



## Influence of Peer Counselling on Teacher Professional Development among Public Senior Secondary Schools' Teachers in Kaduna State, Nigeria

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### ABSTRACT

This study examined the influence of peer counselling on teacher professional development among senior public secondary school teachers in Kaduna state. The objective was to determine of influence of peer counselling on teachers' professional growth and instructional strategies and classroom management in senior public secondary school, Kaduna State. A survey research design was employed, with two research questions and corresponding null hypotheses formulated. The study population consisted of 10,224 senior secondary school teachers in Kaduna State from which 370 male and female teachers were randomly selected from the ten secondary senior schools across the state based on Research Advisor (2006) Two instruments were used for the study namely Peer Counselling Questionnaire (PCQ) and Teacher Professional Development Questionnaire (TPDQ) with reliability coefficient of 0.86 and 0.96, respectively. Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significant. The results showed a significant relationship between peer counselling and teachers' professional growth ( $r = 0.894, p = 0.00$ ) as well as peer counselling and teachers' instructional strategies and classroom management ( $r = 0.864, p = 0.00$ ) Based on these findings, it was recommended among others that Schools should establish well-structured peer counselling programs to provide students with the necessary support and guidance. Teachers should receive professional development on differentiated instruction to meet the diverse needs of their students.

### ARTICLE INFO

Article History

Received: April, 2024

Received in revised form: May, 2024

Accepted: June, 2024

Published online: September, 2024

### KEYWORDS

Peer Counselling, Professional Development, Public Secondary School

### INTRODUCTION

Teacher professional development is an essential and a critical component for improving educational quality and student outcomes in Nigeria. It encompasses a range of activities aimed at enhancing teachers' skills, knowledge, and effectiveness in the classroom. In recent years, peer counselling has emerged as a significant strategy for professional development, emphasizing collaboration and mutual support among teachers (Wolde, 2021). Peer counselling involves teachers providing each other with guidance, feedback, and emotional support, fostering a collaborative and reflective professional culture (Oduaran, 2015).

Continuous Professional Development (CPD) programs have been shown to improve

teachers' teaching and learning competencies, which in turn positively impact student outcomes. (Wolde, 2021) Teachers face numerous challenges in their work environment, and effective professional development opportunities are essential to address these issues and help teachers grow in their practice. (Agusta & Kristiawan, 2021).

Continuous professional development is crucial for teachers to remain effective and responsive to the evolving educational landscape. It helps teachers keep up to date with new teaching methodologies, curriculum changes, and technological advancements, ultimately leading to improved student learning outcomes (Darling-Hammond et al., 2017). In the context of developing

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countries like Nigeria, effective professional development is particularly critical due to challenges such as inadequate teacher training, resource constraints, and varying levels of student performance (Ogunyemi & Oyewole, 2021).

One approach to supporting teacher professional development is through peer counselling services. (Agusta & Kristiawan, 2021) Peer counselling involves teachers working collaboratively to share best practices, provide feedback, and support one another in developing new skills and strategies (Haßler, Bennett & Damani, 2020). This approach can be particularly valuable in resource-constrained contexts like Kaduna State, as it leverages the expertise and experience of teachers themselves rather than relying solely on external training (Oduaran, 2015).

The existing literature suggests that peer counselling services can have a positive influence on teacher professional development in several ways. Mashudi, et al (2020) asserted that peer coaching, a form of peer counselling, has been shown to have positive implications for improving the skills of pre-service counsellors in building a therapeutic alliance which can translate to improved teacher-student relationships in the classroom. They concluded that peer coaching can lead to a better understanding of best practices and curriculum. According to Haßler, et al (2020), peer coaching has been shown to enhance teachers' understanding of best practices and facilitate the integration of new teaching approaches into their daily work.

Additionally, a qualitative study by Low et al (2013) on school-based counselling and guidance services in Malaysia highlighted the importance of collaboration among various educational stakeholders and the effective utilization of community resources in providing comprehensive and integrated support for students. Nyamoma, et al (2013) investigated the influence of peer counselling services on academic performance as perceived by teachers and students in Kakamega South, Kenya. The study population comprised of 23 principals, 349 teachers and 7160 students. The result indicated that a higher proportion of students compared to teachers in the district have a positive perception of participation in joint academic discussions, small subject-based peer counselling groups is perceived as having a direct influence on students' academic performance. They concluded

that, Joint academic discussions and small subject based discussion groups are the key PC services.

In the context of teacher professional development, the role of peer counselling services can be particularly relevant according to Ojeme (2021). He further stated that guidance counsellors are professionally trained to provide a program of services to individual students based on their needs, understanding of their immediate environment, and the unique features of their schools. This suggests that peer counselling services could potentially be leveraged to support teachers in their own professional development, by providing them with personalized guidance and support in addressing the challenges they face in the classroom.

A study by Tindall and Gray (2019) demonstrated that students engaged in peer counselling showed improved grades and higher levels of academic engagement. The presence of peer counsellors helps reduce academic stress and promotes collaborative learning. Tomlinson (2017) also found that differentiated instruction strategies significantly enhance student engagement and understanding. Teachers who adapt their methods to various learning styles and abilities can improve academic outcomes for all students. Similarly, Johnson, Johnson, and Smith (2018) highlighted that collaborative learning not only improves academic performance but also fosters a sense of community and teamwork among students.

Despite the recognized importance of professional development, many teachers in Kaduna State face limited opportunities for meaningful CPD. Traditional professional development programs often lack the personalization and relevance needed to address the unique challenges teachers encounter daily. Peer counselling services offer a promising alternative by promoting a collaborative and supportive environment for teachers. However, there is limited empirical evidence on the effectiveness of these services in Kaduna State. This study aims to fill this gap by investigating the influence of peer counselling services on teacher professional development, focusing on their impact on teaching practices, professional growth, and job satisfaction.

### **Objectives of the Study**

The objective of the study was to determine.

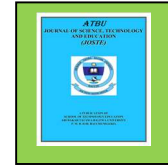
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1. the influence of peer counselling on teachers' professional growth in senior public schools Kaduna state.
2. the influence of peer counselling on teachers' instructional strategies and classroom management in senior public secondary schools, Kaduna State.

### Research Questions

The following research questions guided the study

1. what is the influence of peer counselling on teachers' professional growth in senior public school Kaduna state?
2. what is the influence of peer counselling on teachers' instructional strategies and classroom management in senior public secondary school, Kaduna State?

### Hypotheses

The following null hypotheses guided the study.

**Ho<sub>1</sub>:** there is no significant relationship between peer counselling and teachers' professional growth in senior public school Kaduna state

**Ho<sub>2</sub>:** peer counselling has no significance influence on teachers' instructional strategies and classroom management in senior public school in Kaduna State

### METHODOLOGY

Survey research design was used for study. Population of the study comprises 10,224 senior secondary school teachers in Kaduna State. 370 male and female teachers were randomly selected from the ten secondary senior schools across the state. The sample size of 370 teachers was based on Research Advisor (2006) table for determining sample size, which state that for population of 10,000, a sample size of 370 is required to represent the cross section of the population. Two instruments were used for the study namely Peer Counselling Questionnaire (PCQ) and Teacher Professional Development Questionnaire (TPDQ). Peer counseling Questionnaire was constructed by the researchers and validated by experts in educational psychology and counseling department Ahmadu Bello University, Zaria while Teachers professional development questionnaire was adopted. Both instruments have the reliability coefficient of 0.86 and 0.96, respectively. Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significant.

### RESULT

**Table 1:** Pearson Product Moment Correlation on relationship between peer counselling and teacher professional growth in public secondary school, Kaduna State

Variables	N	Mean	Std	r	p
Peer counselling	370	18.594	5.435	.894	0.000
Teacher professional growth	370	48.724	14.674		

Correlation is at 0.05 level of significance

Pearson Product Moment Correlation on relationship between peer counselling and teacher professional growth in public secondary school, Kaduna State revealed that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index of .894. This

means that there is a relationship between peer counselling and teacher professional growth which implies that peer counselling influences teacher professional growth in public secondary school, Kaduna State. Therefore, the null hypothesis was rejected.

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## Hypothesis Two

**Table 2:** Pearson Product Moment Correlation on relationship between peer counselling and teachers' instructional strategies and classroom management in public school in Kaduna State.

Variables	N	Mean	Std r	p	
Peer counselling	370	18.821	5.643	.864**	0.000
Teacher Instructional strategies and Classroom Management	370	47.72	14.684		

Correlation is at 0.05 level of significance

Pearson Product Moment Correlation on relationship between peer counselling and teachers' instructional strategies and classroom management in public secondary school, Kaduna State revealed that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index of .864. This means that there is a relationship between peer counselling and teachers' instructional strategies and classroom management which implies that peer counselling influences teachers' instructional strategies and classroom management in public secondary school, Kaduna State. Therefore, the null hypothesis was rejected.

## DISCUSSION

The results of the first hypothesis indicate a significant relationship between peer counselling and teachers' professional growth in public school Kaduna state, with a p-value of 0.000. This suggests that peer counselling affect teachers' professional growth in public school Kaduna state. This finding is consistent with the study of Mashudi et al (2020) who discovered that peer coaching, a form of peer counselling, has been shown to have positive implications for improving the skills of pre-service counsellors in building a therapeutic alliance which can translate to improved teacher-student relationships in the classroom. Similarly, Haßler, et al (2020) asserted that peer coaching has been shown to enhance teachers' understanding of best practices and facilitate the integration of new teaching approaches into their daily work.

The findings of the second hypothesis indicate a significant relationship between peer counselling and teachers' instructional strategies and classroom management in public schools in Kaduna State with a p-value of 0.000. This study aligns the study of Tindall and Gray (2019) who discover that students engaged in peer counselling showed improved grades and higher levels of academic

engagement. They demonstrated that presence of peer counsellors helps reduce academic stress and promotes collaborative learning. Similarly, Tomlinson (2017) found that differentiated instruction strategies significantly enhance student engagement and understanding. That Teachers who adapt their methods to various learning styles and abilities can improve academic outcomes for all students. Johnson, Johnson, and Smith (2018) further highlighted that collaborative learning not only improves academic performance but also fosters a sense of community and teamwork among students.

## CONCLUSION

The study investigated the influence of peer counselling services on teacher professional development with focus on relationship between peer counselling, teachers' professional growth, teachers' instructional strategies and classroom management in public schools in Kaduna State. The study concluded that peer counselling has a significant influence on teacher professional development in public schools, Kaduna state, Nigeria.

## RECOMMENDATIONS

Based on the findings of this study, it was recommended that

1. Schools should establish well-structured peer counselling programs to provide students with the necessary support and guidance. Training for peer counsellors should be thorough and ongoing to ensure effectiveness.
2. Teachers should receive professional development on differentiated instruction to meet the diverse needs of their students. Schools should provide resources and support for teachers to implement these strategies effectively.

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- Schools should promote collaborative learning environments where students can work together to solve problems and learn from one another. This can be facilitated through group projects and peer teaching activities.
- Schools should adopt positive behavioural interventions and supports (PBIS) and provide teachers with training on effective classroom management techniques. Creating a positive and structured learning environment is crucial for student success.

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