

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

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Potential competing interests: No potential competing interests to declare.

I extend my thanks for the invitation to be part of the peer reviewers. The area of review draws an in-depth action interrogating the adage "experience is the best teacher," before Ayanwoye's revelation that one of the most common excuses teachers give for performing below expectations is a lack of on-the-job training and retraining. Let's walk the experience.

Title: One of the variables contained in the title is students' achievement. The author needed to be precise on the level or category of students the study intended to focus on. For this, it would prepare the reader/reviewer well for the traits of students and what surrounds them in matters of their achievement.

Abstract: The opening statement of the abstract refers to African countries and the Caribbean as the author roots for evaluating the effects of teacher cluster meeting workshops organized by the Nigerian government on students' achievement. Another statement reads, "Students' achievement scores before and after the workshop attendance were used as instruments." The author would not mind clarifying when students' scores could substitute for instruments?

Background: The author not only based the study on the theory of continuous improvement of Masaaki Imai (Imai, 1989) but also provided the theory's four-step model. It would have been more interesting if an effort was made on the applicability of the four-step model in this study. Additionally, the author puts it clearly that the Nigerian government recently made significant investments in teacher professional development programmes. Earlier in the 1990s, the Ugandan Government ran a more related programme coded the Teacher Development Management System (TDMS) with support from the American government, focusing on line stakeholders to effect pupil constructive achievement right through teacher training colleges to primary education, the foundation of other educational levers. Under TDMS, coordinating centres were created to bring services nearer to respective stakeholders. It would be prudent if the author teased highlights from evaluations on such programmes with similar intentions.

Going by the content in the first paragraph on page 4, improved teacher performance and students' achievement are traced from coaching, mentoring, instructional materials, and training, creating a suspense on whether teacher cluster meeting workshops. Could it be that coaching, mentoring, and training form part of the teacher cluster meeting workshops dimensions?

Statement of the Problem: I commend the author for citing that researchers have compared various professional development programmes. Better still, the author could treat the reviewers/readers to some of those researchers, their

study findings, and the gaps that warrant this study.

Sample and Sampling Technique: The author is knowledgeable about what it takes for a study sample and sampling technique but needs to clearly bring out [1] Why the study was conducted in Oyo State or any other state/states in Nigeria?[2] Rather than the majority of schools in Oyo State, provide the actual school population. This also applies to the student population for a better side of representativeness.[3]

Instrumentation and Methods of Data Collection: It is good that the author recognizes the role of instruments and methods of data collection. Going by what is provided under this subtitle where items in an instrument withstand, were the students subjected to the same examination items/standardized tests/examinations/measures/scales to attest for the validity and reliability of the instrument, or were they administered each individual school's "**scores**"?

Discussion of Findings: The author endeavored to elaborate; however, the following are the observations made [1] Inconsistency in language use such as kids/pupils/students in the same paragraph as the discussion opens. [2] Reflecting on the third sentence as the discussion flows, measures would have been taken/documentated to guard against the two groups from interacting. [3] Throughout the discussion, the monotonous use of the word **additionally** infringes on readers' interest to some level in the study findings. [4] The study findings and the literature review affirm that a teacher is always a learner of self, peers, trainers, and under their instruction. [5] Drawing from the discussion of findings on page 8-9, the sentence starting with "Likewise, these findings validated that of Yoon, Duncan, Lee, Scarloss, and Shapley (2007) and ends as training, and instructional materials. Should be reconstructed from a long sentence through the application of appropriate relative clauses to short sentences that manifest in a smooth information flow. [6] What role does the word **who** play after citing the date? Its use seems to render in passiveness other than activeness that keeps a discussion of results lively.[7] The discussion is crowned with the study findings and the literature but misses out on the author's views/opinions that would give an in-depth knowledge creation.[8] This also calls the author a PhD scholar not to remain silent on the paradigm in which the study is anchored.