

Review of: "Effects of Teachers' Professional Development on Students' Academic Achievement"

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Potential competing interests: No potential competing interests to declare.

This study is apt as an important aspect of the teacher development programme and has benefitted from a wide and recent literature review coverage. However, the statement 'learning outcomes in African and Caribbean countries' is suggestive of the study area by this is not the case with the purpose of this study which is Nigerian-centered. The author will need to properly refocus the study to avoid over-generalisation. Also, clarity on time with the country's heavily investment in teacher professional development programmes is necessary for a clear perspective of the initiative. Furthermore, the persistent students' failure in Mathematics at both the basic and secondary educational levels based on which this study was probelematised would be a mere ascertainment if not clearly supported with facts and figures. The research design stated as quasi-experimental design of ex-post facto type seem to be muddled as the quasi-experimental and expos facto also known as causal comparatives are distinct designs. The author may benefit from checking up more information using the links below for clarity, please: <https://egyankosh.ac.in/bitstream/123456789/20909/1/Unit-2.pdf>
<https://opentextbc.ca/researchmethods/chapter/quasi-experimental-research/>

Students, pupils and kids in the discussion section was used interchangeably. The author should correctly stick to pupils as the correct nomenclature at the basic education level in Nigeria not to confuse readers from title to finish. Each discussion of findings will also benefit more from the robust literature review conducted in a progressive manner. Also, the conclusion should stem from the findings to avoid unfunded arrivals.