

Impacts of Teachers' Cluster Model Meeting Intervention on Pupils' Learning, Academic Achievement and Attitudinal Development in Oyo State, Nigeria

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Abstract : Efforts at improving the falling standard of education in the country call for the need-based assessment of the primary tier of education in Nigeria. Teachers' cluster meeting intervention is a step towards enhancing the teachers' professional competency, efficient and effective pupils' academic achievement and attitudinal development. The study thus determined the impact of the intervention on pupils' achievement in Oyo State, Nigeria. Three research questions and four hypotheses guided the study. Pre-test, post-test control group, quasi-experimental design was adopted for the study. Eight intact classes from eight different schools were randomly selected into treatment and control groups. Two response instruments, pupils academic achievement test (PAAT; $r = 0.87$) and pupils attitude to lesson scale (PALS; $r = 0.80$) were used for data collection. Mean, standard deviation and analysis of covariance (ANCOVA) were used to analyse the collected data. The results showed that the teachers' cluster meeting have significant impact on pupils academic achievement ($F(1,327) = 41.79$; $p < 0.05$) and attitudinal development ($F(1,327) = 26.01$; $p < 0.05$) in the core subjects of primary schools in Oyo State, Nigeria. The study therefore recommended among others that teachers' cluster meeting should be sustained for teachers' professional development and pupils' upgradation in the State.

Keywords : teachers' cluster meeting, pupils' academic achievement, pupils' attitudinal development, academic achievement

Conference Title : ICPBS 2014 : International Conference on Psychology and Behavioral Sciences

Conference Location : London, United Kingdom

Conference Dates : June 29-30, 2014