

Constraints to Effective Continuous Professional Development of Teachers in Government Secondary School in FCT

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Abstract: The study examined the constraints to effective continuous professional development of teachers in Government Secondary School in F.C.T. This study was conducted in Federal Capital Territory, Abuja, Nigeria. Survey designed was used for the study. The study used 220 respondents. Simple random and stratified methods were used to select the population for the study. Questionnaire was used for collection of data. The questionnaire was tagged "Constraints to Effective Continuous Professional Development of Teachers in Government Secondary School Teacher Questionnaire [CECPDTGSSTQ]". The questionnaire contained two section with nine item sub-items. The section A: collected information for bio-data while section B collected information on the subject matter. The section (B) was designed to have Yes and NO. The researcher employed the services of a research assistant. The research assistant went to the various schools to administer the questionnaire. The data collected were analyze with simple percentage. The data collected, analyzed and computed led to the conclusion that inadequate funding, lack of political will, institutional corruption, inadequate data on teacher training need gap, political instability, unstable educational policies, favoritism, improper planning of staff development programme and high cost of training are the constraints to effective teacher development in Secondary Schools in Federal Capital Territory, Abuja. From the above conclusion, the paper hereby recommended that the government should increase the funding of professional development programme of secondary school teachers in FCT.

Key words: Constraints, Effective, Secondary Schools, Professional Development, Education

1. Introduction

Secondary school education is an education designed for children that are leaving basic education. Aiyedun (2020) stated that secondary school education is post-basic education that advance with specialization of field. Secondary school education is the ladder between the basic education and the higher education. The objective of secondary school education include; to provide educational opportunity for children leaving primary school education, to provide for tertiary education students.

The realization of the objectives of secondary school education depend on the quality of educational resources available. The educational resources include the human and materials resources. The human resources include the non-teaching staff, the teachers and the school administrators. The teacher is one of the key member of the educational institutions. The teacher is a professional individual that have undergone different training in teaching and have been tested in

examination in a higher education and come out successful. The teacher is a trained individual that is saddled with the responsibilities of teaching and carrying out other academic activities in an educational institution. The teacher prepares the lesson, organizes the instructional resources and delivers the lesson. The teacher assesses and evaluates the students in tests and examinations (Ojelade, Aregbesola, Ekele & Aiyedun, 2020).

The effectiveness of the teacher depends on continuous development of professional programmes. For the teacher to be abreast and up to date in his field of study, he needs continuous professional development programmes constantly. Continuous professional development programmes or capacity development programmes are programmes designed to improve the capacity of employees in an organization. Capacity development programmes are special programmes within an organization designed to meet the capacity gap of an employee in an organization (Olatunde-Aiyedun & Ogunode, 2021a).

In the educational sector, capacity development programmes are called continuous professional development programmes or teacher professional development programmes. Teacher professional development programmes are programmes developed for the teacher in all educational institutions with the aim of improving their capacity in delivering lessons, mastery of subject, classroom management and teaching methodology. Teacher professional development programmes are designed purposely for teacher professional development (Olatunde-Aiyedun & Ogunode, 2020).

The scope of capacity development programmes for teachers includes; pedagogical skills development of the teachers, improvement of teachers' classroom management skills, mastery of subject matter and record-keeping skills. The teacher capacity development programme can be realized through seminars, conferences, workshops, orientation and in-service training. The aim is to help them improve their classroom teaching for effective learning of students. Impact is the net effect on the teaching-learning process which was measured on the basis of teaching of those whose capacity was built in different projects in relation to their teaching in classrooms that was observed (Olatunde-Aiyedun & Ogunode, 2021b).

The importance of teacher development for secondary school teachers includes: it aids teachers to deliver academic services very well, it boosts teacher confidence and increases his/her commitment to work; it helps to keep teachers with current issues and development in curriculum changes and reforms, it upgrades the teachers' knowledge and skills in teaching methodologies and it helps the teacher to be effective and efficient in resources management in education (Olatunde-Aiyedun, Eyiolorunse-Aiyedun & Ogunode, 2021).

Teachers that constantly go for professional development programmes performed well and discharge their responsibilities well. Research has recognized the importance of teachers' professional development as crucial to changing classroom practices, improving schools and bettering pupils' learning outcomes (Borko, 2004).

Goodall, Day, Lingsay, Muiji and Harris (2005); and Osiesi (2020) noted that teacher professional development programmes are learning experiences and activities which are intended to immensely benefit the populace at large both directly and indirectly; as well as aiding teachers' competencies. Therefore, making available opportunities for teachers' intensive and continuous professional development programmes at all levels of education (primary school teachers, most especially) will enhance quality teaching and learning (Osiesi, 2020). The implementation of the teacher professional development programme in Nigerian educational institutions is facing many challenges especially at the secondary school education level. In line with the above, this study is

aimed to find out constrains to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T.

RESEARCH OBJECTIVE

The aim of this study is to find out the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T. Specific objective includes:

1. To find out the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T.

RESEARCH QUESTION

The following research question where generated to guide this study:

1) What are the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T.?

LITERATURE REVIEW

There are many investigations on teacher professional development programme across different countries by different researchers. In Nigeria, Peretomode and Chukwuma in (2013) did a study that examined the relationship between manpower development and lecturers' productivity in tertiary institutions in the Delta State of Nigeria. The results led to the conclusion that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could explain only eight percent of lecturers' productivity in institutions of higher learning in Delta State of Nigeria.

Mahdi (2020) did a research project with a case study conducted to investigate "Teachers' perceptions of CPD effectiveness in Higher Education in Kurdistan". This will show the impact of CPD at the institutional and individual level, as well as to highlight the current CPD policies at the selected organization. The findings indicate that CPD has a crucial role in the delivery of teaching. However, practitioners note that the sector dynamic is not organized. In other words, findings revealed a mismatch between individual needs and CPD policy, for instance, lack of ICT (Olatunde-Aiyedun, Ogunode & Eyiolorunse-Aiyedun, 2021).

Basil, Felix, and Eno (2013) carried out a study that examined university lecturers' participation in capacity building programmes in south-south Nigeria and its implication for sustainable development. It focuses on the extent of lecturers' participation in workshops, seminars, conferences, ICT training and mentoring aspects of capacity building programmes. Findings revealed that university lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. There is no significant difference between male and female lecturers' participation in capacity building programmes. It was recommended that enabling environment should be provided whereby university lecturers are encouraged to participate fully in capacity building programmes (Olatunde-Aiyedun, Eyiolorunse-Aiyedun & Ogunode, 2021).

Bernadette & Ukaegbu, (2017) did a study on impact of poor implementation of welfare policies on training and development on the performance of academic staff in selected federal Universities in South-South Nigeria was carried out to examine the extent to which poor implementation of welfare policies on training and development impacts on the performance of workers in the selected Federal universities in South-South Nigeria. The study discovered that, whereas there are good welfare policy statements in the study area, the level of implementation of these policies were poor. Furthermore, over 90% of the respondents insisted that full implementation of welfare

policies would have positive impact on workers' performance to a very large extent. The results further indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which have negatively affected academic performance of both teaching and non-teaching staff and have led to poor service delivery in our Universities (Olatunde-Aiyedun & Ogunode, 2021a).

Amir, Mohammad & Habibunnabi (2016) conducted that a study attempted to find out the impact of capacity building of teachers of Government Boys' Primary Schools on classroom teaching. The objectives of the study were to find out the strengths and weaknesses of the capacity building initiatives for professional development of teachers in district Swat. The results revealed that Head Masters could play more effective role for school effectiveness by developing clear vision; providing instructional feedback to teachers; effective monitoring and supervisory mechanism; setting a democratic environment conducive to teaching learning process and involving the stakeholders in decision-making. The results of the study further indicated that school effectiveness owed itself to capable Head Masters, committed staff, non-political intervention, a procedure of incentives and disincentives, positive feedback to teachers and last, but not the least, a continuous instructional supervision of what happened in classroom. Walton (2005) studied the influence of workshops on teachers' job performance and reported a significant influence of workshops on teachers' output. The researcher concluded that teachers should be provided with opportunities to attend workshops to acquire and update their skills for high productivity.

Dolores and Ernest (2018) stated that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. It is therefore, recommended that Ghana Education Service should improve upon its in-service training and development policy to be consistent with the needs of teachers. More so, periodic learning needs assessments should be conducted before training programmes are designed for teachers.

Igwe and Ibara, (2019) noted that: teachers' capacity building on curriculum development has a strong positive relationship with the students learning outcomes; teachers' capacity building on information and communication technology (ICT), has a strong positive relationship with the students learning outcomes, and teachers' capacity building in students' assessment has a strong positive relationship with the students' learning outcomes. The study concluded that teachers' capacity building in curriculum development, information and communication technology and teachers' capacity building on students' assessment will enhance teachers' competencies in teaching which will translate into students' achievement in learning in junior public secondary schools in Rivers State.

Methodology

The objective of this was to find out the constraints to effective continuous professional development of teachers in Government Secondary School in F.C.T. This study was conducted in Federal Capital Territory, Abuja, Nigeria. The study cover all the six area councils. Two secondary schools was selected from each area council of FCT. Twelve government secondary schools in FCT was used for the study. Survey designed was used for the study. The study used 220 respondents. The respondents were teachers. Simple random and stratified methods was used to select the population for the study. This implies that ten teachers from the twelve government secondary schools were sampled for the study. This sample sampling method was drawn in such a way that male and female teachers were represented in the study. Questionnaire was used for collection of data for the study. The questionnaire was tagged "Constraints To Effective Continuous Professional Development of Teachers in Government Secondary School

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TeacherSecondary School Teacher Questionnaire [CECPDTGSSTQ]”. The questionnaire contained two section with nine item sub-questions. The section A: collected information for bio-data while section B collected information on the subject matter. The section B was designed to have Yes and NO. Two lecturers were consultant to validate the questionnaire while the trial test was conducted in neighboring state where forty teachers. The teachers were administered and re-administered to the same questions to after two weeks intervene. The scores obtained were analysed using Cronbach Alpha Method. The results gave rise to a reliability coefficient which ranged from 0.66 to 0.82. The resulted collected was positive implying the instrument was reliable. The researcher employed the services of a research assistant. Research assistant was engaged to help in collection of data with questionnaire. The distribution and returning of questionnaire in various school recorded hundred percent returns rate. The researchers used simple percentage to analyze the data collected in the study.

Analysis and Results

Research question: What are the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T?

Table 1: Constraints to Effective Continuous Professional Development of Teachers in Government Secondary School Teacher in FCT.

Constraints	Yes		No		Total
	F	%	F	%	
1) Inadequate funding	182	82.72	38	17.28	220
2) Lack of political will	174	79.0	46	21.0	220
3) Institutional corruption	190	86.36	30	13.64	220
4) Inadequate data on teacher training need gap	169	76.81	51	23.19	220
5) Political instability	147	66.81	73	33.19	220
6) Unstable educational policies	143	65.0	87	35.0	220
7) Favourite	156	65.4	64	32.1	220
8) Improper plan of staff development Programme	198	90.0	22	10.0	220
9) High cost of training	183	83.18	47	16.92	220

From table item one revealed that 82.72% of the respondents agreed that inadequate funding is a constraint to effective teachers continuous development programme in government secondary schools in FCT while 19.28 disagreed that inadequate fund is a constraint. This implies that the budgetary allocation for the professional development of teachers in FC T secondary schools in inadequate.

Table one item two disclosed that 79.0% of respondents agreed that lack of political will from the government to support teachers professional development programme is a constraint to effective teachers professional development programme of secondary school teachers in FCT while 21% of the respondents disagreed that lack of political will from the government to support teachers

professional development programme is not a constraint to effective teachers professional development programme of secondary school teachers in FCT. This means that lack of political will from the government to support teachers professional development programme is a constraint to effective teachers' professional development programme of secondary school teachers in FCT

Table one item three showed that 86.36% of the teachers agreed that institutional corruption is a constraint to effective teachers continuous development programme in government secondary schools in FCT while 13.64 of the respondents disagreed that institutional corruption is not a constraint to effective teachers continuous development programme in government secondary schools in FCT. This implies that institutional corruption is a constraint to effective teachers continuous development programme in government secondary schools in FCT.

Result from table 1 item four disclosed that 76.81% of the respondent agreed that inadequate data on teacher training need gap is a constraint to effective teacher development in FCT while 23.19% of the respondents disagreed that inadequate data on teacher training need gap is a constraint to effective teacher development in FCT. This means that the majorities of the respondents agreed that inadequate data on teacher training need gap is a constraint to effective teacher development in FCT.

66.81% of the respondents agreed on table one item five that political instability is a constraint to effective teacher development in FCT while 33.19% of teachers disagreed that political instability is a constraint to effective teacher development in FCT. This implies that majorities the participant agreed that political instability is a constraint to effective teacher development in FCT.

Table one item six showed that 65% and 35% of the respondents both agreed and disagreed that unstable educational policies is a constraints to effective teacher development in FCT. This result revealed that majorities agreed that unstable educational policies is a constraints to effective teacher development in FCT.

From table one item seven revealed that 82.72% of the respondents agreed that favourism is a constraint to effective teachers continuous development programme in government secondary schools in FCT while 19.28 disagreed that inadequate fund is a constraint. This implies that the favourism is a constraint to effective teachers development programme in FC T government secondary schools.

Result from table 1 item eight disclosed that 90% of the respondent agreed that improper plan of staff development programme is a constraint to effective teacher development in FCT secondary schools while 10% of the respondents disagreed that improper plan of staff development programme is a constraint to effective teacher development in FCT secondary schools. This means that the majorities of the respondents agreed that improper plan of staff development programme is a constraint to effective teacher development in FCT government secondary schools.

Table one item nine showed that 83.18% and 16.82% of the respondents both agreed and disagreed that high cost of training is a constraints to effective teacher development in FCT. This result revealed that majorities agreed that high cost of training is a constraints to effective teacher development in FCT government secondary schools.

Discussion of Findings

From table item one showed that the respondents agreed that inadequate funding is a constraint to effective teachers continuous development programme in government secondary schools in FCT. This result confirms Olatunde-Aiyedun and Ogunode (2021b) study that inadequate funding of staff development programme is responsible for ineffective teacher development programme in many educational institutions. This submission also agreed with the conclusion of Ogunode and

Aiyedun, T.G. (2020) stated that the government inability of funding education is responsible for poor staff development programme in the Nigerian educational institutions.

Table one item two disclosed that respondents agreed that lack of political will from the government to support teachers professional development programme is a constraint to effective teachers professional development programme of secondary school teachers in FCT. This result is in agreement with the finding of Ogunode (2020) who concluded that the lack of political will of the government at every levels of government to allocated adequate funds for the development of teachers is responsible for the poor quality of education.

Table one item three showed that teachers agreed that institutional corruption is a constraint to effective teachers continuous development programme in government secondary schools in FCT .

Kemi (2013) and Abdul (2014) all agreed that institutional corruption in the various agencies of government is responsible for poor implementation of educational programme include teacher professional development programme.

Result from table 1 item four disclosed that the respondent agreed that inadequate data on teacher training need gap is a constraint to effective teacher development in FCT. This result is in agreement with the submission of Ogunode (2020) who concluded that one of the programme facing the Nigerian educational system is lack of adequate data on every educational input.

The respondents agreed on table one item five that political instability is a constraint to effective teacher development in FCT. This result supported the submission of Abdul (2014) who observed that political instability have done more harm to the Nigerian educational system because educational programme and policies are often change whenever there is a change in government or administration. This implication is that many educational programme will be abandon and new one start.

Table one item six showed that respondents agreed that unstable educational policies is a constraints to effective teacher development in FCT. This result collaborates with Ogunode (2020) who submitted that in Nigeria, unstable educational policies is not a new thing, government at every level changes policies whenever there is a change in government and this affects the entire educational programme.

From table one item seven revealed that respondents agreed that favourism is a constraint to effective teachers continuous development programme in government secondary schools in FCT. Ogunode (2020) submitted that poor internal administration and favourism is challenge to effective professional development programme at the primary schools in Nigeria.

Result from table 1 item eight disclosed that respondent agreed that improper plan of staff development programme is a constraint to effective teacher development in FCT secondary schools. Ogunode (2020) submitted that poor planning of education is responsible for ineffectiveness of educational programme like supervision of education and staff development programme.

Table one item nine showed that respondents agreed that high cost of training is a constraints to effective teacher development in FCT. Adeola (2014) submitted that the high cost of staff development programme and other educational input is the cause of poor teacher continuous professional development programme in Nigeria.

Conclusion, Implication of the Study

The aim of this study was to find out the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T. The specific

objectives was to find out the constraints to effective continuous professional development of teachers in Government Secondary School Teacher in F.C.T. The data collected, analyze and computed led to the conclusion that inadequate funding, lack of political will, institutional corruption, inadequate data on teacher training need gap, political instability, unstable educational policies, favourite, improper plan of staff development programme and high cost of training are the constraints to effective teacher development in Secondary Schools in Federal Capital Territory, Abuja.

Recommendations

From the above conclusion, the paper hereby recommended the following:

1. The government should increase the funding of professional development programme of secondary school teachers in FCT;
2. The government should development a road map for staff development programme for secondary school teachers in FCT; and
3. The government should fight all the institutional corruption within the ministries and department of education. This will help to ensure that funds allocated for staff development programme are effective and efficiently used.

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