

An Assessment of the Impact of the  
Teachers' Professional Development  
Programme under Lagos "Eko"  
Secondary Education Project in Lagos  
State.

Presented by

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# Introduction

- Lagos “Eko” Secondary Education project is a project of the Lagos State Government in partnership with the World Bank. The main objective of this project is to enhance the learning outcomes of the six hundred and thirty-nine (639) public junior and senior secondary schools students in the State. This project is to complement the effort of the State government towards improving the overall standard of education in the State. The Lagos “Eko” Secondary Education project commenced on June 16th 2009, which was to last for a period of four years at the onset was extended for another two years. The initial capital outlay of the project was ninety million dollars (\$90m). Due to the extension of the duration of the project for another two years, an additional forty-two million dollars (\$42m) has been added to the capital outlay. (Lagos State web report 2012)

The project is an intervention targeted at addressing the deteriorating quality of education in the State. Over the years across the country, the performance of students in external examinations conducted by West African Examination Council (WAEC) and National Examination Council (NECO) has been poor. For example, the West Africa Examination Council, Research Division Annual Report 2011, revealed that less than 50% of the students had credit pass in Mathematics. Similarly, in English Language and Biology, the performance of students at credit passes has been below 40% and 50% respectively

This situation made the Lagos State Government to take concrete steps to salvage the deteriorating situation. The Lagos “Eko” Secondary Education Project became necessary in order to improve on the quality and relevance of education by focusing on the learning outcomes in core subjects, which are English, Mathematics and Biology at the senior secondary level and Basic Science at junior secondary level. The Lagos “Eko” project is the first education intervention in Lagos State with exclusive focus on “enhanced learning outcomes”. (Lagos State web report 2012)

- From the initial stage of the project a result monitoring framework was built-in with key performance indicators for the project development objectives covering grant disbursement, teachers professional development, standardised students assessment and attendance. The school development grant comprises the largest component of the project and it is the main tool deployed to achieve development objectives.

- Teachers' Professional Development (TPD) forms an integral part of the Lagos State "Eko" Secondary Education Programme. The teacher is the medium through which instruction is communicated to the students. The National Policy on Education (2004) says "no educational system can rise above the quality of its teachers". In view of this, the project has made adequate provision for Teachers' Professional Development. With the advancement in knowledge and technological development globally, there is the need for teachers to be equipped and updated with knowledge, skill and strategies of modern times. In addition, there is an apparently universal agreement that high-quality, on-going professional development for teachers is equally necessary (American Federation of Teachers, 2002). This can only be achieved by exposing the teacher to trainings, workshops, seminars and other avenues through which the teacher can be adequately equipped to perform the role expected. The Teachers' Professional Development Programme (TPDP), a component of the Lagos "Eko" Secondary Education Project gives the teacher this opportunity.

- Under the project, the school principals were given the autonomy to identify trainings required for their staff, select the appropriate training service provider (TSP) to carry out the training and pay the TSP from the school budget. This is part of the process of developing school leadership. About twenty-one (21) training programmes were available for teachers in the State to benefit from in order to enhance their professional development. The following are some of them:

1. Mathematics- Junior and senior secondary school (JSS&SSS)/ English Language-Junior and senior secondary school (JSS&SSS).
2. Basic science- (JSS)/ Biology- (SSS).
3. Leadership empowerment for school managers and administrators.

**Source: Lagos State Government Secondary School Development Grants Manual (2009).**

- Training service providers were engaged to train teachers in the various programmes. A total of thirty-five (35) of them were used for the exercise, among them are the following:

1. Adeniran Ogunsanya College of Education (AOCOED).
2. Customer Oriented Management Services Ltd.
3. Doyin Owolabi & CO
4. Lagos State University (LASU).
5. Mcwen Consulting.
6. University of Ibadan.

- **Source: Lagos State Government Training service providers Brochure (2013)**

# Problem of the Study

One of the challenges facing Nigeria's educational system is inadequate qualified manpower. This could explain the much talked about falling standard of education in the country. Performance of students in West Africa Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) examination over the years has been deteriorating. Some scholars are of the opinion that the incompetence of the teachers may be one of the factors responsible for this. Oyesiku (2013) is of the opinion that many teachers are teaching students with methods they learnt at least fifteen (15) years ago. This implies that the knowledge, skills and methodology the teachers gained during their period of university training may be obsolete because of advancement in knowledge in all fields of endeavour. Moreover Information Communication Technology (ICT) has been introduced lately into all fields of endeavour with education not being an exception. Today many teachers in public secondary school in Lagos State having graduated well over fifteen years ago, lack the knowledge, operations and skills involved in Information Communication Technology (ICT). Without these teachers being sent on in-service trainings, workshops and seminars on ICT they will remain novice in the skills, Knowledge and operations of the computer. The present educational system cannot afford to have such calibre of teachers because of expediency of ICT in the modern world of today.

- Oyesiku (2013) posited that every teacher should be encouraged to go for retraining in his or her subject area once in three years. In addition, Ajeyalemi (2013) said there was need for in-service training programmes for teachers, stressing that, the importance of in-service training for teacher cannot be over emphasised. There is need therefore for teachers to be updated with modern strategies and methodology of teaching as well as be intimated with the emerging discoveries in the field of education to remain current and always relevant.
- It is against this backdrop that the Lagos “Eko” Secondary Education Project included the Teachers’ Professional Development Programme as one of the key performance indicators for the project development objective. This study was set out to find out how the trainings, workshops and seminars that teachers were exposed to under the Teachers Professional Development Programme, a component of “Eko” Secondary Education Project, has been able to improve Professional competencies of teachers in public junior and senior secondary schools in the state.

# Purpose of the Study

- The purpose of the study was to ascertain if the Teachers' Professional Development Programme (TPDP), a component under the Lagos "Eko" Secondary Education Project (LESEP) had any impact on teachers in junior and senior secondary schools in the State. In addition, the study will:

1. Find out if the teachers benefited from the Professional Development Programme (TPDP) organised under LESEP.
2. Find out if gender will influence the benefit teachers derived from the Teachers' Professional Development Programme (TPDP) organised under LESEP.
3. Investigate whether age will influence the benefit teachers derived from the Teachers' Professional Development Programme (TPDP) organised under LESEP.

# Research Questions

- The following research questions were raised for the study:
  1. What benefit did teachers in Lagos State Secondary Schools derive from TPDP organised under the Lagos “Eko” Secondary Education project (LESEP)?
  2. To what extent will teachers in Lagos State Secondary Schools benefit from TPDP organised under LESEP due to gender difference?
  3. How will age of the teacher influence the benefits derived from TPDP organised under LESEP?

# Methodology

- **Research Design:** The research design for this study was survey, which was aimed at collecting information from the respondents (teachers) on how the Teachers Professional Development Programme organised under the Lagos “Eko” Secondary Education project has improved their professional competencies.
- **Population:** The population for the study comprised the teachers in the six Educational Districts in Lagos State.
- **Sample and sampling technique:** simple random sampling was used to select Educational District IV as the sample for study. Six secondary schools and two hundred and forty teachers in this District who had been exposed to any of the programmes at one time or the other under the project were selected for the study through simple random sampling.

- **Instrumentation:** The instrument used for generating data was a questionnaire developed by the researcher. The questionnaire was titled ““Eko” Project Teachers’ Professional Development Questionnaire” (EPTPDQ). The questionnaire had two sections, the first being on personal data, which consisted of items on age, gender, subject taught, years of teaching experience, educational qualification and type of programme attended. The second section consists of 20 items measuring the benefits derived by the teacher from the “Eko” Project Teachers’ Professional Development Programmes. The response was of the Likert type on a rating scale of 1—4, ranging from strongly agree to strongly disagree.
- **Administration of the instrument/ Method of data collection:** The 240 copies of the research instrument were handed out by the researcher but a total of 227 copies were duly completed and returned.
- **Method of data Analysis:** The statistical tool that was used to test hypothesis one was independent t-test, while hypotheses, two, three and four were tested using analysis of variance (ANOVA).

# Discussion of Result

- **Research Question one**

- Did teachers' in Lagos State Secondary Schools derive any benefit from TPDP organised under the Lagos "Eko" Secondary Education Project (LESEP)? To answer this Research question simple percentage was used. The scores of the items on the questionnaire were added together to give an overall TPDP index.

- **TABLE 1**

Descriptive statistics of the benefits derived by teachers from the TPDP organised under LESEP.

N	Minimum score	Maximum score	Mean	Standard deviation
227	44	75	66.9	6.46
Percentage	55%	94%		

- This Research question was answered using simple percentage. The mean score was 66.9 while the standard deviation was 6.46. The minimum score of respondents on the TPDP index was 44 while the maximum score was 75. The sum total of score was 80. Converting the TPDP index into percentage shows that the least percentage of respondents was 55% while the highest percentage was 94%. This shows that teachers' in Lagos State Public Secondary Schools benefited from the Teachers' Professional Development Programme (TPDP) organised under Lagos "Eko" Secondary Education Programme (LESEP).

**Hypothesis one:** Gender of teacher will not significantly influence the benefits derived from TPDP organised under LESEP. This hypothesis was tested using the independent t-test. The results are presented in the table 2 below:-

**TABLE 2:** An independent t-test analysis of difference in benefit derived from TPDP organised under LESEP due to gender.

Variable (gender)	Mean	S.D	t-value	Df
Male	66.7	6.48	0.30	225
Female	66.0	6.47		

Not significant at 0.05 level (critical t-value= 1.96) N=227

Table 2 above indicates that the calculated t-value 0.30 is less than the critical t-value of 1.96 for a two tail test. This led to upholding the researcher's hypothesis that there is no gender difference in benefits derived by teachers' from TPDP under LESEP. This implies that both male and female teachers benefitted equally from the various programmes organised under LESEP.

**Hypothesis two:** Age of the teacher will have no significant influence on the benefits derived from the TPDP organised under LESEP. This hypothesis was tested using ANOVA. The results are presented in table 3 below:-

TABLE 3: One- way ANOVA of difference in benefits derived from TPDP organised under LESEP due to age.

Source of variation	Sum of squares	Df	Mean of squares	F- ratio
Between groups	143.160	1	143.160	3.45
With groups	15069.509	225	41.514	
Total	15212.668	226		

Not significant at 0.05 df=1 and 225 (critical t-value=.84)

Table shows that the calculated F-value of 3.45 is less than the critical (table) value of 3.84 given 1 and 225 degrees of freedom at 0.05 level of significance. Hence the null hypothesis is retained, showing that age does not have a significant influence on the benefits derived from the TPDP organised under LESEP.

**Hypothesis three:** Years of teaching experience will have no significant influence on the benefits derived from TPDP organised under LESEP. The hypothesis was tested using ANOVA. The results are presented in table four below:-

TABLE 4: One-way ANOVA of difference in benefits derived from TPDP organised under LESEP due to years of teaching experience.

<b>Source of variation</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean of squares</b>	<b>F-ratio</b>
Between groups	58.719	2	29.360	1.70
Within groups	15153.949	224	41.862	
Total	15212.668	226		

Not significant at 0.05 df= 2 and 224 critical value=3.99

The results from the table reveal that the calculated F-value 1.70 is less than the critical (table) value of 3.99 given 2 and 224 degree of freedom at 0.05 level of significance. This led to upholding the researcher's hypothesis that years of teaching experience has no significant influence on the benefit derived from the TPDP organised under LESEP.

**Hypothesis four:** Educational qualification of the teacher will have no significant influence on the benefits derived from the TPDP organised under LESEP. The hypothesis was tested using ANOVA. The results are presented in the table below:

TABLE 5: One-way ANOVA of difference in benefits derived from the TPDP organised under the LESEP due to educational qualification.

<b>Source of variation</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean of squares</b>	<b>f-ratio</b>
Between groups	77.971	1	77.971	2.87
Within groups	15134.697	225	41.693	
Total	15212.668	226		

Not significant at 0.05 df=1 and 225 critical value=3.84

The calculated f-value of 2.87 is less than the critical (Table) value of 3.84 given the degree of freedom of 1 and 225 with 0.05 level of significance. Hence the null hypothesis is retained, showing that educational qualification of the teacher has no significant influence on the benefits derived from the TPDP organised under LESEP.

**Hypothesis four:** Educational qualification of the teacher will have no significant influence on the benefits derived from the TPDP organised under LESEP. The hypothesis was tested using ANOVA. The results are presented in the table below:

TABLE 5: One-way ANOVA of difference in benefits derived from the TPDP organised under the LESEP due to educational qualification.

Source of variation	Sum of squares	Df	Mean of squares	f-ratio
Between groups	77.971	1	77.971	2.87
Within groups	15134.697	225	41.693	
Total	15212.668	226		

Not significant at 0.05  $df=1$  and 225 critical value=3.84

The calculated f-value of 2.87 is less than the critical (Table) value of 3.84 given the degree of freedom of 1 and 225 with 0.05 level of significance. Hence the null hypothesis is retained, showing that educational qualification of the teacher has no significant influence on the benefits derived from the TPDP organised under LESEP.

# Discussion of Results

- The major findings of the study showed that Lagos state junior and senior secondary school teachers benefitted from the Teachers' Professional Development Programme (TPDP) organised under Lagos "Eko" Secondary Educational Programme (LESEP). This is an indication that the various programmes the teachers were exposed to actually influence the professional status of the teachers'. This assertion is confirmed by the result of the findings from research question one raised for the study. Respondents who scored 50% and above were categorised as those who benefited from the various professional programmes teachers' were exposed to. The respondents least percentage score was 55% while 94% was the highest percentage score. This conforms to the assertion of Ajeyalemi (2013) that in-service training programme for teachers are very important. Teachers' need to be intimated with the emerging discoveries in the field of education to remain current and always effective in the classroom. Other findings from the study revealed that sex, age, educational qualification and years of teaching experience had no significant influence on the benefits derived from the TPDP organised under LESEP

In order to corroborate the responses of the teachers, the views and the opinions of some principals and students in the schools selected for the study were sought. The principals attested to the fact that the TPDP organised under LESEP was a commendable programme and also very timely.

# Conclusion and Recommendation

From the findings of the study, it is obvious that teachers in Secondary Schools in Lagos State need to be frequently exposed to Professional development Programmes, in order to enhance their Professional status. This is with the view to improving the academic performance of students in Secondary schools which had been a subject of concern to all stakeholders in education sector. It is often said that no educational system can rise above its teachers, if that be the case; all avenues must be exploited to ensure that teachers are competent to perform their responsibility of imparting knowledge. When the Lagos State Government took the initiative of incorporating Teachers' Professional Development Programme (TPDP) as one of the key performance indicators in the Lagos "Eko" Secondary Education Project (LESEP), it was really a major step in enhancing the Professional status of the teachers in the state public Secondary Schools.

It is therefore recommended that the State Government make in-service training programmes an on-going exercise in Lagos State public secondary schools. In addition school principals who have been given the prerogative to select teachers for the training programmes must ensure that all teachers under them are given the opportunity to attend a training programme at least once in a year. Furthermore the prevailing learning environment should be conducive enough so as to ensure that skills, methods and strategies acquired during the training programmes are put into adequate use by the teacher. This will likely go a long way in improving the academic performance of students in public Secondary Schools in Lagos State which had been a matter of concern to all stakeholders in the educational sector.

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