

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

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The paper aims to assess the effects of teacher group meeting workshops organised by the Nigerian government on students' achievement in mathematics. The author used a quasi-experimental design with pretest and posttest scores of students from schools that participated in the workshop (experimental group) and schools that did not participate in the workshop (control group). The author found that there were significant differences in student achievement scores between the two groups, and concluded that the workshop had a positive impact on student learning outcomes.

The article is based on the theory of continuous improvement, which suggests that teachers should engage in ongoing professional development activities to improve their knowledge and skills, and to improve their teaching practices. The author also examined the implications of outcomes for teaching and learning in Africa and the Caribbean, and recommended the establishment of regular professional development programmes for teachers.