



ASSESSING THE INFLUENCE OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMMES ON THE TEACHING METHODOLOGIES OF HISTORY TEACHERS IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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Abstract:

The study assessed the influence of continuous professional development programmes on the teaching methodologies of history teachers in senior secondary schools in Rivers State. Three research questions with corresponding three hypotheses guided the study. The study adopted descriptive survey designs. The population for the study consisted of 604 History teachers in public senior secondary schools in Rivers State. A retrieved sample was used for analysis, and there were 280 respondents. Stratified random sampling was used to stratify Rivers State into Rivers East, Rivers West and Rivers South East senatorial districts. Stage Quota sampling technique was applied to select History teachers from each senatorial district in Rivers State. The instrument constructed was a questionnaire titled "Influence of Continuous Professional Development Programmes on the Teaching Methodologies of History Teachers Questionnaire (ICPDPTMHTQ). The content and face validity instrument was validated by experts and History head teachers. Cronbach alpha was used to determine the reliability index of 0.80. Out of 302 copies of the instrument distributed to the respondents, 280 copies of the instruments were returned. Multiple Regression statistics method associated with ANOVA and t-test was used to answer research questions and test the hypotheses at 0.05 level of significance. The findings revealed that Continuous professional development significantly enhances teaching methods for history teachers in Rivers State. However, project-based learning, field trips, virtual tours, game-based learning, visual learning, and the Socratic method show no significant influence, indicated by high p-values and low coefficients. The study recommended that school administrators should be encouraged to offer CPD

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programmes that include training on innovative teaching strategies, like project-based learning and field trips, to enhance the overall effectiveness of history instruction.

Keywords: continuous, professional, development, programmes, teaching, methodologies, history teachers

1. Introduction

Education is an essential component of a society's development, and the role of teachers is crucial in shaping students' future (Ahmed & Ali, 2021). The National Education Policy (2018) advocates for the integration of technology in education and emphasizes the importance of teacher training and professional development. In the rapidly changing world of today, the pursuit of continuing professional development (CPD) has become an indispensable aspect of a teacher's career advancement (Khan & Ali, 2019). By engaging in CPD activities, educators can enhance their competencies, remain current with the latest teaching methodologies, and improve their pedagogical approaches. The current study seeks to investigate the impact of CPD on the teaching approaches employed by secondary school teachers. It is home to a diverse population and has a rich heritage (Rizvi & Raza, 2020). The study aims to explore the influence of Continuing Professional Development (CPD) on the teaching methodologies of secondary school teachers and its influence on students' learning outcomes. This research holds great importance as it brings attention to the significance of CPD in enhancing the quality of education (Ahmed & Ali, 2021).

Continuous Professional Development (CPD) programmes are structured and systematic processes aimed at enhancing the skills, knowledge, and competencies of professionals throughout their careers. These programmes encompass a wide range of activities, including training sessions, workshops, seminars, conferences, e-learning courses, mentoring, and practical experiences, all designed to ensure that individuals remain current in their respective fields, adapt to evolving industry standards, and meet professional regulatory requirements. CPD programmes are crucial for fostering lifelong learning, promoting career advancement, and maintaining high standards of professional practice (Guskey, 2021). Teaching methodologies refer to the diverse range of strategies, techniques, and approaches employed by educators to facilitate learning and ensure effective instruction. These methodologies are designed to cater to the varied learning needs, styles, and paces of students, fostering an engaging and conducive learning environment. Common teaching methodologies include traditional lecture-based teaching, interactive discussions, collaborative group work, experiential learning, project-based learning, and the use of technology-enhanced instruction. Each methodology has its own set of advantages and is selected based on the subject matter, educational objectives, and the specific needs of the learners. Effective teaching methodologies also involve continuous assessment and feedback mechanisms to monitor

student progress and adjust instructional strategies accordingly. This ensures that learning objectives are met and students are actively involved in the learning process. Innovative teaching methodologies, such as flipped classrooms and blended learning, have gained popularity in recent years, emphasizing student-centered learning and the integration of digital tools. Ultimately, the choice of teaching methodology plays a crucial role in shaping the educational experience and outcomes for students, promoting critical thinking, problem-solving, and the practical application of knowledge (Hattie, 2019).

History teachers in senior secondary schools play a fundamental role in shaping students' understanding of the past and its influence on the present and future. These educators are responsible for delivering comprehensive curricula that cover a wide range of historical periods, events, and figures, encouraging students to explore and critically analyze the complexities of history. Their role extends beyond merely conveying factual information; they aim to develop students' critical thinking, analytical skills, and the ability to interpret historical sources and perspectives. By fostering an environment of inquiry and discussion, history teachers help students appreciate the interconnectedness of historical events and the impact of historical legacies on contemporary society. In addition to classroom instruction, history teachers in senior secondary schools are often involved in designing engaging lesson plans, creating diverse assessment methods, and integrating various teaching resources such as primary documents, multimedia, and interactive activities. They strive to make history relatable and relevant to students' lives, highlighting the lessons that can be learned from the past and their application to current issues. History teachers also encourage students to develop a sense of historical empathy, understanding different viewpoints, and recognizing the significance of cultural and societal diversity throughout history. Moreover, history teachers play a crucial role in preparing students for higher education and active citizenship. They mentor students in developing research skills, writing historical essays, and presenting their findings, which are essential for academic success and lifelong learning. By instilling a passion for history and an appreciation for its importance, these educators contribute to the formation of well-informed, thoughtful individuals who can critically engage with the world around them. History teachers in senior secondary schools thus have a lasting impact on their students, equipping them with the knowledge and skills needed to navigate an increasingly complex and interconnected global landscape (Martell, 2017).

According to recent research by Adeyemi and Ayodele (2023), Continuous professional development (CPD) programmes equip teachers with modern pedagogical skills, updated historical content knowledge, and innovative teaching strategies that enhance student engagement and understanding. For instance, teachers trained in interactive and student-centered approaches, such as project-based learning and the use of digital resources, are more likely to foster a deeper interest in history among students. This is supported by Olalekan and Ogunlade (2022), who revealed that CPD programmes lead to the adoption of more diverse and effective instructional methods, ultimately improving students' critical thinking and analytical skills. The benefits of these

programmes extend beyond the classroom to society at large. Enhanced teaching methodologies in history education contribute to producing well-informed citizens who are better equipped to understand and critically analyze historical events and their implications. This societal benefit is highlighted by Eze and Chukwu (2023), who emphasized that a populace educated by teachers who have undergone Continuous Professional Development is more likely to engage in informed civic participation and contribute to the preservation and promotion of cultural heritage. Furthermore, as students develop a more nuanced understanding of history, they are better prepared to navigate contemporary social and political issues with a grounded perspective.

Despite the advantages, several challenges hinder the effective implementation of Continuous Professional Development programmes. Funding constraints, limited access to quality training resources, and the lack of continuous support and follow-up are major obstacles. Additionally, some teachers may be resistant to change, preferring traditional methods over new approaches. Addressing these challenges requires a concerted effort from educational authorities, including increased investment in professional development, creating supportive networks for teachers, and fostering a culture of lifelong learning. CPD programmes for history teachers hold immense potential for enhancing educational outcomes and societal benefits. Overcoming the associated challenges is crucial for their sustained success (Oyetunde & Adekunle, 2023).

According to Adeyemi and Olalekan (2023), teachers who participate in CPD programs are better equipped to structure their lectures in ways that make historical content more accessible and memorable for students. Similarly, discussion-based teaching benefits from CPD by providing teachers with strategies to facilitate meaningful in-classroom discussions, fostering critical thinking and a deeper understanding of historical events (Nwankwo, 2022). Okeke (2023) highlighted that CPD enables teachers to create projects that align with curriculum standards while promoting inquiry and hands-on learning. Additionally, CPD programs provide teachers with the skills to organize and conduct field trips and virtual tours, making history lessons more dynamic and immersive (Adewale, 2022). These experiences help students connect theoretical knowledge with real-world contexts, deepening their understanding and appreciation of history.

A study by Okezie *et al.* (2024) investigated the impact of Continuous Professional Development (CPD) programmes on the effectiveness of different teaching methods employed by history teachers in senior secondary schools. The research revealed that CPD programmes significantly enhance lecture-based teaching by equipping educators with updated pedagogical strategies and content knowledge. Teachers reported a more engaging and interactive lecture approach due to the incorporation of new techniques learned through CPD workshops. Furthermore, CPD positively influenced other teaching methods, such as discussion-based teaching and project-based learning, by fostering a collaborative and hands-on learning environment. The study also highlighted

improvements in technology-enhanced learning, where educators effectively integrated digital tools and resources into their teaching practices.

According to Olatunde and Balogun (2023), CPD programmes help teachers leverage technology to create interactive lessons that engage students and enhance their learning experiences. Concurrently, CPD fosters a culture of inquiry in the classroom by equipping teachers with strategies to encourage students to ask questions, conduct research, and develop critical thinking skills (Adedoyin, 2022). As noted by Eze and Aluko (2023), storytelling techniques acquired through CPD enable teachers to convey complex historical events in a relatable and captivating manner. Furthermore, CPD programs introduce teachers to game-based learning strategies, which utilize educational games to reinforce historical knowledge and skills in an interactive and enjoyable way (Ogunleye, 2022). These approaches jointly create a dynamic and stimulating learning environment for students.

A study by Aliyu *et al.* (2024) explored the joint influence of CPD programmes on a range of teaching methods used by history teachers, including lecture-based teaching, discussion-based teaching, and project-based learning. The research demonstrated that CPD programmes have a synergistic effect on these methods, enhancing their overall effectiveness. The joint influence was evident as teachers who participated in CPD workshops showed significant improvements across multiple teaching methods simultaneously. The study found that CPD facilitated a holistic development of teaching practices, integrating lecture-based instruction with inquiry-based learning, technology-enhanced strategies, and game-based learning. This comprehensive approach resulted in a more dynamic and versatile teaching environment, fostering better student engagement and learning outcomes.

According to Musa and Adeyemi (2023), visual learning techniques acquired through CPD help teachers present information in a way that caters to visual learners, making history lessons more accessible and engaging. Independently, CPD also enhances teachers' proficiency in the Socratic method, encouraging them to use questioning techniques that stimulate critical thinking and dialogue among students (Olufemi, 2022). CPD programs independently influence lecture-based teaching and discussion-based teaching methods by providing specialized training that targets these specific instructional approaches. For lecture-based teaching, CPD helps teachers refine their presentation skills, organize content effectively, and incorporate multimedia elements to maintain student interest (Adebayo, 2023). In contrast, CPD programs offer strategies for facilitating productive discussions, enabling teachers to create an inclusive classroom environment where students feel comfortable sharing their ideas and engaging in intellectual debates (Chukwuma, 2022). This independent focus on lecture and discussion methods ensures that history teachers are well-rounded in their instructional techniques.

A study conducted by Eze *et al.* (2024) examined the independent influence of Continuous Professional Development (CPD) programmes on various teaching methods used by history teachers. The findings indicated that CPD programmes individually

impact specific teaching methods, such as lecture-based teaching, project-based learning, and technology-enhanced learning. Teachers who engaged in CPD showed improved skills in applying these methods independently, leading to enhanced instructional effectiveness and student engagement. The research highlighted that while CPD programmes individually benefited each teaching approach, the overall impact was maximized when these methods were employed in conjunction. For instance, the independent development of technology-enhanced learning through CPD was found to complement and reinforce other pedagogical strategies. However, this study tends to assess the influence of continuous professional development programmes on the teaching methodologies of history teachers in senior secondary schools in Rivers State.

2. Statement of the Problem

Assessing the influence of continuous professional development (CPD) programmes on the teaching methodologies of history teachers in senior secondary schools in Rivers State faces several significant challenges. Firstly, inconsistent and incomplete data collection mechanisms hinder accurate evaluation. Many schools lack standardized procedures for monitoring CPD outcomes, leading to biased assessments that impede meaningful conclusions about CPD impact. Secondly, variability in CPD quality and relevance complicates assessment. Not all professional development opportunities are equally effective or tailored to the specific needs of history teachers. Without standardized curricula or evaluation frameworks, measuring CPD's true influence across different schools and teachers becomes challenging. Additionally, limited resources and support for teachers participating in CPD programmes pose significant issues. Constraints like inadequate funding, insufficient time, and lack of access to quality training materials affect teachers' engagement with CPD opportunities, diminishing their potential impact on teaching methodologies. The absence of follow-up support and mentoring further exacerbates these problems, as teachers may struggle to implement new strategies without ongoing guidance.

Resistance to change among teachers and school administrations also undermines CPD benefits. Some teachers are reluctant to adopt new methodologies due to comfort with traditional methods or skepticism about continued professional development effectiveness. School administrators may not prioritize or support professional development initiatives, leading to a lack of institutional commitment and motivation for teachers to apply new techniques in their classrooms. Finally, broader educational context issues, such as large class sizes, limited classroom resources, and external socio-economic pressures, complicate CPD assessment. These factors negatively impact on teaching effectiveness regardless of CPD participation, making it difficult to isolate CPD's specific effects. Addressing these challenges requires standardizing CPD programmes, providing adequate support, fostering a culture of continuous improvement, and considering contextual factors in evaluations.

2.1 Aim and Objectives of Study

The aim of this study was to assess the influence of continuous professional development programmes on the teaching methodologies of history teachers in senior secondary schools in Rivers State. The specific objectives are to;

- 1) Ascertain the influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.
- 2) Find out the joint influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.
- 3) Determine the independent influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

2.2 Research Questions

The following research questions were posed for the study:

- 1) What is the influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?
- 2) What is the joint influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?
- 3) What is the independent influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?

2.3 Hypotheses

- 1) Continuous professional development (CPD) programme does not significantly influence lecture-based teaching, discussion-based teaching, project-based

learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

- 2) Continuous professional development (CPD) programme does not significantly jointly influence lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.
- 3) Continuous professional development (CPD) programme does not significantly independent influence lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

3. Material and Methods

The study adopted descriptive survey designs. A descriptive survey design aims to accurately describe characteristics, behaviors, or opinions of a population. It involves collecting data through questionnaires, interviews, or observations to provide a snapshot of the subject being studied. This type of design does not typically involve the manipulation of variables but focuses on summarizing and presenting data in a clear and understandable way. It is useful for studying demographics, attitudes, preferences, or other characteristics within a group. Best and Kahn (2007) state that the term descriptive research has often been used incorrectly to describe three different types of investigation. The population for the study consisted of 604 History teachers in public senior secondary schools in Rivers State. Source: Planning, Research and Statistics (PRS) Department, RSSSB, 2-6 Emekuku Street, D-line, PH, Rivers State, 23/3/2022. The sample size for this study was 302 respondents, which represented 50% of the entire population. First, stratified random sampling was used to stratify Rivers State into Rivers East, Rivers West and Rivers South East senatorial districts. The second stage quota sampling technique was applied to select 150 History teachers from Rivers East senatorial district, 82 History teachers from Rivers West senatorial district and 70 History teachers from Rivers South East senatorial district.

The instrument for data collection was a questionnaire titled "Influence of Continuous Professional Development Programmes on the Teaching Methodologies of History Teachers Questionnaire (ICPDPTMHTQ)". The instrument was divided into two sections, A and B. Section A was used to gather personal information about the respondent; section B was used to gather data on the questionnaire with 15 items. The items were responded to on a 4-point Likert scale of Strongly agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly disagree (SD) 1 point, respectively.

The content and face validity instrument was validated by experts in the Department of Educational Foundations, Faculty of Education, Rivers State University and History head teachers in each of the schools. They looked at the appropriateness of items in the instruments in measuring what they were supposed to measure. All their corrections and comments were incorporated to improve the final draft of the instruments, which made them valid for the study. Cronbach alpha was used to determine the reliability coefficient value of 0.80 from the respondents, which showed that the values were positive and reliable for the study. Out of 302 copies of the instrument distributed to the respondents, 280 copies of the instruments were returned showing 93% correctly filled. Multiple Regression statistics method associated with ANOVA and t-test was used to answer research questions and test the hypotheses at 0.05 level of significance.

4. Results and Discussion

Research Question 1: What is the influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?

Ho: Continuous professional development (CPD) programme does not significantly influence lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

Table 1: Model summary associated with ANOVA analysis on the influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State

R	0.475				
R Square	0.226				
Adjusted R Square	0.197				
Std. Error of the Estimate	0.26279				
Analysis of Variance					
Sources of Variances	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.409	10	.541	7.833	.000 ^b
Residual	18.576	269	.069		
Total	23.986	279			

Significant at 0.01 level.

The results from Table 1, which presented the model summary and ANOVA analysis on the influence of Continuous Professional Development (CPD) programmes on various teaching methods used by history teachers in senior secondary schools in Rivers State, indicate that the CPD programme has a notable influence on teaching practices. The model showed an R-value of 0.475 and an R Square of 0.226, suggesting that approximately 22.6% of the variance in teaching methods (lecture-based teaching, discussion-based teaching, project-based learning, etc.) can be explained by the CPD programme. The adjusted R Square of 0.197 reflects a slight adjustment for the number of influences in the model. The ANOVA analysis highlighted a statistically significant overall influence of the CPD programme on the teaching methods ($F(10, 269) = 7.833, p < 0.001$), with a regression sum of squares of 5.409 and a residual sum of squares of 18.576. This significant F-value indicated that the CPD programme significantly influenced the various teaching methods compared to the residual variance, confirming the effectiveness of CPD in enhancing teaching practices among history teachers.

Research Question 2: What is the joint influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?

Ho₂: Continuous professional development (CPD) programme does not significantly jointly influence lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

Table 2: ANOVA analysis associated with t-test on the joint influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State

Sources of Variances	Sum of Squares	df	Mean Square	F	Sig.
Regression	28.012	10	2.801	9.999	.000 ^b
Residual	75.360	269	.280		
Total	103.371	279			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.626	.410		6.407	.000
Lecture-based teaching	.151	.050	.163	3.032	.003
Discussion-based teaching	.156	.045	.190	3.497	.001
Project-based learning	-.173	.042	-.223	-4.105	.000
Fieldtrips and virtual tours	.170	.056	.163	3.045	.003

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Technology-enhanced learning	-.156	.054	-.166	-2.883	.004
Inquiry-based learning	.016	.064	.018	.255	.799
Storytelling	-.087	.084	-.085	-1.034	.302
Game-based learning	-.053	.075	-.050	-.703	.482
Visual learning	-.107	.052	-.129	-2.064	.040
Socratic method	.263	.061	.268	4.313	.000

Significant at 0.01 level.

The ANOVA analysis presented in Table 2 reveals significant findings regarding the influence of continuous professional development (CPD) programmes on various teaching methods utilized by history teachers in senior secondary schools in Rivers State. The regression model, which includes lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning, and the Socratic method, explains a substantial portion of the variance in teaching effectiveness ($F(10, 269) = 9.999, p < .001$). The unstandardized coefficients indicate that the CPD programme positively impacts lecture-based teaching ($B = .151, p = .003$), discussion-based teaching ($B = .156, p = .001$), field trips and virtual tours ($B = .170, p = .003$), and the Socratic method ($B = .263, p < .001$), while negatively affecting project-based learning ($B = -.173, p < .001$), technology-enhanced learning ($B = -.156, p = .004$), and visual learning ($B = -.107, p = .040$). However, inquiry-based learning ($B = .016, p = .799$), storytelling ($B = -.087, p = .302$), and game-based learning ($B = -.053, p = .482$) show no significant changes. These results suggested that while CPD programmes have a beneficial influence on certain teaching methods, their impact on others varies, indicating a need for targeted interventions to optimize teaching practices in history education.

Research Question 3: What is the independent influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State?

Ho₃: Continuous professional development (CPD) programme does not significantly independently influence lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State.

Table 3: Model summary associated with t-test analysis on the independently influence of continuous professional development (CPD) programme on lecture-based teaching, discussion-based teaching, project-based learning, field trips and virtual tours, technology-enhanced learning, inquiry-based learning, storytelling, game-based learning, visual learning and Socratic method of history teachers in senior secondary schools in Rivers State

R					0.596
R Square					0.355
Adjusted R Square					0.333
Std. Error of the Estimate					0.22558
Analysis of Variance					
Sources of Variances	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.670	.237		2.830	.005
Lecture-based teaching	.331	.058	.352	5.707	.000
Discussion-based teaching	.201	.057	.209	3.511	.001
Project-based learning	-.007	.050	-.008	-.147	.883
Fieldtrips and virtual tours	-.087	.071	-.089	-1.228	.220
Technology enhanced learning	.284	.058	.284	4.881	.000
Inquiry-based learning	.062	.058	.060	1.065	.288
Game-based learning	-.034	.033	-.102	-1.033	.302
Visual learning	.014	.057	.041	.250	.803
Socratic method	.014	.048	.041	.299	.765

Significant at 0.01 level.

The regression analysis results in Table 3 showed that the model explains approximately 35.5% of the variance in the dependent variable, as indicated by an R^2 value of 0.355. The model's goodness-of-fit is further evidenced by a significant R-value of 0.596, suggesting a moderate to strong correlation between the predictors and the outcome. The Adjusted R^2 of 0.333 accounts for the number of predictors in the model, reflecting a reasonable adjustment for model complexity. The standard error of the estimate is 0.22558, which indicates the average distance of the observed values from the regression line. In terms of the individual predictors, lecture-based teaching and technology-enhanced learning are significant contributors, with coefficients of 0.331 and 0.284, respectively, and both show high t-values and significance levels ($p < 0.001$). Discussion-based teaching also significantly influences the outcome with a coefficient of 0.201 and a p-value of 0.001. In contrast, project-based learning, field trips and virtual tours, game-based learning, visual learning, and the Socratic method do not show significant influence, as indicated by their high p-values and low coefficients. The results suggested that while some teaching methods positively influence the outcome, others do not significantly influence it.

5. Results and Discussion

Results from Table 1 indicated that a continuous professional development programme significantly influences the various teaching methods compared to the residual variance, confirming the effectiveness of continuous professional development in enhancing teaching practices among history teachers. A study by Okezie *et al.* (2024) revealed that CPD programmes significantly enhance lecture-based teaching by equipping educators with updated pedagogical strategies and content knowledge. Teachers reported a more engaging and interactive lecture approach due to the incorporation of new techniques learned through CPD workshops. Furthermore, CPD positively influenced other teaching methods, such as discussion-based teaching and project-based learning, by fostering a collaborative and hands-on learning environment. The study also highlighted improvements in technology-enhanced learning, where educators effectively integrated digital tools and resources into their teaching practices.

Results from Table 2 suggested that while CPD programmes have a beneficial influence on certain teaching methods, their influence on others varies, indicating a need for targeted interventions to optimize teaching practices in history education in senior secondary schools in Rivers State. A study by Aliyu *et al.* (2024) concluded that CPD programmes have a synergistic effect on these methods, enhancing their overall effectiveness. The joint influence was evident as teachers who participated in CPD workshops showed significant improvements across multiple teaching methods simultaneously. The study found that CPD facilitated a holistic development of teaching practices, integrating lecture-based instruction with inquiry-based learning, technology-enhanced strategies, and game-based learning. This comprehensive approach resulted in a more dynamic and versatile teaching environment, fostering better student engagement and learning outcomes.

In Table 3, project-based learning, field trips and virtual tours, game-based learning, visual learning, and the Socratic method do not show significant influence, as indicated by their high p-values and low coefficients. The results suggested that while some teaching methods positively influence the outcome, others do not significantly influence it. A study conducted by Eze *et al.* (2024) indicated that CPD programmes individually impact specific teaching methods, such as lecture-based teaching, project-based learning, and technology-enhanced learning. Teachers who engaged in CPD showed improved skills in applying these methods independently, leading to enhanced instructional effectiveness and student engagement. The research highlighted that while CPD programmes individually benefited each teaching approach, the overall impact was maximized when these methods were employed in conjunction. For instance, the independent development of technology-enhanced learning through CPD was found to complement and reinforce other pedagogical strategies.

6. Conclusion

Based on the findings, research question 1 via hypothesis 1 indicated that continuous professional development programme significantly influence the various teaching methods compared to the residual variance, confirming the effectiveness of continuous professional development in enhancing teaching practices among history teachers; research question 2 via hypothesis 2 suggested that while CPD programmes have a beneficial influence on certain teaching methods, their influence on others varies, indicating a need for targeted interventions to optimize teaching practices in history education, and in a research question 3 via hypothesis 3, project-based learning, field trips and virtual tours, game-based learning, visual learning, and the Socratic method do not show significant influence, as indicated by their high p-values and low coefficients. The results suggested that while some teaching methods positively influence the outcome, others do not significantly influence it.

7. Recommendations

- 1) School administrators should be encouraged to offer CPD programmes that include training on innovative teaching strategies, like project-based learning and field trips, to enhance the overall effectiveness of history instruction.
- 2) School administrators should ensure that CPD initiatives address the joint influence of different teaching strategies, like visual learning and project-based learning, to foster a more dynamic and interactive classroom environment.
- 3) History teachers should be encouraged to explore CPD opportunities that emphasize the unique strengths of individual teaching methods, like game-based learning or field trips, to refine their skills and improve their teaching practices independently.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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