

Gender, Continuous Professional Development and Teacher Effectiveness in Teaching English Language in Junior Secondary Schools in Ogun State

Ogunniyi, Joseph Opeolu & Famuyiwa, Folasade Rotimi

Abstract

The study examined gender, continuous professional development and teacher effectiveness in teaching English language in junior secondary school. The study adopted a descriptive survey research design. Population comprises of all Secondary school in Abeokuta metropolis of Ogun state. Simple random sampling technique was used to select 20 secondary school teachers from five (5) selected secondary schools to make a total of one hundred (100) respondents as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of agree and disagree. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage and standard deviation statistical tools. Findings revealed that gender, continuous professional development, and teacher effectiveness in teaching English language in junior secondary school highlights the critical need to address gender disparities, provide accessible CPD opportunities, and recognize the multifaceted factors that influence teacher effectiveness in English language instruction. By doing so, educational systems can better equip teachers to provide high-quality instruction and enhance the learning experiences and outcomes of students in junior secondary schools. The findings and implications from this study provide valuable insights for policymakers, educators, and researchers seeking to improve English language education in this critical stage of students' academic development. Therefore, educational authorities and institutions should design and implement gender-responsive CPD programmes. These programmes should consider the specific needs and challenges faced by both male and female teachers. This can include flexible scheduling, family-friendly options, and gender-inclusive content.

Keywords: continuous professional development, gender, teacher effectiveness

Introduction

The English language is globally accepted and remains one of the most widely spoken languages in the world. It has a rich history and has undergone significant evolution over the centuries. English language has evolved from the Germanic languages spoken by early Anglo-Saxons who settled in what is now England. It has been influenced by various languages, including Latin, Norse, and Norman French, due to historical events like the Norman Conquest in 1066. Modern English has a diverse vocabulary; incorporating words from numerous languages due to historical trade, colonization, and cultural interactions. Teaching English language in jun-

ior secondary school is a crucial component of the educational system in many countries. Proficiency in the language is essential for communication, access to information, and future career opportunities. Teaching English in junior secondary schools is typically guided by a curriculum and educational framework set by the education authorities of a particular country. The effective teaching of English language in junior secondary schools is essential for the development of students' language and communication skills. Proficiency in English language is a critical factor for educational success and future career opportunities (UNESCO, 2016). Consequently, ensuring the quality of English language instruction in junior secondary schools is a priority for educational systems worldwide.

In order to achieve the quality of English language instruction in junior secondary schools, various factors have to be considered. Some of these factors are gender and continuous professional development. Teacher effectiveness is a key determinant of student learning outcomes. Effective teachers possess the pedagogical skills, subject knowledge, and the ability to create a conducive learning environment that engages students and facilitates their learning. Hattie (2019) emphasizes that teacher quality is one of the most significant determinants of student achievement. Effective teachers possess pedagogical skills, content knowledge, and the ability to create engaging and supportive learning environments. However, what constitutes effective teaching can vary based on gender, leading to different experiences and outcomes for students (Pallant & Tuijnman, 2018). This notwithstanding, the teaching profession is not immune to societal influences, and one such factor that has garnered increased attention is gender.

Gender disparity in education, including the teaching profession has been widely documented. According to a report by UNESCO (2016), female teachers often outnumber male teachers at the primary level, while the opposite is true at the secondary level. This gender disparity raises questions about the impact of teacher gender on student performance. Some research suggests that male and female teachers may employ different teaching styles and classroom management strategies (Pallant & Tuijnman, 2018). Furthermore, teacher gender can influence students' perceptions and expectations, potentially affecting their learning experiences (Hanushek & Rivkin, 2010). UNESCO's Global Education Monitoring Report (2016) highlighted that female teachers are more prevalent at the primary level, while male teachers are more common at the secondary level. This gender disparity can influence the perceptions and expectations of students, potentially affecting their academic performance (Hanushek & Rivkin, 2010). Male and female teachers may employ different teaching styles and classroom management strategies, which can have varying impacts on student learning (Pallant & Tuijnman, 2018). Talking about teacher effectiveness and gender disparity, Ogunniyi (2023) in the study of the effect of professional development on teaching effectiveness, using

gender as one of its moderating variables, found out that gender was independently effective to manipulate changes in the effectiveness of teachers of English Studies who taught writing in the population understudy. The mean difference shows that female teachers are more effective in all aspects of the indicators of teacher effectiveness studied in this research endeavour.

Continuous professional development on the other hand is recognized as a critical component for enhancing teacher effectiveness. Darling-Hammond et al. (2009) assert that participation in CPD programmes is associated with improved teaching quality. CPD programmes help teachers acquire new skills, stay updated with pedagogical advances, and adapt to evolving educational trends. It becomes more effective when it comes with follow-up and support strategy Ogunniyi (2023) However, access to CPD opportunities is not uniform, and gender disparities can affect participation. Studies have shown that female teachers may face challenges in accessing CPD due to time constraints and family responsibilities (Butcher, McInerney, & Douglas, 2013).

In addition to gender disparities, continuous professional development (CPD) plays a crucial role in enhancing teacher effectiveness. CPD programmes are designed to help teachers improve their skills, stay current with educational trends, and adapt to evolving teaching methodologies. Research indicates that participation in CPD programmes positively correlates with improved teacher effectiveness (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). However, the accessibility and participation of teachers in CPD programmes may not be equitable, and this issue extends to gender differences. Female teachers may face challenges, such as time constraints and family responsibilities, which can limit their access to CPD opportunities (Butcher, McInerney, & Douglas, 2013).

Given the gender disparities in education, the potential influence of teacher gender on student performance, and the importance of CPD in enhancing teacher effectiveness, this study seeks to explore the interplay between gender, continuous professional development, and teacher effectiveness in the context of teaching English language in junior secondary schools. The study aims to provide a comprehensive understanding of how gender disparities, CPD participation, and teacher effectiveness are interconnected and, consequently, impact students' English language learning experiences and outcomes. Understanding these relationships is critical for educational policy makers, school administrators, and teachers to design more effective professional development programmes and create inclusive learning environments that benefit all students, regardless of gender. This research will also contribute to the broader discussion on the role of gender in education and the teaching profession, shedding light on potential areas for intervention and policy improvement.

Objectives of the Study

The main purpose of this study is to examine the role of gender, continuous professional development in the effectiveness of teachers who teach English language in junior secondary schools. Specifically; the objectives of this study are to:

- i. Examine the relationship between teacher participation in continuous professional development (CPD) and teacher effectiveness in English language instruction?
- ii. Ascertain the gender disparities of teachers who participate in CPD programmes, and how this impacts teacher effectiveness in English language instruction?
- iii. Examine the factors that influence teacher effectiveness in teaching English language in junior secondary schools?

Research Questions

- i. i.What is the relationship between teacher participation in continuous professional development (CPD) and teacher effectiveness in English language instruction?
- ii. ii .How does gender disparity affect teacher participation in CPD programmes, and how does this impact teacher effectiveness in English language instruction?
- iii. What are the factors that influence teacher effectiveness in teaching English language in junior secondary schools?

Methodology

The study adopted a descriptive survey research design. Population comprises all secondary schools in Abeokuta metropolis, Ogun State. Simple random sampling technique was used to select twenty (20) secondary schools teachers from five (5) selected secondary schools to make a total of one hundred (100) respondents as sample for the study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agreed and Disagreed. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage statistical tool.

Presentation of Data Analysis and Results

Table 1: What is the relationship between teacher participation in continuous professional development and teacher effectiveness in English language instruction?

	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
1.	Participating in Continuous Professional Development (CPD) programmes positively contributes to teacher effectiveness in English language instruction.	92	92.0	8	8.0	3.20	1.078
2.	CPD programmes have helped me improve my classroom practices and teaching methods in English language instruction.	86	86.0	14	14.0	3.17	0.884
3.	CPD programmes is directly applicable and relevant to my role as an English language teacher in junior secondary school.	82	82.0	18	18.0	3.13	1.012
4.	I have easy access to a variety of CPD opportunities that are specifically designed for English language teachers in junior secondary schools.	70	70.0	30	30.0	3.15	.0884
5.	Gender disparities in teacher participation in CPD programmes, with some genders having more opportunities than others.	77	77.0	23	23.0	3.22	.0794
		Weighted Mean (\bar{x}) = 3.174 and STD = 0.930					

Table 1 above, shows the relationship between teacher participation in continuous professional development (CPD) and teacher effectiveness in English language instruction. The finding indicted that participating in Continuous Professional Development (CPD) programs positively contributes to teacher effectiveness in English language instruction. ($\bar{x} = 3.20$, $SD = 1.078$), CPD programs have helped me improve my classroom practices and teaching methods in English language instruction ($\bar{x} = 3.17$, $SD = 0.884$), CPD programs is directly applicable and relevant to my role as an English language teacher in junior secondary school ($\bar{x} = 3.13$, SD

= 1.012), I have easy access to a variety of CPD opportunities that are specifically designed for English language teachers in junior secondary schools ($\bar{x} = 3.15$, $SD = 0.884$) and gender disparities in teacher participation in CPD programs, with some genders having more opportunities than others ($\bar{x} = 3.22$, $SD = 0.794$). From table 1 above, research question 1 has a weighted mean of 3.174 while the bench mark is 2.50. It can be concluded that there are relationship between teacher participation in continuous professional development (CPD) and teacher effectiveness in English language instruction.

Table 2: How do gender disparities affect teacher participation in CPD programs, and how does this impact teacher effectiveness in English language instruction?

	Items	Agree		Disagree		Mean (\bar{x})	S.D
6.	Gender-related barriers, such as family responsibilities or societal expectations, have limited my participation in CPD programs for English language instruction.	88	88.0	12	12.0	3.19	1.016
7.	I think that gender disparities in CPD participation have an impact on teacher effectiveness, with teachers of certain genders being less effective in the classroom.	88	88.0	12	12.0	3.19	1.016
8.	Female teachers often have less access to resources or support for CPD compared to their male counterparts, which affects their professional growth.	78	78.0	22	22.0	3.13	0.954
9.	CPD programmes should address gender-related issues to better support the professional development of English language teachers, regardless of their gender.	84	84.0	16	16.0	3.10	0.898
10.	Gender-responsive CPD programmes can mitigate gender disparities and improve teacher effectiveness in English language instruction.	74	74.0	26	26.0	3.12	0.895

	Items	Agree	Disagree	Mean (\bar{x})	S.D
		Weighted Mean (\bar{x}) = 3.146 and STD = 0.956			

Table 2 above, shows how gender disparities affect teacher participation in CPD programmes, and how this impact teacher effectiveness in English language instruction does. It was show that gender-related barriers, such as family responsibilities or societal expectations, have limited my participation in CPD programs for English language instruction($\bar{x} = 3.19, SD = 1.016$), gender disparities in CPD participation have an impact on teacher effectiveness, with teachers of certain genders being less effective in the classroom($\bar{x} = 3.19, SD = 1.016$), female teachers often have less access to resources or support for CPD compared to their male counterparts, which affects their professional growth($\bar{x} = 3.13, SD = 0.954$), CPD programs should address gender-related issues to better support the professional development of English language teachers, regardless of their gender($\bar{x} = 3.10, SD = 0.898$) and gender-responsive CPD programs can mitigate gender disparities and improve teacher effectiveness in English language instruction ($\bar{x} = 3.12, SD = 0.895$). From table 2 above, research question 2 has a weighted mean of 3.146 which is above the benchmark of 2.50. It can be concluded that gender disparities affect teacher participation in CPD programs, and how does this impact teacher effectiveness in English language instruction.

Table 3: What are the factors that influence teacher effectiveness in teaching English language in junior secondary schools?

S/N	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
11.	Effective pedagogical skills are a key factor in teacher effectiveness in teaching English language in junior secondary schools.	83	83.0	17	17.0	3.25	0.996

S/N	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
12.	Effective classroom management strategies are crucial for maintaining a conducive learning environment and enhancing teacher effectiveness.	82	82.0	18	18.0	3.25	0.996
13.	The ability to engage and motivate students is a significant factor in teacher effectiveness in teaching English language.	84	84.0	16	16.0	3.24	0.994
14.	Teachers who can adapt to different learning styles and needs of students are more effective in teaching English language.	80	80.0	20	20.0	3.13	0.967
15.	Providing timely and constructive feedback and using effective assessment methods are important for teacher effectiveness.	79	79.0	21	21.0	3.10	0.924
		Weighted Mean (\bar{x}) = 3.194 and STD = 0.975					

Table 3above shows the factors that influence teacher effectiveness in teaching English language in junior secondary schools. The study indicated that effective pedagogical skills are a key factor in teacher effectiveness in teaching English language in junior secondary schools($\bar{x} = 3.25$, $SD = 0.996$), effective classroom management strategies are crucial for maintaining a conducive learning environment and enhancing teacher effectiveness ($\bar{x} = 3.25$, $SD = 0.996$), ability to engage and motivate students is a significant factor in teacher effectiveness in teaching English language ($\bar{x} = 3.24$, $SD = 0.994$), teachers who can adapt to different learning styles and needs of students are more effective in teaching English language($\bar{x} = 3.13$, $SD = 0.967$) and providing timely and constructive feedback and using effective assessment methods are important for teacher effectiveness ($\bar{x} = 3.10$, $SD = 0.924$). From

table 3 above, research question 3 has a weighted mean of 3.194 which is above the bench mark of 2.50. Thus, it was shown the factors that influence teacher effectiveness in teaching English language in junior secondary schools.

Discussion of Findings

Table 1 revealed the relationship between teacher participation in continuous professional development (CPD) and teacher effectiveness in English language instruction. The findings agree with Darling-Hammond, (2009) who stated that the relationship between CPD participation and teacher effectiveness is a well-established area of research. Participation in CPD programs positively correlates with improved teaching quality and teacher effectiveness. This question focuses on applying these findings specifically to English language instruction.

Table 2 therefore shows how gender disparities affect teacher participation in CPD programs, and how does this impact teacher effectiveness in English language instruction. This finding echoes that of Butcher, McInerney, and Douglas (2013) who ascertained that gender disparities in CPD participation are a topic of concern. Female teachers may face challenges, such as time constraints and family responsibilities, which can limit their access to CPD opportunities. Addressing these disparities is important to ensure that all teachers can benefit from CPD and, in turn, enhance their effectiveness.

Lastly, table 3 therefore shows factors that influence teacher effectiveness in teaching English language in junior secondary schools. This finding echoes that of Hattie (2009) that teacher effectiveness is influenced by a range of factors. Research has highlighted the importance of pedagogical skills, content knowledge, classroom management, student engagement, adaptability, and professional development in determining teacher effectiveness (Darling-Hammond et al., 2009). This question seeks to identify and explore these factors within the context of teaching English in junior secondary schools.

Conclusion

Gender, continuous professional development, and teacher effectiveness in teaching English language in junior secondary school highlights the critical need to address gender disparities, provide accessible CPD opportunities, and recognize the multifaceted factors that influence teacher effectiveness in English language instruction. By doing so, educational systems can better equip teachers to provide high-quality instruction and enhance the learning experiences and outcomes of students in junior secondary schools. The findings and implications from this study provide valuable insights for policymakers, educators, and researchers seeking to improve English language education in this critical stage of students' academic development.

Recommendations

Based on the findings of the study, it is recommended that;

1. Educational authorities and institutions should design and implement gender-responsive Continuous Professional Development programs. These programs should consider the specific needs and challenges faced by both male and female teachers. This can include flexible scheduling, family-friendly options, and gender-inclusive content.
2. Schools and educational institutions should provide resources and support to help teachers, especially female educators, participate in professional development activities.
3. Schools and educational institutions should Conduct awareness campaigns and training for educators, administrators, and policymakers to promote an understanding of gender disparities in education and their potential impact on teaching effectiveness. This awareness can lead to informed decision-making and policies aimed at gender equality.
4. Policy maker should implement policies that support work-life balance for educators, such as flexible work hours, parental leave, and childcare facilities. These policies can help female teachers manage their professional responsibilities effectively.
5. Curriculum developers should ensure that English language teaching materials and content are gender-inclusive and avoid reinforcing gender stereotypes. This approach can create a more welcoming and inclusive learning environment for all students.
6. Policymakers and educational leaders should prioritize inclusive and high-quality English language education. They should allocate resources for the improvement of teaching materials, teacher training, and classroom facilities.

REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Butcher, P., McInerney, D. M., & Douglas, G. (2013). *Student teachers' conceptions of effective teaching and gender: Does gender matter in teaching efficacy?* *Journal of Teaching and Teacher Education*, 30, 61-72.

- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: a status report on teacher development in the United States and abroad. Stanford, CA: National Staff Development Council.*
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. American Economic Review, 100(2), 267-271.*
- Hassard, J. (2017). Power and meaning making in a masculinized profession. Gender, Work & Organization Journal 24(6), 597-610.*
- Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.*
- Jegede, A. A. (2018) Impact assessment of school improvement programme on primary school performance in Lagos State, Nigeria. An Unpublished Ph.D. Dissertation, OlabisiOnabanjo University, Ago-Iwoye, Ogun State, Nigeria.*
- Ogunniyi, J.O (2023) Effect Of Professional Development Strategy On Teacher Effectiveness In The Teaching Of English Essay Writing In Ogun State Junior Secondary Schools. An Unpublished Ph, D Thesis of OlabisiOnabanjo University, Ago-Iwoye, Ogun State, Nigeria.*
- Pallant, A., & Tuijnman, A. (2018). Teacher recruitment and retention in sub-Saharan Africa: Key issues, challenges, and policy measures. Washington, DC: The World Bank.*
- UNESCO. (2016). Education for people and planet: Creating sustainable futures for all. Global Education Monitoring Report, 2016. Paris: UNESCO.*