

## PROFESSIONALISM IN TEACHING: SCHOOL TEACHERS 'ACCESS TO PROFESSIONAL DEVELOPMENT IN BAUCHI STATE, NIGERIA

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### *Abstract*

*Determining the extent to which school (primary and secondary) teachers' attended induction course program ( Seminar, workshop or conference); the most frequent nature of the induction course programme received ( undergone) by the school teachers were among some of the objectives of the study. A survey design was used for the study. The population of the study consists of all public primary and secondary school teachers within the 20 Local Government Areas (LGAs) of Bauchi State. Multi-stage sampling technique was used to randomly select 230 (Male = 147; Female = 83, primary) and 222 ( Male= 125; Female = 97, secondary) school teachers. Access to Professional Development in Teaching Questionnaire (APDTQ) was used for data collection. A test-retest method with an interval of 14 days yields a stability coefficient of 0.97, for the Hypotheses were tested at  $\alpha = 0.05$  level of significance. The APDTQ data were analyzed using frequency count, percentages, bar chart and Chi-square test. Among the findings from the study includes 194 (84.4%) and 222 (82.2%) of the primary and secondary school teachers attended induction course program; teaching method is the most frequent induction course program received by 62.4 % and 48.2% of the primary and secondary school teachers. Priority to access to induction course program to be given to those who have not previously attend and emphasizes on the nature of the induction course program for school teachers to be proportion based on the outlined courses to attend were the recommendations made from the study.*

***Keywords: Professionalism, teaching, school teacher, professional development***

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### **Introduction**

Professionalism in teaching is beyond the mere acquisition of teaching qualification (Certificates). It also refers to the acquisition of knowledge, skills and methods of teaching through inductive courses program (Seminars, conferences and workshops) organized by internal (within the school) or external professional bodies (e.g., National Union of Teachers, (NUT); Mathematics Association of Nigeria (MAN); Science Teachers Association of Nigeria; (STAN); Federal or State Ministry of Education; Tertiary institutions such as polytechnics colleges of Educations and Universities that would enable teachers to function effectively in teaching and other

roles as teachers. Mizell (2010) observed that college and university program cannot provide the extensive range of learning experience necessary for a graduate to become effective public school educators once students graduate, meet their state's certification requirements and are employed, they learn through experience. Zaria (2010) observed that every profession should provide the individual with skills that would allow them to function effectively in the system.

A teacher is anybody who can hold chalk, talk to the learners in an organized classroom situation (Zaria, 2010). A professional teacher is that teacher in possession of minimum teaching requirement through certification and having satisfied certain criteria that include being a learner and up to date in the area of specialization through attending inductive course program at least once a year.

Teaching is an act or process of imparting knowledge, skills, attitude to an individual or learner in an organized manner. For a teacher to function effectively the teacher needs to undergo professional development. That could be provided through inductive course program. Mizell (2010) observed that professional development is most effective when it occurs in the context of educators' (Teachers') daily work

A school teacher as used in the context of this study refers to all those professional teachers teaching in primary and secondary schools in Bauchi State. The primary school teachers are under the administration and supervision of Bauchi State Universal Basic Education Board (BSUBEB) while the secondary (Junior and Senior ) school teachers are under the administration and supervision of State Ministry of Education (SOME). The SUBEB and SMOE each had a unit in charge of training and in-service program for teachers. As a rule of thumb, each teacher is to attend once a year an inductive course program organized by an approved professional body.

Professional development refers to professional learning practices that increase educators (teachers) effectiveness (New Jersey Department of Education,(NJDE) 2014). Hassel (as cited in Prisha, 2016) defines it as the process of improving staff skills and competencies needed to produce outstanding educational results for students. Darling-hammond, Hyler and Gardner (2017) observed that professional development is a structured professional learning that results in changes in teacher practices, and improves in students learning outcomes.

Professional development is necessary for building teachers capacity to improve their knowledge and practice with the ultimate goal of promoting student learning (Hilto, Hilton, Dole&Goos,2015).Kennedy (2016) observed that professional development can foster improvement in teaching. Mizel (2010) reported that students learning and achievement increases when educators (teachers) engage in effective professional development that focused on the skills educators need in order to address students major learning challenges. These goals of professional development were acknowledged.

However, the extent to which secondary school teachers in Bauchi State had access to professional development through inductive course program within the past periods of 18 months ( 2016-2017) remains an issue that needs to be studied. The

period interval of last 18 months was chosen in order to cover activities over almost two school sessions so as to give a more representative picture and lessen possible distortions on the issue under study.

In view of this, the study is to determine the periods of last 18 months,

- i. The extent to which primary and secondary school teachers' attended induction course program (Seminar, workshop or conference).
- ii. The most frequent nature of the induction course programme received (undergone) by primary school teachers.
- iii. The most frequent nature of the induction course programme received by secondary school teachers.
- iv. Gender difference on the induction course program received by primary school teachers.
- v. Gender difference on the induction course program received by secondary school teachers.
- vi. The difference in the nature of induction course program received between primary and secondary school teachers.

#### Hypotheses

The following hypotheses were tested at  $\alpha = 0.05$  level of significance.

H<sub>0</sub>1: There is no significant difference in gender on the induction course program received by primary teachers

H<sub>0</sub>2: There is no significant difference in gender on the induction course program received by primary teachers and secondary school teachers.

H<sub>0</sub>3: there is no significant difference in the nature of induction course program received between primary and secondary school teachers.

#### Methodology

A survey design was used for the study. The population of the study consists of all public primary and secondary school teachers within the 20 Local Government Areas (LGAs) of Bauchi State. The population of the study was characterized by gender and working experience that range from 2- 27 years. Multi-stage sampling technique was used to randomly select the sample for the study. The first stage involved selecting five LGAs and five schools(primary and secondary ) within the selected LGAs. The schools were selected using Computer-generated random numbers. The second stage involved using proportional stratify random sampling to select 230( Male = 147;Female = 83, primary) and 222( Male= 125; Female = 97, secondary) school teachers.(Appendix 1a and 1b for details sample schools)

**Table 1a. A sample of primary school teachers as used in the study**

LGA		Alkali	Bauchi	Ningi	Tafawa Balewa	Toro	Total
Gender	Male	27	30	20	37	33	147
	Female	12	30	11	16	14	83
	Total	39	60	31	53	47	230

**Table 1a.** Above shows the number of primary school teachers based on the sampled LGAs

**Table 1b. A sample of secondary school teachers as used in the study**

LGA		Bauchi	Ningi	Toro	Ganjuwa	Dass	Total
Gender	Male	43	29	26	18	22	138
	Female	41	33	19	14	25	132
	Total	84	62	45	32	47	270

Table 1b above shows the number of secondary school teachers based on the sampled LGAs

Access to Professional Development in Teaching Questionnaire (APDTQ) was developed by the co-authors and validated by two staff, one each from SUBEB and SMOE in charge of training and in-service training program for the school teachers. The APDTQ consist of two sections (A and B). Section A requires the respondent to fill in the Bio-data (Gender and teaching experience) information while section b consists of two items. The first item requires the respondent to tick in the most appropriate option (Yes or No) on whether attended induction course program. While the second item requires the respondent to tick in from four available options on induction course program received since employment as a school teacher.

For the purpose of pilot testing the APDTQ, 30 (*primary* = 15; *secondary* = 15) school teachers were randomly selected from two (one each, primary school and secondary school) teachers from Kirfi LGA, Headquarters. A test-retest method with an interval of 14 days yields a stability coefficient of 0.097 for the APDTQ.

Two groups consisting of 60 Long Vocation Training (LVT) 2016/2017 Academic session students offering the course EDU 383: Research methods and Statistics were used as research assistants for data administration and collection for the study. The first group involved 30 LVT students who were given the assignment to liaise with the BSUBEB for administration and collection of the data from the primary school teachers while the remaining group liaise with SMOE for the administration and collection of data from secondary school teachers.

The data were analyzed using frequency count, percentages, barcharts and Chi-square test.

**Results**

**Table 2a. Primary school teachers' responses in percentages on attending induction course program.**

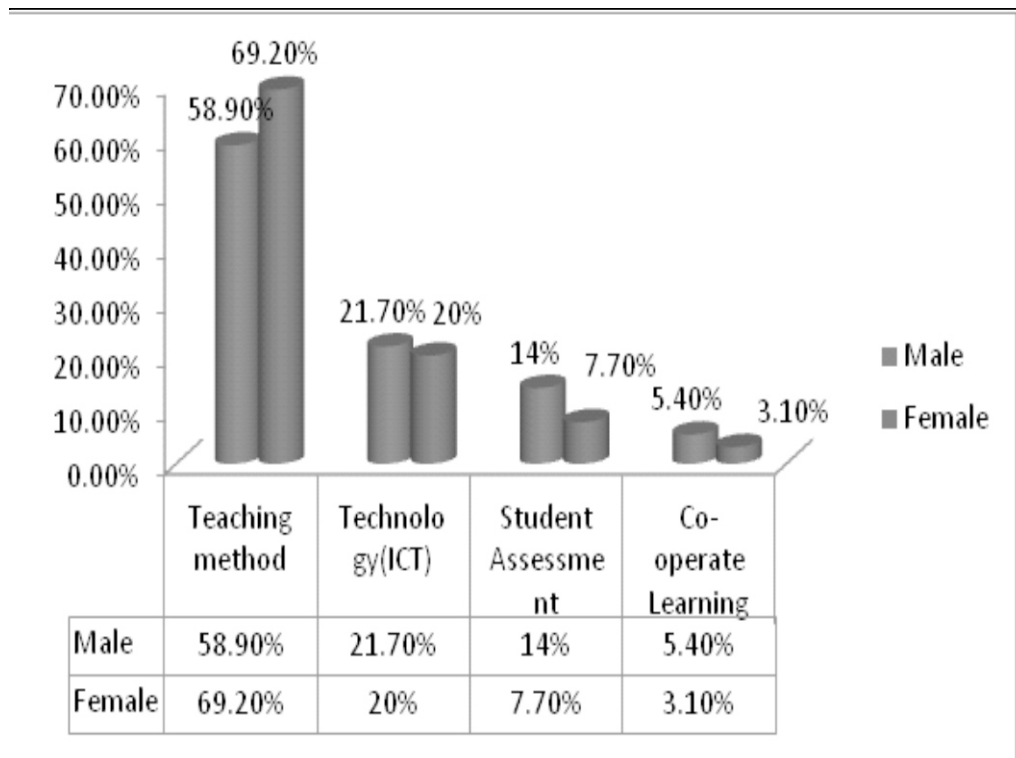
Response	Yes	No	Total
Gender Male	129 (87.8%)	18 (12.2%)	147 (100%)
Female	65 (78.3%)	18 (21.7%)	83 (100%)
Total	194 (84.4%)	36 (15.6%)	230

Table 2a above shows the percentages based on gender for primary school teachers responses on attending inductive course program

**Table 2b. Secondary school teachers' responses in percentages on attending induction course program.**

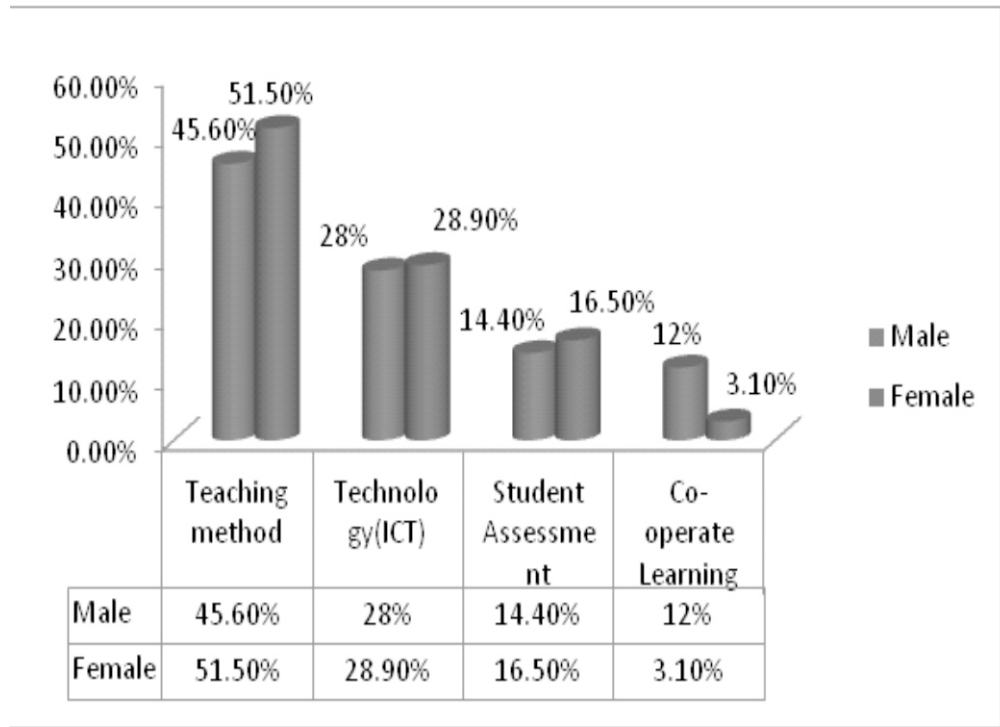
Response	Yes	No	Total
Gender Male	125 (90.6%)	13 (9.4%)	138(100%)
Female	97 (73.5%)	35 (26.5%)	132 (100%)
Total	222 (82.2%)	48 (17.8%)	270

Table 2b above shows the percentages based on gender for secondary school teachers responses on attending inductive course program.



**Figure 1a. Primary school teachers nature of induction course program attended in percentages.**

Figure 1a above shows in percentages various induction course programs as attended by primary school teachers.



**Figure 1b. Secondary school teachers nature of induction course program attended in percentages.**

Figure 1b above shows in percentages various induction course programs as attended by secondary school teachers.

**Table 3. Frequency percentage in nature of induction course program received by primary and secondary school teachers**

Nature of induction course	Primaryschteachers	Secondary Sch teachers
Teaching methods	127 ( 52.48%)	121 (62.37%)
Technology (ICT)	63 ( 26.03%)	41 (21.13%)
Student Assessment	34 ( 14.05%)	23 (11.86%)
Cooperate learning	18 ( 7.44%)	9 (4.64%)
Total	242 (100%)	194 (100%)

Table 3 above shows the frequency (participating rates) and percentages of school teachers nature of induction courses received within the period of 18 months.

**Table 4a. Chi-square test computed on testing Ho1 Primary schools gender difference**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>2.740<sup>a</sup></b>	<b>3</b>	<b>.433</b>
Likelihood Ratio	2.876	3	.411
Linear by Linear Association	2.5691		.109
N of valid cases	194		

a.0 cells (12.5 %) have expected count less than 5. The minimum expected count is 3.02.

Table 4a revealed the Chi-Square test computed on testing the Ho1. From the result  $Chi-square = 2.740, df = 3$  and  $p = .433$ .

**Table 4b. Chi-square test computed on testing H02 Secondary school gender difference**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>5.916<sup>a</sup></b>	<b>3</b>	<b>.116</b>
Likelihood Ratio	6.548	3	.088
Linear - by- Linear Association	2.739	1	.098
N of valid cases	222		

a.0 cells (0 %) have expected count less than 5. The minimum expected count is 7.86. Table 4b above shows the Chi-Square test computed on testing the Ho2. From the result  $Chi-square = 5.916, df = 3$  and  $p = .116$ .

**Table 4c. Chi-square test computed on testing H<sub>0</sub>1 Differences b2 SUBEB**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>8.792<sup>a</sup></b>	<b>3</b>	<b>.032</b>
Likelihood Ratio	8.858	3	.031
Linear by Linear Association	7.203	1	.007
N of valid cases	416		

a.0 cells (.0 %) have expected count less than 5. The minimum expected count is 12.59

Table 4c above shows the Chi-Square test computed on testing the Ho3. From the result  $Chi-square = 8.792, df = 3$  and  $p = .032$ .

### Findings

- ◆ 194 (84.4%) of the primary school teachers attended induction course program while only 36(15.6%) did not. 222 (82.2%) of the secondary school teachers attended induction course program while 48 (17.8%) did not.
- ◆ Teaching methods are the most frequent (62.4 %) induction course program received by the primary school teachers.
- ◆ Teaching methods are the most frequent(48.2% ) induction course program received by the secondary school teachers.
- ◆ There is no statistically significant difference (Chi-square = 2.740,  $p = 0.433$ ) in gender on the nature of induction course program received by primary school teachers.
- ◆ There is no statistically significant difference(*Chi-square*= 5.916,  $p = 0.116$ ) in gender on the nature of induction course program received by secondary school teachers.
- ◆ There is a significant difference(*Chi-square* =8.792,  $p = 0.032$ ) between primary and secondary school teachers in the nature of induction course program received.

### Discussion

In the discussion, the result from the study limitation on the frequency on the number of induction course program attended by the participants and the years must be acknowledged for political reasons.

To achieve objective I on the extent to which primary and secondary school teachers had attended induction course program results in Table 2a and Table 2b were used. From the result in Table 2a, 129 (87.8%); and 65 (78.3%) of the male and female primary school teachers attended induction course program. While 18 (12.2%); and 18(21.7%) of these teachers (male and female) did not. Finding from the result in Table 2a also revealed that 194 (84.4%) of the primary school teachers attended induction course program while only 36(15.6%) did not.

Result in Table 2b was used in determining the secondary school teachers that attended induction course program. From the result in table 2b, 125(90.6%) and 97 (73.5%) of male and female secondary school teachers attended induction course program. while 13 (9.4%) and 35 (26.5%) of the male and female secondary school teachers did not attend any induction course program. Finding from the result in table 2b revealed that 222 (82.2%) of the secondary school teachers attended induction course program while 48 (17.8%) did not. The findings from the discussion of the results in Table 2a and Table 2b were in agreement with the previous finding of xx who observed that an average of 89 % of school teachers in lower secondary education engaged in professional development course program and the remaining



115 who did not are a source of concern.

To achieve objective ii on the most frequent nature of the induction course program received by primary and secondary school teachers, results in Table 2a and Table 2b were used. From the result in Table 2a, the most frequent nature of induction course program received by primary school teachers is 121(62.4 %) which corresponds to *teaching methods* as shown in Table 2a. Finding from this revealed that teaching methods are the most frequent (62.4%) induction course program received by the primary school teachers.

From the result in Table 2b, the most frequent nature of induction course program received by secondary school teachers is 107(48.2%) which correspond to *teaching methods* as shown in Table 2b. finding from this revealed that teaching methods are the most frequent (48.2%) induction course program received by the secondary school teachers. In teaching methods.

To determine the gender difference in the nature of induction course program received by primary school teachers, the **H01** was tested at  $\alpha = 0.05$  level of significance using the result in Figure 1. The result of testing the **H01** was tabulated in Table 4a. From the result in table 4a, *Chi-square* = 2.740, *df*= 3, and  $p = 0.433$  was obtained. Although from the result in Figure 1, with exception of percentage in the teaching methods where the female percentage is higher than that of the male counterpart, the percentages on the remaining nature of the induction course received by male primary school teachers were higher than that of the female.

However, this difference in percentage is not statistically significant at  $p > \alpha$ . Thus, the **H01** was not rejected. Finding from this revealed that there is no statistically significant difference (*Chi-square* = 2.740,  $p = 0.433$ ) in gender on the nature of induction course program received by primary school teachers.

To achieve objective iv in gender difference on the nature of induction course program received by secondary school teachers, the **H02** was tested at  $\alpha = 0.05$  level of significance using the result from Figure 2. The result of testing the **H02** was tabulated in table 4b. From the result in Table 3b, *Chi-square* = 5.916, *df*= 3,  $p = 0.116$  was obtained. Although from the result in Figure 2, with the exception of the percentage in cooperate learning the percentages obtained for female on the remaining nature of induction course programs received were higher than that of the male counterpart. However, this difference in percentage is not statistically significant for  $p > \alpha$ . Thus, the **H02** was not rejected for  $p = 0.116$  at  $\alpha = 0.05$  level of significance. Finding from this revealed that there is no statistically significant difference (*Chi-square*= 5.916,  $p = 0.116$ ) in gender on the nature of induction course program received by secondary school teachers.

The **H03** was tested at  $\alpha = 0.05$  level of significance using the result in Table 3. The

result of testing the **H<sub>03</sub>** was tabulated in Table 4c. From the result in table 4c, *Chi-square* = 8.792, *df* = 3, *p* = 0.032 was obtained. Thus, the **H<sub>03</sub>** was rejected for  $p < \alpha$ . Although, from the result in Table 3, with exception of teaching methods where the percentage (62.37%) for secondary school teachers is greater than that of primary school teachers. All the other percentages in the nature of the induction course programs received by primary school teachers were higher than that of the secondary school teachers. However, this differences in percentage in the nature of the induction course program received between primary and secondary school teachers are statistically significant for  $p < \alpha$ . Finding from this revealed that there is a significant difference (*Chi-square* = 8.792, *p* = 0.032) between primary and secondary school teachers in the nature of induction course program received.

### Conclusion

The study discussed school (primary and secondary) teachers' access to professional development in Bauchi State within the period of 18 months (2016-2017). Professional development which is necessary for building teachers capacity to improve their knowledge and practice with the ultimate goal of promoting students learning was examined through the outline objectives of the study. Recommendations were made based on the findings from the study.

### Recommendations

- Priority to access to induction course program to be given to those who have not previously attended.

- Emphasis's on the nature of the induction course program for school teachers to be proportion based on the outlined courses to attend.

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**Appendix 1b**  
**Sample of Secondary schools used in the study**

LGA	Primary schools
Bauchi	GGSS Bauchi , VTC Bauchi, GCDSS KofarGwambe, GDSS Wunti, GJSS Memorial and Pilot SS Bauchi
Dass	GDSS, Dass, GDSS Lukshi, GDSS Wandu, GDSS Baraza, and GDSS Yelwa
Ganjuwa	GSS KafinMadaki, GSS Miya, GSS Nasarawa, GSS Siyi, and GSS Soro.
Ningi	GDSS Ningi, GJSS Nasaru, GJSS Gada nMaiwa, GJSS Memorial and GDSS Bura.
Toro	GDSS Nabado, GSS Toro, GDSS Tildan Fulani, GSS Toro and GJSS Magama.

**Appendix 1a**  
**Sample of Primary schools used in the study**

LGA	Primary schools
Alkhaleri	Central, BayanBanki, Gwazam, and Laniton.
Bauchi	Kobi, Miri, Turwin, and Inkil
Ningi	Ningi East, Maituran, Central, Katurje, and Bakki.
Tafawa balewa	Bununu, central, bal central, Kundak, Burga, and Shall.
Toro	Gyanzo, central, Rinjingani, Mai Allo, Magma central and Tilden Fulani central.