

Innovations

Enhancing Students Performance in External Examination through Teachers Professional Development and Induction in Delta State, Nigeria

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Abstract

The study specifically examined the role of teacher's professional development and induction in the enhancement of students' performance in external examination. Ex-post facto survey design was adopted, the population comprised 14,745 teachers in 452 public secondary schools in the twenty (25) local government area of Delta state selected from the three senatorial districts. The stratified random sampling technique was used to draw a sample of 1475 respondents from three senatorial districts of the state. The instrument used for the study was self-developed questionnaire titled "Influence of Teachers Development on the Quality of Education Questionnaire" (ITDQEQ) which contains 66 items and West African Examination Council Results of 2018 and students' performance in the external examination. The research questions were answered using mean (\bar{x}) scores and standard deviation. Based on the result from the analysis, it was concluded that that teachers' professional development and induction, enhance students' performance in external examination in Delta State. The study recommend that, principals and Parent Teachers Association (PTA) should encourage teachers to participate in any professional development that will bring positive influence on quality of education.

Introduction

In education, the terms professional development, staff development, teacher development and in-service training have been used side by side and have been defined in different ways. O'Sullivan, Jones and Reid (2008) believed that staff training or preparation programmes are mindful institutional efforts predominantly related to teaching with a view to improving the ability of teachers to enable them perform their roles effectively. Jones, McMullen, Campbell, McLaughlin, McDade, O'Lynn, and Glen(2018) asserted that teacher development provides the essential oxygen for instructor in a bid to live as learned and trained professionals. They believe that staff-development programmes provide the means for teachers to experience continuing education as part of a team of professionals. Okoro (2018) defined the term professional development as a process which enables teachers become more professional. He maintained that the term implies a long training which encompasses hypotheses as a milieu to practice; develop its own rules of behaviour and has a towering degree of autonomy.

Professional education, short courses, conferences and workshops largely focused on practice and skills. These kinds of courses aim to enlighten the instructors of already discovered method and expertise to use in classroom (Akpokiniovo, 2022). Such sessions are usually, not necessarily, premeditated by outside professional, and initiate to teachers. Every organization is tasked to be dedicated to creating reasonable and fascinating working environment to equip staff. Teacher induction program is a professional development model designed to provide mentor-based support to beginning teachers and create a supportive climate for teacher's growth and development. These programs help teachers through their early career years, accelerate teacher effectiveness, and increase the

worth of edification achievement. A profession facing such a loss requires interventions to reduce the number of teachers exiting the field. Teacher training programmes as perceived, is an efficient approach in plummeting new teacher attrition (Ingersoll, 2001; Strong and Villar, 2007; Wong, 2005). All-inclusive programmes designed around the new tutor to make available a base in professional development and improvement and support are indispensable to prepare new teachers entering the profession (Wong & Asquith, 2002). Furthermore, professional development provided through the means of a teacher learning community affords teachers' greater understanding and acceptance (Clark, 2001 & Ullman, 2009).

Effectual feat on the part of teachers is vital for the accomplishment of the school organization and quality of education. Performance in this regard, will rely on the acquaintance, ability and poise in initiating ideas on how best to undertake the task of teaching. Hence, the need for teacher development that is aimed at enhancing the efficacy of people for higher tasks. Instructors are a significant aspect in the working and operations of the school curriculum. The worth of school instructors is a vital forecaster of student's achievement. Instruction as a career denotes incessant improvement of understanding and capability via training programmes and such training programmes include induction, qualification, in-service, mentoring employees, amongst others (Akpokiniovo, 2022).

One of the utmost challenges to post primary schooling in the country is teachers' apathy towards the profession. Apprehension in the Nigerian edifying structure is resultant in part on teacher's displeasure with their job, on the other hand students seems not be doing well on their external examination. Could it be teachers professional development and induction has effect on students performance? The statement above give rise to the present study.

Concept of Teacher Development

Teacher development is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with kids, youth and colleagues through each phase of their teaching lives (Day, 2018). Teacher development, according to Adesina (2000) connotes the way and means by which teacher performance needs are recognized and the extent to which leaders ensure that these needs are met. Likewise, Health (2010) defined staff development as a systematic attempt to harmonize individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work.

Teacher Development and Quality of Education as regards Students performance

Teachers' development in the last 30 years of Nigeria history has been seen by many that contributed to a highly skilled teaching force. The result of this can be seen in Nigeria students' achievements and benchmarked assessment rankings (Okafor, 2007). Clarks, (2001); Ullman (2009) reported that professional development provided through the means of a teacher learning community affords teachers greater understanding and acceptance. Darling-Hammond and Richardson (2009) also noted that professional learning communities where teachers forms group to collaborate on new teaching concepts and strategies that promote positive learning environments and learning community which provide a natural support system to explore new ideas, show common concerns and promote collegiality. Clearly, NPE policies and strategic initiatives have successfully incentivized many teachers to improve themselves professionally and to keep up with new ideas and demands. Innovations, such as teaching guide within schools and school networks, have also been strengthened in recent years through bottom and up initiatives, reflecting teachers' professionalism through ownership of their learning, as well as the developing confidence in leading their own learning.

Teachers' Induction and Quality of Education

Today's public education teaching force is facing multiple challenges as we enter the post-No-Child-Left-Behind era. Two challenges confronting today's teaching force are teacher abrasion and digital incorporation with literary skills. Nevertheless, the method in which new in-service teachers are prepared may serve as a common answer to both challenges. Schools are grappling with high levels of turnover via attrition. In particular, new-teacher's attrition rates ranged from 50% in some areas to less in others despite the growing call for more instructors in the field (Ingersoll, 2003). With such losses, the inevitable occurs: low levels of student achievement (Darling-Hammond 2003).

Furthermore, professional development provided through the means of a teacher learning community affords teachers' greater understanding and acceptance (Clark, 2001; Ullman, 2009). Professional learning communities where teachers form groups to collaborate on new teaching concepts and strategies promote positive learning environments. The learning community provides a natural support system to explore new ideas, share common concerns, and promote collegiality (Darling-Hammond and Richardson, 2009). The nature of a teacher erudition community lends credence to a new-teacher training programme. Conversely, in the 21st century, learning communities has the ability to span the digital world easier than ever, creating new prospects.

Today's speedy advances in new information and communication technologies (ICTs) have opened new prospects for teachers to work collaboratively in an online learning community. The Internet has moved from a static knowledge base reserved for those with Web-based programming skills to an interactive experience through the use of Web 2.0 technology for the everyday user (Solomon and Schrum, 2007; Tapscott and Williams, 2007). Tools such as blogs, widgets, wikis, and mash-ups are common in this personal Web experience. The "real world" is merging with the "digital world" to form one interactive experience where people work, network, communicate, socialize, and play. As a result, globalization, where physical boundaries are no longer obstacles to interact with people, is becoming commonplace (Friedman, 2005). By harnessing easily acquired mass communication technologies, schools can grow and expand professional development opportunities, enhance learning networks, and ultimately meet the needs of today's student. Newest teachers entering the field are considered the first people who have grown up with everyday access to technology and it can increase the quality of education (Lei, 2009).

Statement to the Problem

Quality education and the academic performance of learners have also been unsatisfactory. Above fifty percent of the students who sat for the May/June 2015 WASSCE cannot move on to higher institution. It has been revealed that its effect is lack of effective and dexterous teachers; leading to the presence of corruption as the result of this grimy performance. Administrators are saddled with task in putting into practice teacher improvement programme which amongst others encompasses failure to engage teachers in the scheduling of professional improvement activities which by extension, demoralises and develop in them unenthusiastic attitudes. Teacher's value programmes where they are engaged in organizing rather than being relegated to the background on matters that is of paramount to them. Another challenge in this regard is financial constraints.

Observations from above inclined to the fact that financial constraints are contributory factor to restricted professional improvement exercises undertaken to upgrade teachers for adequate teaching. Underfunding of teacher's improvement programme is one of the factors that act as an obstacle to efficient teacher's improvement and influence the worth of education. Therefore, teachers are the main determinant of quality education. If they are indifferent, uninterested, insipid, lethargic, unenthusiastic, etc, the entire nation's education is doomed. If they display ignorance in their discipline and impart erroneous knowledge, they become not only superfluous, but dangerous to the entire education system. It is on this background that the study tends to investigate if teachers professional development and induction can enhance the performance of students in Delta State.

Research method and procedure

This study is a descriptive survey employing the ex-post facto design. It is to provide the opinion of the respondents on the influence of teacher professional development and induction on students’ performance in Delta State. The population for this study comprises of all public secondary school teachers in Delta State. There are currently 452 public secondary schools in Delta State with 14,745 teachers in the twenty five (25) Local Government Areas of Delta State. The sample for this study consists of 1475 teachers in Delta State public secondary schools respectively selected from three senatorial districts. This represented 10% of teacher population. Stratified random sampling technique was used to sample respondents. The reason for using stratified random sampling technique was used to sample respondents used for the study. To do this, the researcher divided the population into strata on the basis of senatorial districts of Delta North, Delta Central and Delta South and then a random selection was made within each stratum separately and the results were combined to form the sample. The outcome of the above revealed that in Delta North Senatorial District, the sample was 527 teachers, Delta Central Senatorial District was 641 teachers and Delta South Senatorial District was 307 teachers respectively

Two instruments were for this study. The first is a self developed questionnaire titled ‘Influence of Teacher Development on Quality of Education Questionnaire’ (ITDQEQ), which contains 70 items in two sections. Section A sought for demographic data while in section B, respondents were made to rate on a four point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The second is students West African Examination Council (WAEC) results in Delta State. The data collected from the respondents were analyzed using mean (\bar{x}) scores and standard deviation to answer the research questions. Based on the 4-point scale, any item with a mean (\bar{x}) score between 2.50 – 4.00 shows agree. Any item with a mean (\bar{x}) score below 2.50 is disagree.

Presentation of Results

Research Question 1: How has secondary school teachers’ Professional Development influenced quality education with regards to students performance in external examination in Delta State from 1991 – 2018?

Table 1: Mean (\bar{x}) score and standard deviation of secondary school teacher professional development with regards to students performance in external examination in Delta State from 1991 – 2018

Mean and Standard deviation of teacher professional development and students’ performance in external examination

S/N	Items	N = 1475		Remarks	Year 2016
		Mean(\bar{x})	SD		Students performance in external examination
1	Help teachers develop necessary skills	3.04	0.93	Agreed	Subject: English Language A1: 97(0.20%); B2:447(0.92%); B3:5677(11.64%); C4:7760(15.91%); C5:7826(16.04%); C6:14997(30.75%); D7:6347(13.01%); E8:3430(7.03%); F9:2195(4.50%) Subject: Mathematics A1: 1105(2.26%); B2:1870(3.82%); B3: 11050(22.55\$); C4:4538(9.26%); C5:6696(13.67%); C67:11392(23.25%); D7:5638(11.50%); E8:4037(8.24%); F9:2671(5.45%)
2	Boost their level of competency	3.06	1.01	Agreed	
3	Increase their knowledge about the current situation	2.84	0.83	Agreed	
4	Enhance knowledge for future position assignments	2.84	0.91	Agreed	
5	Fosters a climate that facilitates personal self-fulfillment	2.92	1.02	Agreed	
6	Enhances institutional effectiveness	2.83	0.82	Agreed	
7	Increase teachers creativity	2.59	1.08	Agreed	
8	It is a way of system renewal	2.80	0.98	Agreed	
9	Boost school systems primary goals	2.88	0.76	Agreed	
10	It enhances quality teaching/learning	2.87	1.10	Agreed	
	Total Grand Mean(\bar{x})	2.87	0.94		

In 2016, the respondents agreed to the items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 with a mean(\bar{x}) ranged 2.59 – 3.06 and a total Grand mean(\bar{x})2.87 and standard deviation of 0.94 which were within the cutoff mark of 2.50 and above as accepted. That is in students performance in external assessment in English Language. 6221 students had A1-B3, which represent 12.76%; 30583 students has C4-C6, which represent 62.70%; 9777 students had D7-E8 which represent 20.04% and 2195 students had F9, which represents 4.50%. In Mathematics performance: 4080 students had A1 – B3, which represent 28.63%; 22626 students had C4 – C6 which represent 48.242%; 9675 students had D7 – E8, which represent 19.74% and 2671 students had F9, which represent 5.45%.

Research Question 2: How has secondary school teachers’ induction influenced quality education with regards to students performance in external examination in Delta State from 1991 – 2018?

Mean and Standard deviation of teacher induction and students’ performance in external examination

S/N	Items	N = 1475		Remarks	Year 2016
		Mean (\bar{x})	SD		Students performance in external examination
11	Help teachers get acquainted with social environment	3.11	1.01	Agree	Subject: English Language A1: 97(0.20%); B2:447(0.92%); B3:5677(11.64%); C4:7760(15.91%); C5:7826(16.04%); C6:14997(30.75%); D7:6347(13.01%); E8:3430(7.03%); F9:2195(4.50%) Subject: Mathematics A1: 1105(2.26%); B2:1870(3.82%); B3: 11050(22.55%); C4:4538(9.26%); C5:6696(13.67%); C6:11392(23.25%); D7:5638(11.50%); E8:4037(8.24%); F9:2671(5.45%)
12	Familiarize with other colleagues	2.99	0.87	Agree	
13	Help teachers get familiarize with students	2.29	1.27	Disagree	
14	Help in reducing new teaching attrition	2.32	1.11	Disagree	
15	Prepare new teachers entering the field	2.92	0.86	Agree	
16	Help teachers with all information required to perform their job	2.61	1.05	Agree	
17	Reduces anxiety among teachers	3.02	0.97	Agree	
	Total Grand Mean(\bar{x})	2.75	1.02		

In 2016, the respondents agreed to items 11, 12, 15, 16 and 17 with a mean (\bar{x}) ranged of 2.61 – 3.11, while items 13 and 14 had a mean (\bar{x}) ranged of 2.29 – 3.32. The total Grand mean (\bar{x}) of 2.75 and standard deviation of 1.02 were above the cut off mark of 2.50 and above as acceptable. The students’ performance in external examination in English language: 6221 students had A1-B3, which represent 12.76%; 30583 students had C4-C6, which represent 62.70%; 9777 students had D7-E8, which represent 20.04% and 2195 students had F9 which represent 4.50%. Mathematics performance: 4080 students had A1-B3, which represent 28.63%; 22626 students had C4-C6, which represent 48.42%; 9675 students had D7-E8, which represent 19.74%; and 2671 students had F9, which represent 5.45%.

Discussion of Results

Teachers’ professional development and quality education

The finding in research question 1, table 1, showed that teachers’ professional development with mean(\bar{x}) ranged of 2.67 – 3.31, showed that teachers’ professional development helps teachers develop necessary skills, boost their level of competency and increase teachers creativity. This finding supports the study of Clarks, (2001); Ullman (2009), who reported that professional development provided through the means of a teacher learning community

affords teachers greater understanding and acceptance. This finding is also in line with the studies of Darling-Hammond and Richardson (2009), who noted that professional learning communities where teachers forms group to collaborate on new teaching concepts and strategies that promote positive learning environments and learning community which provide a natural support system to explore new ideas, show common concerns and promote collegiality.

Teachers Induction and Quality Education

The result in research question 2, table 2 indicated that teachers professional induction had mean(\bar{x}) ranged of 2.57 – 3.12, this showed that teachers induction improves students' performance in external examination in Delta State. The reasons, included: professional induction help teachers to be acquainted with school environment, familiarize with other colleagues, help teachers get familiarize with students, help in reducing new teacher attribution, prepare new teachers entering the field, help teachers with all the necessary information required to perform their job and reduces anxiety among teachers. The finding support the view of Pitfield (2012), who opined that objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job and to efficiently develop the workers, so that if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of machines and lessening physical risks. The study is in support of the result of Olabis (2006), who submitted that training and development aimed at developing competencies such as technical knowhow to lead others; the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. The study also support Ekpo (2011) who opined that training is a planned process attempting to effect predetermined behavioural changes in individual groups. Changes according to him may occur in areas of knowledge, skills and attitude. The study also support Akinpoju (2009), who postulates that training and development is not exclusively reserved for newly recruited staff but also a necessity for the older employees.

Conclusion/Recommendation

Based on the findings, the following conclusions were drawn: that teachers professional development and induction, enhance students performance in external examination in Delta State. On this note, principals and Parent Teachers Association (PTA) should encourage teachers to participate in any professional development that will bring positive influence on quality of education. Also, secondary school administrators should try as much as possible to organize induction for new teachers in order to influence quality education in the country.

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