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TEACHER TRAINING AND DEVELOPMENT: CATALYST TO POOR PERFORMANCE IN CLASSROOM DELIVERY AMONG SECONDARY SCHOOL TEACHERS IN AKWA IBOM STATE

By

Dr. Mbuotidem EKENG,
School of Education
Akwa Ibom State College of education
Afaha Nsit

Abstract
This study examined teacher training and development as catalysts to poor performance in classroom delivery among secondary school teachers in Akwa Ibom State. Expost-Facto design was adopted for this study. The study was carried out in Akwa Ibom State. The targeted population for the study comprised teachers and principals in secondary school in Akwa Ibom State. A stratified sampling technique was used to select 2 local government across the 3 sectorial districts of the state. From each of the local government areas 4 schools were selected for the study. From each schools, 10 teachers and the principal were choose to form the sample for this study. This gave a total of 264 respondents, which formed the sample size for this study. The instrument used for data collection was a structured questionnaire titled "Teacher Training and Development for Classroom Delivery Questionnaire (TTDCDQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.88, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions. The findings from the data analysis revealed that "improved teaching skills and classroom management" was the highest effect of teacher training and development on mitigation of poor performance among many other effect listed. The study also revealed that "Enhanced quality of education, student accomplishment and comprehension" was regarded as the most prominent effect of teacher training and development on student performance among others. The study concluded that in Akwa Ibom State, Nigeria, the class room delivery severely impacted by teacher training and professional development. The study recommended government and school management should ensure that teachers engage actively in professional development opportunities by participating in structured training programs that focus on modern pedagogical techniques and classroom strategies.
Keywords: Teacher Training, Development, Poor Performance, Classroom Delivery, Secondary School, Teachers and Akwa Ibom State.

Introduction
The quality of education in any society significantly hinges on the effectiveness of its teachers. In Akwa Ibom State, Nigeria, secondary school teachers face numerous challenges that adversely affect their classroom delivery. Among these challenges, inadequate teacher training and development emerges as a critical factor influencing their performance. Despite policies aimed at improving educational standards, the persistent gap between educational

objectives and classroom realities necessitates a deeper exploration of the training and professional development offered to teachers (Ventista and Brown, 2023).

Teacher training encompasses both initial preparation and ongoing professional development, which are crucial for equipping educators with the necessary skills and knowledge to thrive in dynamic classroom environments. Research indicates that well-structured training programs positively impact teachers' instructional practices and student outcomes (Hafeez, 2021). However, in Akwa Ibom State, many teachers report feeling unprepared and unsupported, suggesting a systemic issue that undermines their ability to deliver effective lessons. This under preparedness not only affects teachers' confidence but also contributes to poor student engagement and learning outcomes (Benedict, 2022).

Inadequate access to professional development opportunities exacerbates these challenges. Continuous professional development is essential for teachers to adapt to evolving pedagogical methods and educational technologies. Yet, many educators in Akwa Ibom State face barriers such as limited resources, insufficient training programs, and lack of institutional support. This situation is detrimental not only to teachers but also to students, who rely on competent educators for their academic success (Dai, 2024). Therefore, examining the nature of teacher training and its impact on classroom delivery is vital for identifying areas for improvement.

The implications of poor performance in classroom delivery extend beyond individual classrooms; they resonate throughout the educational system and society at large. Low teacher efficacy can lead to diminished student motivation and achievement, perpetuating cycles of educational underperformance (Mojavezi and Tamiz, 2012). Furthermore, as Nigeria grapples with a growing demand for quality education, the role of teacher training becomes even more pronounced. Addressing these concerns is essential for ensuring that teachers are not only well-prepared but also continuously developing their skills to meet the needs of their students.

Several studies have highlighted the relationship between teacher training, professional development, and student performance. In particular, the correlation between well-prepared educators and positive student outcomes emphasises the need for systematic reforms in teacher training programs (Ahmed, Pasha& Malik, 2021). In the context of Akwa Ibom State, it is crucial to investigate the specific factors contributing to poor classroom delivery among secondary school teachers, as this can inform targeted interventions and policy changes.

Ultimately, the aim of this study is to critically analyse the challenges associated with teacher training and development in Akwa Ibom State and their role as catalysts for poor performance in classroom delivery. By identifying the gaps in current training practices and exploring potential solutions, this research seeks to contribute to the broader discourse on improving educational quality and teacher effectiveness in Nigeria. The findings will not only benefit educators but also enhance the overall learning experience for students, fostering a more productive educational environment in the region.

Statement of Problem

The issue of inadequate teacher training and development has become a significant factor contributing to poor classroom performance among secondary school teachers in Akwa Ibom State. Teachers, as central figures in delivering quality education, require continuous professional development to adapt to modern teaching methodologies, integrate

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technology, and effectively manage diverse student needs. However, many secondary school teachers in the state lack access to ongoing training and resources, leaving them ill-equipped to meet the academic and behavioral demands of students. This deficiency impacts their ability to engage students, implement best practices, and foster an environment conducive to learning. Consequently, students' academic outcomes suffer, and the overall quality of education diminishes, underscoring the need for enhanced teacher development initiatives as a strategic solution to improving classroom delivery.

Objective

1. To examine effects of teacher training and development on mitigation of poor performance in classroom delivery.
2. To investigate effects of teacher training and development on student performance.

Research questions

1. What are the effects of teacher training and development on mitigation of poor performance in classroom delivery?
2. What are the effects of teacher training and development on student performance?

LITERATURE REVIEW

Concept of Teacher Training

Teacher training, often known as teacher education, is an organised process that helps people gain the skills and knowledge they need to be effective instructors. Teacher training programs are designed to meet the requirements of both instructors and students, with a curriculum that connects to learning rights, student and family needs, and ongoing support. This training program assists teachers in developing the knowledge, attitudes, behaviours, approaches, methodologies, and skills required to effectively perform their tasks. According to Hafeez (2021), training is a process to get the required skills for a particular subject. The training is a fantastic opportunity for teachers to improve their teaching abilities. A skilled teacher possesses additional abilities and approaches that can be used to improve students' academic performance.

Moreover, Arikpo, Inaja, and Arikpo (2014) explained that teacher education is an institutionalised procedure designed for professional training of those who engage in the act of teaching in preparation of competent teachers who are knowledgeable in specialised areas of knowledge and professional practice. A teacher training program provides instructors with skills and contemporary pedagogy practices that allow them to better connect with, manage, and educate their students in a way that guarantees all students learn and profit. Teacher training is the process of teaching or studying the information, skills, and attitudes necessary to be a teacher in an educational context.

Teacher education is concerned with aspects such as who (teacher educator), whom (student teacher), what (content), and how (teaching strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programs and their effective utilisation for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilised for strengthening the teacher education program. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher

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professional development (TPD) is concerned with the growth and development of professional roles so that teachers can perform their best (Rauteda, 2023).

Teacher education goes out to student teachers, providing them with the necessary information, attitude, and skills to perform well in their teaching vocation. It provides student teachers with a conceptual and theoretical framework through which they may appreciate the complexities of the profession. Teacher education, also known as teacher training, refers to programs, policies, procedures, and services designed to provide (prospective) teachers with the knowledge, attitudes, behaviours, approaches, methodologies, and skills necessary to perform their duties effectively in the classroom, school, and community. Professionals who train future teachers are referred to as teacher educators.

Teacher training is an organised procedure that prepares people to be good educators by teaching them about curriculum and educational psychology. It includes a variety of factors such as the balance of subject substance and pedagogical training, the incorporation of practical components, and the specialisation of teacher courses.

Concept of Teacher Development

Teacher development refers to the continuous process of enhancing educators' professional practices, knowledge, and abilities in order to boost their efficacy as instructors and their students' learning results. In Nigeria and across the world, teacher development has become critical to fulfilling the changing needs of educational institutions, particularly in light of new pedagogical methods and rapidly developing technologies. Formal and informal training exercises, seminars, mentorship, and other professional learning opportunities are regular components of teacher development programs. Teacher development, according to Adeyemi and Adu (2020), entails reflective activities that assist educators in adjusting to the demands of modern education in addition to learning new abilities.

Teacher development is the process of preparing and enabling educators to work successfully with students with varying needs and abilities in order to promote inclusive education. The teacher development process is a carefully thought-out way to improve instructors' professional abilities in order to raise the calibre of student learning, claim Asghar & Ahmad (2014). It is critical to recognise that school growth and personnel development are intertwined. Many educational academics have shown that the process of producing teachers is cyclical.

Difficulties in Teaching Development Nigerian teacher development has a variety of challenges, despite its importance. Professional development programs' performance is limited by a lack of funds, inadequate infrastructure, and outmoded equipment. According to a study by Eze and Chukwuemeka (2021), logistical limitations prevent many teachers—especially those in rural areas—from engaging in meaningful professional development. These issues typically result in a mismatch between policy aims and actual implementation, resulting in less-than-ideal teaching outcomes in a number of educational settings.

Teacher development is beneficial. Investing in teacher development benefits both teachers and students significantly. Teachers become more effective in the classroom when they learn new things and refine their teaching methods, which improves student performance. Ukpong and Edet (2022) claim that skilled educators are better able to manage

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the classroom, provide interesting lessons, and recognise and meet the requirements of their students. Furthermore, teacher development encourages collaboration among teachers, forming a valuable professional network that supports the exchange of best practices.

Concept of Poor Performance

The term "poor academic performance" refers to a student's inability to meet predefined achievement levels on educational assessments. Low grades, an inability to comprehend fundamental ideas, and a lack of comprehension in a range of academic areas are common identifying features. Poor performance is a complicated issue caused by a variety of environmental, educational, and personal variables. Adeyemi and Adeoye (2021) contend that it is a result of systemic issues in the educational setting, such as ineffective teaching strategies and a lack of learning materials, rather than just a reflection of a student's intellectual capacity.

One of the most common causes of poor academic achievement is a mismatch between a student's potential and actual performance. Many students perform poorly because they lack motivation, which can be caused by outside factors like family problems or a low socioeconomic level, as Odu and Eze (2019) point out. In these cases, students' performance is usually hampered by uncontrolled conditions, such as financial issues or a lack of parental support, making it difficult for them to concentrate and perform well in class.

Poor academic attainment is also heavily impacted by the quality of teachers. Underachievement is usually caused by students' failure to learn difficult subjects owing to inadequate instructional strategies and obsolete teaching methodologies. According to a study by Uche and Nwafor (2020), student failure rates are typically greater in schools with underqualified teachers, particularly in important disciplines like science and math. This backs up the premise that improving student success necessitates professional development and teacher competency.

Furthermore, the learning environment has a significant influence on student performance. Classrooms that are overcrowded, lack proper infrastructure, and have limited access to instructional tools are all barriers to successful learning. Bello and Okonkwo (2020) claim that since they are denied the resources and assistance they need to succeed, pupils who are exposed to less than ideal learning environments are more likely to struggle academically. Students' troubles are exacerbated by these environmental deficiencies, which result in consistently poor performance in a range of areas.

A variety of institutional, environmental, and personal factors can lead to low educational success, making it a complex issue. To address this issue, comprehensive actions are necessary, such as improving teacher quality, giving adequate money, and creating favourable learning environments. Oladipo and Yusuf (2022) contend that attempts to raise student achievement will fall short in the absence of a comprehensive strategy that addresses the underlying causes as well as the structural obstacles to academic success.

Concept of Classroom Delivery

Classroom delivery refers to the techniques and tactics used by instructors to teach pupils, which include teacher-student interactions, lesson design, instructional tactics, administration, and material use. Effective classroom delivery is crucial for student engagement and comprehension, and quality is a critical aspect of the educational process, influencing learning outcomes (Adeola & Fagbemi, 2021).

Classroom delivery is dependent on instructional materials, teaching methods, and lesson organisation. Lesson structure, which includes an introduction, development, and conclusion, promotes understanding and recall. According to Ekong and Eze (2020), clear structure increases student involvement. The teaching modality, which ranges from lecture to interactive tactics such as group discussions or problem-based learning, has a substantial influence on student engagement and retention.

The use of technology in education has profoundly altered the conventional classroom setting. Digital platforms, software, and interactive whiteboards have become indispensable instruments in modern education. As explained by Okoro & Nkang (2019), technology enhances learning experiences, accommodates diverse learning preferences, and allows for more flexible teaching, allowing teachers to tailor curriculums to individual student needs.

The nature of interactions between teachers and students is another important aspect of classroom learning. To establish a positive learning environment, teachers and students must communicate effectively. According to Udo and Etim (2022), instruction in the classroom should promote a two-way dialogue in which students are inspired to participate, ask questions, and share their comprehension of the subject matter. Active student engagement has been shown to improve learning outcomes and retention because it dynamically and individually tailors the learning process.

Classroom delivery is a broad concept that encompasses a variety of instructional strategies, technological integration, and effective teacher-student relationships. The instructor's ability to engage students, apply effective teaching tactics, and overcome hurdles such as resource limits is critical to the effectiveness of classroom education. Bello and Yusuf (2021) contend that in order to improve classroom instruction and, eventually, student accomplishment, investments in educational infrastructure and ongoing professional development for teachers are crucial.

Effects of Teacher Training and Development on Mitigation of Poor Performance in Classroom Delivery

Teacher training and development significantly reduces poor classroom performance in terms of teaching quality, student engagement, and overall academic success. Through training, teachers acquire topic expertise, contemporary pedagogical approaches, and the ability to accommodate a variety of learning requirements. The following are the repercussions:

- **Improved Teaching Skills and Classroom Management**

Training programs for teachers increase their efficacy in delivering lessons by improving classroom management and instructional techniques. Programs that emphasize collaborative learning, instructional strategies, and formative assessments enhance classroom management, foster a student-centered atmosphere, and increase instructors' self-assurance in managing diverse classrooms with few disruptions.

- **Enhanced Student Engagement and Motivation**

Student involvement is essential for academic performance, and continuous professional development programs help teachers become more adept at engaging students (Garet et al., 2019). Inquiry-based learning and collaborative group projects are two examples of interactive, student-centered strategies that increase academic performance and decrease student disengagement.

- **Addressing Learning Gaps and Supporting Diverse Learners**

When it comes to handling different student populations, teachers who undergo training and development are more equipped to recognize and close learning gaps in their students. Differentiated education, which modifies teaching strategies to suit students with varying learning preferences, academic aptitudes, and language proficiency, can help achieve this.

- **Application of Technology in Teaching**

Teaching and learning have been revolutionized by technology, and EdTech training has improved instruction. Teacher development programs with an ICT focus facilitate the integration of digital resources, improving accessibility and student engagement. Training in digital platforms, learning management systems, and multimedia tools enhances learning experiences, claim (Voogt, 2019).

- **Continuous professional Development (CPD) and Lifelong Learning**

By keeping instructors abreast of curricular modifications, research-based teaching strategies, and advancements in education, teacher preparation promotes a culture of lifelong learning. Teachers can modify their teaching strategies to fit the requirements of their students and adjust to shifting curricula, technological advancements, or demographic shifts because to this flexibility.

Effects of Teacher Training and Development on Student General Performance

Student achievement is greatly impacted by teacher preparation and development because qualified teachers have the requisite abilities and knowledge, and ongoing professional development enables them to adjust to shifting educational standards.

- **Enhanced quality of education, student accomplishment and comprehension**.

Through research-based practices, formative assessments, differentiated instruction, and active learning strategies, teacher development greatly raises the quality of education and enhances student accomplishment. This improves both instructional methodologies and student comprehension.

- **Deepened Subject Matter Expertise**

According to Shulman and Shulman (2018), teacher training programs enhance student performance by enhancing subject-matter competency. Proficiency in their subject area allows teachers to assist pupils through difficult material, ask insightful questions, and

clarify complex ideas. This knowledge enhances students' comprehension, confidence, and test-taking skills, all of which lead to better academic outcomes.

- **Fostering Critical Thinking and Problem-Solving Skills**

Teachers' professional development programs boost students' academic performance, problem-solving abilities, and problem-solving skills through higher-order thinking, enhancing their ability to handle workplace and educational challenges.

- **Reflective Teaching and Continuous Improvement**

Through formative evaluations, student feedback, and self-evaluation, reflective teaching strategies—which are bolstered by professional development—assist educators in refining their approaches, improving student performance and classroom efficacy.

Teacher training and development are crucial for improving educational outcomes, but they face challenges such inadequate funding, poor infrastructure, and a lack of training programs, especially in developing countries. To handle the complexity of today's classrooms, educators must overcome several challenges.

Strategic Ways of Mitigating the Challenges of Teacher Effective Training and Development

Addressing the challenges faced by teacher training and development is critical to improving the quality of education. By tackling each challenge strategically, education systems can enhance teacher effectiveness, which directly impacts student performance and overall academic success.

- **Improve Inadequate Funding**

Prioritize Education Budgets and Seek Alternative Funding. One major problem with education institutions, particularly in developing nations, is a lack of money. In addition to allocating cash for teacher training programs and giving education top priority in both national and state budgets, governments should also collaborate with non-governmental groups, corporate organisations, and foreign donors to find alternate financing sources.

- **Continuous Professional Development (CPD)**

Institutionalize Regular CPD Programmes and Peer Learning. The establishment of peer learning networks, the promotion of collaborative professional development models, and the integration of required CPD programs into national certification systems are all necessary to address the deficiency of ongoing professional development among educators.

- **Provision of adequate Infrastructure**

Invest in Education and Infrastructure and Technology. Poor infrastructure in rural and impoverished areas can be lessened by making investments in educational technologies and infrastructure. To enhance the quality of teacher development, governments should construct state-of-the-art training facilities, incorporate e-learning platforms, and use affordable technology (Adegoke, 2019).

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- ## **Discourage Resistance to Change**

Implement Change Management and Provide Mentorship Support. By fostering trust, implementing new teaching techniques gradually, offering assistance throughout transitions, providing mentorship and coaching, and communicating the advantages and low-risk practice opportunities in an understandable manner, effective change management programs may overcome teacher reluctance.

- ## **Sufficient Support and Mentorship**

Develop Structured Mentorship Programs and Professional Networks. For new teachers, school administrations should set up official mentorship programs with defined objectives and deadlines. Along with offering new teachers technical assistance, social and psychological support, and confidence-boosting opportunities, these programs ought to promote professional networks and learning communities.

METHODOLOGY

Expost-Facto design was adopted for this study. The study was carried out in Akwa Ibom State. The targeted population for the study comprised teachers and principals in secondary school in Akwa Ibom State. A stratified sampling technique was used to select 2 local government across the 3 sectorial districts of the state. From each of the local government areas 4 schools were selected for the study. From each schools, 10 teachers and the principal were choose to form the sample for this study. This gave a total of 264 respondents, which formed the sample size for this study. The instrument used for data collection was a structured questionnaire titled "Teacher Training and Development for Classroom Delivery Questionnaire (TTDCDQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.88, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions.

Research Question 1

The research question sought to find out the examine effects of teacher training and development on mitigation of poor performance in classroom delivery. To answer the research percentage analysis was performed on the data, (see table 1).

Table 1: Percentage analysis of the examine effects of teacher training and development on mitigation of poor performance in classroom delivery.

EFFECTS	FREQUENCY	PERCENTAGE
Improved Teaching Skills and Classroom Management	154	31.11**
Enhanced Student Engagement and Motivation	81	16.36
Addressing Learning Gaps and Supporting Diverse Learners	123	24.85
Application of Technology in Teaching	62	13.13*
Continuous professional Development (CPD) and Lifelong Learning	72	14.55
TOTAL	**495**	**100%**

**   The highest percentage frequency
*   The least percentage frequency
SOURCE: Field survey

The above table 1 presents the percentage analysis of effects of teacher training and development on mitigation of poor performance in classroom delivery. From the result of the data analysis, it was observed that "Improved Teaching Skills and Classroom Management" 154(31.11) was rated the highest effects of teacher training and development on mitigation of poor performance, while "Application of Technology in Teaching" 62(13.13) was rated the least. The result therefore is in agreement with the research findings of Garet (2019) who asserted that Training programs for teachers increase their efficacy in delivering lessons by improving classroom management and instructional techniques. Furthermore, he stated that programs that emphasize collaborative learning, instructional strategies, and formative assessments enhance classroom management, foster a student-centered atmosphere, and increase instructors' self-assurance in managing diverse classrooms with few disruptions.

Research Question 2

The research question sought to find out the effects of teacher training and development on student performance. To answer the research percentage analysis was performed on the data, (see table 2).

Table 2: Percentage analysis of the effects of teacher training and development on student performance.

EFFECTS	FREQUENCY	PERCENTAGE
Enhanced quality of education, student accomplishment and comprehension	112	38.22**
Deepened Subject Matter Expertise	72	24.57
Fostering Critical Thinking and Problem-Solving Skills	46	15.69*
Reflective Teaching and Continuous Improvement	63	21.50
TOTAL	**293**	**100%**

** **The highest percentage frequency**
* **The least percentage frequency**
SOURCE: Field survey

The above table 2 presents the percentage analysis of the effects of teacher training and development on student performance. From the result of the data analysis, it was spotted that "Enhanced quality of education, student accomplishment and comprehension" 112(38.22) was rated the highest effects of teacher training and development on student performance, while "Fostering Critical Thinking and Problem-Solving Skills" 46(15.69) was rated the least. The result therefore is in agreement with the research findings of Shulman & Shulman (2018) who mentioned that through research-based practices, formative assessments, differentiated instruction, and active learning strategies, teacher development greatly raises the quality of education and enhances student accomplishment. This improves both instructional methodologies and student comprehension.

Conclusion

From the findings it is concluded that improved teaching skills and classroom management is the highest effect of teacher training and development on mitigation of poor performance among many other effect listed. The study is also concluded that enhanced quality of education, student accomplishment and comprehension is the most prominent effect of teacher training and development on student performance. The study also conclude that in Akwa Ibom State, Nigeria, the class room delivery severely impacted by teacher training and professional development.

Recommendations

1. Government and school management should ensure that teachers engage actively in professional development opportunities by participating in structured training programs that focus on modern pedagogical techniques and classroom strategies.
2. School administrators should prioritize the allocation of resources for teacher training and development. Support the establishment of ongoing professional development initiatives, mentorship programs, and collaborative networks that foster a culture of continuous learning among educators.
3. Educational policy makers should implement a robust system for assessing teacher performance and training effectiveness.

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