

ASSESSMENT OF THE PERCEPTION OF PRIMARY SCHOOL TEACHERS ON THE IMPACT OF TEACHER EDUCATION POLICY ON WELFARE, TRAINING AND DEVELOPMENT IN SOKOTO STATE, NIGERIA

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Abstract

This study assessed the perception of primary school teachers on the impact of teacher education policy on welfare, training, and development in Sokoto State, Nigeria. The study was motivated by concerns over the extent to which teacher education policies have translated into improved welfare, continuous professional development, and enhanced teacher efficiency in public primary schools. A descriptive survey research design was adopted. The study population comprised 16,338 respondents consisting of primary school teachers, head teachers, and administrative staff of the Sokoto State Universal Basic Education Board (SUBEB). A sample of 370 respondents was selected using Research Advisors' sample size table and multistage sampling techniques. Data were collected using researcher-developed instruments titled Teacher Education Policy and Efficiency Questionnaire (TEPEQ) and Teacher Efficiency Observation Tool (TEOT). Descriptive statistics involving frequencies and percentages were used to analyze the data. The findings revealed that teachers perceived welfare policy as a major determinant of their efficiency, with 94% of the respondents agreeing that inadequate welfare adversely affects lesson presentation, classroom management, instructional strategies, pupil assessment, and communication with learners. Similarly, 93% of the respondents agreed that inadequate training and professional development negatively influence lesson planning, classroom management, instructional delivery, assessment, and teacher-pupil communication. The study concludes that effective implementation of teacher education policies on welfare and professional development is essential for enhancing teachers' motivation, instructional competence, and overall efficiency in primary schools. It recommends improved teachers' welfare packages, institutionalization of regular professional development programmes, increased funding for teacher capacity building, strengthened policy implementation and monitoring mechanisms, equitable access to training opportunities, and the establishment of structured teacher feedback systems to support evidence-based policy reforms.

Keywords: Teacher Education Policy, Teachers' Welfare, Professional Development, Teacher Efficiency, Primary Education, Sokoto State.

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