

Relationship between Teachers' Professional Development Programme and Middle Basic Teachers' effectiveness in Kwara State, Nigeria

Alabi, Bamidele Mohammed Ph.D.

Department of Curriculum and Instruction Federal College of Education, Okene, Kogi State, Nigeria

DOI: <https://doi.org/10.47772/IJRISS.2026.100701102>

Received: 07 August 2026; Accepted: 12 August 2026; Published: 21 August 2026

ABSTRACT

Preservice training equips staff with foundational job knowledge, while professional development programmes refresh and update those skills to match technological shifts and societal needs. This study investigates the relationship between Teachers' Professional Development programmes and middle basic teachers' effectiveness in Kwara State. The study specifically focuses on the component of teachers' professional development programmes in Kwara State, the adequacy of instructional training resources, and the relevance of the curriculum content knowledge to aid teachers' effectiveness. A descriptive research approach was adopted. The target sample was KWS1 (Local Government schools that have received all the school improvement interventions), and data were collected via a face- and content-validated questionnaire with a reliability coefficient of 0.72. Google Form template was also used to elicit responses from respondents because of the security challenges in the area to gain deeper insight. The findings reveal that there is a significant relationship between (Learner-centered approach, learning for all and from each other, classroom management, Learning management, and assessment) components of Teacher Professional Development programmes and middle-basic teachers' effectiveness. Also, a significant relationship exists between adequacy of training resources for Teachers' Professional Development programmes and the effectiveness of middle-basic teachers, and that training content knowledge aligns with real classroom needs. The study recommends that Teachers' Professional Development programmes should be made available to all Basic Education teachers, because from this study, the programmes were noted to be useful and a motivational strategy for teachers' effectiveness.

Keywords: Professional Development Programmes, Teachers' Effectiveness, Assessment, Training, and Middle Basic Level

INTRODUCTION

The structure of the Basic Education curriculum is to allow for proper planning and alignment of curriculum content in such a way as to make the learning sequence simple, logical, inclusive, and practical (Umar & Tsafe, 2017). However, the Federal Government of Nigeria is currently implementing the Ministerial Strategic Plan (MSP) 2024–2027, driven by the "Renewed Hope Agenda", with a 12-year continuous Basic Education. The government has scrapped the old 6-3-3-4 system by ending the separation between Junior Secondary School (JSS) and Senior Secondary School (SSS). Students will now undergo 12 years of uninterrupted basic education to reduce dropout rates and align with global standards. The key elements of the policy included: updated secondary curriculum, tertiary admission reforms, student loan scheme, and targeted National Policies. However, Minister of Education Dr. Tunji Alausa later clarified that JSS and SSS have not been officially scrapped, noting that the announcement was a proposal to migrate toward 12 compulsory years rather than an immediate structural cancellation.

The subjects offered are expected to provide the child, among others, with diverse basic knowledge and skills for entrepreneurship, wealth generation, and a path to educational progression. In general, the curriculum pays particular attention to achieving the Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS). Professional development is essential

in all fields. Professional development is gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field. Parson (2025)

Teacher's Professional Development (TPD) is an aspect of professional development that deals with the enhancement of teachers in the classroom processes and personal traits (Uko & Umosen, 2020). TPD plays a significant role in pedagogical preparedness, lesson delivery, and clinical care quality. Teacher Professional Development (TPD) in Nigeria was built to combat declining foundational literacy, address weak pre-service training, and adapt to modern digital learning. It empowers educators to improve student outcomes, elevate professional status, and meet the dynamic demands of a globally competitive economy. TPD is to enhance foundational learning, drive technological and digital literacy, standardize the teaching profession, boost students' academic achievement, and foster educational reform

Teacher effectiveness" is used broadly to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to: solve problems, think critically, work collaboratively, and become an effective citizen. Teacher effectiveness is the collection of a teacher's traits, skills, and actions that help students reach goals. These goals include basic learning targets and broader life skills. (Iman, 2020). The roles of teachers have long been recognized as central to delivery as well as the quality of education. Usually, it has been assumed that the academic and professional training of teachers has a direct and positive bearing on the quality of teaching performance and consequently on the achievement of pupils.

Key issues and challenges that are evidenced in the educational sector in Kwara State that prompted the intervention of Kwara State Ministry of Education and Human Capital Development with the support of the State Government, and the Department of International Development are categorized into Institutional issues, Policies and structural issues, Capacity issues, Socio-cultural issues and Generational issues; Institutional issues include; Decline in academic standards, Low admission standards, examination malpractices, cultism, crumbling infrastructure, inadequate facilities and unstable cost structure. The policy and structural issues include poor relations between federal and state agencies, an archaic examination system, communication gap between education sector operators and society, corruption of the monitoring and policing system, curriculum issues, substitution of standards of excellence, and high cost of quality education. The capacity issues include non-existent critical knowledge-based skills, skill gap between states, unemployment and underemployment, and creation of demographic generations (those educated locally in public schools and those educated in private schools) and inadequate manpower. Socio-cultural issues include the breakdown of the family unit, absentee parenthood, media influence and moral degradation, while Generational issues show a generational gap between parents and children, a generational gap between teachers and students, and an old value system and cultural paradigm

The educational sector in Kwara State faces persistent challenges including inadequate public funding, infrastructural deficits, teacher shortages and uneven distribution, poor foundational learning outcomes, and sociocultural barriers affecting enrollment. Although recent interventions like KwaraLEAN and infrastructure rehabilitation attempts to address these gaps, structural hurdles remain. (Brain Builder Youth Development, 2022). In Kwara, while there are frameworks in place to improve the quality of education, inadequate funding, teacher shortages, lack of proper training, and infrastructural deficiencies hinder successful implementation of policies and programmes (Lebari & Olokooba, 2024)

One of the ways to ensure an effective teaching-learning process is to provide regular, relevant, and contextualized training and development for teachers to enhance their qualities. This is because sharing good practices through organized training and workshops has been increasingly recognized as an effective method of professional development. Professional development refers to the development of a person in his or her professional role; Teacher professional development is the growth the teacher achieves because of gaining increased experience in his or her teaching. Professional development includes formal experiences such as attending workshops, seminars, professional meetings, and mentoring, and informal experiences include reading professional journals and watching television documentaries related to the academic discipline

Professional development is necessary in any field of study in view of its potentially transformational effects on social and educational outcomes. Studies have been on the relationship between Universal Basic Education training and re-training and teachers' quality in public primary schools; studies have also been on the effect of teachers' effectiveness on Kwara State Secondary Schools students' achievement in Mathematics, the relevance of Staff Development Programmes to Staff performance in a school system, and on an assessment of Teacher Professional Development by Upper basic Mathematics teachers in Kwara State. Assessment of Teachers' Professional Development programme components on teachers' effectiveness at the middle basic level has not been adequately researched; hence, to fill the gap, this study seeks to assess the impact of Teachers' Professional Development Programmes on middle basic teachers' effectiveness in Kwara State, Nigeria

Purpose of the Study

The main purpose of this study is to investigate the impact of Teachers' Professional Development programmes on middle basic teachers' effectiveness in Kwara State, Nigeria. Specifically, this study intends to;

1. Assess Teachers Development Programmes components (learner-centered approach, learning for all and from each other, classroom management, Learning management and assessment) on middle basic teachers' effectiveness
2. Find out the adequacy of instructional resources provided for training middle basic teachers to bring about effective teaching-learning on the product
3. Assess the relevance of the curriculum content of the Teachers' Professional Development Programmes (TPDP) for training middle basic teachers for functional teaching-learning

Research Questions

The study intends to address the following research questions;

1. What is the assessment of Teacher Professional Development components (learner-centered approach, learning for all and from each other, classroom management, Learning management and assessment) on the middle-basic teachers' effectiveness?
2. Are training resources provided during training of middle basic teachers adequate to bring about teachers' effectiveness?
3. Is the curriculum content of Teacher Professional Development programmes for training middle basic teachers capable of influencing teachers' efficiency in the class?

Research Hypotheses

Based on the purpose of the study and the research questions raised, the following hypotheses are formulated;

1. There is no significant relationship between 'Learner- centered approach, learning for all and from each other, classroom management, Learning management and assessment) component of Teacher Professional Development and middle basic teachers' effectiveness in Kwara State
2. There is no significant relationship between adequacy of training resources for Teachers' Professional Development Programmes and middle basic teachers' effectiveness
3. There is no significant relationship between Teachers' Professional Development programmes curriculum content and middle basic teachers' effectiveness

Scope of the Study

The study focuses its attention on the relationship between Teacher Professional Development Programmes through its components (Learner-centered approach, learning for all and from each other, Classroom management, Learning Management and Assessment) and middle basic teachers' effectiveness. The scope of the study covers all public middle basic schools in Kwara State. However, the target sample is the KWS1 (Four Local Government schools that have received all the school improvement interventions). A structured

questionnaire titled ‘Relationship between Teachers’ Professional Development programmes and Middle Basic Teachers’ Effective Questionnaire’ was used to elicit information. Teachers were trained across the 16 Local Government Areas of Kwara State. However, only Ilorin East, Kaima, Oke-Ero, and Oyun are involved because these are the Local Government Areas that have received the full component of school improvement intervention. The findings of this study are of great significance to all educational stakeholders: teachers, Students, Parents, Government Agencies, Curriculum Planners, and policymakers, aiding them to gain insight into the Teacher Professional Development programmes

METHODOLOGY

A descriptive survey design was used in this study; it involves a systematic attempt to describe the characteristics of the population or area of interest factually. All teachers in the middle basic school system in Kwara State form the population for the study. The 16 Local Government Areas are classified into KWS1, KWS2, and KWS3 based on training level and senatorial district. KWS1 schools were selected purposively because the teachers in KWS1 have undergone the entire training process and intervention. Within the KWS1 realm, Kwara Central Senatorial District, Ilorin East Local Government was involved; in Kwara North Senatorial District, Kaima Local Government was involved; while in Kwara South Senatorial District, Oke-Ero and Oyun Local Government Areas were involved. The researcher, research assistant, and tour guide personally administered the questionnaires to the trained teachers sampled in their Local Government Area. However, because of the security challenges, the Google Form format was used to get relevant information from respondents in volatile areas via their verified emails. Responses of the respondents were subjected to descriptive analysis in the form of percentages. All hypotheses, as a product of research questions, were answered using the Pearson Product-Moment Correlation Coefficient (r) analysis at the 0.05 level of significance

RESULTS

Demographic characteristics of the respondents

This section describes personal information of the respondents (Teachers who participated in Teachers’ Professional Development programmes in the middle basic level of Nigeria Educational system

Table 1: Description of respondents based on gender

Gender	Frequency	Percentage
Male	196	37.76
Female	323	62.23
Total	519	100.0

Table 2: Description of respondents by highest qualifications

Distribution of Respondents by Qualification

Qualifications	Frequency	Percentage
Grade II	5	0.96
OND	4	0.77
NCE	176	33.91
HND	19	3.66
B.A + PGDE	78	15.02
B.Sc. Ed.	189	36.41
M.A./M.Ed.	48	9.24
Total	519	100.00

Table 3: Description of respondents by years of teaching experience
Table: Distribution of Respondents by Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
1–5	34	6.55
6–10	78	15.02
11–15	154	29.67
16–20	167	32.17
20 and above	86	16.57
Total	519	100.00

H₀₁: There is no significant relationship between ‘Learner- centered approach, learning for all and from each other, classroom management, Learning management, and assessment) component of Teacher Professional Development and middle basic teachers’ effectiveness in Kwara State

Table 4: Analysis of Teachers’ Professional Development Component and Middle Basic Teachers’ Effectiveness

Variable	No	X (Mean)	SD	df	Calculated (R-value)	Critical (R- Value)	Decision
TPD Component	519	3.207	28.31				
				517	0.428	0.135	Rejection
Teachers’ Effectiveness	519	1.923	25.28				

As shown above, the calculated r-value (0.428) is greater than the critical r-value (0.135), therefore, the hypothesis is hereby rejected. The alternative hypothesis now holds; that is, there is a direct relationship between Teachers’ Professional Development programme components and middle basic teachers' effectiveness. The rejection of the hypothesis implied that Teachers' Professional Development programme components contribute to teachers’ effectiveness in the classroom

H₀₂: There is no significant relationship between adequacy of training resources for Teachers’ Professional Development Programmes and middle basic teachers’ effectiveness

Table 5: Analysis of Adequacy of training resources for Teachers’ Professional Development programmes and Teachers’ Effectiveness

Variable	No	X (Mean)	SD	df	Calculated (r-value)	Critical (r- Value)	Decision
Adequacy of training resources	519	2.374	25.284				
				517	0.462	0.135	Rejection
Teachers’ Effectiveness	519	1.245	24.097				

Table 5 above revealed that the calculated r-value (0.462) is greater than the critical r-value (0.135) at the degree of freedom of (n-2) at the 0.05 level of significance; this implies that there is a significant relationship between adequacy of training resources for Teachers' Professional Development programmes and middle-basic teachers' effectiveness in the classroom. The training resources variables like quality of resource persons and adequacy of training manuals have a direct link to teachers' effectiveness in the classroom

H₀₃: There is no significant relationship between Teachers' Professional Development programmes curriculum content and middle basic teachers' effectiveness

Table 6: Analysis of Teachers' Professional Development programmes curriculum contents and Teachers' Effectiveness

Variable	No	X (Mean)	SD	df	Calculated (r-value)	Critical (r-value)	Decision
TPD Curriculum Content	519	3.211	23.117	517	0.425	0.135	Rejection
Teachers' Effectiveness	519	1.967	24.09				

Table 6 above revealed that the calculated r-value (0.425) is greater than the critical r-value (0.135) at the degrees of freedom 517 (n-2) at the 0.05 level of significance; therefore, the hypothesis is rejected. The implication of this is that there is a significant relationship between the Teachers' Professional Development programme curriculum content and middle basic teachers' effectiveness.

DISCUSSION OF FINDINGS

The findings in Table 4 revealed that there is a direct relationship between Teachers' Professional Development programme components and middle basic teachers' effectiveness. The rejection of the hypothesis implied that Teachers' Professional Development programme components contribute to teachers' effectiveness in the class; also, the finding established that the acquisition of basic skills and knowledge on the components of Teachers' Professional Development programmes influences middle basic teachers' effectiveness. The findings of this study corroborate the earlier studies by Salman, M.F, Ogunlade, O.O and Ogundele while assessing Teachers' Professional Development programme components through Mathematics teachers in Kwara State, Nigeria. It was established that Teachers' Professional Development key components are important for teaching and learning Mathematics in the classroom and that Teachers' Professional Development components improve teachers' quality as well as students' performance in Mathematics. The findings of this study is also in line with Padillo et'al (2021), Okoye (2023) and Jasmine, B. A & Erlinda (2025), where it was established that instructors who participated in professional development activities become experts in instructional planning, delivery, subject-matter competence, building rapport with the students, and proper classroom management; teachers with adequate professional development training are more confident in their instructional strategies, which allows them to present material in a more compelling and understanding manner and engaging in professional development activities guarantee ability to deliver high quality instructions respectively

The findings in Table 5 revealed that there is a significant relationship between adequacy of training resources for Teachers' Professional Development programmes and middle-basic teachers' effectiveness in the classroom. These findings established that the training resources variables (Qualities of trainers, trainers and trainees' manuals, enabling environment, and duration of the training) have a direct and significant relationship with the effectiveness of the middle-basic teachers. This study aligns with an earlier study by Fernandes, S., Araújo, A. M., Miguel, I., & Abelha, M. (2023). It was statistically established that a significant relationship exists between available training resources and the quality of training received by teachers in public primary schools. Variables such as trainers' remuneration, quality of trainers, training materials, and training venues are critical determinants that significantly relate to and enhance teacher productivity and effectiveness. Studies by Erni, Ratna & Nur

Kalil (2024) earlier confirm that a significant positive relationship exists between the adequacy of training resources for Teachers' Professional Development (TPD) programmes and middle-basic teachers' effectiveness in the classroom. When professional development programs are backed by adequate resources, tools, and content, educators demonstrate improved competence and instructional delivery, and that no significant relationship exists between them contradicts general organizational research, which views both as continuous tools for boosting performance.

The findings in Table 6 demonstrate that significant relationships exist between the curriculum content of the Teachers' Professional Development programmes and teachers' effectiveness. The findings of this study are in harmony with the study by Ayesha, Kiran, Fareeha Arshad, and Shafaq Rizwan (2022), which established a significant relationship between the content of teacher professional development programmes and teacher effectiveness. It means that the specific topics, skills, and knowledge taught in training directly shape how well educators perform in the classroom. When training content aligns with real classroom needs, teacher performance and student learning outcomes improve. The findings of this study are also in support of the study carried out by Yan Liu and Wei Liao (2023) where a significant positive relationship was established between Teachers' Professional Development (TPD) curriculum content and teacher effectiveness, and that through relevant content in curriculum design, instructional skills, and technology, it has directly correlate with higher teacher efficacy in the classroom management, student engagement, and instructional delivery.

SUMMARY OF THE FINDINGS

The study has so far established that;

1. There is a significant relationship between 'Learner- centered approach, learning for all and from each other, classroom management, Learning management and assessment) components of Teacher Professional Development programmes and middle-basic teachers' effectiveness in Kwara State, Nigeria
2. There is a significant relationship between adequacy of training resources for Teachers' Professional Development programmes and middle-basic teachers' effectiveness in Kwara State, Nigeria
3. There is a significant relationship between Teachers' Professional Development programmes curriculum content and middle-basic teachers' effectiveness in Kwara State, Nigeria

RECOMMENDATIONS

Based on the results and discussion of findings, the study recommends the following;

1. Teachers' Professional Development programmes should be made available to all Basic Education teachers, because from this study, the programmes were noted to be useful and a motivational strategy for teachers' effectiveness
2. Training materials should be in the right mix in terms of quality and quantity, while an enabling environment should be created during the training.
3. The curriculum content of the Teachers' Professional Development programmes needs to be revisited and reviewed to meet the changing needs of society; the training programme should be reinvigorated to cater for practical skills acquisition for onward transmission to the pupils at the basic school level

REFERENCES

1. Ayesha, Kiran, Fareeha Arshad and Shafaq Rizwan (2022). Relationship between Teachers' Professional development and their teaching performance at Secondary School level. Pakistan Journal of Social Science. 4(3) pp.215-227 <https://doi.org/10.52567/pjsr.v4i03.706>
2. Ancho, I., Arrieta, G. (2021) Filipino. Teacher Professional Development in the New Normal. Educ. Self Dev 16 (3), 25-43, 2021. DOI: 10.26907/esd.16.3.04
3. Brain Builder (2025). Research on Girl Education in Kwara www.brainbulder.org/wp-content/upload/2025/03
4. Erni Ratna & Nur Kalili (2024). Exploring the Relationship between Teacher Professional Development and Student Learning Outcomes. Jurnal of Pedagogi: Jurnal Pendidikan.1(5)



5. Iman Alzobiani (2020). The Qualities of Effective Teachers as Perceived by Saudi EFL Students and Teachers. *Journal of English Language Teaching*;13(2) Canadian Center of Science and Education <https://doi.org/10.5539/elt.v13n2p32>
6. Lebari, M. & Olokooba, I. (2024). Constraints Of Education Policy Implementation Reform Among Public Secondary Schools In Kwara State, Nigeria. *International Journal of Advanced Research in Multidisciplinary Studies (IJARMS)* 4(2) pp. 1- 9
7. Okoye, MC (2023). Teachers Teaching Efficacy as a Predictor of Teachers Effectiveness in Nigeria: A Literature. *American Journal of Humanities and Social Sciences Research* <https://www.researchgate.net/publication/374451469>
8. Salman, M.F, Ogunlade, O.O & Ogundele, L.O. (2012). Assessment of Teachers' Professional Development by Upper Basic Mathematics Teachers in Kwara State, Nigeria. *European Scientific Journal* 8(10) pp. 101-113
9. Umaru, Y. A., & Tsafe, A. K. (2017). Educational Reforms in Nigeria: How Feasible are the Goals of Access and Quality? *African Journal of Public Administration and Management*, 28(3), 112-128.
10. Uko, E. S., & Umosen, J. E. (2020). Teacher Training and Professional Development in Nigeria: Issues and Prospects. *International Journal of Educational Management*, 14(2), 45-60.
11. Yan Liu & Wei Liao (2019): Professional development and teacher efficacy: Evidence from the 2013 TALIS, School Effectiveness and School Improvement <https://doi.org/10.1080/09243453.2019.1612454>