



RESEARCH ARTICLE

Teachers' Professional Development and Efficiency of Public Primary Schools in Bayelsa State, Nigeria

^aS.P. Ugolo, ^bFaith. E. Iwerebor

^a Bayelsa Teacher Training Registration and Certification Board, Nigeria

^b Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria

Corresponding Author

S.P. Ugolo, Email: pskugolo@gmail.com

Author's Contributions

All authors contributed equally to this research.

Article History

Received: September 09, 2025; Accepted: October 06, 2025; Published: November 10, 2025.

ABSTRACT

This study examined teachers' professional development and efficiency of public primary schools in Bayelsa State, Nigeria. It was guided by three research questions and one hypothesis was tested. The population of the study comprised 5,332 primary school teachers from 547 public primary schools. The Krejcie and Morgan sampling table was employed to randomly select 271 teachers as sample for the study. Instrument used for data collection was a 15-item questionnaire divided into three parts titled "Teachers' Professional Development Programme and Primary School Efficiency Questionnaire (TPDPPSEQ)" with reliability coefficients of 0.75. The reliability was determined using Cronbach Alpha technique. Analysis of data collected was done using mean scores to answer the two research questions while regression analysis was used in testing the hypothesis at 0.05 alpha level. Findings revealed that professional development programmes are available to public primary school teachers in Bayelsa State, level of teachers' job performance in the state is moderate and teachers' professional development programmes significantly influence the efficiency of public primary schools in the state. Based on the findings, the study recommended among others that policymakers should expand access to professional development programmes tailored to teachers' specific needs as well as providing/encouraging online and digital learning platforms to enhance accessibility, training should be focused on innovative teaching strategies that will impact on teachers' job performance for effective classroom management and record-keeping to further improve the efficiency of the schools and schools should monitor and evaluate professional development outcomes and involve parents and stakeholders in supporting teachers' growth.

Keywords: Teacher; professional development; efficiency; public; primary schools

INTRODUCTION

Teachers are human functional inputs of any educational system that enhance the educational advancement and development of societies through the acquisition of knowledge, skills and experience they impart on the learners. The quality of teachers to a great extent influences the quality of teaching and learning outcomes. The teacher has a huge role to play at ensuring that learning at any level is achieved systematically and practically. Teachers need to be

updated always in knowledge, experiences and teaching skills to enable them perform their duties maximally, thereby improving their competences and then efficiency of the school system. This can be brought to bear by creating/promoting avenues for their professional development.

Professional development is the skills and knowledge achieved for both personal and career advancement. It involves different learning opportunities such as university degrees to formal coursework, conferences

and informal learning opportunities on the job. James (2016) posited that teachers' development has to do with the procedure by which teachers review, renew and extend their commitments to teaching through the acquisition/development of knowledge, skills, planning and practice with children, young people and colleagues in each stage of their teaching lives. Teachers' professional development as postulated by Afe in Iyunade (2017) is that part of any educational system which has to do with the education and training of teachers to obtain the necessary abilities and skills in teaching for advancement in the quality of teachers in the school system. In the views of Osiesi (2020), teacher professional development programmes is regarded as the on-the job training for teachers which is expected to improve and enhance teachers' competency skills. The various forms of professional development programmes available to primary school teachers are induction, on-the-job training (in-service training), off-the-job training, workshops, seminars/conferences, qualifications programmes (e.g. degree, PGDE programme), teachers observation visits to school etc. (Osiesi, 2020; Bernadette, OtuEkpeyong, 2017). Guskey (2020) asserted that professional development programmes can provide teachers with the knowledge, skills, and support needed to enhance their teaching practices and student learning. Iyamu (2022) affirmed that training and development are crucial at all level as skills erode and becomes outdated over a period of time thus, need replacement. These various trainings help in updating teachers' knowledge on learners' evaluation, methods of teaching and learning, students' discipline, classroom management, lesson preparation, record-keeping, use of instructional materials, student academic performance, dropout rates and parents' satisfaction with education delivery thereby bringing about efficiency in the education system. A well-organized classroom with effective management of students' behaviour will promote efficiency in schools (Evertson & Weinstein, 2020). According to Iwerebor and Imarhiagbe (2022), efficiency shows the correlation between the inputs and the outputs of an educational system which includes the inputs (the pupils, teachers, furniture, equipment and facilities as well as finance and time) and the output (graduates). Schools are expected to be internally and externally efficient. Internally efficient educational system shows the extent to which resources made available to the system are being used to achieve the objectives for which the educational system has been

set up which is essential in evaluating educational outcomes (Arogundade & Belo, 2019). Schools are internally efficient when there are no dropouts and repeaters caused by high enrolment rate, high students: teacher ratio, paucity of manpower both in quantity and quality, inadequate educational facilities among others. According to world bank (2018); UNESCO (2019) and OECD (2019), indices of measuring primary school efficiency are broken into: Input-based indices (teacher-pupil ratio and class size index); process-based indices (teachers' attendance, absenteeism and instructional time utilization rates); output-based indices (dropout rate, student achievement and retention rate indexes) and contextual indices (teacher qualification, job performance, school infrastructure and community participation indexes). Hanushek (2011) asserted that primary school efficiency is directly tied to teacher effectiveness. Efficient schools are distinguished by effective teaching practices, effective school leadership and supportive learning environment which can improve on students' outcome and reduce dropout rates through various professional development programmes. Arogundade and Belo (2019) in their study on Quality Assurance and Internal Efficiency of Primary School Teachers in Ekiti State viewed primary school internal efficiency from the angle of teachers' job performance as they affirmed that the success of any educational programme is dependent on teachers' job performance.

Studies have revealed that staff development programmes have greatly impacted on teachers' job effectiveness/performance thereby resulting to efficiency in the school system (Siti and Binti, 2019; Oluwatosin, Adeoye and Adeyemo, 2020; Abdulmajid and Abdulmajid, 2021; De Vries, et al, 2022; Alonge and Momoh, 2022 and Kaki, Egwunyenga and Anho, 2023). Professional development programmes can bring about inclusive/supportive learning environment resulting to improved students' outcome consequently reducing chances of dropout rates (Darling-Hammond et.al., 2017). According to Kivunja (2020) innovative teaching approaches are vital in engaging students and promoting serious learning.

In this study, primary school efficiency is operationalized in terms of measurable indicators such as teachers' job performance (lesson preparation, classroom management, record-keeping, use of instructional materials), school-level outcomes (student academic performance, dropout rates), and stakeholder perceptions (parents' satisfaction with education

delivery). These parameters can be attained through quality teachers' professional development.

Statement of the Problem

Despite government interventions through the Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), and Local Government Basic Education Authorities (LGBEAs) in Bayelsa State, there has been perceived worries regarding the inefficiency in public primary schools. Reports of moderate teacher job performance, declining academic outcomes, dropout rates, and parents' dissatisfaction perhaps suggest a gap in the effectiveness of current interventions.

Although, professional development opportunities such as workshops, in-service training, and conferences may exist, the critical question remains whether these programmes translate into measurable efficiency outcomes such as improved lesson delivery, classroom management, reduced dropout rates, and higher student achievement. In the light of the above, the study therefore investigated the influence of teachers' professional development on the efficiency of public primary schools in Bayelsa State, Nigeria.

Purpose of the Study

The study investigated teachers' professional development and efficiency of public primary schools in Bayelsa State, with the aim of:

1. Identifying the various professional development programmes available to primary school teachers in Bayelsa State.
2. Assessing the level of teachers' job performance in public primary schools.
3. Examining the influence of teachers' professional development programmes on the efficiency of public primary schools.

Research Questions

To guide this study, the following research questions were raised;

1. What are the various professional development programmes available to primary school teachers?
2. What is the level of teachers' job performance in public primary schools?
3. What is the influence of teachers' professional development programmes on the efficiency of public primary schools?

Hypothesis

There is no significant influence of teachers' professional development programmes on the efficiency of public primary schools in Bayelsa State.

METHADODOLOGY

The study adopted a correlational research design to examine the relationship between teachers' professional development and school efficiency. The population of the study comprise five thousand, three hundred and twenty- two (5322) teachers from five hundred and thirty- nine (547) public primary schools in the eight (8) local government areas of Bayelsa State. The Krejcie and Morgan sampling table was used to randomly select two hundred and seventy-one (271) teachers as sample for the study from some primary schools in Bayelsa State. The instrument titled "Teachers' Professional Development Programme and Primary School Efficiency Questionnaire (TPDPPSEQ)" was used to elicit data for the study. The questionnaire is divided into two sections: A and B. Section A comprised 5 items each presented in a 4 Likert scale of strongly agree, agree, strongly disagree and disagree, which addressed teachers' professional development and their job performance respectively. Section B has 5 items and addressed school efficiency. The instrument was validated by two experts in Departments of Educational Management and Measurement & Evaluation in the Faculty of Education, University of Benin. The instrument was administered to 20 teachers who were not part of the sample and Cronbach Alpha was used to test for the reliability. A reliability co-efficient of 0.75 was established. A descriptive statistic of mean and standard deviation was used to answer the research questions while Regression Analysis was used to test the hypothesis. A mean score below 2.50 was regarded as low, 2.50- 3.49 as moderate and above 3.50 high.

FINDINGS

Research Question One:

What are the various professional development programmes available to primary school teachers?

Table 1 indicates that the most commonly agreed-upon professional development programme is attendance at conferences, with a mean score of 3.39. Teachers also reported engaging in specific subject training, in-service training and multiple professional development programmes with mean scores of 2.93, 2.82 and 2.86 respectively. However, online learning platforms received a notably lower mean score of 2.04. This suggests that online platforms are either underutilized or not widely accessible or accepted among primary school teachers in the state. This implies that, while traditional forms of professional development like

conferences and in-service training are prevalent, digital and remote learning platforms are not yet a

significant part of teachers' professional development experiences in Bayelsa State.

Table 1. The various professional development programmes available to primary school teachers in Bayelsa state

Professional development programmes	Mean	Standard deviation	Remark
Attend conferences/seminars/workshops	3.39	0.74	Agree
Attend specific subject training	2.93	0.90	Agree
In-service training/pre-service training	2.82	0.89	Agree
Online learning platforms	2.04	0.93	Disagree
Attend more than one professional development programme	2.86	0.91	Agree

Research Question Two

What is the level of teachers' job performance in public primary schools?

From Table 2, teachers scored highest on adequate preparation of lesson notes/lesson plans with a mean of 3.44, suggesting strong planning and readiness for classroom instruction. They also rated themselves positively on classroom management effectiveness and skills in usage of instructional aids/materials with mean scores 3.23 and 3.21 respectively, reflecting

competence in organizing the classroom and enhancing learning through visual and practical materials. Other areas, such as use of innovative teaching strategies with a mean of 3.10 and record keeping having a mean of 3.01 were also rated positively, though with slightly lower means, indicating areas where improvement may be needed. The overall grand mean of 3.20 suggests that the level of teachers' job performance in public primary schools in Bayelsa State is moderate.

Table 2. The level of teachers' job performance in public primary school in Bayelsa state

Professional Development Programmes	Mean	Standard deviation	Remark
Teachers adequately prepare notes for lessons/lesson plan	3.44	0.64	Agree
Teachers make effective use of innovative teaching strategies	3.10	0.65	Agree
Effective record-keeping is done by teachers	3.01	0.72	Agree
Teachers are skilled in the use of instructional aids/materials	3.21	0.69	Agree
Classroom management effectiveness has been improved by teachers	3.23	0.61	Agree
Grand Mean	3.20	0.66	

Hypothesis Testing

Hypothesis One: There is no significant influence of teachers' professional development programmes on the efficiency of public primary schools?

From the regression analysis in Tables 3 and 4, the findings revealed that teachers' professional development programmes have a statistically significant but modest influence on the efficiency of primary schools in Bayelsa State. The F-value of 4.252 with a p-value of 0.040 indicates that the model is statistically significant at the 0.05 level. Additionally, the

coefficient (B = 0.012) and Beta value (0.125) showed that professional development had a positive influence on primary schools' efficiency, though the effect is relatively small which is shown in the R value of 0.125 and the adjusted R-square of 0.012 indicating that only about 1.2% of the variance in school efficiency is explained by professional development. This suggests that while professional development contributes to school efficiency, other factors may also play more substantial roles.

Table 3. Regression analysis of the influence of teachers' professional development programmes on the efficiency of public primary schools in Bayelsa state.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	72.399	1	72.399	4.252	.040
Residual	4580.612	269	17.028		
Total	4653.011	270			

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error				Zero-order	Partial	Part
(Constant)	27.880	.959		29.059	.000			
Professional development	.012	.006	.125	2.062	.040	.125	.125	.125

DISCUSSIONS

The findings of research question one showed that public primary school teachers in Bayelsa State participate in various professional development programmes such as conferences/seminars, specific subject training, in-service/pre-service training, online learning platforms and other professional development programmes with conferences/seminars been the most attended. This is supported by (Osiesi, 2020; OtuEkpeyong, 2017) who acclaimed that the various professional development programmes available to primary school teachers are induction, on-the-job training, workshops, seminars/conferences etc. This could likely be ascribed to the fact that conferences provide a platform for teachers to network, share best practices, and learn from experts in their various field (Darling-Hammond et al., 2017). The relatively lower mean scores in the other development programmes could possibly be that, they are not readily accessible to primary school teachers in the State, workload of primary school teachers and the content and delivery of these programmes may not be personalized to the specific needs and interests of primary school teachers, which could affect their participation and engagement (Guskey, 2020)

Research question two findings revealed a moderate level of teacher's job performance in public primary schools in Bayelsa State. Teachers were more consistent in the preparation of their lesson notes/lesson plan which impact on the efficiency of the schools. This is corroborated by the findings of Arogundade & Belo (2019) in their study as they affirmed that the success of any educational programme is dependent on teachers' job performance. However, other areas with relatively low mean can be improved upon such as effective record keeping, classroom management and innovative teaching strategies which are vital in engaging students, promoting deep learning, classroom organization and student behavior management (Kivunja, 2020;

Evertson & Weinstein, 2020).

The discussion on hypothesis one revealed that, their exist a positive statistically significant moderate correlation between teachers' professional development programmes and the efficiency of public primary school teachers in Bayelsa State. This is supported by the assertion of Iyamu (2022) that various trainings help in updating teachers' knowledge on learners' evaluation, methods of teaching and learning, students' discipline, classroom management and the use of instructional materials thereby resulting to efficiency in the education system. Though, the findings equally suggest that the relationship between professional development programmes and teacher efficiency is complex which may possibly be influenced by other factors. The finding corroborates the works of Darling-Hammond et al. (2017) who highlighted the value of teacher professional development in improving teachers' effectiveness and student learning outcomes.

CONCLUSIONS

This study demonstrates that teachers' professional development positively influences the efficiency of public primary schools in Bayelsa State. Participation in conferences, workshops, and in-service training enhances teachers' competencies in lesson planning, classroom management, and use of instructional materials. Nevertheless, the overall level of teacher job performance remains moderate, and the impact of professional development, while significant, is relatively modest compared to other contextual factors such as infrastructure and community support. Limited use of online platforms and weaknesses in innovative teaching strategies and record-keeping further constrain efficiency.

The findings underscore the importance of sustained, context-driven professional development in raising teaching standards, improving student outcomes, and increasing parental satisfaction. However, for professional development to achieve greater

effectiveness, it must be complemented by broader systemic improvements in resources, policy implementation, and teacher motivation.

RECOMMENDATIONS

Professional development programmes should be expanded and tailored to teachers' specific needs, with particular emphasis on innovative pedagogy, classroom management, and record-keeping. Integration of online and digital platforms is strongly recommended to enhance accessibility and flexibility, enabling teachers to benefit from continuous learning opportunities.

Furthermore, schools should institutionalize monitoring and evaluation of professional development outcomes and encourage active involvement of parents and community stakeholders in supporting teacher growth. Complementary investment in infrastructure, teaching resources, and teacher incentives is also required to maximize the impact of training initiatives and ensure sustainable improvements in school efficiency.

REFERENCES

- Abdulmajid, M. R., & Abdulmajid, S. A. (2021). "Staff development practices and teacher performance in secondary schools: A study in Nigeria." *International Journal of Research in Education and Social Sciences*, 2(3), 109-122.
- Alonge, H.O. & Momoh, U. (2022). Teachers' development programmes and management effectiveness of public primary schools in Bayelsa State. *Journal of Capital Development in Behavioural Sciences*, 10 (2), 105-122. ISSN Online: 2449-0679 ISSN Print: 2354-3981
- Arogundade, B.B. & Belo, F.A. (2019). Quality assurance and internal efficiency of primary school teachers in Ekiti State. *Mediterranean Journal of Social Sciences*, 10(2), 49-55. <https://doi.org/10.2478/mjss-2019-0022>.
- OtuEkpeyong, B.C.N.U. (2017). 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. *International Journal of Scientific Research and Management (IJSRM)*, 5(12), 7718-7729. <https://doi.org/10.18535/ijssrm/v5i12.19>.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- De Vries, J., Dimosthenous, A., Schildkamp, K., & Visscher, A. (2022). *The impact on student achievement of an assessment for learning teacher professional development program*. *Studies in Educational Evaluation*, 74, 101184. <https://doi.org/10.1016/j.stueduc.2022.101184>
- Evertson, C. M., & Weinstein, C. S. (2020). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (3-16). Routledge
- Guskey, T. R. (2021). The economic value of higher teacher quality. *Educational Leadership*: 79(3), 20-35.
- Hanushek, E. A. (2011). Teachers, schools, and academic achievement. *Economics of Education Review*, 30(3), 466-479. <https://doi.org/10.1016/j.econedurev.2010.12.006>.
- Iwerebor, F. E. & Imarhiagbe, M. E. (2022). Internal efficiency of senior secondary schools in Edo State. *Benin Journal of Educational Studies*. 28(1), 15-22. <https://beninjes.com/index.php/index>
- Iyamu, E.O.S. (2022). "Teacher quality and the imperative of continuing professional development: Challenges and prospects for Bayelsa State". A paper presented at the opening ceremony of the Continuous Professional Development Programme for teachers organized by the Bayelsa State Teachers' Training Registration and Certification Board.
- Iyunade, O. T. (2017). Teachers' continuing professional development as correlates of sustainable universal basic education in Bayelsa State, Nigeria. *Journal of Education and Practice*, 8(6), 72-79.
- James, D.K. & Wendy, K.K. (2016). Kirkpatrick's four levels of training and evaluation. *Academy of Management Journal*, 38(3), 635-572
- Kaki, J., Egwunyenga, E. J. & Anho J. E. (2023). Staff development practices and teacher performance in missionary secondary schools in Bayelsa State. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 1255-1267. <https://doi.org/10.6007/IJARPED/v12-i2/17644>
- Kivunja, C. (2020). Innovative pedagogies in teacher education: A review of the literature. *Journal of*

- Teacher Education*, 71(2), 147-162.
- Oluwatosin, A., Adeoye, F. A., & Adeyemo, S. A. (2020). The Influence of staff development practices on teacher performance in public secondary schools in Nigeria. *International Journal of Educational Research and Reviews*, 8(2), 78-90.
- OECD. (2019). Education at a Glance 2019: OECD indicators. OECD Publishing, Paris. <http://doi.org/10.1787/f8d7880d.en>.
- Osiesi, M. P. (2020a) The impact of professional development programmes for primary school teachers in Nigeria. *International Journal on Integrated Education*, 3(10), 48-55. <https://doi.org/10.31149/ijie.v3i10.677>
- Siti, N. & Mukmin, B. (2019). "Staff Development Practices and Teacher Performance: A Review." *Journal of Educational Sciences*, 2(1), 45-56.
- UNESCO (2019). UIS education data release: Sept 2019, 59, 1-12. UNESCO: Paris.
- World Bank (2018). World development report 2018: Learning to realize education's promise. World Bank. <http://hdl.handle.net/10986/28340>
- License: CC BY 3.0 IGO.