

## TEACHERS' PERCEPTION OF AND DISPOSITION TO CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME IN OSUN STATE, NIGERIA

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### ABSTRACT

The study which explored teachers' perception of and disposition to continuous professional development programme in Osun State, Nigeria employed explanatory sequential mixed-methods design. All teachers serving in public secondary schools in Osun West Senatorial District during 2023/2024 academic session constituted the target population of the study. Purposive sampling technique was employed to select three-hundred respondents for questionnaire and five for interview. Descriptive statistical tools and content analysis were used for data analyses. The empirical results indicated that teachers positively view the Continuous Professional Development Programme, believing it aids their professional development, increases knowledge of teaching-learning, raises awareness of student cognitive, social, and emotional learning differences, and connects students' experiences with English language content. The empirical results shows that teachers in Osun State, Nigeria, are enthusiastic about the Continuous Professional Development Programme, which utilizes technology to enhance their teaching skills, foster cooperative learning, integrate various teaching approaches, and create relevant teaching aids. The study revealed that teachers have positive perception of and disposition to continuing professional development programme. The study recommended that teacher professional development should be made available to all teachers; government should also ensure that teachers are financially motivated whenever they are booked for continuing education among others.

**Keywords:** Continuous Professional Development Programme, Dispositions, Perceptions, Education, Teachers

### INTRODUCTION

The dissemination of knowledge, skills, values, and culture throughout society is accomplished through education. It is seen as the key to most of life's opportunities and prepares people for roles that will allow them to influence society. According to United Nation Educational, Scientific and Cultural Organisation (UNESCO) (2011) education is crucial because it combats poverty, advances gender equality, lowers child mortality, improves maternal health, fights preventable diseases like Human Immunodeficiency Virus (HIV) and malaria, supports environmental sustainability, and aids in global development. Additionally, education can significantly improve the lives of future generations if necessary professional development programmes are better put in place (Organisation for Economic Co-operation and Development (OECD), 2011a). No wonder Federal Ministry of Education (FME) (2024) submits that education is regarded as one of the best investments a country can make to advance its political, social, economic, and human resources.

The concept of quality education is multifaceted and impacted by social, political, cultural, and economic factors. A supportive learning environment, curriculum material, learning objectives, student accomplishments, skill development, and qualified teachers are all part of it. Being the most valuable resource in schools and the main force behind boosting educational standards, teacher quality is essential to defining the quality of education. According to National Policy on Education (NPE) (2024) no educational system can surpass the caliber of its instructors.

No doubt it is accepted globally that teachers are the backbone of any nation's education system, serving as the primary implementers of educational policies in Nigeria. They play a vital role in shaping the quality of education, and their effectiveness has a direct impact on the overall performance of the system. Teachers' responsibilities extend beyond academics; they are trained to deliver subject matter expertise, set high standards, maintain discipline, overcome instructional biases, and evaluate student progress. Moreover, teachers are instrumental in the transformation of students into valuable members of society. Their influence extends beyond the classroom, shaping the minds and characters of future leaders. The significance of teacher performance cannot be overstated. Schools of Education (SOE) (2024) opined that effective teachers inspire and motivate students, fostering a supportive learning environment that promotes academic excellence. Conversely, teacher ineffectiveness can compromise the entire educational system, leading to subpar academic outcomes and societal consequences. As a result, it is very important to prioritize need for teachers' training, and development to achieve the success of education system in Nigeria.

Effective professional development and training seems to be essential for assessing teacher quality, which is connected to any educational system's long-term viability and success. Professionalization has received a lot of attention lately, and research indicates that taking part in Continuing Professional Development (CPD) activities might improve faculty quality (Uchendu, 2022). Due to lack of resources, inadequate funding,

unfavourable working circumstances, declining training institution standards, and low teacher quality, the teaching profession in Nigeria has seen deterioration in quality. The National Policy on Education (NPE 2020) indicated that there is, nevertheless, a growing understanding of the value of continuing professional development for educators in Nigeria.

Teachers in public secondary schools in Osun state are perceived to lack regular professional development training to keep up with developments in the teaching profession (FME, 2024). By implication, one can say that these aforementioned problems could have contributed to the job performance of teachers to remain undesirable. If this issue is not resolved, there may be more low-quality school graduates produced and fewer people accepted into universities or jobs. This study fills the gap since previous studies (Alenezi and Alhaji, 2022; Abdul et al, 2023; Karen, et al, 2024) on teachers' professional developments focused largely on obstacles teachers face in attending professional development programmes with little attention on their perception of and disposition to professional development programmes.

The broad objective of the study is to explore the perception and disposition of teachers towards Continuous Professional Development Programme in Osun State, Nigeria, while specific objectives are to;

1. examine the perception of Teachers towards Continuous Professional Development Programme in Osun State, Nigeria; and
2. investigate the disposition of teachers towards Continuous Professional Development Programme in Osun State, Nigeria.

## **METHODOLOGY**

The study employed explanatory sequential mixed-methods design. In explanatory sequential mixed-methods design, a qualitative strand is firstly designed and implemented, and later the specific quantitative findings. Immediately after this, a qualitative strand is designed and developed to explain the quantitative findings. Hence, it helps in connecting the quantitative findings to the qualitative data collection by combining the two sets of results. All teachers serving in public secondary schools in Osun State during 2023/2024 academic session constituted the study's target population.

Three hundred (300) teachers were purposively sampled from Osun West Senatorial district: These teachers who had spent more than ten years in the teaching profession and have attended professional training programmes organized by the government at one level or the other. The instruments used were tagged "Perception of Continuous Professional Development Questionnaire (PCPDQ)" and "Disposition to Continuous

Professional Development Questionnaire (DCPDQ)" and In-depth Interview guide for teachers.

The instruments were subjected to content validity assessment, involving both visual and predictive validity, to confirm their validity. The items were laid out in plain language to allow respondents to easily grasp both their content and validity. The internal consistency reliability coefficient of the instruments were calculated using a reliability index of 0.87 and 0.78 for "Perception of Continuous Professional Development Questionnaire" and "Disposition to Continuous Professional Development Questionnaire", respectively. This indicated that the instrument was reliable and consistent for the study.

The quantitative information (from responses to the questionnaire) were analysed using descriptive statistics. The interview through face-to-face meeting of five respondents involved three females and two males.

## **RESULTS AND DISCUSSION**

**Research Question I:** What is the perception of teachers towards Continuous Professional Development Programme in Osun State, Nigeria?

The empirical findings (Table 1) indicated that teachers' perception towards the Continuous Professional Development Programme is positive as all items have mean values falling within the positive decision region. This means that teachers perceived continuous development programme to be helpful to professional growth, contribute to teachers' expertise in teaching-learning process, enhance awareness of students' cognitive, social, emotional differences in learning, relate students' learning experiences in different content of the taught subject using both intra subject and integrated approach among others.

The Observation above indicate that the entry knowledge of teachers cannot sustain their teaching responsibilities, i.e. teachers' entry-level knowledge is insufficient to support their teaching tasks; therefore, in order to improve effective teaching and learning, teachers must receive regular professional development activities. Teacher professional development is not a one-time event, but rather a process that should continue throughout the teacher's career or until retirement; hence, it should be considered a continuous process. Teachers will be out of place in this day and age if they do not stay up to date with worldwide advancements, especially those enhanced by technology. This is to infer that the CPD is an ongoing teacher education activity aimed at improving teachers' skills to meet students' learning needs and increase teachers' knowledge and understanding, to enhance student learning outcomes and achievements. Teachers must therefore constantly improve their knowledge and skills and stay current with the core advancements in their field.

**Table 1:** The perception of teachers towards Continuous Professional Development Programme in Osun State, Nigeria

<b>Items on Perception</b>	<b>Mean</b>	<b>S. D</b>
Courses/workshops on school subjects is helpful to professional growth.	3.33	0.74
Attendance in educational conference or seminars contribute to my expertise in teaching-learning process.	3.00	0.69
My attendance in professional development activities enhance my awareness of students' cognitive, social, emotional differences in learning.	3.05	0.69
I use different views in teaching to consider students' differences as acquired through professional development exercises.	3.33	0.74
Professional development programme helps me to relate students' learning experiences in different content using both intra subject and integrated approach	3.00	0.69
I learn to consider individual differences when teaching as acquired via professional development programmes.	3.25	0.72
The teacher professional development programmes that I take part develops teachers' styles of teaching practically.	2.89	0.67
A teacher professional development programmes that I take part helps me to understand and tune the teaching enterprise in mutual team work.	3.25	0.72
I take part in a teacher training program that teachers work with local facilitators and master teacher's engagement in more gradual processes of learning.	3.35	0.79
A teacher training program that mainly focuses on cooperative skills and knowledge rather than individual attitudes and values is useful.	3.01	0.66
I take part in a teacher training program that creates changes in my teaching performance and evaluates my teaching quality.	3.20	0.75
I take part in a teacher training program that develops my teaching methods and strategies.	3.04	0.69
I take part in a teacher training program that makes me to take responsibility and remedy my own professional weaknesses.	3.35	0.79
I take part in a teacher training program that helps me to update my professional teaching skills.	3.01	0.66
I like to take part in a teacher training program that by which the teachers ask critical questions of their practice.	3.20	0.75

Sikander et al. (2020) found that the professional development affects teacher's classroom practices and enhances the learning achievement of students. The results also demonstrated that, in relation to effective CPD experiences, instructors are encouraged to enhance their teaching competencies in order to better fulfil the needs of students in accordance with educational demands and the significance of teacher efficacy for their effectiveness. Additionally, self-directed goals for instructional change can be addressed via school-integrated professional learning opportunities, which in turn can give the motivational efforts to maintain and overcome the obstacles associated with conversations at meetings, instruction, and observation of lessons. Teachers must therefore constantly improve their

knowledge and skills and stay current with the core advancements in their field. Ajani, (2020) corroborated that teachers' attendance and participation in various professional development activities will improve their residual knowledge and empower them with varied teaching skills. Teachers are under more pressure to support students' overall success in classrooms that appear to be becoming more diverse due to responsibilities, high-stakes testing, and standards-based movement.

According to Dempsey and Mestry (2023) educators should work together with classmates and community members, share knowledge, and avoid relying solely on trial-and-error while

trying to solve problems. Ng'andu (2023) discovered that Mkushi instructors were excited about the practice and had favourable opinions of CPD for inclusive education. Nonetheless, the educators stated that they required continuing professional development to concentrate on teaching in inclusive environments and to cultivate the ability to modify instructional

materials to suit the requirements of students. The educators felt that if they received training from specialists in inclusive education, these training requirements could be met.

**Research Question II:** What is the disposition of teachers towards Continuous Professional Development Programme in Osun State, Nigeria?

**Table 2:** Descriptive statistics showing the teachers' disposition towards Continuous Professional Development Programme in Osun State, Nigeria.

Items on Disposition	Mean	S. D
I take part in a teacher professional development program that is centralized and teachers share information and skills on the net.	3.04	0.69
I take part in a teacher professional development program that involves lots of workshops and training sessions that includes technological devices such as: computers, the Internet among others.	3.20	0.75
I take part in a teacher professional development that explores new concepts and demonstrates modeling of skills that includes computers and the Internet	3.56	0.82
I take part in a teacher training program that is helpful in teachers' exploration of new ideas and ways of doing things via the internet.	3.01	0.66
A teacher training program that I take part demonstrates systematic pedagogical knowledge and instructional methods by using the internet.	3.01	0.66
If a teacher training program improves building awareness about computers, learner centered instruction or new curricula, it can be very useful for teachers.	3.20	0.75
I take part in a teacher training program that integrates several different types of teaching models.	3.66	0.82
A teacher training program that allows more flexible and sustained professional training for teachers own workplace is helpful.	3.66	0.82
A teacher training program that mainly focuses on cooperative skills and knowledge rather than individual attitudes and values is useful.	3.56	0.82
I take part in a teacher training program that easily connects me to the needed teaching skills in my current classroom context.	3.04	0.69

The participants' perspective on the disposition of teachers towards Continuous Professional Development Programme in Osun State, Nigeria is encouraging as revealed in the individual mean values associated with each item. They concurred that they always take part in a professional development program where technological devices such as computers, internets, models, among other were employed. Respondents agreed that their attendance in continuous professional development programme served as a means of acquiring needed teaching skills, developing cooperative learning skills, integrating several teaching methods, improvising relevant teaching aids to mention a few.

Effective learning happens when a person applies the re-modified knowledge to address difficulties in their social

surroundings. Learning happens when a person appropriates new knowledge. Thus, within CPD, learning can occur cognitively, where teachers may appropriate new knowledge from participation; however, learning cannot be termed effective if such changes are not translated or contextualized in the classroom. This is made possible when the methods and materials used in CPD activities, as well as their content, are directly tied to the experiences and practice context of teachers. Teacher professional development can be thought of as a process designed to enhance the quality of teaching. According to SOE (2024), the teachers who completed teacher professional development can implement more effectively than those who didn't complete the teacher professional development such as teacher training, teacher induction program and mentoring program. Teachers must also continue their professional

development in order to stay up to date with the rapidly changing needs and changes in education.

Teachers' professional development enables them to meet new standards for facilitating the development of 21st century abilities in student-centered learning (Chu et al., 2024). The researchers offer several tactics to assist educators in developing 21st century competencies. Yue (2019) concluded that teacher practice and learning may be addressed by efficient professional development techniques. These techniques consist of: TPD needs assessment, peer mentoring, teamwork, fostering a positive school climate, 21st century skills development, active learning instructional strategies, integrating core values, ongoing professional development, research-based projects, and integrated ICT instruction. Yue (2019) asserts that mentoring contributes the finest practices and relevant resources to the professional development of teachers. Experienced educators who employ successful teaching strategies must be included into professional development programme in order to train educators and help them acquire 21st century abilities. Peer-mentors can act as advisors and consultants to help teachers with prior experience and nurture teachers with self-management, communication and leadership skills. Peer-mentors know the teachers well and can design beneficial training to guide them how to teach 21st century skills and how to stimulate student learning.

Collaboration can take different forms, such as: teacher networks, team-based, learning community and peer coaching. Depending on job-embed professional development, in their groups teachers can discuss together, exchange different opinions, learn from each other to achieve the same goal. Additionally, teachers grow by working with colleagues rather than alone in cross-disciplinary groups that share the same objectives regarding student performance and the acquisition of 21st century abilities (Yue, 2019). According to Ellen (2023), teachers' critical reflection, agency, and social connection mediated the learning process from these CPD events rather than it being automatic. A CPD learning cycle illustrates the five stages of this learning process, which is influenced by the practice setting of teachers.

### Content Analysis of Key Informant Interview

All the interviewees claimed that many benefits are associated with teachers' participation in continuous professional development programmes and they all occasionally participate in it. They ascribed this to the fact that the concerned stakeholders of education seldom facilitate the continuous professional development programme for teachers. They all stated that their participation is to enhance their teaching skills by being exposed to innovative ways of preparing instructional media and applying modern teaching methods in the course of

the teaching-learning process. They concluded that their attendance in the previously organized continuous professional development programme had enhanced their knowledge and practice, especially by helping them keep abreast of advances in education.

### CONCLUSION

Osun state teachers perceive continuous professional development programmes to be helpful to professional growth, contribute to teachers' expertise in teaching-learning process, enhance awareness of students' cognitive, social, emotional differences in learning, relate students' learning experiences in different content of the subject using both intra subject and integrated approach among others. The CPD enhances in diversifying teaching practice, stimulating critical reflectiveness, and encouraging collaborative learning.

### RECOMMENDATIONS

1. Teacher professional development should be made available and accessible to all teachers and not just some few privileged ones.
2. CPD programmes focusing on classroom management and pedagogical skills are highly recommended to foster the development of more proficient subject teachers.
3. CPD activities should provide realistic learning experiences, enabling subject teachers to contextualize and implement new knowledge in real classroom situations.

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