



RESEARCH ARTICLE



THE IMPACT OF TEACHER DEVELOPMENT ON STUDENTS' ACHIEVEMENT: EVIDENCE FROM LITERATURE REVIEW

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ABSTRACT

This literature review was aimed to explore the impact of teacher development on students' achievement. With the growing emphasis on improving educational outcomes, it becomes crucial to examine the efficacy of teacher professional development programs in enhancing student performance. The study draws upon a comprehensive analysis of relevant scholarly articles, research studies, and academic publications. The findings highlight the significant role that teacher development plays in advancing students' academic success. Research suggests that targeted professional development programs can lead to improved teaching methodologies, enhanced subject expertise, and increased instructional effectiveness. As teachers acquire new knowledge and skills, they become better equipped to meet the diverse learning needs of students, thereby fostering a more engaging and supportive learning environment. Additionally, the literature review reveals that effective teacher development initiatives positively influence students' motivation, self-confidence, and overall attitude towards learning. Students taught by updated and well-trained educators tend to demonstrate higher levels of academic achievement across various subjects and grade levels. However, the review also highlights the importance of sustained and ongoing teacher development for long-term impact. It suggests that one-time workshops or short-term programs may only yield limited improvements. In conclusion, this literature review provides substantial evidence to support the positive correlation between teacher development and students' achievement. Investing in high-quality professional development programs is important to empower and equip educators with the necessary skills and knowledge to effectively support student learning outcomes.

Keywords: *Teacher development, student achievement, development program, literature review*

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1. INTRODUCTION

Teacher development is one of the critical factors in improving student learning outcomes. Adams (2016) reported that teacher development can improve teaching practices, enhance content knowledge, develop classroom management skills, foster collaboration among teachers, and increase student motivation. Goe and associates (2008) indicated that the teacher development had a significant impact on student achievement. The students of teachers who participated in the professional development program had higher levels of achievement than their peers who were taught by teachers who did not participate in the program Darling-Hammond et.al. (2017).

Issues related to teacher professional development were studied. For example, Melkamu et al. (2023) pointed out that teacher development plays an important role in enhancing students' achievement and in maximizing their learning. Melkamu and his associates further reported that teachers' development helps to innovate new ideas, nurture students' brain and develop their thinking ability. However, the impact teacher development has on student achievement has to be studied.

Amare et al (2006) indicated that the critical role of teachers in shaping learning experiences, and academic success of students. As such, teacher development has been recognized as a key intervention to improve student academic achievement. Similarly, Ingvarson et al (2005) also pointed out that teacher development encompasses various approaches to enhance teaching skills, knowledge, and attitudes that will lead to improved instructional practices. The present study aims to review the evidence on the impact of teacher development on student academic achievement. Their review analyzed the existing literature on teacher development interventions, their effectiveness, and the factors contributing to the success of these interventions. Gee (2018) explained that teacher development programs can be optimized to improve student outcomes. Gee's finding teacher development has significant implications for educational policymakers, school

leaders, and teacher educators in designing effective teacher development programs that are aligned with student academic achievement goals.

In Ethiopia, Ministry of Education (MoE) designed different strategies for teacher development. One of the strategies is continuous professional development (CPD). According to MOE (2009), CPD was introduced to develop teachers professionally so that teachers work to enhance students' overall learning. Some of the studies reported on teacher development and its benefits. On this regard, Melkamu et al. (2023) pointed out that teacher development is vital in inspiring, and in guiding students' academic achievement, and their successes in learning. However, literatures shows that study the impact of teacher development on a student achievement have never been made so far. The present study was conducted to fill this gap.

In light of this, several studies have been conducted in western countries to explore the impact of teacher development on student achievement. These studies have shown that effective teacher development programs have a positive impact on students' academic performance. For instance, studies conducted in the United States and Canada have found that teachers who participated in professional development activities showed improved instructional practices and increased student achievement. Additionally, research conducted in European countries such as the United Kingdom and Germany has also indicated that well-designed teacher development programs can lead to better student outcomes and higher levels of student engagement in the classroom.

In Africa, limited research has been conducted to specifically examine the impact of teacher development on student achievement. However, some studies have explored the influence of professional development programs on general teacher practices and instructional quality. Davies and Preston (2002) suggested that effective teacher development programs can enhance teaching practices, which in turn positively affect student learning outcomes. For example, research conducted in South Africa and Kenya has shown that teacher



professional development initiatives can lead to improved teaching strategies, increased knowledge of subject matter, and enhanced student performance.

In Ethiopia, research on the impact of teacher development on student achievement is also limited. However, available studies have highlighted the importance of investing in teacher professional development for improved educational outcomes (Alemayehu, 2021).. For instance, a study conducted in Ethiopia observed that teachers who participated in professional development programs demonstrated improved teaching skills and student performance (Amare et al, 2006). Additionally, a study conducted in Addis Ababa highlighted the positive impact of continuous professional development on teacher commitment, instructional quality, and student outcomes. These findings suggest that teacher development programs have the potential to positively impact student achievement.

Although many studies show that teacher development has a positive impact on student learning outcomes, in some cases certain teaching methods of teacher education will be beneficial to the education of students. Professional development or general education limits the effectiveness of these interventions. For example, experience shows that if schools do not have adequate resources or support structures to develop effective teachers and implement new teaching methods, the impact on students' work outcomes may be limited. For cognitive researchers, research studies on the impact of teacher development on student achievement are limited. Therefore, it is difficult to determine the impact of teacher development on student outcomes and gain an understanding of how best to develop professional development programs and improved practices for teachers to achieve better learning outcomes for students. This study aims to fill this gap.

2. OBJECTIVES OF THE STUDY

The present study has the following objective. The objective of the study was to explore what the reviewed literature revealed about the impact of teacher development on a student achievement.

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Teachers actively attend professional development program to develop their subject knowledge and skills (Melkamu et al., 2023). They further pointed out that if this development actually occurs on the part of the teachers, they are required to translate the gained knowledge or skills into students' learning. In his early years of teaching English at Adola Preparatory Secondary School in Ethiopia, the researcher attended English Language Improvement Program (ELIP). One of the objectives of this program was to equip teachers with the knowledge and teaching skills a teacher was needed to have (MOE, 2009). With the knowledge and teaching skills the researcher gained he tried to translate them into students learning. Students' comments and feedback indicated that the researcher was teaching them English language well and the learners were learning the lessons well. At the end of the academic year, the results of the students revealed that they were improving their academic achievements. This proved that teacher development has a positive impact on student achievement (Goe et al, 2008).

My year of teaching experiences has convinced me that when teachers are offered professional development programs that are connected to their teaching, they can address students learning needs and achieve the mission of a school (Melkamu et al, 2023). This finding has confirmed that the finding by Roth et al (2011) whose finding revealed that there is a link between professional development and student learning.. A similar study by Ingvarson and associates (2005) indicated that that teacher development has a significant impact on students' learning and academic achievement.

Fishman et al. (2000) stated that professional development is the process of providing teachers with new information and ideas about their jobs. Their findings further stated that beyond this acquisition of new skills, however, is an assumption that this will be translated into improved student learning and achievement. This is because the teacher is expected to apply these new skills or



knowledge to practice in the classroom. In support of this, Adams (2016) argues that the right type of professional development for both teachers and school leaders can directly contribute to improved student achievement, and that schools need to be advocates for investing in improved professional development by gathering evidence of its effectiveness. Roth and associates (2011) hold a similar opinion when they indicated that research is beginning to emerge that point to some key ingredients in professional development for improved student learning.

Ingvarson et al (2005) took a similar perspective and stated that student achievement can be influenced by teachers' knowledge and teaching skills by considering students' learning goals and evidence-based learning outcomes and creating culture of support for students. Their finding also reported that teacher development provides opportunities for teachers to focus on what students are to learn and how to deal with the problems students may have in learning that subject matter. Corroborating this, Fisherman and associates (2000) stated that there is a huge connection between teacher development and students' academic achievement. Kupermintz (2003) reported that teacher development has a positive impact on student learning. From this one can understand that the right kinds of professional development for teachers can directly contribute to improved student performance.

Roth (2011) indicated that there have been literatures that expose what teachers say and do. Roth stated that teacher have any new lessons to learn when they attend teacher development. Similarly, Yoom (2007) indicated that issues related to teacher development are meaningful to teachers as it enables them to know their students need to learn and achieve. Harris and Chapman (2004) also pointed out similar findings. This finding is consistent with the researcher's teaching experience. Supporting this finding, Murphy (2005) noted that teacher development has a positive impact on student learning. This is because teachers have increased responsibility and accountability

for professional development programs to teach a rigorous curriculum to all students and ensure students have every opportunity to meet your needs.

Darling- Hammond et al. (2017) stated that teacher development is a tool aimed at improving teacher knowledge and skills linked to improving student learning outcomes. One study by Another study conducted by Darling-Hammond et al. (2017) also explored the impact of teacher development on student achievement. The study focused on the impact of teacher preparation programs on student achievement. One of the studies by Chapman and Harris (2004) indicated that teacher preparation programs that were focused on developing content knowledge and pedagogical skills led to higher levels of student achievement. Holloway (2006) also found that teachers who participated in professional development activities throughout their careers had a positive impact on student achievement

In a review of the literature, Zaky (2022) found that professional development programs that are focused on improving teaching practices, such as classroom management and instructional strategies, have a positive impact on student achievement. Goe (2008) also found that ongoing professional development activities throughout a teacher's career have a significant impact on student achievement. This finding was further supported by (Desimone, 2002).

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE REVIEW

In summary, the research on teacher development and its impact on student academic achievement suggests that professional development programs and activities have positive effects on student achievement. Teacher preparation programs that aim to develop content knowledge and pedagogical skills have a positive impact on student achievement. Ongoing professional development activities focused on improving teaching practices also have a positive impact on student achievement. These findings suggest that investing in teacher development programs can lead to significant improvements in



student achievement and overall educational outcomes.

In conclusion, the reviewed literature indicates that teacher development has a positive impact on student academic achievement. Studies suggest that incorporating professional development opportunities, such as mentoring and collaborative learning, can improve teacher efficacy and student outcomes. Additionally, ongoing support and feedback can lead to sustained improvements in teaching practices and student learning.

Based on the findings of reviews, it is recommended that schools and districts invest in teacher development programs that prioritize collaboration, ongoing feedback and support, and meaningful professional development opportunities. It is essential to recognize that effective teacher development is a continuous process that requires ongoing efforts to address the evolving needs of teachers and students.

Moreover, further research is recommended to explore the impact of different types of teacher development approaches and to analyze the long-term effects of these programs on student academic achievement. It is also important to evaluate the effectiveness of teacher professional development for specific student groups, including minority; low-income; and at risk students. Overall, teacher development plays an important role in improving the quality of the education system and ultimately improving student achievement.

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