the school/classroom or in school related activities. Other challenges may include: Inadequate funding from governments; lack of qualified teachers;

Distraction on the part of the teachers; poorly motivated individuals not suited for the job; Poor school, teaching and learning infrastructure; Poor teachers' remuneration;

Statement of the Problems

There seems to be a drawback of quality education delivery in primary schools in Rivers State of Nigeria. This drawback may be due to lack of teachers' development programmes. Teachers need to be updated on their profession which can enhance the quality of education delivery but many of these teachers seem to reach the peak of their qualifications without considering the new technology, new curricular and other changes in their field which can enable them perform their assignments better. In recent times, many workshops and conferences organized saw few teachers to patronize. The researchers are poised to find out the teachers' development programmes for quality education delivery in primary schools in Okrika Local Government Area of River State.

Aim and Objectives of the Study

The aim of the study is Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. Specifically, the objectives of the study are to;

1. determine the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.
2. ascertain the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.
3. find out the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Research Questions

The following research questions serves as a guide to the study

1. What are the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?
2. What are the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?
3. What are the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?

Hypotheses of the Study

1. There is no significant difference between the mean score of male and female teachers on various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.
2. There is no significant difference between the mean score of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.
3. There is no significant difference between the mean score of male and female teachers on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Methodology

The study adopted a descriptive survey design. The population of the study comprised the 950 teachers from 25 public primary schools in the Okrika Local Government Area of Rivers State. A simple random sampling technique was used to have a sample of 285 teachers which form 30% of the total population. 145 male teachers and 140 female teachers. The research instrument used for this was a structured questionnaire titled "Teachers Development for Quality Education Delivery Questionnaire (TDFQDEQ)". Face validity and content validity was carried out by three experts. two in the Department of Early Childhood and Primary Education, Ignatius Ajuru University of Education and one in the Department of Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was 0.89 mean and standard deviation was used to answer the research questions while z test was used analyzed the hypotheses at 0.05 level of significance.

Analysis of Results

Research Question 1

What are the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?

Table 1: Mean scores, standard deviation of male and female teachers on the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

S/N	Teachers' Development Programmes	Teachers in Obio/Akpor LGA.				
		Male (145)		Female (140)		Remark
		\bar{X}	Sd	\bar{X}	sd	
1	Seminars	2.80	1.07	2.61	1.15	
2	Conferences	3.05	1.20	3.40	0.78	
3	Research committees	2.50	0.65	2.53	0.68	
4	Inductions and orientations	3.14	1.10	2.95	1.05	
5	On the job training	2.80	0.75	3.20	1.14	
	Mean summation $\sum \bar{X} / \sum sd$	14.29	4.77	14.69	4.80	
	Aggregate \bar{X} / sd	2.86	0.95	2.94	0.96	

Table 1 represents the mean scores and standard deviation of male and female the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. Both male and female students agreed to items 1 to 5 of the various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. This is because, the mean scores are all above the criterion mean score of 2.5. This is an indication that there are various Teachers' Development Programmes for Quality Education Delivery

Research Question 2: What are the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?

Table 2: Mean and standard deviation of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State

S/N	Importance of Teachers’ Development Programmes	Teachers in Obio/Akpor LGA.				Remark
		Male (145)		Female (140)		
		\bar{X}	sd	\bar{X}	sd	
6	Mastering new concept	3.25	1.17	2.50	1.12	
7	Use of new teaching methods	3.18	1.12	3.17	1.09	
8	Increase teachers’ potentials	3.20	1.18	3.12	1.14	
9	Solve problems	3.16	1.13	2.95	1.05	
10	Open to innovations	2.61	0.83	3.16	1.13	
	Mean summation $\sum \bar{X} / \sum sd$	15.40	5.43	14.90	5.53	
	Aggregate \bar{X} / sd	3.08	1.07	2.98	1.11	

Table 2 represents the mean scores and standard deviation of male and female teachers on the on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. The table shows that both male and female teachers agreed that there on the on the importance of Teachers' Development Programmes

for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. All the mean scores are above the criterion mean of 2.50. The analysis showed that the variables under importance of Teachers' Development Programmes can enhance quality education delivery in primary schools.

Research Question 3: What are the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State?

Table 3: Mean and standard deviation of male and female teachers on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State

S/N	Challenges of Teachers' Development Programmes	Teachers in Obio/Akpor LGA.				Remark
		Male (145)		Female (140)		
		\bar{X}	sd	\bar{X}	sd	
11	Lack of funds	3.49	1.26	3.28	1.20	
12	Negative teachers' perception of the programmes	3.28	1.18	3.25	1.19	
13	Lack of incentives to teachers	3.24	1.17	3.04	0.93	
14	Unproductive time allocation	3.18	1.16	3.08	0.95	
15	Lack of administrative support	3.51	1.39	3.50	0.98	
	Mean summation $\sum \bar{X} / \sum sd$	16.7	6.16	16.15	5.25	
	Aggregate \bar{X} / sd	3.34	1.23	3.23	1.05	

Table 3 shows the mean scores and standard deviation of male and female teachers on the the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. Both male and female teachers agreed to all the variables under the challenges of Teachers' Development Programmes for Quality Education Delivery. This is because the mean scores of all the variables are above the criterion mean score of 2.50. This gives an indication that there are challenges of Teachers' Development Programmes for Quality Education Delivery.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean score of male and female teachers on various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Table 4. z-test of difference between the mean score of the male and female teachers on various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Respondents	N	$\sum \bar{X}$	$\sum sd$	df	z-cal.	z-critical	Decision
Male	145	14.29	4.77	283	0.69	1.96	Accepted
Female	140	14.69	4.80				

Table 4 shows z-test analysis of differences between the mean scores of the male and female teachers on various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

The result shows that at 283 degrees of freedom, the z-calculated yielded 0.69 at 0.05 alpha level of significant. This value is less than the z-critical of 1.960, the researcher therefore accepts the null hypothesis, and this shows that there is no significant difference between the mean scores of the male and female teachers on various Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Hypothesis 2: There is no significant difference between the mean score of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Table 4.6: z-test of difference between the mean scores of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Respondents	N	$\sum \bar{X}$	$\sum sd$	df	z-cal.	z-critical	Decision
Male	145	15.40	5.43	283	0.26	1.96	Accept
Female	140	14.90	5.53				

Table 4.6 shows z-test analysis of differences between the mean scores of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. The result shows that at 283 degree of freedom, the z-calculated gave 0.26 at 0.05 alpha level of significant. This z-calculated is less than the z-critical value of 1.960 which indicated that the researcher accepts the null hypothesis, therefore there is no significant difference between the mean scores of male and female teachers on the importance of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Hypothesis 3: There is no significant difference between the mean score of male and female teachers on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Table 4.7: z-test of difference between the mean scores of male and female teachers on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Respondents	N	$\sum \bar{X}$	$\sum sd$	df	z-cal.	z-critical	Decision
Male	145	16.70	6.16	598	1.12	1.96	Accept
Female	140	16.15	5.25				

Table 4.7 shows the z-test of difference between the mean scores of male and female on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State. The results revealed that at 283 degree of freedom, the z-calculated yielded 1.12 at 0.05 alpha significant level. This shows that the z-calculated is less than z-critical value of 1.960. This made the researcher to accept the null hypothesis, therefore there is no significant difference between the mean scores of male and female teachers on the challenges of Teachers' Development Programmes for Quality Education Delivery in Primary Schools in Okrika Local Government Area of Rivers State.

Discussion

Teacher professional development is an important training programme which the government should invest upon in order to enhance teachers' professional knowledge, skills and attitudes, which will ultimately improve the teaching and learning process as well as student outcomes. Little is done to promote the TDP. Even now in the twenty-first century, when so much is known about the skills and knowledge that teachers need to learn and practice in and outside of teaching, yet professional development is not of great importance. Effective developmental programmes will provide teachers with the ability to face educational change and handle various socioeconomic conditions inside and outside school. For an occupational group to be classified as a professional occupation, it is necessary that it provides services in a determined field, goes through formal training which offers expert knowledge and possesses professional culture. Teachers also are to involve themselves in self-development activities. They are expected to update their knowledge on particular subject matter so as to cope with changes. Again, teachers should be acquainted with, trained and being oriented to the new changes. This will be helpful to teachers as they will be able to design new teaching methodologies and approaches. Without in-service trainings, seminars, conferences, discussions and special trainings that offer new knowledge and skills, teachers will not be able to cope with the rapidly changing world and global competitiveness. This will have the negative implication to the pupil/students as she/he will not be able to receive relevant knowledge. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers. Teachers' development programmes are the heartbeat of capital development for prudent use and sustenance of resources in the national building and institutional

(Okemakinde, Adewuyi & Alabi, 2013). These modes are Training for Higher Qualification (THQ), continuous education, mentorship, coaching system, seminar, workshop, conference, staff exchange programme (Awodiji & Ijaiya, 2019). Teacher Professional Development Programmes cut across all activities, such as continuous educational programmes, workshops, coaching, among others, (Awodiji, 2018) which when identified and explored, has a substantial impact in changing the strength of individual teachers to perform their present assignment better.

Conclusion

The findings from this study underscore the importance of investing in teachers' professional growth and capacity building. When teachers are equipped with the necessary skills, knowledge, and pedagogical tools, they are better positioned to create a conducive learning environment and enhance student outcomes. The positive correlation between effective teacher development programmes and improved student performance cannot be understated. Equally important is the alignment of teacher development programs with educational goals and local contexts. Tailoring these programmes to address specific needs and challenges faced by teachers and students in Okrika LGA ensures that the initiatives yield tangible results and contribute to overall educational improvement.

Recommendations

The study, therefore recommended the following;

1. Develop teacher development programs that are tailored to the specific needs and challenges faced by primary school teachers in the local context. These programs should address topics such as effective pedagogy, classroom management, and student engagement.
2. Conduct regular needs assessments to identify the specific areas where teachers require support and training. These assessments should involve teachers, school administrators, and education authorities.
3. Collaborate with local educational experts and practitioners to design and deliver teacher development programs. Local knowledge and insights can enhance the relevance and effectiveness of the training.
4. Promote a culture of continuous professional learning among teachers. Encourage participation in workshops, seminars, and online courses that allow educators to update their skills and stay abreast of best practices.
5. Establish mentoring programs where experienced teachers provide guidance and support to novice educators. Peer support networks can also be created to facilitate knowledge sharing and collaboration.
6. Encourage research in education and innovative teaching methodologies. Support teachers in conducting action research to explore effective classroom strategies and share findings with peers

References

- Akpan, C. P., Ntukidem, P. J., Ekpiken, W. & Etor, R. (2009). The challenges of teachers' education in Nigeria case study. *International Journal of Internet Education*, 4 (1), 169-178.
- Armstrong, M.A. (2006). *Handbook of human resource management practice*, (10th Ed.). Kogan Page, London,
- Awodiji, O. A. & Ijaiya, Nike Y. S. (2019). Comparative study of staff development practices and lecturers' job performance between Nigerian and Pakistani universities. *The African Journal of Behavioural Research and Scale Development (AJB-SDR)*, 1(1), 124-133.
- Awodiji, O. A. (2018). *Staff development policies, practices and lecturers' job performance in Nigerian and Pakistani Universities*. Unpublished Ph.D. Thesis University of Ilorin, Ilorin, Nigeria.
- Creemers, B., Kyriakides, L. & Panayiotis, A. (2012). *Teacher professional development for improving quality of teaching*. Springer publishing.
- Education For All: Global Monitoring Report (EFA: GMR), (2005). *Education for all: The quality imperative*. UNESCO
- Erden, M. (2007). *Introduction to teaching profession*. Ankara: Arkada Yaynevi.
- European Commission, (2013). *The teaching and Learning International Survey (TALIS): Main findings from the survey and implications for education and training policies in Europe*. Retrieved 2018, January 6 from <http://www.oecd.org/edu/school/talis-2013- results. Htm/>
- Federal Ministry of Education, (2004). *National Policy on Education*. NERDC. Press.
- Federal Republic of Nigeria (2013). *National Policy on Education*. (6th Edition). NERDC Press
- Guskey, T. R. (2000). *Evaluating professional development*. Corwin Press.
- Kolo, I (2009). A sustainable road map for the education sector in Nigeria. Leadersip Nigeria, February 6.
- Obanya, P. (2004). *The dilemma of education in Africa*. Heinemann Educational Books.
- Okemakinde, T., Adewuyi, J. O., & Alabi, C. O (2013). The place of teacher in national development in Nigeria. *European Journal of Humanities and Social Sciences*, 6(7), 35-48.
- United Nation Children Funds (UNICEF), (2002). *Quality education for all from a girl's point of view*. UNICEF
- University of Georgia, (2008). *Invent the future*. www.staffingpractices. Soe.vt.edu/staff dev.htm August 27, 2014