# EVALUATION OF THE MANDATORY CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMME OF THE TEACHERS' REGISTRATION COUNCIL OF NIGERIA IN EKITI STATE, 2011-2021

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# CERTIFICATION

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## DEDICATION

This thesis is entirely devoted to the supreme and everlasting GOD, who is the coordinator and strength of my life; my very source of wisdom and academic prowess.

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# ABSTRACT

Anecdotal evidence shows that despite the various trainings provided by organisations such as the Universal Basic Education Commission and National Teachers' Institute for Primary School Classroom Teachers (PSCTs) in Ekiti State, they still exhibit skills deficiency and poor classroom competencies. In remediation of this trend, the Teachers' Registration Council of Nigeria (TRCN), therefore, started providing the Mandatory Continuing Professional Development Programme (MCPDP) for the PSCTs. However, since the beginning of the MCPDP in 2006, there has not been an independent empirical assessment of the MCPDP; most reports on it have been self-reporting. Thus, the goal of this study was to evaluate the TRCN MCPDP for PSCTs with respect to some teacher characteristics in Ekiti State between 2011 and 2021.

This study was anchored to the Antecedent, Transaction and Outcome Evaluation Model, while the mixed- methods approach of the convergent parallel design was used. Seventy public primary schools were purposively selected with teachers who attended MCPDP in Ekiti State, while 166 teachers (all the 90 attendees and randomly selected 76 non-attendees of PSCTs MCPDP) between 2011 and 2021 participated in the study. The instruments used were MCPDP Teacher Attitude (r=0.77), MCPDP Implementation Constraints (r=0.80), MCPDP Implementation Solutions (r=0.94), Teaching Profession Attitude (r=0.75), Ideas/Experiences Cross-fertilisation (r=0.94) questionnaires, Teachers' Engagement (r=0.88) and Teachers' Classroom Action Observation (r=0.92) scales. Key informant interviews were conducted with eight school head teachers and two senior TRCN officials. The quantitative data were analysed using descriptive statistics, t-test and multiple regression at α=0.05, while the qualitative data were thematically analysed.

There were 102 females and 64 males with qualifications such as NCE (54.0%), B.Ed/B.Sc (40.0%), M.Ed (5.0%) and Ph.D (1.0%), and teaching experience 5-10 (27.0%), 11-15 (61.8%), 16-20 (38.2%) and above 21 (7.0%) years. While 120 PSCTs had TRCN practicing license, 46 do not. Most of the facilitators were male (91.0%), all with Ph.D and mostly professors (79.0%). The majority of the PSCTs (80.0%) agreed that the MCPDP fostered PSCTs' cross-fertilisation of ideas and experiences, social engagements, teaching skills and communication. Item weighted mean ($\bar{x}$=1.83) for PSCTs' attitude towards MCPDP, and teaching profession ($\bar{x}$=1.67) were positive. No significant difference existed in the teaching competencies between MCPDP attendees and non-attendees. Cross-fertilisation of ideas/experiences significantly contributed to PSCTs teaching competencies (β=0.18). Social (β=0.34), intellectual engagements (β=0.33) and MCPD training (β=0.23) significantly contributed to PSCTs attitude towards the teaching profession and MCPDP. Interviews of the MCPDP were reported to have improved PSCTs' teaching competencies, commitment and continuous relevance to the teaching profession, while inadequate funding, large class size and inability to register with TRCN were the challenges facing the MCPDP implementation. Solutions suggested were increased government funding, public enlightenment and PSCTs' TRCN registration.

The Mandatory Continuing Professional Development Programme of the Teachers' Registration Council of Nigeria enhanced primary school teachers' cross-fertilisation of ideas/experiences, social engagements, commitment to the profession, continued relevance, skills in teaching and communication, and attitude toward the teaching profession in Ekiti State. The TRCN should intensify the funding of MCPD Programme and create more public awareness.

**Keywords:**     Primary school teachers, Teaching competence, Professional development  programme, Teachers' Registration Council of Nigeria

**Word count**: 498

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ESSPIN:     Education Sector Support Programmes in Nigeria

MCPD:       Mandatory Continuing Professional Development

MCPDP:      Mandatory Continuing Professional Development Programme

PES:        Primary Education Studies

TRCN:       Teacher Registration Council of Nigeria

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Problem

The implementation of Western Education-oriented Programmes in Nigeria has depicted the need to create capable and effective teachers who can conveniently manage the country's educational system and achieve the laid down curricula goals. In many countries of the world, teaching can be regarded as a valuable social. Unfortunately, it seems that the Nigerian teachers are often treated with contempt, mocked, and unfavorably criticised. This is because the teaching profession is now seen as one meant for those who could not get their dream jobs.

Otolumefor (2011) reaffirmed that some teachers in various educational institutions in Nigeria, could barely justify their qualification in their classroom interactions, as they seem not fit to be referred to as professional teachers. This may have been the reason for the continued poor learning outcomes of learners at their various levels. This ugly trend may have been as a result of the lack or insufficient professional development of these teachers by the authorities concerned. Studies on the quality of education show a connection between teachers' professional development and education quality, particularly in the areas of teachers' beliefs and practices, students' learning outcomes, and the implementation of educational innovations (UNESCO, 2006).

Moreover, a large number of unqualified and untrained teachers are recruited into the teaching profession (UNESCO, 2012); thereby debasing the status of the profession (Kafu, 2010). This is one of the challenges in the education sector. The worth of education in any nation is associated with the quality of its teachers; therefore, the problem of Nigeria's teaching profession needs urgent attention as teacher status, quality, or professional competence in the country depicts the nature of her educational system. Fafunwa (2002) rightly observed that the quality of the teacher training programmes in any country determines the nature of their teachers and the educational system. This necessitates that teachers be well trained and an overall review of the teaching profession as it is practiced currently in Nigeria.

Teacher education as defined by Olaitan (2002), Osuji (2009), Eduwen and Osagie-Obazee (2016), and Adeyemi and Lawal (2019), as the professional training of teachers towards the attainment of attitudes, knowledge, skills and experiences that enable teachers to become more efficient and effective in their daily teaching practices, as required of them in the society. It comprises the training for service (pre-service) and during service (in-service). Ogunyinka, Okeke, and Adedoyin (2015) referred to it as the delivery of professional education and specialized training within a predetermined time frame for the preparation of people who aim to raise and nurture children into productive and responsible adults. It is expected that teachers manning our classrooms and schools be trained, retrained, regulated, registered/licensed by a recognised professional body such as the Teachers' Registration Council of Nigeria (TRCN).

Teachers' professional development acts as a catalyst for teachers' effectiveness and a way through which their skills, knowledge and attitudes are updated for enhancing learning and teaching processes, and performance in the profession (Omar, 2014; Adeyemi and Lawal, 2019). Also, teachers' attitudes, training needs, training strategies, and the roles of school administrators significantly contributes towards the effectiveness of a developmental programmes. Allain (2011) defined professional development for teachers as workshops and classes that teachers take to become better in their jobs. Osiesi (2020) affirms that teachers' professional development programmes are on-the-job teachers' training aimed at improving and enhancing teachers' competencies, effectiveness, paving way for lifelong learning and efficiency in skills and knowledge; resulting from a meaningful interaction between these teachers and the professional environment that is usually executed through seminars, workshop, conferences, and so on.

Teachers' seminars, workshops, or conferences can be referred to as fora for lifelong learning, reflection in the practice of teaching and self-development. Through these fora, teachers can share their classroom experiences through dialogue, interchange experiences for professional growth, update their scientific knowledge, and explore critical discussions and reflections, review the teaching-learning processes and learning to collaborate in groups in order to improve their teaching practices (Estebaranz, Mingorance and Marcelo, 2000). Teachers may or may not receive any further training after the initial one, even when it becomes necessary that they develop themselves and their skills in teaching, in the course of their teaching career, this

results in their being professionally stale (Harmer, 2007). Training and retraining; as well as professional development programmes have been organized continually for teachers at the primary level by the UBEC, SUBEB and the TRCN in order to boost teachers' professional teaching competencies.

Teachers' professional teaching competence is beneficial and could be the result of a continuing professional development programmes, leading to positive changes in the teaching and learning processes, teachers' attitudes, beliefs, and practices (Adu, 2019). Developing the requisite competencies and attitudes among teachers with which they are to cope with the pressures of life or the profession remains a challenging task (Ajiboye, 2021). Consequently, the mandatory continuing professional teachers' development programmes (MCPDP) is a structured teacher learning approach, aimed at ensuring teachers' professional competence in classroom practices, information gathering skills, relevant knowledge and skills acquisition, and the practical application of these experiences (Adu, 2019).

For a functional education system to be in place in Nigeria, there is utmost need for teachers at all levels (especially the primary) to possess the right teaching qualifications as well as professional training; as these would go a long way at enhancing the profession. A teacher can be academically or professionally qualified. Academically qualified teachers include individuals with an academic training from a learning institution and acquired credentials such as M.A., B.Sc, B.A, and HND; while a professionally qualified teacher is one who got professional training from the field or faculty of education of an institution (Edu, Edu, and Kalu, 2012). They hold degrees like, B.Ed., B.Sc. Ed, B.A. Ed, M.Ed, M.A. Ed, M.Sc. Ed, PGDE and PhD in education. If a teacher is to effectively perform his responsibilities with a high sense of professionalism and quality; he or she should possess the necessary professional qualifications and training amongst others; such as having a positive attitude to teaching and self-development.

Attitude in general terms indicate how people feel about issues. It has been described in a variety of ways by numerous psychologists. An individual's feelings and perceptions about all things and circumstances to which it is related might be directly or dynamically influenced by their attitude. It is what teachers enjoy or find objectionable, and how they feel about their instruction, in relation to its effect on learners' academic performance (Yara, 2009). Teachers' attitudes towards teaching as a profession do impact their effectiveness, classroom performance, teaching practice,

and their interest in trying out new techniques and strategies (Akkus, 2010; Nadeem, Shaheen, Lone, Maqbool, Khan, Naz, and Ali, 2011; Hamed, Shahrir, Nabeel and Abedalaziz, 2013; Omar, 2014). Teachers' attitude towards the MCPD Programmes and the teaching profession could go a long way in affecting their commitment to teaching and the profession.

Commitment could be referred to as the positive and affective bond between teachers, pupils, and the school. Teachers' lack of commitment towards the profession has been attributed to indiscipline, exploration of available prospects, lack of seriousness, poor teacher competence, poor teacher training in the profession, and inadequate professional development (Ugwu *et al.*, 2016). This was also depicted by Ajayi and Shofokeye (2003), who did observe that delayed salary payments, inadequate earnings, and a lack of job satisfaction do contribute to the seeming decline in teachers' attitude toward and devotion to their professional calling. A committed teacher executes his/her job effectively, ensuring that they remain a relevant stakeholder to the society at large.

Teacher relevance is the extent to which a teacher is both significant and valuable to his/her society; as they play an extraordinary and meaningful role in the lives of learners during and after their formative years; moulding them into becoming responsible, responsive, and usable citizens of their country (Sherman, 2004). In the time past, teaching appeared to be so noble and glorious in every community, as teachers were considered next to kings in importance and society development. Nevertheless, the unprecedented rise in society's demand for education, the emergence of greener pastures, the institutionalization of materialism in the country along with other factors have forced teachers into a relegated position (Ajiboye, 2021). More importantly, teachers' working circumstances are insufficient to draw and keep the brightest minds in the field (Durosaro, 2006), and teachers continue to have a negative public perception regardless of their gender (Ajayi and Shofokeye, 2003).

The gender of teachers could have a relative impact on pupils' achievement and his performance on the duty. Personal interactions with pupils have revealed their preference with regards to teachers' gender, with most of them claiming that their male teachers are more experienced and active in their teaching strategies than their female counterparts. There are contradictory results from studies about teacher gender and pupils' performance. Nonetheless, Beri and Beri (2016) asserts that female teachers have a higher positive attitudes towards the teaching profession than the males. The

teacher gender alongside his or her teaching experience could be one of the essential ingredients for improving learners' performance.

However, the idea of teachers' years of teaching experience should be used with caution in Nigeria. Many teachers can have been in the field for more than twenty years without adequately and professionally growing over that time. The new developments in education may be too much for this group of instructors to handle. Nearly every year, the primary school curriculum is updated to reflect changes in the technology era, inventions, and growth. Therefore, it could be assumed that the amount of years a teacher has been teaching and the pupils' academic success are positively correlated when there is sufficient professional development for teachers that could improve the cross-fertilisation of ideas and experiences, and teaching experiences among them.

Cross-fertilisation of ideas and experiences among teachers may entail the combination and sharing of teachers' subject knowledge, teaching styles, and classroom interaction ideas in the school setting. It encourages teacher cooperation and collaboration, creativity and harmony as it ensures that teachers learn together and share insights. According to Brophy (2006), teachers' group interactions and cross-fertilisation of ideas is beneficial to them in finding and solving complex problems than when they do so alone. It is one of the ways teachers pull together their thoughts, teaching skills, ideas, knowledge and experiences to better their teaching experiences and classroom interaction patterns. Teachers' involvement in sharing knowledge, beliefs and teaching goals with peers enhances their capacity in bringing about positive results. Cross-fertilisation of ideas among these practicing teachers do promote their social, emotional and intellectual engagements.

The social, emotional, and intellectual engagement of teachers is key to teacher-teacher, teacher-school and teacher-learners positive interactions. Intellectual engagement can be referred to as is the psychological process that comprises of teacher's interest, attention, effort, and investment. Teacher social engagements with pupils and with colleagues do form an important dimension of their overall engagements (Klassen, Yerdelen and Durksen, 2013). Teachers are to build a supportive and strong relationship through mutual cooperation and understanding among themselves in relation to sharing ideas and knowledge of the instructional materials available to them in order to better their teaching capabilities and effectively negotiate solutions to conflict situations in the classroom/school environment.

Evaluation is the procedure for gathering valued and valid information about a prior, ongoing, or a concluded event, activity or programmes; aimed at making a decision(s) concerning the efficiency and effectiveness of such events, activities or programmes (Odinko, 2014; Osiesi, 2020). The ATO model was proposed by Stakes in 1967 and is for conducting an educational evaluation. The model emphasizes two major operations-description and judgement, based on three phases of an educational programmes: antecedent, transaction, and the outcome phase (Odinko, 2014).

Antecedents are the state of affairs existing prior to instructions or interventions connected relate to the outcome. While the process of training is made up of transactions—successive engagements or dynamic encounters—the results of the programmes' instructive experiences—both planned and unplanned outcomes. The outcomes are dependent on transactions and antecedent conditions. Formative evaluation of this MCPDP using the ATO model was adopted for the study; as the MCPD programmes of the TRCN is still ongoing. The formative evaluation of the MCPD programmes (using the ATO evaluation model) for Nigerian primary school teachers are to ensure and maintain the programmes' success.

Primary education is generally perceived to be the education for children who are within their late childhood (Anero, 2014). According to the National Policy on Education (2004b), primary education is defined as education provided in a school setting to children aged 6 to 11 years old. Nigeria (through her governments) being fully aware of the enormous benefits a good primary education system holds for her populace, has carefully couched laudable objectives for the sector. As lofty as these objectives are, they are not realizable except they are put into interpretable forms through the implementation of the curriculum contents by professionally trained and qualified teachers.

The Mandatory Continuing Professional Development Programmes (MCPDP) of the TRCN is designed to provide the vital tools for teachers to meet the challenges they may encounter while discharging their teaching duties, ensuring that they are current and innovative. Essentially, the MCPD programmes comprised of: TRCN teachers' professional development programmes; TRCN recognised stakeholders' seminars and workshop programmes; and the annual conference of registered teachers (TRCN, 2012). The objectives of the Mandatory Continuing Professional Development Programmes (MCPDP) of the TRCN are to provide a cross-fertilisation forum for ideas and experiences among teachers and colleagues; offer intellectual, social and

emotional engagement of ideas, materials for teachers and colleagues; ensure that teachers are competent and relevant in the country's current economic, technological, political, and social surroundings; encourage teachers to have sufficient contemporary educational knowledge and abilities in the drive to maintain professional excellence at all times to demonstrate the Council's social responsiveness.

Similarly, the TRCN MCPD programme is expected to keep teachers up to date with the most recent advancements in the teaching field and stop the law of diminishing returns from taking hold without ongoing training; maintaining a high standard of professionalism at all times; sharpen skills, knowledge and ensure the continued relevance of teachers in the educational or school system; give teachers the chance to complement their initial training and to expand their knowledge and abilities in order to fulfill the needs of the education service; support teachers in adapting, collaborating, and actively participating in the implementation of the challenges ahead by acting as a continual process of change, and strengthen teachers' commitment to the profession. The ATO model was used in this study to evaluate whether the specific objectives outlined by the TRCN are being implemented.

Several evaluation studies are abound regarding various aspects of teacher education in Nigeria. Ajayi (1996) evaluated the implementation of NTI NCE programmes with an emphasis on their correspondence delivery mode; Agboola (2002) worked on formative evaluation of the Nigeria Certificate in Education (NCE); Osunde and Omoruyi (2004) evaluated the national teachers' institute's manpower training programmes for teaching personnel in Mid-western Nigeria; Ayodele and Akomolafe (2019) evaluated the NTI Postgraduate Diploma in Education in the Southwest. These studies concern teacher trainers' programmes but none seems to have been conducted with respect to primary school teachers' professional development in Ekiti State with respect to the dictates/mandates of the TRCN. Hence, this study evaluated the Mandatory Continuing Professional Development Programme (MCPDP) of the TRCN for Ekiti State primary school teachers in Nigeria; from the year 2011 to 2021.

In all, this study only focused on evaluating the TRCN's MCPDP with regards to conferences, seminars and workshops organized for public primary school teachers in Ekiti State, Nigeria; between 2011 to 2021. In corollary, the study also evaluated teachers' attitude to the teaching profession and the mandatory continuing professional development programme as well as ascertain the constraints hindering the effective implementation of the MPCD programme objectives and the possible solutions.

**1.2    Statement of the Problem**

The demands of teaching as a profession are high because it calls for specific professional competencies and attitudes from teachers for the furtherance of effective and efficient discharge of their teaching. It is expected that registered and licensed primary school teachers who have been exposed to various professional development programmes; be professionally competent and exhibit the proper attitudes towards the teaching profession and professional development programmes. Despite efforts to enhance teachers' professionalism and the huge investments on professional development of teachers by the Nigerian governments at all levels; teachers' poor competence, commitment, and attitude towards teaching and the profession seem unresolved.

Prior studies have been conducted on the impact of teacher education and professional development, with a view to addressing these unwholesome trends; nonetheless, it seems none have investigated the import and effectiveness of the TRCN's mandatory continuing professional development programme for primary school teachers in Nigeria. This study is conducted against this background, and evaluated the MCPDP of the TRCN for primary school teachers in Ekiti State; between 2011 to 2021. Additionally, the study investigated teachers' attitude towards the teaching profession and the mandatory continuing professional development programme; the challenges facing the MCPD programme and proffer solutions to ameliorate these challenges.

**1.3    Objectives of the Study**

The study objectives were to:

i.    Examine the profile of the Ekiti State primary school teachers in terms of: (a) gender (b) qualification (c) years of teaching experience (d) TRCN practicing license status; as well as the profile of TRCN MCPDP facilitators in terms of: (i) gender (ii) qualifications;

ii.   Evaluate the extent to which the TRCN MCPD has provided a cross-fertilisation forum for ideas and experiences among teachers and colleagues, and the extent to which the TRCN MCPD has offered intellectual, social and emotional engagement of ideas, materials for teachers and colleagues;

iii. Investigate the extent to which the TRCN MCPD has maintained the competence and relevance of teachers in the country, and the extent it has improved teachers' knowledge, skills and ensuring their continued relevance in schools, and enhanced teachers' commitment to the profession;

iv. Determine primary school teachers' attitudinal difference towards the MCPD programmes of the TRCN and the teaching profession, and their attitudinal difference based on gender towards the MCPD programmes of the TRCN and the teaching profession and if the MCPD programmes teachers and non-MCPD programmes teachers differ in their teaching competencies;

v. Determine the extent to which teachers' qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programmes, engagements, cross fertilisation of ideas and experiences predict teachers' (a) competence in teaching (b) attitude towards the MCPD programmes (c) attitude towards the profession;

vi. Examine the barriers interfering with the effectiveness of the MCPD programmes of the TRCN as well as the possible solutions to the identified constraints.

## 1.4    Evaluation Questions

In this study, the following evaluation questions were addressed:

1. What is the profile of the Ekiti state primary school teachers in terms of: (a) gender (b) qualification (c) years of teaching experience (d) TRCN practicing license status (e) attendance in a TRCN MCPD programme (f) Number of TRCN MCPD programme attended?

2. What is the profile of TRCN MCPDP facilitators in terms of: (i) gender (ii) qualifications?

3. To what extent has the TRCN, through the MCPD programme provided Ekiti state primary school teachers with the following:

   (a) a cross-fertilisation forum for ideas and experiences

   (b) an opportunity for intellectual, social and emotional engagement of ideas and materials

   (c) maintenance of teachers' competence and relevance?

4. To what extent has the TRCN, through the MCPD programme, done the following:
   a) Improved primary school teachers knowledge
   b) Improved their skills
   c) Enhanced the commitment of Ekiti State teachers to the profession?

5. What is the attitude of primary school teachers towards: (a) the MCPD programme of the TRCN? (b) the teaching profession?

6. Is there any significant difference in the attitude of primary school teachers towards (a) the MCPD programme of the TRCN (b) the teaching profession; based on gender?

7. Is there any significant difference in the teaching competence of teachers who benefited from the MCPD programme and those who did not?

8. (a) To what extent does primary school teachers': qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programme, engagements, cross fertilisation of ideas and experiences jointly predict teachers' (i) competence in teaching (ii) attitude towards the MCPD programme (iii) attitude towards the profession?
   (b) What are the variables' respective contributions to the prediction?

9. (a) What are the barriers interfering with the MCPD programme's effectiveness of the TRCN for primary school teachers?

   (b) What are the possible solutions for achieving the MCPD programme and its Effective Implementation of the TRCN for primary school teachers?

## 1.5    Significance of the Study

The study provides information for the government through the TRCN on the constraint militating against effective achievement of the MCPD programmes' objectives; constraints militating against the programmes' implementation and the possible solutions. It provides empirical information on whether to discontinue with the programme or expand its scope. It also provides information regarding the essence of the federal government to continually fund the TRCN MCPD programme for all practicing teachers in the country, especially the primary school teachers.

The study also proffered baseline information for ministries of education on the nature and impact of teachers' commitment, relevance, attitude towards the teaching profession and continuing professional development, especially in Ekiti State, Nigeria. Insights from this study has provided information concerning the essence of professional development programmes in enhancing teachers' social engagement, teachers' ideas and experiences cross-fertilisation, as well as teachers' teaching and communication skills. This study has provided information for practising primary school teachers regarding the value of the TRCN as well as the impact the Council plays on their teachers' characteristics and the teaching profession.

Education policy makers would benefit from the findings accruing from this study, especially in making viable policies that will enhance teachers' interest and attitudes towards professional development programmes, and the teaching profession in general. Also, policy makers would from the findings stemming from this study, enact new and better policy that would popularise and strengthen the TRCN, as well as her operations.

## 1.6    Scope of the Study

The study covered teacher capacity building programme provided by the TRCN (workshops, seminars and conferences) with respect to teachers' professional development, teachers' attitude towards the profession and the barriers interfering with the effectiveness of the capacity building programmes and the possible solutions to the identified constraints.

The study also covered representative samples of teachers in public primary schools in Ekiti state, Nigeria. Essentially, the focus of the study is on the following teachers' variables: gender, qualification, registration/license status, attitude to the teaching profession, attitude to mandatory continuing professional development, commitment to the teaching profession, relevance and professional competence.

## 1.7    Definition of Terms

### 1.7.1    Conceptual Definition of Terms

**Professional Competence:** Teachers' knowledge of the subject matter, that is, content and instructional ability due to training received from the various educational institutions in Nigeria.

**Teacher Attitude:** The feeling, emotions or disposition of the primary school teachers to the school and teaching in particular (negative or positive) in Ekiti state.

### 1.7.2  Operational Definition of Terms

**Capacity Building:** These are programmes such as workshops, seminars and conferences organised by the TRCN to aid practicing primary school teachers.

**Professional Development:** The professional training programmes aimed at boosting teachers' performance in the profession as organised by the TRCN.

**Teachers' Knowledge:** These are the knowledge primary school teachers have acquired due to their participation in the TRCN MCPD programme. They include: knowledge of subject content, national curriculum requirements, pedagogy, literacy and numeracy, and information and communication technology. This is measured using Teachers' Classroom Action Observation Scale (TCAOS).

**Teachers' Skill**: These are the skills acquired by primary school teachers TRCN MCPDP attendees. They include: lesson planning, resourcefulness, teaching and communication, and reporting. This is measured using Teachers' Classroom Action Observation Scale (TCAOS).

**Teachers' Professional Competence**: These are the competences acquired by primary school teachers who have attended the TRCN MCPD programme. They include: instruction planning and delivery, classroom management, assessment and evaluation, and soft skills. This is measured using Teachers' Classroom Action Observation Scale (TCAOS).

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Conceptual Review

### 2.1.1 Genesis of Teacher Education in Nigeria

Teacher education can be termed as the process of professionally educating teachers towards attaining the right skills, knowledge and attitudes as required by the society. It can be a pre-service or in-service training, having both the informal and formal perspectives. In the Nigerian context, teacher Education institutions and programmes began around 1985 with the setting up of the Hope-Waddel Training Institute in Calabar and the St. Andrew's College, Oyo, in 1896. The British, during their colonial administration in Nigeria began teacher training in the country in 1914 with the establishment of an institution in Bonny; established another in Northern Nigeria (Nasarawa and Katsina) in 1909 and 1921 respectively. By 1925, there were fourteen institutions already established in the country. Up till 1960, the Christian missionary agencies and the government at the time trained Grade I, II and III Elementary and Higher Elementary certified teachers. An upgrade of these qualifications/certification was possible by teachers going for further training (Adesina, 2004).

The Ashby Report of 1960 gave rise to the establishment of Post-School and Higher Education Certificates, Also, around 1962, Colleges of Education produced Teachers with less education who will instruct lower classes in secondary schools. The BA and BS in Education programmes at the University of Nigeria, Nsukka (UNN) were launched in 1960, on experimental grounds, becoming the pace setter for the other 53 faculties of Education in public universities; 62 Polytechnics and Colleges of Education. More so, graduate teachers who are not Education based, are to apply for the Postgraduate Diploma in Education (PGDE) in order to obtain both the professional and academic competencies in the field of Education.

The National Policy on Education (FRN) (2013) has reaffirmed the objectives of teacher education to include: producing highly motivated teachers, effective, and meticulous classroom instructors in the educational system; fostering the spirit of creativity and inquiry in teachers; assisting teachers in integrating into society at large; strengthening teachers' commitment; and providing teachers with the professional and intellectual foundation required.

Teaching necessitates the application of a broad range of information about the subject being taught. Teachers play a critical role in a country's overall growth. They are one of the chief determinants of educational achievements. They are also the most expensive educational input. The teacher, whether at the primary, secondary, or tertiary level, is the core level of education in Nigerian (Yusuf, 2008), and they determine the quality of education provided. While Onurah (2008) submits that a good and well trained teacher is more likely to produce good students, a poorly trained teacher is more likely to produce poor performing students. The roles of teachers and teacher training programmes in national development are of great importance, and these are some of the reasons why each country endeavour to develop and equip their citizens with the requisite experiences and skills with which they can become more qualifies and effective in the discharge of their assigned teaching functions within the educational system.

Teacher education is the part of the educational system tasked with educating and training teachers so that they can obtain the requisite skills and competencies in teaching to increase the teachers' quality (Afe, 2001, Adeyemi and Lawal, 2019). It is a continuous professional development process that fosters potential teachers and updates qualified teachers' knowledge and abilities. Educational administrators in Nigeria play a variety of roles in teacher education based on this foundation. Teacher education focuses on rules and processes that aim to provide prospective teachers with the knowledge, attitude, behavior, and abilities needed to conduct effective classroom duties and religious centers (Ani, 2007). Teacher education refers to policies and processes that aim to provide prospective teachers with the knowledge, attitude, behavior, and abilities they will need to succeed in the classroom. Teacher education programmes should be planned to educate teachers for successful fulfillment of their tasks as asserted by the NPE (FRN, 2014).

## 2.1.2 Historical Background of the Teachers' Registration Council of Nigeria (TRCN)

The Teachers Registration Council of Nigeria (TRCN) was set up in 1993 by Act 31. The agency is empowered by the Act to fully regulate the teaching profession in line with international standards. TRCN has overtime spread her tentacles to the nook and cranny of the country, with zonal offices in each state. Many of these zonal offices were given free of charge by the various state governments as a proof of teachers' professionalization in Nigeria. This has been the clamour and yearnings of many Nigerian teachers (TRCN, 2008).

Teachers had reiterated that prior to the establishment of the TRCN, the profession of teaching has be devalued, treated with low self-esteem and disregard; and a dumping ground for all and sundry, affecting the face-value and quality of education in the country. The setting up of the agency was mainly necessitated by a national strike staged by the NUT in 1992. The Council has received tremendous support from all stakeholders including state governments. This has enabled TRCN to make its presence felt in all the 36 states of the Federation and the Federal Capital Territory.

The TRCN's vision and mission are as follows:

**TRCN Vision:** To regulate and control teacher practice, training and education in the Nigerian education system.

**Mission of the TRCN:** To stimulate education excellence by means of effective registration, licensing, accreditation, supervision and monitoring of training programmes for teachers and professionalism in the profession, MCPD, and maintenance of discipline among teachers in the nations' education system.

The TRCN's seminars, workshops, and conferences may be organized for enhancing or updating teachers' content knowledge; curriculum development skills and knowledge; classroom management skills; teaching and learning methodologies; skills development and assessment; entrepreneurship and development, and environmental protection. Since its establishment, the TRCN has been working relentlessly to uphold the tenets of the teaching profession in the country. Employers, school owners, and administrators are encouraged to release and sponsor teachers they employ for these programmes. The TRCN has been organizing MCPDP in form of workshops, seminars, and conferences for teachers in Nigeria since 2006 till date. For instance, in states in the Southwest, equal numbers of teachers are usually selected

across the board except for Lagos; where the numbers are usually higher due to the large number of teachers in that state. The usual venues for most of these MCPDP are in Ibadan and Lagos.

## 2.1.2.1 TRCN as the Largest Professional Regulatory Body in Africa

The TRCN is the biggest professional regulator of the teaching profession in Africa. It is the comptroller of other professionals. At 2009, the number of teachers in Nigeria was about 730,000 who had been registered from all the levels of education. Certificate distribution for registered TRCN teachers was celebrated nationwide in 2005. TRCN has also been granting Fellowship Awards since inception to worthy teachers who are registered.

The TRCN as a Federal Government agency under the Ministry of Education in Nigeria; has its management structure, headed by the Chief Executive/Registrar and the Governing Board, appointed by the President of Nigeria. The Registrar controls the daily running of the Council while the Board is the policy making arm, in charge of regulating the Council's vision, mission, goals and targets; with the Honourable Minister generally supervising the Council's activities.

## 2.1.2.2 TRCN's Registration, Categorisation and Licensing of Teachers

These are based on qualifications and experience of each individual. These also determine the registration and annual fees payable by such individual. The categories are:
a. PhD with relevant Education course qualification;
b. Masters with relevant Education course qualification;
c. Bachelors/HND with relevant Education course qualification; and the
d. NCE

To ensure ease of conversion for this category of teachers, the PDE programmes is run as full time, sandwich, part time, and long distance courses by the various institutions across the country. The entry requirements for the programmes include first and post graduate degrees, OND and HND. It is mandatory for individuals engaged in the Nigerian school system to register with the TRCN. A teacher can upgrade her qualification by completing an upgrading form and paying the difference between his/her old and new grades' registration fees. However, a teacher's name can

be struck off the National Teachers Register if s/he is found guilty of any offence, contrary to what is obtainable in the code of conduct of the profession. The Federal Government has warned that from the year 2020, all teachers must be registered and licensed by the council (Ajiboye, 2021). December 2019 was been set as the deadline for teachers to get qualified, licensed and registered or be flushed out of the classrooms.

### 2.1.2.3 Quality Assurance for Teacher Education in Nigeria

The TRCN as a governmental agency is saddled with the responsibilities of registering and licensing of teachers, through conducting professional qualifying examinations and the regular renewal of teachers' licenses over time. In contrast, the NTI for instance is a teacher education institution that trains, upgrades/updates and convert teachers through her PGDE programmes. The TRCN, other agencies of government, the teacher associations/unions, stakeholders of education, are to joins hands together in ensuring compliance of teachers towards professional development and professionalism. The TRCN is meant to raise the teaching profession's profile and separate the "chaff from the wheat" (Durosaro, 2008). The MCPDP is an avenue for teacher skills and knowledge update. It enables teachers perform up to expectation especially in the improvement of the learning outcomes of learners and their future careers.

### 2.1.2.4 Legal Requirements and Components of the Mandatory Continuing Professional Development (MCPD) Programmes

The MCPD programmes could also empower individual teachers and communities of teachers to make complex and valid decisions; identify and solve classroom problems and enhance pupil learning outcomes. It seems that a reason the Federal Government of Nigeria had established training institutions is to equip teachers for the task ahead. Generally, the mandatory professional development programmes for teachers can take the following forms: qualification programmes, education conferences/seminars, workshops, and so on.

Despite the huge investments into the education sector in recent years, especially with respect to teachers' professional development and training programmes; the poor quality of teachers and teaching, and the little or no impact of

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the various teachers' professional development/training programmes, continue to be of grave concern for Nigeria (Humphreys and Crawfurd, 2014). As such, the MCPD programmes of the TRCN should the accorded the right attention since it helps in sharpening teachers' skills, knowledge and boosting their performance in the profession, and provide ample opportunities for learners' successes. These are pointers to why the MCPD programmes of the TRCN; along with its objectives/mandates, needs evaluation.

### 2.1.2.5 Benefits of Mandatory Continuing Professional Teachers' Development Programmes (MCPTD)

The benefits of the MCPTD programmes include the following (Saville 2012; Joubert, *et al*., 2010; Adeyemi and Lawal, 2019):

- To improve job satisfaction among workers;
- To enable teachers know the teaching professions' code of ethics;
- To increase job satisfaction, it is important to clearly define instructors' roles and make sure that there is no overlap or confusion between them;
- To improve teachers' performance by updating their expertise;
- Accepting new developments and coping with changes that may arise as a result of curricular innovation and revisions, as well as teacher turnover;
- To provide a clear path for teachers' professional advancement;
- To enhance teachers' job performance and best practice;
- To provide teachers with coping strategies for diverse students' attitudes in school;
- Teachers would be technologically interactive and useful in line with the 21st century demands.

Moreover, professionally trained and experienced teachers add value to the school and the teaching process by proffering stability and mentoring for new, novice and struggling teachers. Crucially, effective professional development programmes should be able to meet the aspirations for growth and individuals' developmental needs, as well as those of the relevant institutions. This must have encouraged the Nigerian federal government, through the TRCN, to implement and organize the

MCPDP for her teachers, as this could go a long way at enhancing teacher-teacher cross fertilisation of ideas, knowledge and teaching experiences.

## 2.1.2.6 Factors Necessitating Mandatory Continuing Professional Teacher Development (MCPTD)

Butcher and Stoncil (2011), and Caena (2011) had suggested the following as factors necessitating the teachers' continuous development of teachers on professional basis:

- Renewal of the teachers' dedication to the teaching profession;
- Upholding moral standards and professional ethics;
- Capacity empowerment in integrating different contexts while teaching the learners;
- Knowledge of time allocation and management;
- Collegiality and professional support for school structure in terms of management layout;
- Conducive environment for engaging education issues;
- Knowledge of bringing theory into practice and applying it to society;
- Upholding the values and mission of the school and promoting community development;
- Defending and acknowledging the integrity and moral values of teachers.

## 2.1.2.7 TRCN Programmes for Enhancing Teachers' Professionalism

In order to bridge the web of professionalism and move the teaching profession to its lost glory, the TRCN, in line with its legal provisions and conventions that is common to all professional bodies, has been systematically implementing the following under-listed programmes:

- Assisting unqualified teachers in the system to get qualified quickly by mobilizing the teacher training institutions to develop and implement flexible but qualitative teacher education programmes for the teachers;
- Online (web-based) registration, professional development, and other services for Nigerian teachers;

- Construction engagement with the teachers' regulatory and professional development agencies abroad for the benefit of Nigerian teachers; and so on.

### 2.1.3 Concept of a Teacher

The TRCN (as cited by Ajiboye, 2021) defined a teacher as an individual who has obtained the requisite pedagogical skills and proper value system, and who is qualified to impart knowledge in the Nigerian education system. In the same vein, Olorundare (2012) termed a teacher as a person that has undergone approved professional training in education to the level that he/she is able to impart knowledge, skills, attitude, and ability to the learners, which aid their behavioural change. For a teacher to be said to be a professional, he/she is expected to possess some or all of these characteristics: acceptable personal traits, acquisition of specific area of qualification, membership of a professional association, a lengthy period of academic and practical training, recognition by the public, availability of ethical code of conduct, specified salary structure, rendering essential services to the community, a dress code or identification uniform as a professional and teaching competences (TRCN, 2011; Tichenor and Tichenor, 2005).

### 2.1.4 Teacher Professionalism in Nigeria

Professionalism among teachers is a fundamental subject in Nigerian education reforms, and it has continued to draw interest from stakeholders (Odumuh and Ingawa, 2006; TRCN, 2008; FME, 2011). In Nigeria, the concept of professionalization is still in its early stages, with the major goal of ensuring that only qualified teachers teach in Nigerian schools. Professionalism, on the other hand, is more concerned with ensuring quality and elevating the standing of instructors, which is supported through professional training and development (Garuba, 2007; Kolo, 2007, Adeyemi and Okewole, 2012).

Teaching as a profession necessitates specialized knowledge and, in many cases, extensive academic training and a public service that necessitates the knowledge, skill and expertise acquisition that are typically sustained through rigorous and ongoing training (Adeyemi and Lawal, 2019). According to study conducted in Nigeria, there is no enough programmes in place for teachers' professional development after they have completed their first training to help them face current classroom difficulties (UNESCO, 2007). Thus, this may have necessitated the

establishment of the TRCN, saddled with the responsibility of retraining teachers professionally. Teachers' performance and productivity suffer from a lack of interest, concentration, and consistency in their teaching duties, particularly when there are no on-the-job training programmes, workshops, or conferences to update their skills and knowledge (Nakpodia, 2012).

In Nigeria, teaching appears to have become a dumping ground for persons looking for a temporary career while looking for their dream job (Wokoha, 2014). From personal experience, it appears that the bulk of those studying education in Nigerian universities and other higher institutions did not choose education as their primary course of study; rather, it was the second or third choice. As a result, when they graduate as instructors, their gaze is diverted, causing them to be distracted and unable to provide their best to their students. Others who obtain qualifications in sectors other than education and then become teachers do so because they are unable to find work in their preferred field. A profession, according to Orubite (2010), is a compensated career that involves extensive training or formal certification in education. According to studies, professionalising the teaching profession is vital in reposing the education sector in Nigeria (Ogiegbaen, 2005; Kolo, 2007; Adeyemi and Okewole, 2012; Adeyemi and Lawal, 2019).

Many teachers in this category are in the system already, the intended upgrading date was extended until 2007 (TRCN, 2008). Teacher trainers and schools are expected to conform, and unqualified teachers are encouraged to update their qualifications. Although contemporary awareness has prompted encouraging responses from teachers and schools in many areas, studies still demonstrate large numbers of unregistered school teachers (especially private schools) (Adelabu, 2005; Ogiegbaen, 2005; Isyaku, 2006; TRCN, 2009). Other steps to improve professionalism among teachers in Nigeria have been proposed, including explicit requirements, some of which are listed in the TRCN Act 31.

These programmes were designed to improve and innovate the delivery primary education in the country, although the implementation and impact seems little and slow, however there is little evidence of their implementation and impact. Professionalism may be difficult to achieve in Nigeria if monitoring bodies are poor in enforcing policies. The majority of the rules, particularly those concerning teacher continuing education, in accordance with the policy (Garuba, 2007). As many have

pointed out, a gap exist between policy formulation and execution, which is one of the major educational challenge (Garuba, 2007).

For at least a century, people have been looking for a set of standards by which a profession might be acknowledged. Despite this, there are no commonly accepted lists of professionalisation traits. However, works by Dada and Fadokun (2010), Yusuf, Afolabi, and Oyetayo (2014), and Adeyemi and Okewole (2012) are available in literature that buttresses the nature and essence of professionalism. Teaching can be defined as a process in which a practitioner consistently improves the information, talents, and attitudes needed professional conduct, resulting in an improvement in the occupation's position and practice.

### 2.1.5   Teacher Education Issues in Nigeria

Several research have questioned whether Nigerian teacher education programmes are effective in preparing teachers for the twenty-first century (Ololube, 2006). Education programmes for teachers is reprimanded for failing to develop knowledgeable teachers who are grounded in pedagogy and subject matter, and capacity work collaboratively in the workplace (Adeyemi and Lawal, 2019). Kuiper et al. (2008) and the Education Sector Support Programmes in Nigeria (ESSPIN) Input Visit Report, 2010) provide the following overview of the issues:

    a.  In terms of constructivist learning, learner-centered instruction, and integrating technology into teaching and learning processes, the country's teacher training curriculum does not completely address the new age environment in schools and classrooms. There isn't a strong enough link between school curricula and teacher education curricula.

    b.  Teacher education curriculum is disconnected from the actual classroom practices. Dilapidated school facilities, a lack of instructional tools for students, such as textbooks and writing materials, and frequently overcrowded classes are examples of such realities. These can be overwhelming for newly trained instructors, especially when they are expected to fill many responsibilities in order to address these difficulties. Programmes for teacher preparation are seen as overly academic and disconnected from the real-world issues that teachers face in the classroom.

c. A serious danger to quality is the emphasis on information distribution, assessment, and certification above real learning. The current system is ineffective. Creativity, invention, and research, which are vital instruments for lifelong learning, are not allowed in the existing teaching and evaluation system. Furthermore, education is viewed as an academic activity separate from the learners' daily lives, and gaining education certifications at any level is strongly reliant on methods that are corrupt.

d. There is the question of teacher education program input quantity and quality. The majority of Nigerian teenagers are uninterested in teaching and only do so. Because these courses have a high admission quota and teacher education has a low one, there are a lot of people interested in them.

e. Because learning resources are inadequate, written materials become insignificant.

f. Professors' professional growth opportunities are limited as a result of poor lecturer preparation and recruitment. Furthermore, basic education teachers' in-service training consists primarily of "sandwich" courses that provide upgrading or certification.

g. In terms of educational attainment and professional training, Nigeria's teaching staff is diversified. Teachers varies in experience from those with advanced degrees to those with lesser certification.

### 2.1.6 Teacher Training and Professional Development

Because of the changing nature of the world we live in today, education is becoming more digital, intricate, smart, and dynamic. The necessary information, abilities, and expertise must be current for teachers who want to follow this contemporary trend (Ajani, Govender and Maluleke, 2018; Adeyemi and Lawal, 2019). Teachers can only help or develop knowledge depending on their own resources. Teachers foster the educational quality of any country. Teachers' jobs have become more difficult and important as the world changes and challenges them. Teachers are required to generate socially responsible and intelligent students.

Teachers instruct students in a variety of areas which is vital as the foundation for all vocations. Players and actors within the educational framework and systems participate in a variety of interventions aimed at improving teachers' professional

standards. Nigeria as a country yet to keep up with professional global development trends. It is unclear whether the government recognizes the critical need to always train their teachers in all levels of the educational system. Evaluating teachers on a regular basis to assess their professional needs is essential, as this helps them gain relevant skills that they may use in their classrooms (Adeyemi and Lawal, 2019).

The following are some of the reasons for teacher professional development in Nigerian schools:

- Provision of an acceptable and sophisticated academic workforce as teaching professionals in schools.
- Regular updates of instructors with current ICT knowledge (Amadi, 2013; Ajani, 2018).

In educational institutions, the human component is the most significant portion of the resources for teaching and learning. Despite the best infrastructures, ample cash, and other non-human components, incompetent teachers in schools would result in low academic achievement of students (Amadi, 2013). One of the most valuable inputs in schools are the teachers, and they must be updated and overhauled on a regular basis in order to remain innovative and prolific in the educational system. Beyond the financial benefits, all teachers must recognize the necessity of teachers' professional training and development for self-empowerment, enhancing both their own and their pupils' performance in the classroom. It is clear that professional development initiatives can support high-quality lifelong learning (Ravhuhali, Kutame and Mutshaeni, 2015).

Professional development, which includes formal pre-service college or university education, in-service and informal training acquired through on-the-job experiences, appear to be linked to teacher productivity (Adeyemi and Lawal, 2019). There is evidence that higher skilled and experienced teachers are assigned to students who are more capable and have less discipline issues (Feng, 2005; Clotfelter, *et al.*, 2006). This type of growth is usually reflective in character, with teachers being encouraged to recognize a problem in their teaching subjects/disciplines and provide solutions. This will assist practicing teachers in becoming more receptive to new ideas, instructional demands, and strategies. In a country like Nigeria, it appears that continuing education for teachers is just not available (or, if it is, it is not regular, sufficient, or up-to-date) (Moh, 2009).

The Mandatory Continuing Professional Development Programmes is a lifelong developmental programmes that focuses on improving teachers' knowledge,

abilities, and attitudes in order to better educate students (Steyn and van Niekerk, 2005). It is one of the most important components or elements in improving a teacher's quality and professionalism (Lee, 2011). Teachers are not finished products when they enter the classroom (Clotfelter and Ladd, 2004), which is why they require ongoing professional development. Pre-service training, in particular, may not provide instructors with all of the skills and information they require for effective and efficient classroom transactions. Novice instructors can learn and build on themselves to become better teachers by experience, practice, aid, and more training (professional development).

Teachers' professional development, according to Poskitt (2014), is a curative measure for tackling issues coming from the teaching and learning processes, allowing them to adapt and personalize to their career requirements. Professional development, according to Xaso, Galloway, and Adu (2017), is the systematic way of maintaining, improving, and expanding teachers' knowledge and skills, as well as consciously developing personal attributes required for carrying out professional and technical responsibilities throughout the teacher's entire work life. According to Bourdesa (2016), such professional development programmes will assist teachers in honing their teaching abilities, deepening and improving their subject content knowledge, and thereby improving the learning outcomes of their students.

Professional development programmes provide teachers with the avenue to grow and exhibit in-depth capabilities against specified standards, making them the most valuable route for upgrading professional standards and birthing professional teachers. An opportunity like this should be unique, imaginative, and thought-provoking. Professional development is critical for the teaching profession's strength, vitality, and future. A professional teacher, according to Ajiboye (2021), is the only one who can improve the country's educational system's achievement. Professional development programmes for teachers have the potential of improving teaching quality and student learning outcomes (Bicaj and Treska, 2014; Chen, *et al.*, 2012; Lieberman and MacE, 2010).

Practice and training can help to improve the art of teaching. Qualified teachers are critical to the improvement of the educational system. The correct training of teachers is essential for improving educational quality. Teachers are the instrument of a child's lifelong education; as such, they should be enabled to teach professionally in any way feasible (Ajiboye, 2021); and they can only fulfill their responsibilities once

they have been properly and professionally prepared (Wayne and Youngs, 2003). To update their knowledge and competencies, improve their skills, attitudes, and approaches, apply changes to the curriculum, develop and apply new curriculum strategies, and acquire skills for integrating ICT advancements in teaching and learning, teachers must regularly have the opportunity to attend seminars, workshops, and conferences (Ugwu et al., 2016).

For some years now, the TRCN has been organising professional development programmes for enhancing and updating teachers for better morale and quality. The agency achieves these by organizing workshops, seminars and conferences that boosts the teaching profession; and encourages teachers' participation by ensuring that these training/development programmes for teachers are free of charge, with the council bearing the transportation, tuition, and accommodation cost (TRCN, 2012).

Education stakeholders' poor attention towards teachers' professional development programmes, especially at the primary level of education is becoming worrisome, and is adversely affecting learners' academic outcomes (Ani, 2010). Little wonder why Ghanizadeh *et al.* (2017) concludes that the realization of educational goals depend on teachers' professional development which tantamount in building a responsive and effective teacher. Teachers, according to Abodunrin and Ogundore (1996), require career-long and extensive possibilities for ongoing self-improvement, which is the only way to develop an effective teacher (Sanyal, 2013). According to Moh (2009), after initial training, teachers in Nigeria are abandoned to salvage the skill and knowledge they initially gained from the teacher training institutions, leading to their entirely oblivious to any future research/practice development in their teaching profession and subject. If the teacher works in a major city, more training may be offered, whereas rural instructors may go their entire careers without attending a single training course.

### 2.1.7 Types of Professional Development

Professional development are of various forms. It could be individual or institutional. Also, it could be the in-house form which focuses on a single theme or topic. Teachers' professional growth is frequently associated with an organisation, which allow groups of instructors to meet in order to gain a new knowledge in the interest of the whole group, and coaching (Pelochino, 2014). Professional development allows more methodical and rational teaching methods among teachers (Kazmi, Pervez, and

Mumtaz, 2011), and the successful execution of training programmes are linked to the achievement of the school curriculum (Omar, 2014). Professional development could be defined as "activities that focus on a teacher's current tasks and is typically focused on immediate and short-term goals."

### 2.1.8 Concept of Evaluation

The term evaluation is a concept that has been seen from different perspectives by various schools of thought that are involved with evaluation. An evaluation could be carried out to measure the effectiveness and worth of a programmes which will in turn lead to some other decisions about such programmes. Evaluation can also be carried out for the purpose of giving or gaining an explanation into social and public problems and decisions taken on how to address them.

According to Williams (2006), the general purpose of most evaluations is to provide helpful feedback about a programmes or project to clients. Influencing decision-making or policy formation through empirically-driven feedback is one of the other goals. Evaluation can fulfill the following purposes: research, programmes evaluation, or both, serves to show whether and how interventions work or do not work, holds people accountable for the programmes they run, and evaluation results can be used as the foundation for resource allocation.

The essence of evaluation may include, among other things, assisting in the achievement of set objectives, assisting in the acquisition of funding for additional project management. It is critical to evaluate teachers primary school on a regular basis (in terms of their inputs and outputs) in order to ensure their efficacy and efficiency in the classroom (Osiesi, 2020). The appraisal outcome of such an evaluation is usually expressed in various degrees of such qualitative terms such as satisfactory or unsatisfactory, valuable or worthless, strong or weak. Evaluation involves documenting the successes of a project (Odinko, 2014). Palton (1997) as cited in Odinko (2014) termed evaluation as the process of collecting data on the nature and success of a programme for the sake for judgement or future improvements.

Measurement and assessment processes are subsumed under evaluation, and information derived from it should be provided in time for decision-making purposes (Odinko, 2014). The purpose of evaluation, in this study, is to measure the overall efficacy of the MCPDP, including its merit, worth, and impact; and to facilitate

improvements where necessary (Killion, 2018). Formative evaluation as cited in Odinko (2014) was propounded by Scriven (1972) and is a sort of evaluation occuring at the outset or for the duration of the execution of a said programmes in order to improve the programmes' design.  It is a continuous way of checking and balancing the teaching-learning or implementation processes of a given programmes; or a method for judging the worth of a programmes while the programmes activities are in progress (the formative stages).

Formative evaluation allow researchers to check the progress of the execution of a programmes as well as its effectiveness. Its main purpose is to ascertain/detect deficiencies early enough so that the proper and needed interventions can take place. Similarly, Guskey (2016) outlined five levels of evidence for supporting professional development programmes' evaluation: participants' learning, participants' reactions, participants' utilisation of current skills and knowledge, organisation transformation and support, and pupils' academic outcomes.

The body of literature reviewed reveals that several definitions of evaluation as given by scholars. For instance, Odinko (2014) defines evaluation as that which the impact of the project is studied. According to Asuru (2006), formative evaluation is done while the programme is still in progress. On the other hand, summative evaluation as defined by Asuru (2006) is executed at the terminal stage of the instructional process or programmes. The judgments about how well the instructional objectives or programmes goals were met. Programmes administrators and staff employees are more likely to use formative assessment, whereas high-level administrators and policymakers are more likely to use summative evaluation to aid in financing or programmes continuance decisions.

## 2.1.9   Concept of Teacher Engagement

Teacher involvement is the voluntary commitment of teachers' bodily, mental, and emotional resources to various teaching-related tasks (Klassen, Perry and Frenzel, 2012). Klassen, Yerdelen, and Durksen (2013) suggested a multimodal conceptualization of teacher engagement, which included cognitive-physical, emotional, and social elements. The degree to which teachers pay attention to and put effort into labour duties is referred to as cognitive-physical engagement. positive emotional reactions to teachers' work are referred to as emotional engagement. Last

but not least, social engagement refers to instructors' impressions of their relationship to, and concern for, students and colleagues, and includes both student and colleague dimensions.

According to Pittaway (2012), intellectual engagement refers to teachers' involvement with educational ideas, concepts, and disciplinary thinking, as well as social, political, civic, moral, and ethical issues that arise during teaching activities. Teachers who are intellectually engaged ask questions, recognize their own thinking's strengths and shortcomings, and are open to other people's perspectives (Judge, Jones, and McCreery, 2009). Forming positive relationships with colleagues, school heads or owners, are all examples of social engagement among teachers (Vaughan, 2010; Stanford-Bowers, 2008). Teachers can also be socially engaged by forming formal groups and societies that help them interact with their colleagues and provide chances for networking and professional growth.

We need instructors who are well engaged in order to develop schools that work for all students. Two things are obvious from the education literature on this subject: student involvement is a prerequisite for student learning, and students must be cognitively engaged for learning to be truly meaningful. Professional development tasked with preparing teachers for student achievement face a difficulty in assisting teachers in aligning their instruction with cognitive engagement ideas and practices. They must first comprehend the meaning of any essential words. Second, and perhaps most significantly, they require proof that their instruction causes students to be cognitively engaged so that they can adapt their training accordingly.

Klassen et al. (2013)'s proposed cognitive-physical and emotional components are informed by several past engagement conceptualizations. Work engagement, according to Schaufeli *et al.* (2002), is a "positive, gratifying, work-related state of mind marked by energy, devotion, and absorption," which is affective-cognitive in nature and lasts a long time. Workers that have a lot of enthusiasm put a lot of effort and energy into their jobs. Dedicated employees believe their work is important and meaningful, and they take pride in their work. The Schaufeli et al. (2002)'s and Klassen et al. (2013)'s model are related in some ways. Klassen et al's conception/model is based on effort investment. The incorporation of social components of engagement to Klassen *et al*. (2013)'s conceptualization is a novel feature compared to earlier models of work engagement.

Teachers' intellectual engagement includes their interaction with educational ideas, concepts, and disciplinary thinking, as well as ethical issues (University of Melbourne, 2007). Teachers will ask questions, recognize their own thinking's strengths and shortcomings, and be receptive to other people's perspectives (Judge *et al.*, 2009). Students can deepen and extend their own thoughts, beliefs, and perspectives through social contact, which helps them to confront alternative ways of seeing the world. According to Krause (2005), social engagement is "equally as important as intellectual pursuits" for university achievement, especially for first-year students.

Students forming strong connections with their teachers and other school staff (Pascarella and Terenzini, 2005, quoted in Vaughan, 2010) is also part of social engagement, as is being proactive in becoming a member of a learning community (Stanford-Bowers, 2008). Students' formal groups are organized and maintained by teachers who also assist students to interact with others while also providing possibilities for teachers' professional development and social networking. In this way, all other aspects of involvement are linked to social engagement.

The teaching profession requires that teachers engages with one another intellectually, socially and emotionally. Krause (2005) described engagement as "the time, energy, and resources students dedicate to activities aimed to increase learning" and classified it as "a cornerstone of education." Chen, Gonyea, and Kuh (2008) emphasize the importance of engagement, claiming that "by being involved, students build habits that encourages life-long learning. Staff must be involved as well, according to Middlecamp (2005).

Engagement and particular actions or outcomes are typically connected. The definition of engaged learners, according to Bowen (2005) and Brady (2004) is "Students are more likely to be interested when they are more involved in their learning." Raising student autonomy, interaction, and discovery is a key component of "active learning," which will be important for future pre-service instructors. According to Chen, Gonyea, and Kuh (2008), "engagement is favorably connected to a number of a good academic outcomes."

According to Stanford-Bowers (2008), engaged learning incorporates cross-curricular, genuine tasks with connections to the real world, continual performance-based evaluation, and products that are presented to an audience beyond the classroom. Teachers also decide their goals for learning and learn in groups to answer meaningful

questions. However, there were significant relationships among the parameters, implying that the teacher engagement data may be generalized.

Other research have identified strong associations as well (Perera, *et al*., 2018). Yerdelen *et al*. (2018) indicated that Turkish teachers endorsed a higher-order structure. Klassen was driven by evidence in the ETS data indicating both generality and specificity. According to Wang *et al*. (2016), it is critical to measure the level of engagements among workers. It seems that when a teacher is generally engaged with his or her work but not entirely connected with his or her colleagues. Such broad impressions reflect serious consequences.

## 2.1.10  Concept of Teacher Professional Development

Teachers' classroom practices should include teachers' professional development as a component. Consequently, the process of building skills for adjusting to shifting occupational requirements through ongoing exposure to professional updating programs is known as continuing professional education (Miefa, 2004). Through professional development, teachers can acquire current and novel ideas, skills, and knowledge to advance or improve their subject teaching and learning (Ravhuhali, 2014; Mkhwanazi, 2014; Ajani, 2018). According to Ogunyinka, Okeke and Adedoyin (2015), there is a strong link between teacher knowledge and professional development.

Specifically, according to Adu (2019), the numerous types of professional development programmes available for teachers may include:

- Workshops on various disciplines or subjects.
- Conferences held on a national and worldwide level in the subject of specialty.
- Taking their studies to the next level by articulating.
- Inter-school exchange programmes.
- Attending union meetings and engaging in any teacher networking events.
- Personal improvement through reading relevant literature to keep their expertise up to date.
- Collaboratively mentoring one another.
- Expert assistance is provided by coworkers and supervisors, as well as study groups, peer coaching, and mentorship.

- On-the-job instruction that is conducted outside of the workplace, such as specialized classes, sensitivity training, role-playing, unique meetings, and conference instruction.
- Cascade instruction (Xaso, *et al*., 2017).

### 2.1.11 Concept of Teacher Attitude

Attitude refers to individuals' style of acting, thinking, and behaving. It has far-reaching effects on social groups, teachers and students. Attitudes, according to Thomas in Ahmad and Sahak (2009), are more than a passive product of previous experiences; they drive behavior and control its form and style. Attitudes include three components: 1) a cognitive component (opinion information or belief or disbelieve strength); (2) an affective component (emotional component of liking or hate); and (3) an action component (co-natural behavioural component of habit or readiness to respond).

The way and manner learners perceived some subjects along with their performance in it, could be attributed to teachers' attitude to teaching the said subject in the classroom during the learning process. Okoro (2002) reported that attitudinal factors have great influence on learning and pupils' achievement. The attitude which the teacher exhibit may likely affect pupils either positively or negatively. The import of teachers' attitude in general, cannot be overemphasized; as their positive attitude goes a long way in positively affecting their character development and successes while also influencing pupils' personality as well as their life performances positively (Ulug, Ozden and Eryilmaz, 2011). The teaching profession in relation to teachers' attitude towards it is considered to be a critical issue in considering teachers' behaviour, mind-set about teaching, their pupils and the school environment.

Teachers' attitudes are fundamental to effective teaching. According to Macleod (2002), attitude is highly linked to motivation; people with a bad attitude toward a programmes are unlikely to be motivated learners, and there is evidence to support the link between a positive attitude toward a language and high accomplishment. Although some studies have come out with a non-significant effect of attitude on learning outcomes, attitude is considered highly important to learning and teaching outcomes (Kim, 2005).

Students can be greatly influenced by what teachers value, what they like or dislike, and how they feel about their own education or learning. Unfortunately, a lot of teachers are unaware of the fact that how they interact with students, behave, and teach is frequently more significant than what they actually teach. In a nutshell, the attitude of the teacher has a direct impact on the attitude of the students. In order to take pupils along during the teaching and learning process, teachers must have a positive attitude toward their students in school. The value ascribed to the learner's desired behavior or reaction has a substantial impact on the success of learning processes in any part of education.

Teachers' attitudes as far as the profession of teaching is concerned, are regarded a crucial issue when examining their behaviour, teaching mindset, pupils, and the school environment. Fundamentally, teachers' views regarding their profession influences their performance and devotion to their roles and obligations. For many causes, teachers develop bad views and/or leave the job. Teachers that have a good attitude toward their jobs may be are more effective at fulfilling their responsibilities. Teachers' views regarding their job, in general, impacts on their obligation, commitment and performance (Duatepe and Akkus-Cikla, 2004).

According to Haser and Nasser (2003), teaching attitude is a broad notion that encompasses various elements in its interpretation, including classroom procedure, connection to students in the classroom, and teacher workload. In terms of teaching attitude, teachers with a pleasant demeanour, faith, full of hope, and passion, shows a positive teaching attitude. To some extent, Williams (2003) and Stronge (2002) stated that there is a link between teachers' views regarding their profession and their effectiveness. Effective teachers' model positive attitudes about teaching by encouraging and participating in a collegial, collaborative work atmosphere, holding their students accountable while taking on their own duties. Also, they promote and participate in activities that demonstrate their enthusiasm for teaching.

Several studies have validated the premise that teachers' attitudes toward science or science instruction have an impact on their students' science achievement and attitudes. Several studies have also indicated that a teacher's attitude toward teaching has a substantial impact on a student's attitude and achievement. Okpala, as mentioned in Yara (2009), discovered that teachers' attitudes about assessment procedures had a favorable impact on students' achievement and attitudes toward Physics.

In addition, Ogunwuyi (2000) discovered a significant causal association between instructor attitude and students' Integrated Science achievement. We can deduce from the foregoing that teachers' roles as facilitators of learning and contributions to students' achievement are considerable. It can be argued that teachers' traits affects student attitude and academic performance. No matter how much money we spend into the nation's educational system, we can never expect much from it unless the teachers are properly trained and motivated.

Positive teacher attitudes, according to Eggen *et al.* (2007), are essential for a productive teaching. Teachers with a positive attitude must be intriguing, in the sense that he must pique his students' interest in what he is going to teach them to the point where all other distractions are driven from his thoughts. The teacher should also pique the pupils' interest in the subject by piqueing their curiosity about the next steps. A variety of teacher attitudes have been highlighted by Eggen et al. (2007) as contributing to the development of an accommodating and encouraging learning environment. They are: zealousness, tenderness, firmness, democratic methods to develop student accountability, efficient routine construction, effective use of class time, open involvement with students, and providing them with incentive.

By handling their own responsibilities, effective teachers serve as role models for positive attitudes toward teaching. They believe that favorable attitudes toward teaching were mostly determined by each teacher's personal views and pre and post-educational and training experiences. Teachers' views regarding their job, in general, have an impact on general commitment and performance in their teaching duties (Duatepe and Akkus-Cikla, 2004).

### 2.1.12 Concept of Teacher Commitment

Teachers' commitment to teaching is a vital aspect of his/her performance and quality. The degree of positive and emotive link between the learner, school and the teacher is referred to as commitment. It does not relate to a sort of passive loyalty in which teachers keep their jobs but are not actively involved in teaching, learning, or other school activities. Rather, it represents how much internal motivation, passion, and work satisfaction teachers get from teaching, as well as their efficacy and effectiveness in their teaching jobs. Increased teacher commitment is thought to be a vital initial step in the process of school reform, since it will have a favourable impact on teachers' performance and, in turn, increase teacher job satisfaction and student learning results.

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Committed instructors are vital in the current school setting, as they are a critical component of the educational process (Crosswell, 2006). It includes a strong desire, passion, and loyalty to the teaching work, as well as acceptance of the profession with all of its benefits and drawbacks. It is an inborn psychological desire to work as a teacher. A surprising factor that influences the success of qualitative learning entails a competent instructor. When instructors execute their teaching duties or achieve education goals, performance in education places a high demand on their devotion. Committed instructors are factors of great education and student or school academic performance. Education's success is dependent on teachers' level of commitments to the profession and their professional competencies. According to Kunter *et al*. (2013), educational success is dependent on teachers' professional competence and dedication.

### 2.1.13 Concept of Professional Competence

Each country's educational goals rely on instructors who are equipped with scientific knowledge and professional abilities. The qualities of a great teacher and an excellent instructor have been the subject of numerous educational researches, however these studies have not been reliable or helpful in identifying these qualities. Fathivajargah (2003) asserts that while selecting instructors, we should look for those with strong cognitive, social, and pragmatic abilities. The three categories of teacher skills are social, cognitive, and emotional (Maleki, 2005).

Teachers' require variety of skills and knowledge for their optimal performance in the teaching profession. Teachers should be able to effectively interact with learners and colleagues, be confident, effectively organize classrooms for teaching-learning purposes, motivate learners and be able to resolve conflicts with the learning environment. Teachers' knowledge could also go a long way in providing a favourable teaching and learning environment for learners.

Cognitive competencies are a collection of mental faculties that help teachers understand challenges and problems in the classroom. A teacher's emotional competencies are a combination of their skills and competencies, which are their knowledge and expertise in a learning flow, and their natural inclinations and interests in educational difficulties and themes (Shahmohammadi, 2014). In this context, the terms "cognitive competency" and "teaching-learning process cognition" are interchangeable. The values, interests, and attitudes are referred to as having emotional

competency. The ability of a teacher to communicate with students, classrooms, schools, and society is known as practical competency. According to Bloom, there are three types of instructional skills: cognitive, practical, and emotional (quoting Seif, 2003). According to Aghaie (2006), a teacher's most significant skills are:

i) Knowledge of and use of a variety of thinking techniques.

ii) Knowledge of and use of cutting-edge teaching and learning techniques

iii) Ability to do research

iv) Evaluation skills.

Shabani (2006) also distinguishes between distinctive and scientific teacher competencies. The authour meant that a distinctive and competent teacher is one who is : "Subject oriented and intimacy focused," "subject oriented authoritarian," "student oriented and intimacy orientated," and more. Osiesi (2020) affirms that teachers' professional development programmes are on-the job teachers' training aimed at improving and enhancing teachers' competencies, effectiveness and efficiency in skills and knowledge, paving way for a lifelong learning resulting from a meaningful interaction between these teachers and the professional environment. He further restated that effective professional development provide teachers with adequate learning time, practice, implementing and reflecting upon new strategies that could facilitate innovative changes in their practice.

Ekpoh, Edet and Nkama (2013), and Jahangir, Saheen and Kazmi (2012) are of the view that teachers who attend professional development programmes perform effectively with respect to effective classroom management, knowledge of the subject, teaching styles and learners' evaluation. The following is the categorization: professional competencies of teachers are divided into two categories: general competence and specialized competencies. If teachers have professional skills, they will consider the following:

1) In order to improve learning circumstances, an emphasis on human relationships and cooperation is placed.

2) Place a greater emphasis on the outcomes of learning rather than the outputs of learning.

3) Providing possibilities for the growth of internal motivation

4)      Improving data validity and judgmental sources;

5)      Providing detailed feedback to improve and develop performance.

6)      Integration of the school's social system with the evaluation system.


Teachers nowadays must be capable of adapting to the demands of changing classroom practices. Teachers can promote excellent education and increased pupil performance in elementary school by acting as change agents. Providing teachers with the essential teaching skills will aid in the successful implementation of educational reforms and curricula. Teachers' professional development used to be necessary, but in the twenty-first century, it has become optional due to teachers' negligence and unenthusiastic attitude (Adu, 2019). Teachers, according to researchers such Wokoha (2014), and Sanyal (2013), and this was backed up by Rowan, Correnti, and Miller (2002) who stated that teachers have a positive impact on students' learning outcomes.

The perception of teacher's competence by students and colleagues may be a function of their teaching pedagogy. The science of planning, presenting, and managing educational instructional content to learners is referred to as pedagogy. All the inexperienced, untrained, and inadequately trained instructors now have a job that involves teaching (Okeki, 2008). This phenomenon has had a detrimental effect on both the effectiveness of instruction and the learning outcomes of pupils. Contrarily, due to the growing recognition of teaching as a complex activity, it is currently receiving the attention it rightfully deserves. Since the art of teaching requires a variety of actions, Ijaiya (2000) found that teachers use a number of abilities when instructing such as technical abilities, conceptual abilities, problem-solving abilities, psychomotor teaching abilities, introspective abilities, and more. All of these skills must therefore be instilled in teachers in order to improve their competency and encourage high-quality instruction.

Teachers should be well-versed in a variety of pedagogical skills for teaching and imparting knowledge to students, ensuring that they can communicate why they are teaching a certain subject or topic and explain how and why they are doing so. Teachers' inadequate handling of teaching concepts, according to Ijaiya (2000), has caused greater challenges in schools. Lack of grasp of relevant concepts taught by untrained and incompetent professors can be related to students' incapacity to transfer information across topic areas and weak problem-solving skills. The very essence of these skills is to facilitate teachers' ability in modifying and altering the teaching

learning processes in their classrooms and the school in general for an upward and positive improvement.

## 2.2    Empirical Review of Literature

### 2.2.1    Teacher Quality and Professional Development

Fwu and Wang (2002) investigated the relevance of teacher quality in enhancing educational quality in countries such as Taiwan and Nigeria, and found that teacher education was prioritized in their education reforms. According to the authors, programmes for preparing teachers should encourage the growth of content knowledge, pedagogical skills, the ability to reflect and emphasise, managerial competency, commitment, moral behaviour, the ability to adapt and improvise, the ability to work with other teachers, the ability to advance the teaching profession, and the ability to contribute to society as a whole.

Eleje, Maduagwu, and Odigbo (2013) conducted a study in Enugu State, Nigeria, on teacher professional training and retraining at the primary and secondary school levels. The goal of the study was to determine the degree of funding for teacher training and retraining programmes, as well as the consistency (or lack thereof) of these programmes. Survey approach was used. The study's participants were all of the state's primary and secondary school instructors. The findings demonstrate that financing for seminars, workshops, conferences, and other professional development programmes has been insufficient during the last five years, and that the few programmes that have been funded have been non-continuous and sporadic.

Macheng (2016) investigated teacher continuing professional development in Botswana's junior secondary schools. The study sample consisted of  seven Junior Secondary Schools in Botswana's northern area that were randomly selected (126 teachers in all). In this study, the  mixed research design was used. Data were collected using survey questionnaires and interviews. The numerically produced data was analyzed using computer-assisted statistical analysis (SPSS version 20). Both descriptive and inferential statistical analyses were used in the study. The results showed that junior secondary schools lacked frameworks or programmes to assist teacher professional development.

Sangodoyin (2021) evaluated the success of the SMASE programme in Oyo state primary schools, Nigeria; with respect to some teacher variables, and pupils'

attitude and achievement in Mathematics. This was achieved by using a four-level KirkPatrick model of evaluation model and a causal-comparative design of Expost Facto research. Forty teachers and one thousand pupils constituted the study sample. Five instruments (four questionnaires and an observation scale) were used for collecting data, which were analysed using t-test, ANOVA, and descriptive statistics. Findings reveal that majority of teachers in primary schools were females, possessed the NCE and the Bachelor of Education degree, and had more than ten years of teaching experience. Also, the findings of the study indicated that majority of the SMASE teachers had the knowledge of the programme objectives which improved their skills acquisition, teaching effectiveness and attitudes, which significantly differed from the non-SMASE teachers.

This current study will evaluate the MCPD programmes of the TRCN for practicing primary school teachers in Ekiti State.

### 2.2.2   Teacher Attitude and Professional Development

In Israel's "Pisgah" teaching staff development centers, Wasserman and Migdal (2019) compared attitudes among teachers enrolled in online and traditional training courses. The population for this study was 495 teachers, and it was conducted using the quantitative method. According to the data, four elements influenced teachers' attitudes training: efficacy and applicability, atmosphere, course assignments, and attitudes toward ICT. Hürsen (2012) performed a research to find out how they felt about professional development activities. Within the Turkish Republic of Northern Cyprus, 448 high school teachers were recruited. This study's findings revealed that instructors' attitudes about professional development activities were in flux. Furthermore, teachers' attitudes toward professional development activities varies significantly by age, gender, and length of service. Women and novice showed a more positive attitude.

Taşdemir (2013) used the survey research method to determine the views of teachers regarding the activity of in-service training and compare the attitudes according to their gender, seniority, and the number of activities they attended. The sample consisted of 83 teachers. The data was analyzed using the T-test, and the results revealed a significant difference between gender, experience, and teacher attitude. Hellen (2018) claims that instructors have a negative attitude about education and development programmes and the authour restated that teachers' attitudes about

carrying out their responsibilities should be favorable enough for them to function at their best.

A study was conducted by Rahman, Jumani, Akhter, Chisthi, and Ajmal (2011) to examine the relationship between teacher preparation and successful instruction. 80 female teachers and samples were made up of 180 female pupils. A questionnaire was used as the study's instrument for the two target populations. The effectiveness of teacher education in the classroom, including actual instruction and academic work, evaluation procedures, classroom management, assignments, and building interpersonal relationships with students, the principal, and society at large, was found to be positively viewed by teachers.

According to Haser and Nasser (2003), teaching attitude is a broad notion that encompasses numerous elements in its interpretations, including classroom processes/activities, how this relates to students in the classroom, and the teachers' workload. In terms of teaching attitude, it has been argued that a teacher with a pleasant demeanour, full of hope, faith, and passion, shows a positive teaching attitude. Teachers' attitudes regarding the teaching profession and efficacy, according to Williams (2003) and Stronge (2002), are linked. Dinham (2007) argues that responsible attitude of the teachers in classroom and in the educational set up are considered as the result of adequate training. Also, Inyega and Inyega (2017) from their study findings concluded that teachers' professional development results in a positive change in attitude towards lesson planning, teaching objectives, conduct of practical work, ability to overcome teaching limitations and teaching strategies.

Gorozidis and Papaioannou (2014) conducted a study on teachers' attitude, motivation and intentions in participating in professional training programmes. The self-determination theory, and the mixed method design were used in the study. The study's' population were high school teachers in Greek, and two hundred and eighteen teachers were sampled. Two research question and two hypothesis were raised in the study. Interview and questionnaire were the instruments for data collection. Date was analysed using the inductive thematic approach and structural equation modeling. Results revealed that teachers have positive attitude and high motivation, which enhances their intentions to participate in relevant training in the future.

Nonetheless, this present study examined primary school teachers' attitude in Ekiti State toward their vocation and the MCPD programmes of the TRCN.

### 2.2.3    Teachers' Commitment to the Profession of Teaching

Wermke's (2011) study had pointed out that professional development programmes afford teachers the opportunities, either alone or collaboratively, to re-examine, rejuvenate and increase their commitment towards teaching. Committed instructors are one of the most important demands, as they are a critical component of the educational process (Crosswell, 2006). It includes a strong desire, passion, and loyalty to the teaching work, as well as acceptance of the profession with all of its benefits and drawbacks. It is an inborn psychological desire to work as a teacher.

More so, Guskey (2003) reported that professional development for teachers portend positive impacts such as improving their pedagogical knowledge, commitment to practice, team work, feedback and observation practice. King (2014) re-emphasised that training of teachers is targetted at empowering them learn and become responsible for their continued learning. According to Ofoegbu (2014), academic underachievement in Nigeria is due to poor teacher performance. He also accused teachers of having a poor attitude and commitment toward teaching and failing to fulfill their teaching responsibilities. Mkumbo (2012) investigated teachers' dedication to and experiences with teaching in six Tanzanian areas. Findings indicates a low level of commitments of teachers to the profession, resulting into learners' poor learning outcomes. As identified by Mkumbo (2012) absence of teachers' commitment, inadequate teacher preparation, inadequate supervision of teachers' attitudes, behaviors, and irrational policies are just a few of the factors that contribute to this feeling.

Mwesiga and Okendo (2018) explored the degree to which secondary school teachers are dedicated to their career. Teachers from Tanzania's Kagera Region responded to the survey. From a mixed research strategy, the study used convergent parallel design. Participants were chosen using both probability and non-probability sampling procedures. Interview guide, a document analysis guide, and a questionnaire were used to collect data. Teachers showed a high level of devotion to teaching professional obligations, according to the research. Furthermore, the study found that poor and insufficient professional development programmes, poor communication, non-involvement of teachers in school decision-making, ineffective school heads, poor remuneration, poor working environment, low motivation, absence of job security and compensation, and the intrusion of government in the teaching profession all hampered

teachers' commitment to their profession. The report also recommended that governments, school leaders, and the community pay close attention to concerns of teacher commitment.

In Ekiti State, Osiesi, Odinko, and Oke (2022) looked into the commitment and attitude of primary school teachers toward their job as a predictor of their competency in the classroom. The research type used in the study was survey research. Data for the study was gathered via questionnaires. Multiple regression as well as frequency counts were deployed for data analysis. Findings indicated that teachers were highly committed to their jobs and had a good attitude toward their careers. These impacted on their competencies in teaching.

However, this present study examined the commitment to the teaching profession of teachers of primary schools in Ekiti State.

### 2.2.4 Professional Competencies of Teachers and Professional Development

Adagiri (2014) carried out a comparative study on teachers in Abuja and Portsmouth with regards to their professional development. The goal of this study was to assess how these professional development programmes improve teacher quality; using a mixed methods approach. The findings revealed that private schools in Abuja have a greater opportunity for teacher professional development, which may be attributed to enhanced quality education.

Moghtadaie and Taj (2018) did a study using a professional competencies framework to explain the prerequisites for teacher development. The study used the survey research approach. All elementary school teachers in the province of Isfahan took part in the inquiry. Ninety (94) teachers were the sample and was determined using the probability sampling method. Findings revealed that professional development improved teachers' attitudes and characteristics. Also, Taruc and Vargas (2021) examined the determinants of teaching competencies among 115 public elementary school teachers in Sto, Philippines; using a descriptive survey research, and data gathered using questionnaires. Correlation and descriptive statistics were used to analyse the data. The result showed that teachers' gender and qualification significantly predicted their competence in teaching.

In the south-west of Nigeria, Okwilagwe and Olanloye (2018) evaluated teacher development programmes' impact on instructors' knowledge and students'

accomplishment in Mathematics and English; using the Expost Facto design. The study's participants were chosen using multistage sampling technique. They came from 192 Junior Secondary School Two UBE Teacher Development Programmes and 4,420 pupils. T-test statistics and percentages were deployed in analysing the data. Teacher development programmes improve teachers' quality traits in terms of pedagogical competence, subject matter knowledge, planning of lessons, instructional material use, introduction of lessons, and content communication, according to the findings. This corroborates the studies of Adetayo (2011), Adetayo and Okwilagwe (2011), and Osunde and Omoruyi (2004).

Eze (2016) used a survey research methodology to investigate the influence of training and retraining on teacher productivity in Enugu State. A total of 256 secondary school instructors were surveyed. Two trained research assistants assisted in the distribution of the questionnaire. The findings revealed that teacher training and retraining significantly improved their competence and productivity. Effective professional development, according to Odden, Archibald, Fermanich, and Gallager (2002), results in changes in teachers' instructional methods, increases students' academic attainment. As a result, staff development methods are great incentive strategies for instructors to acquire new skills and information in order to improve their job performance (Ekpoh, *et al*, 2013).

Teachers can seek to improve their skills in a variety of ways (Harmer, 2007). Professionally trained instructors, according to Bruce (2005) and Byrne (2003), display a solid mastery of teaching concepts and instructional materials, assessment, correspondence, classroom interaction, and employ tools to enhance professional activities. Similarly, in Oyo state elementary schools in Nigeria, Osiesi and Adeyemo (2019) examined how on-the-job training programmes affected teachers' performance, effectiveness, and classroom engagement styles. The study used an action research, with sample consisting of 500 primary school teachers who were chosen at random. Data was obtained with the use of three tools, and frequency counts was used to analyse the data. The results indicated that in-service training programmes improved teachers' performance and quality, as well as teachers' interact with students in the classroom. The report also suggested that teachers should regularly receive on-the-job training and retraining; these trainings should be carefully planned and arranged to satisfy teachers' needs; repetition of already trained teachers should be avoided; and teachers' training facilities should be operational.

Ugwu *et al.* (2016) did a study to analyse the professional competencies required by teachers in Nigerian schools. It sought to analyse the professional growth opportunities for teachers and the professional skills that educators in Nigerian schools must possess. The study was grounded in Bandura's social cognitive theory. The study employed a qualitative research approach, specifically the content and desk analysis design. According to the study's findings, the majority of instructors now have only a few opportunities for professional development. In order to fulfill the demands of the 21st century and beyond, the study advised that NUC and NCCE in Nigeria conduct a thorough assessment of the teachers' curriculum. It also suggested that the TRCN examine its professional standards for teachers' development.

Osiesi and Odinko (2022) used the Survey research type to examine the influence of the TRCN on the instructional efficiency of teachers in secondary school in Ekiti State, Nigeria. A self-report instrument was used to collate the data. Multiple regression and frequency counts were employed to analyze the data. Findings show that there are more male instructors in secondary schools in Ekiti State, and that most of them have bachelor's degrees in education. Most of the teachers are also licensed by the TRCN and have participated in TRCN training programs. The study's results also showed that teachers' perceptions of the effect of TRCN license on teachers' ability to teach were favorable, and that teachers' efficacy as teachers was influenced by their gender.

Ekpoh et al. (2013) looked into how staff development programmes affected the performance of secondary school teachers in the Uyo Metropolis, Nigeria. 450 teachers and 1800 students each received a self-designed questionnaire to evaluate their performance on the job. The t-test was used to assess the data. It has been demonstrated that teachers who take part in staff development programs perform better at work in terms of subject matter expertise, classroom management, teaching techniques, and student work evaluation than those who do not. Similar to this, a study conducted by Arshad and Akramnaseem (2013) investigated the effect of teaching instructors' competencies based on specific specified criteria. The study made use of primary data collected via a questionnaire from primary and secondary school teachers in Lahore, Pakistan. Data was evaluated using frequency counts and percentages. The results showed a significant gap between the proficiency levels of qualified teachers and untrained instructors.

The purpose of Udoh's (2014) study was to compare the ability of professionally educated and unskilled secondary school teachers. 467 teachers in total served as the sample. Data was collected via questionnaires, and the resulting data was analyzed using an independent t-test. The study's findings showed that the sampled instructors who attended the professional development program had significantly higher levels of teaching ability than those who did not. Also, Sangodoyin's (2021) study evaluated the success of the SMASE programme in Oyo state primary schools, Nigeria; with respect to some teacher variables, and pupils' attitude and achievement in Mathematics. Forty teachers and one thousand pupils constituted the study sample. Five instruments (four questionnaires and an observation scale) were used for the data collection. Data were analysed using descriptive statistics, t-test and ANOVA. Findings revealed that teaching effectiveness of SMASE trained teachers significantly differed from the non-SMASE teachers.

This present study adopted the use of observation scale to assess teachers teaching competencies in Ekiti State primary schools.

### 2.2.5  Teacher Attitude to the Teaching Profession

In order to determine instructors' attitudes regarding the teaching profession, Sivakumar (2018) conducted a study. The study sample consisted of 200 Cuddalore district teachers. The study used the survey research methodology. Data was gathered using a questionnaire, and the t-test, mean, and standard deviation were used to analyze it. The analysis's findings indicated that teachers had a favorable opinion of the teaching profession. According to the study, there are no appreciable attitudes toward the profession among teachers that differ significantly by gender.   In the Cooch Behar District of West Bengal, Sarkar and Behera (2016) conducted a survey to ascertain the attitudes of college professors about the teaching profession. One hundred and eighty teachers took part in the survey. Thirty-item questionnaire used to collect the data. The crucial ratio test and mean and standard deviation were used in the analysis of the data to look for differences. The findings demonstrated that instructors had an above-average attitude toward their career, one that was positive and satisfactory. The findings also revealed that these teachers' opinions varied significantly depending on their gender.

In Awka South Local Government Area, Anambra State, Eleje et al. (2022) looked at secondary school teachers' attitudes regarding the teaching profession. The

sample included fifty-five people. Data were collected using a questionnaire with 20 items, and the t-test, mean, and SD were used to analyze the results. According to the study's findings, the majority of the teachers were with a good attitude in favour of females. According to the report, secondary school teachers should be trained, retrained, and motivated by both the government and teacher organizations. If they are motivated and well-trained, they will be more dedicated and their ability to learn will be improved. This has been reiterated by Beri and Beri (2016), who found that female teachers have a more favourable attitude about their career than males.

In their study from 2021, Basak and Ghosh looked into 400 secondary school teachers in West Bengal. The descriptive survey method of research was used for the investigation. 50-item questionnaire was adopted for the data collection, and mean, standard deviation, the critical ratio test was used to analyze them. The results indicated that teachers had a favorable attitude toward their career, and that female teachers' attitudes were better than male teachers'. The effectiveness of teachers, classroom performance, and teaching strategies are all impacted by their attitudes toward teaching (Akkus, 2010; Nadeem et al., 2011; Hamed et al., 2013). In a similar vein, Shakoor and Farrukh (2018) compared the teaching attitudes of male and female elementary school instructors. The study's methodology was a descriptive design. 160 primary school teachers, both sexes equally represented among the pre-service and in-service instructors, participated in the study. The participants were 80 teachers, both male and female. A three-point, dependable, validated attitude scale with 30 statements was used to collect the data. According to the survey's results, the majority of primary school teachers had a negative attitude.

Using route analysis, Hamed et al. (2013) looked into how teachers' attitudes toward instructing affected their performance. Their findings with the more seasoned teachers showed that attitudes toward teaching have a significant direct impact on professional performance. Regardless of their gender, teachers have a very favorable attitude about their career (Abu Dagga, 2005; Agcam and Babanoglu, 2016; Oruç, 2011; Kitjarooncha, 2013; Alkhateeb, 2013). Teachers positive attitudes toward the profession, according to Duatepe and Oylum (2004), with females having a higher attitude than male subjects; and teachers' years of teaching experience diminishes their attitude towards the profession.

Varma, Williams, and David (2019) identified a number of factors that can help or hurt teachers' positive or negative attitudes. Security, opportunity for progress, good

working circumstances, pleasant surroundings, opportunity to assist society, opportunity to work with young people, prestige, personal pleasure, and social contacts are the positive attitude variables. Low salary, restricted private life, boredom, parental disapproval, responsibility, nerve strain, too many bosses, low social status, loss of prestige, lack of academic freedom, terrible working conditions, little tenure, and politics are among the negative attitude variables, according to them.

This current study examined the attitude of primary school teachers towards the teaching profession Ekiti State.

### 2.2.6 Cross-fertilisation of Ideas and Experiences among Teachers

Cross-fertilisation of ideas and experiences among teachers may entail the combination and sharing of teachers' subject knowledge, teaching styles and classroom interaction ideas in the school setting. It encourages teacher cooperation and collaboration, creativity and harmony as it ensures that teachers learn together and share insights. According to Brophy (2006), teachers' group interactions and cross-fertilisation of ideas is beneficial to teachers at finding and solving complex problems than when they do so alone. It is one of the ways teachers pull together their thoughts, teaching skills, ideas, knowledge and experiences to better their teaching experiences and classroom interaction patterns. Teachers' cross-fertilisation of teaching knowledge, beliefs and goals with peers enhances their capacity in bringing about positive results. Cross-fertilisation of ideas among these practicing teachers does promote social, emotional and intellectual engagement within themselves.

Johnson and Kardos (2002) conducted a qualitative study to distinguish between veteran-oriented and integrated professional cultures. The result of the study revealed that Veteran-oriented professional cultures serve the needs of established and independent veteran teachers and do not create opportunities for new teachers to engage with the veterans in meaningful and productive ways. Claiming that the newcomers in the teaching profession have little or no access to the old-timers' knowledge and expertise. In other words, inexperienced teachers in the study suffered from isolation from their more knowledgeable, experienced peers; time and space are not allocated for critical interaction among teachers. Bambino (2002), and Wenger, McDermott, and Snyder (2002) did point out that professional development for teachers provide the enabling environment for reflective practice, problem solving skills and deepening each other's knowledge and expertise.

This study determined the extent to which Ekiti state primary school teachers are able to cross-fertilise ideas and experiences among themselves as a result of their attending the TRCN MCPD programme.

### 2.2.7 Intellectual, Social and Emotional Engagement

Girvan, Conneely and Tangney (2016) affirms that professional development provide the opportunity for teachers to learn from and collaborate with colleagues, adopt new teaching strategies and bring about refinement in their teaching practice. This was supported by Clark (2016), that professional development positively affects teachers' learning and practice, content focus, collective participation and feedback. intellectual, social and emotional engagements with colleagues and instructional materials. Studies have shown that teachers' engagement positively impacts teachers' attitudes and motivation (Fiorilli, 2020), engaged teachers showed more positive emotions and competence in their jobs (Gunuc, 2014), and that professional development of teachers do lead to positive changes in their educational practices. Glapaththi, Dissanayake, Welgama, Somachandara, Weerarathna, and Pathirana (2019) determine the relationship between engagements (social, intellectual and emotional) and Academic Achievements among students in Sri Lanka. The study sample was made up of 350 undergraduates. The study used the mixed research design. Data for the study was collected using both primary and secondary instruments. Correlation and T-test was the statistical tools used in analysing the data. Results revealed that students' social, intellectual and emotional engagements significantly predicted academic achievement. A similar study conducted by Kuzminykh, Ghita and Xiao (2021) showed the same result.

Heng (2014) conducted a study on academic engagements and achievement in Phnom Penh City. The Engagement Experiences Questionnaire was used for data collection. Data was analysed using regression analyses. Results showed that engagements did not significant predict performance. Gunuc (2014) study determined the relations between engagement and performance with regards three dimensions (intellectual, social and emotional). The quantitative research approach was employed in the study. The sample consisted of sixty-one English language teachers in Ghana. Data was collected using a questionnaire which was analysed using Means and Standard Deviation. Result showed that emotional engagement played a significant

role on teachers' performance. However, this present study specifically examines primary school teachers'

## 2.2.8 Improving Teachers Skills, Knowledge and Continued Relevance through Professional Development

Teachers are expected to be socially, economically, politically and technologically relevant by continually updating their knowledge and skills through self development and training programmes, as these could avail them a great deal of pedagogical skills. Nevertheless, according to Nadeem et al. (2011), teachers are generally held in low regard and have a low social status, and female teachers are more regarded than their male colleagues. To be successful, teachers need a mix of personal qualities and experiences, as well as professional expertise and specialized knowledge.

Furthermore, one of the primary motivations for instructors to participate in professional development events is to learn new skills and expand their knowledge (Bailey, *et al.*, 2001). Learning new approaches and ways to empower instructors to teach, according to Murray (2010), is both inspiring and encouraging for both seasoned and rookie teachers. A lot of research have argued in favor of teacher professional development. According to studies, professional development programmes supported by the government had little effect on teachers' knowledge, instructional strategies, or the performance of students (Loyalka, et al. 2019). The pedagogical understanding of teachers, as well as their performance in the classroom and their capacity to plan lessons, received appallingly low scores (Bold, et al., 2017; Popova, et al., 2022).

For instance, according to Karabenick and Noda (as cited in Jafri, 2009), teacher development enables instructors to improve their methods and stay abreast of cutting-edge scientific discoveries. Similar to this, Mizell (2010) contends that teachers can choose the best pedagogical strategies for enhancing students' learning processes with the help of ongoing professional development activities. Alibakhshi and Dehvari (2015) looked into how teachers felt about continuing their professional development. This study employed a phenomenological research design. A total of twenty English professors were questioned. The participants' perceptions of continued professional development included skill improvement, continual learning, staying current, learning for fun, and professional renewal. They also grew professionally as a result of their attendance in a continuing professional development programme.

When teachers connect with one another as part of professional development programmes, especially peers and senior colleagues from the same specialisation, they learn more quickly and efficiently (Garet et al., 2001; Steyn, 2013; Ajani, 2018). Contrary to the usual notion of solo teacher practise, teacher collaborations continue to be a successful method for enhancing instruction, according to Steyn (2013), Jita, Mokhele, and Mokhele (2014). This makes it possible for educators to work together and share knowledge in order to perform their teaching tasks across a variety of subject areas better and more effectively.

This present study ascertained the extent to which the MCPD programmes of the TRCN has improved Ekiti State primary school teachers skills, knowledge and continued relevance.

### 2.2.9 Facilitators/Trainers' Qualification

Eraikhuemen and Oteze (2015) conducted a study to assess how well the programme objectives are being met in terms of the qualities of the Mathematics Course Tutors, the appropriateness of the materials, and the programme implementation facilities. The sample consisted of fifty-five people (2 centre managers, 7 Mathematics Course Tutors, and 46 students) from five National Teachers' Institute (NTI) study centers in Edo State, Nigeria. Questionnaires were used to gather information for the study. Percentages, Pie charts, Kendal, and Friedman were used to analyze the data. The findings demonstrated that these Mathematics Tutors were suitable for the programme and have the necessary skills.

Osong (2014) carried out research in Cross River State to assess the National Teacher Institutions' NCE through Distance Learning System. Trainers and trainees in the selected study centers for the NTI/NCE programmes in Cross River state made up the study's population. 220 people were chosen via quota sampling. There were three different sorts of instruments employed. Structured questionnaires, checklists, and proforma are examples of these. Findings show that the NTI centers have enough staff to carry out the NCE programmes.

Ndimele (2019) conducted a study to assess the appropriateness of input resources available for the delivery of the NCE by the National Teachers' Institute's Distance Learning System in Rivers State. The utilitarian evaluation research design was adopted for the study. The study's sample included 258 people from the fourteen NTI NCE study centers in Rivers State, who were chosen using a census sampling

technique. The findings revealed that: material resources are insufficient for DLS to implement the NTI NCE programme; human resources are sufficient for DLS to implement the NTI NCE programme.

The current study examined the profile of the MCPD facilitators/trainers in Ekiti State with respect to their gender and qualification.

**2.2.10  Teacher Gender and Attitude towards the Teaching Profession**

The gender effects and study programme on student-teachers' attitudes toward teaching were examined by Arul and Mengesha (2019). The teacher education department of Mekelle University conducted the survey among both science and non-science students. 130 randomly sampled student-teachers made up the sample. Results revealed that student instructors' attitudes toward teaching were positively connected to gender and study programme.

Similarly, Cimen (2016) examined Istanbul teachers' attitudes towards the teaching profession. The study was based on relational screening model. The sample consisted of 261 pre-service teachers. Data was collected using teachers' attitudes to the profession scale. Data was analysed using t-test, one-way ANOVA, and multiple regression. Findings of the study revealed that teachers' gender, education level, and training level do not significantly predict teachers' attitudes towards the profession.

Erdamar, Aytaç, Türk and Arseven (2016) did a study in Turkey on the influence of pre-service teachers' gender on their views regarding the teaching profession. It brings together the results of 35 research with a total of 4,289 male and 6,073 female pre-service teachers. Female teachers exhibited a more positive attitude regarding teaching than male teachers, according to the findings. Male and female secondary school teachers' attitudes toward teaching were investigated by Yadav and Galriya (2019). Stratified random selection was used to choose a sample of 100 secondary school teachers (50 males and 50 females) from 12 schools. The findings show that female secondary school instructors had a more positive attitude toward teaching than male secondary school teachers.

Dhull and Jain (2017) investigated the differences in senior secondary school teachers' teaching attitudes with regard to job satisfaction. The method utilized was a descriptive survey. A total of 120 senior secondary school teachers (60 males and 60 females) were chosen at random. The mean, standard deviation, and t-test were used to examine the data. The results of the study revealed that female teachers had a more

favorable attitude toward teaching than male teachers. Between 2010 and 2015, Polat (2019) did a meta-analysis study to investigate the influence of gender on prospective teachers' opinions regarding the teaching profession. Following a database scan, it was discovered that 34 papers included relevant data for meta-analysis. Female teachers had more positive attitudes on teaching than male teachers, according to the findings.

In order to determine teachers' attitudes regarding the teaching profession, Sivakumar (2018) conducted a study. The study sample consisted of 200 Cuddalore district teachers. The study used the survey research methodology. Data was gathered using a questionnaire, and the t-test, mean, and standard deviation were used to analyze it. The analysis's findings indicated that teachers had a favorable opinion of the teaching profession. The study also showed that there are no appreciable attitudes toward the profession among instructors that differ significantly by gender.

In the Cooch Behar District of West Bengal, Sarkar and Behera (2016) conducted a survey to ascertain the attitudes of college professors about the teaching profession. One hundred and eighty teachers made up the sample. In this study, the survey research design was used. Thirty-item questionnaire used to collect the data. The crucial ratio test and mean and standard deviation were used in the analysis of the data to look for differences. The findings demonstrated that instructors had an above-average attitude toward their career, one that was positive and satisfactory. The findings also revealed that these teachers' opinions varied significantly depending on their gender.

In the Awka South Local Government Area of Anambra State, Eleje et al. (2022) investigated 55 secondary school teachers' attitudes regarding the teaching profession. Questionnaire was used to collate the data, while the t-test and descriptive statistics were used to analyze it. Results indicate that teachers have positive attitudes regarding their teaching careers, and female teachers had a more positive attitude than male teachers. The study proposed that secondary school teachers' training, retraining, and motivation be taken care of by the government as well as teacher organizations. They will be more devoted and learn more if they are well-motivated and trained. The findings of Beri and Beri (2016), who discovered that female teachers have a more positive perspective about their work than male instructors, have confirmed this. According to several studies, male teachers had higher favorable attitudes regarding the teaching profession than their female colleagues (Faiza, et al. , 2016; Senthil and Muthaiah, 2017; Mehmood and Vardah, 2016; Mahmood, 2016).

This present study determined the impact of the gender of primary school teachers on their attitude as well as their competencies in the teaching profession; and the MCPD programme.

## 2..2.11 The Challenges of Continuing Professional Teachers' Development

Xaso *et al*. (2017) study revealed that the challenges confronting continuing professional teachers' development can be aggravated by the following factors:

- Teachers' lack of prior knowledge;
- Failure of school management to support teachers;
- Family responsibilities;
- Poor organization of professional development programmes;
- Time constraint concerning organizing an effective continuous professional Teachers development.

According to Ajani's (2018) research, the MCPD program in Nigeria continues to fall short of the demands and expectations of the participating instructors. Teachers' experiences and conversations with other educators in Nigeria have shown that those who have taken part in a variety of professional development courses regret that most of these experiences did not improve their ability to teach in a classroom. Due to the fact that their primary expectations and needs were never met or addressed, teachers have complained bitterly about these trainings, saying they were a waste of their time. The professional development seminars that subject teachers are required to attend are unrelated to their areas of expertise. The author claims that not all teachers have the chance to do this.

Likewise, Nwangwa (2013) highlighted several factors contending with the successful implementation of continuing professional development programmes, to include: failure to consult and identify the appropriate needs of teachers, poor planning and organization, poor delivery of pedagogy, absence of practical teaching, poor knowledge and experience of the facilitators, poor presentation strategies; to mention but a few. More specifically, Macheng (2016) identified the following challenges to teacher continuous professional development in his study: insufficient money; lack of teacher ownership; lack of support from school leadership; lack of suitable compensation for professional growth; and lack of teacher input in continuous professional development activities.

Additionally, Okwilagwe and Olanloye (2017) did a study to evaluate the professional development intervention programmes for teachers in the south-west of Nigeria. The findings from the study showed that teachers' development programmes to a great extent, updates teachers' subject scope, empowers their instructional skills, has positive impact on their classroom interactions, improves their teaching strategies and use of teaching aids; lesson plan development as well as students-centred techniques. The study equally showed that lack of adequate funds, conducive learning environment, securing training venues and lack of medical care personnel to attend to the trainee participants were the notable constraints hindering the effective implementation and achievement of teachers' development and training programmes. The study recommended that lesson plan development, student-centered techniques, provision of adequate funds for UBE teacher development programmes, provision of conducive environment and medical personnel during training be ensured for continued programmes effectiveness. However, for this present study, the focus was to evaluate the MCPD programmes of the TRCN on primary school teachers in Ekiti state.

The NTI/NCE programmes face a number of inherent functional challenges, according to Osong's (2014) study, including: inadequate federal funding for NTI programmes; inadequate supply of instructional materials; and non-practical lessons, dilapidated facilities in training centers, lack of facilities maintenance, and lack of guidance and counseling services at the centers.

In all, the present study examined the challenges militating against the mandatory continuing professional development programmes of the TRCN.


## 2.3    Models of Evaluation

The Appropriated model for this study is the ATO (Countenance) model. A framework called an evaluation model gives the researcher the ability to carry out evaluation effectively. It entails the procedures or strategies by which a researcher plans conducting his or her study. Evaluation model assists the researcher to define the variables to study, characteristics of the evaluation, and methodology needed to extract critical data. Models can be utilised as-is or adjusted to fit the study project or a new model that the researcher creates. Various models have been developed to point out structure, guide and direct the evaluation of educational programmes.

### 2.3.1 The Countenance Model

This model is popularly known as the ATO model – Antecedents, Transaction and Outcome. Robert Stake created the model in 1967 for use in performing educational evaluations. The premise of this model is that "judgment and explanations are vital learning programmes' evaluation. The three components (Antecedent, Transaction, and Outcome) must be considered while describing and judging evaluation reports, according to Stake. He defines antecedent as the pertinent circumstances existing before the programme that may affect the outcome. While the term "outcome" can refer to both the programs' short- and long-term learning outcomes for all programme stakeholders, "transactions" refers to the build-ups and involvements of the a programmes' process.

### 2.3.2 The Decision-making Model of Evaluation

The idea of evaluation being primarily used as a tool for decision-making is another extension of it. Thus, it is possible to think of a program or project as being made up of a succession of decisions starting with the pre-planning stage and continuing through the planning, execution, and follow-up stages. Usually, there are a number of alternate routes open at any of these points, and choices must be made regarding which route to take. At each stage, decisions are made regarding priorities and feasibility.

Evaluation makes available the necessary data to help the decision-maker make a deliberate well-considered choice with his eyes open and be aware of the probable consequence of his choice. Based on this decision-making model of evaluation, various scholars have attempted to define clearly the major elements in a programmes on which decisions are required and therefore on which the presentation of summary evaluation data are essential. Stufflebeam's model is an example of a decision-making model.

### 2.3.3 The CIPP Model

In order to provide reliable information for decision makers in typical business-minded, managerial roles while taking into account the multiple layers of decision making, Daniel Stufflebeam developed the management-oriented evaluation model known as Context Input Process Product. It is a strategy for decision facilitation that

places more emphasis on data collection and storage to help decision makers. It discusses who will use the evaluation results, how they will be used, and how they might be applied to various system components. Guba and Stufflebeam created the CIPP model, which is the one that scholars use the most frequently, in 1970.

The effectiveness of the evaluator is also demonstrated by this model, which demonstrates how important it is for that person to be able to respond to the informational requirements of those in managerial positions who are in charge of carrying out programs or obtaining quantifiable results (Stufflebeam, 2003). According to Stufflebeam, "the rigorous investigation of the worth of a programs or other evaluand" (Stufflebeam, 2003). In support of these value-oriented strategies, Stufflebeam defined operational evaluation for this model as a technique for identifying, acquiring, and presenting useful information for rating choice alternatives. Additionally, he said that developing and upholding rules is necessary for a good evaluation.

An educational program's general and specific aims can be identified with the use of context evaluation, which also helps with programme design decisions. The type of material and human assets that are available and how they will be used to further the objectives of programmes are both disclosed by input evaluation. It's necessary to assess the process in order to find out what's going on.

### 2.3.4 Environment-Input-Process-Outcomes-Long-Range Outcome Model

### (EIPOL Model)

Dave proposed the EIPOL concept in 1979. In Dave's EIPOL paradigm, programme evaluation takes precedence above student evaluation. Management processes and pedagogical, and Evaluation of Immediate Outcome (Intermediary Outcome) are some of the dimensions posited by the model. Questions about these various elements must be asked at each stage of the programmes, and decisions must be made in relation to them.

### 2.3.5 Goal-Free Evaluation Model

The Goal-Free evaluation model was proposed by Michael Scriven in 1972. This evaluation technique examines the intended and unintended results of a programme or project by examining the consequences without speculating on what they may be. This

paradigm does not use intended outcomes as a guide and instead distinguishes between programme aims or objectives and their side effects. According to Scriven, setting predetermined goals could result in bias. The major aim of the evaluator is to generate information on the change process within the target group, the importance and the value added by the existing programmes. The advantage of this model is that it encourages the evaluator to be attentive to a wider range of programmes outcomes as compared to goal based evaluation.

### 2.3.6 Kirkpatrick's Model

Kirkpatrick's evaluation methodology is the most well-known and commonly utilized for assessing training programmes. According to this model, a training program's effectiveness can be evaluated on four different levels: reaction (how training participants respond to the training), learning (the degree to which participants change their attitudes, knowledge, and skills), behavior (the degree to which participants change their behavior), and results (the final results of the training). As one progresses from one level to the next, an increasing amount of data is acquired.

The reason Kirkpatrick's model has been used for so long is because it is flexible, thorough, and easy to understand. The model's simplicity and ability to help people consider evaluation criteria are its main strengths. Additionally, a basic taxonomy and a lexicon of criteria are included. Despite opposition, assessors continue to apply the model in a variety of training contexts, such as e-learning, industrial/organizational psychology, and educational stimulation. Kirkpatrick's approach is significant, as it can examine students' reactions, learning proficiency, application skills, and overall programmes' effectiveness.

### 2.3.7 Conceptual Framework of Kirkpatrick Training Model by Don Kirkpatrick

A conceptual framework is a written document that describes the major factors in a study and their relationships (Miles & Huberman, 1994). It is an analytical tool with many modifications and applications that is used in studies to sketch out potential theories and notions in the minds of various subject-matter specialists. Empirical investigation takes various forms depending on the issue or study topics, including conceptual frameworks. Being a process of training, the concept of Kirkpatrick's

(reaction, learning, behaviour and results) is the most appropriate model for evaluating training programmes.

When applied to the Nigerian Teachers' Registration Council's mandatory continuing professional development programme, participants' reactions affects practice or education. These are categorized and activated so that human skills and raw materials are converted into results that are being discharged into the environment. Institutional and budgetary planning, user needs, institutional requirements, and limits in terms of assessment and inspection requirements are likely to drive the evaluation process (fig. 2.1)

| REACTION<br><br>Students' feelings/reactions about the training programmesmeme | → | LEARNING<br><br>The experience of change in attitude, knowledge or capability | → | BEHAVIOUR<br><br>Extent of behaviour and capability impactation and implementation/appl ication | → | RESULTS<br><br>The effects on the day-to-day teaching and learning activities by the graduands. |
|---|---|---|---|---|---|---|
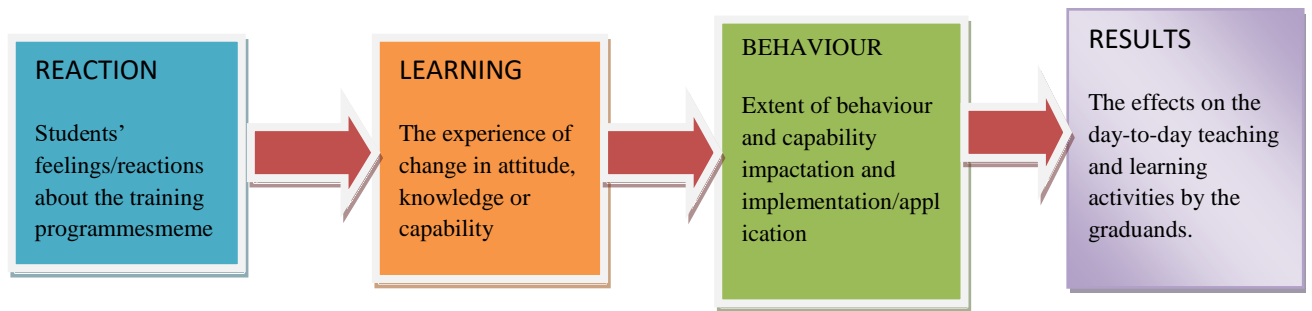
**Figure 2.1: The Evaluation Process**

**Source:  Researcher (2022)**

## 2.4    Literature Appraisal and Gaps filled

Every nation aspires to offer its citizens access to high-quality education because it understands the import of education to achieving a nation's goals. On the other hand, if teacher preparation and professional growth were lacking, quality education would be a mirage. A steady supply of teachers in enough numbers and of appropriate caliber is crucial for an educational endeavor's success, especially in terms of quality. The caliber of human resources, specifically teachers, frequently determines how effective an educational program is. There are many studies on capacity building and teacher professional development. The impact of teacher training and retraining on teacher productivity, teachers' professional development intervention programs, and an empirical description of it are all subjects that have been studied in the Nigerian context. However, none of the TRCN's programs or evaluations were the basis for this research.

Furthermore, with respect to the evaluation of teachers' education/development programmes; studies on the formative evaluation of the Nigeria Certificate in Education (NCE); the implementation of NTI NCE programmes with emphasis on their correspondence delivery mode; the NTI manpower training programmes for academic staff in Mid-western Nigeria; teachers' service delivery in Nigeria; the PGDE programmes of the NTI in Southwest, Nigeria abound. However, these studies failed to address the issues concerning the TRCN's MCPD for teachers. Additionally, all of the aforementioned studies concentrated on higher education, overlooking the fact that primary school is the starting point for all other levels, which is why this study aims to fill in those gaps. In light of this, the researcher concludes that the development of teachers' capacities at the primary level of education is being neglected.

Consequently, the extant literature, during the conduct of this study, there seems to be no evaluation study on issues pertaining to teachers' mandatory continuing professional development for primary education by the TRCN. A hole in the body of literature that the study seeks to fill is  to evaluate the mandatory continuing professional development programmes of the TRCN for Ekiti State primary school teachers, Nigeria; from 2011 to 2021.

## CHAPTER THREE

## METHODOLOGY

This chapter gives a description of the research methodology used. These are the research design, evaluation model, target population, sampling techniques and sample, instruments, and the general procedure for data collecting and analysis.

### 3.1    Research Design

In this study, the mixed methods approach of the convergent parallel design was adopted. This type of mixed methods research design entails a researcher or group of researchers combining elements of qualitative and quantitative research approaches (such as, use of qualitative and quantitative viewpoints, data collection and analysis, inference techniques) for the purposes of broadening and deepening knowledge and collaboration (Roberts, 2010; Falaye, 2018; Barnes, 2019). In all, the quantitative component of the study entailed the descriptive survey research type while the qualitative component was a case study.

### 3.2    Evaluation Model

An evaluation model is a strategy that enables an evaluator/researcher to effectively carry out the evaluation of a programme. Evaluation models can be classified into: gain attainment, judgemental and decision facilitation models. The researcher is interested in the judgemental model for this study; which focuses on the assessment of the merit of a programmes. It takes into account the goals and objective of the programmes, unplanned outcomes, monitors the process variables in the execution stage and decreases any threat factor that could arise in the course of the evaluation.

The researcher made use of the ATO model of evaluation which is an example of the judgemental model as a framework for this study. ATO is an acronym for Antecedent, Transaction and Outcome Evaluation. This model was proposed by Robert

Stake in 1967, who identified the three elements of evaluation as antecedent, transaction and outcomes.

Antecedent considers the past and existing situation of a programmes/curriculum. In other words, it involves the prevailing conditions existing prior to the teaching and learning situation (or prior to the introduction of the programmes) that may relate to the status of the teacher before the commencement of such educational programmes. This includes material and non-material inputs provided for the execution of the capacity building programmes, the quality of the school teachers (qualified staff), existing programmes before the introduction of the new one viz-a-viz the merit or outcome (s) emanating from such prior programmes.

Transaction component deals with several and countless interactions between pupils and teachers, pupils and pupils, facilities, course resources, and the implementation aspects of the capacity building programmes. That is, it involves knowing the processes that are employed by the teacher in achieving their stated objectives. In this study, transaction component focused on the appropriateness in utilization of instructional resources as well as the instructional strategy used while interpreting the curriculum during the professional development programmes.

Outcome evaluation is the evaluation of behaviours exhibited by learners or teachers (in this case), after they have been exposed to the professional development programmes. These are determined using the stated objectives for the teaching or learning modules. Outcome evaluation compares the actual learners'or teachers' outcome with an intended outcome and leads to a series of recycling decisions in terms of teachers' competence, attitude towards the profession and attitude toward the mandatory continuing professional development programmes.

The reason for adopting this model was due to its comprehensiveness in evaluating the MCPD programmes of the TRCN, its objectives viz-a-viz the research questions therein. For this study, it provides information on the above three components and the interrelations of the evaluation stages and feedback arising from the programmes outcome (fig.3.1).

**ANTECEDENTS**
**-**Teachers' gender, qualifications, years of experience, TRCN practising status/registration.
- Gender and qualification of TRCN MCPDP facilitators.
- Constraints of the programmes.

**TRANSACTION**
**-**Teachers' intellectual, social and emotional engagement of ideas and materials.
-Teachers' skills, knowledge and relevance.
- Teachers' commitment to the profession.

**OUTCOME**
**-**Teachers' professional competence.
-Teachers' attitude to MCPD programmes.
-Teachers attitude to the profession.

**Figure 3.1: The ATO Model**

**Source: Researcher (2022)**

**TABLE 3.1:   The ATO Model Evaluation Framework**

| Evaluation | Variables of interest | Data sources | Instruments | RQs |
| --- | --- | --- | --- | --- |
| **Antecedent** | i) Teachers demographic variables such as gender, qualification (s), years of teaching experience, practicing license and teachers' registration status with the TRCN | Teachers teaching in public primary schools in Ekiti state, Nigeria. | i)Teachers' Questionnaire (section A) | 1, 2, 8a and b |
| | ii) constraints militating against the effectiveness of the MCPD programmes | Teachers teaching in public primary schools in Ekiti state, and TRCN Officers | Teachers' Questionnaire (Appendix II, section A); KII Appendix VII, section A & B | 9a |
| | iii) possible solutions for the effective implementation and achievement of the MCPD programme | Teachers teaching in public primary schools in Ekiti state, and TRCN Officers | Teachers' Questionnaire (Appendix II, section A); KII Appendix VII, section A & B | 9b |
| **Transaction** | (i) Teachers' intellectual, social and emotional engagement of ideas and materials'; skills, knowledge and relevance, and dedication to the profession. | (i) MCPD trained Teachers in public primary schools in Ekiti State, Nigeria. | i) Teacher knowledge, skill and competence observation Scale | 3 and 4 |
| **Outcomes** | (i) Professional competence as observed during teaching <br>(ii) Teachers attitude towards the TRCN MCPDP <br>(iii) Attitude of teachers towards the teaching profession | Teachers teaching in public primary schools in Ekiti State, Nigeria. | ii) Teacher knowledge, skill and competence observation Scale <br><br>iii. Teacher attitude to MCPDP questionnaire <br><br>iii. Attitude of teachers to the teaching profession questionnaire | 3,5,6 ,7 and 8 |

**3.3 Variables of the Study**

**Antecedent Variables:**

(i) Teachers' demographics: gender, qualification (s), years of teaching experience, teachers' TRCN practising license status/registration with the TRCN.

(ii) Teachers' cross-fertilisation of ideas and experiences.

(iii) Gender and qualification of the TRCN MCPD programmes facilitators.

(iv) Constraints militating against the effectiveness of the MCPD programmes.

**Transaction Variable:**

(i) Teachers' intellectual, social and emotional engagements of ideas and experiences as observed during teaching.

(ii) Primary school teachers skills, Knowledge and relevance as observed during teaching.

(iii) As shown during teaching, primary school teachers' commitment to their teaching job.

**Outcome Variables:**

(i) Level of professional competence of MCPDP and non-MCPDP primary school teachers as observed during teaching.

(ii) Primary school teachers attitude towards the TRCN MCPD programmes.

(iii) Attitude of primary school teachers toward the teaching profession.

**3.4 Population**

All teachers in public primary schools as well as TRCN representatives in Ekiti State, Nigeria; constituted the study's population.

**3.5 Sampling techniques and sample**

The convergent mixed methods sampling approach was employed in this study. Already, Ekiti State has South, Central and North senatorial districts. The multi-stage sampling procedure was used to select the sample for the study.

Stage One: Total enumeration was used to select all the senatorial districts and the local government area in Ekiti State, since the TRCN MCPD attendees were in all the senatorial districts as revealed by the TRCN MCPD lists of teachers who had participated in the programmes over the years. This list was obtained from the TRCN zonal office in Ekiti State and the Headquarters (Abuja).

Stage Two: The list of teachers who had attended the TRCN MCPD programme as compiled by the TRCN had been obtained from the TRCN Ekiti State zonal office and the headquarters, Abuja. In each school, the first beneficiary identified helped in locating others in such schools who had also benefitted from the MCPD training. Snowball sampling technique was applied to choose all the schools having teachers who at one time or the other, had attended and benefitted from any of the approved TRCN MCPD programmes (seminars, workshops and conferences).

Stage Three: Proportionate by size sampling technique was applied to choose MCPD trained teachers for classroom observation. The TRCN MCPD lists showed unequal number of MCPD teachers selected for training across the state. A large number of them were from the urban areas of the state.

Stage four: Judgemental sampling technique was used in selecting teachers who had never participated or benefitted from any of the TRCN MCPD programmes. The reason was to create a comparable group (for control) against those who have been exposed to the programmes. To avoid sample pollution, these teachers were from schools where none was a TRCN MCPD attendee. This the researcher ensured by visiting schools that were outside the list.

Stage Five: For the key informant interviews (KII), judgemental sampling was used to select only Headmasters/Headmistresses/HODs in some of the selected schools; and TRCN senior officials. It was expected that these had the relevant, current and adequate information regarding the TRCN and her operations.

In all, 3 senatorial districts, 16 LGAs; 216 public primary schools and 166 teachers (90 were TRCN MCPD attendees while 76 were non-TRCN MCPD attendees) in Ekiti State, and 2 senior TRCN officials constituted the study sample (Tab. 3.2).

**Table 3.2: The Study's Sampling Frame**

| S/N | Senatorial District | No of LGAs | No LGAs Selected | No of schools | No of Sampled Schools | No of Sampled MCPD teachers | No of Non-MCPD Sampled teachers | No of Sampled Head of Schools | No of Sampled Head of Schools |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Ekiti-North | 5 | 5 | 68 | 20 | 30 | 20 | 2 | |
| 2 | Ekiti-Central | 5 | 5 | 100 | 30 | 33 | 30 | 2 | 2 |
| 3 | Ekiti-South | 6 | 6 | 48 | 20 | 27 | 27 | 2 | |
| | **Total** | **16** | **16** | **216** | **70** | **90** | **76** | **6** | **2** |

## 3.6    Instruments

Data for this study was collected using the following instruments to provide information for the study:

1. Teachers' Attitude Towards the Mandatory Continuing Professional Development Programmes' Questionnnaire (TATMCPDPQ)-------- Appendix I

2. Constraints and Solutions To the Effective Implementation of the TRCN Mandatory Professional Development Programme Questionnaire (CSEITMPDPQ)------ Appendix II

3. Teachers' Attitude towards the Teaching Profession Scale (TATTPS)-Appendix III

4. Teachers' Cross-Fertilisation of Ideas and Experiences Questionnaire (TCFIEQ)----Appendix IV

5. Teachers' Engagement Scale (TES)-------- Appendix V

6. Teachers' Classroom Action Observation Scale (TCAOS)--------------Appendix VI

7. Key Informant Interview (KII)---------- Appendix VII

## 3.6.1    Teachers' Attitude towards the Mandatory Continuing Professional Development Programmes' Questionnaire (TATMCPDPQ)

The Teacher Attitude towards the MCPD questionnaire (TATMCPDPQ) was developed by the researcher. It consisted of two sections, A and B. Section A displayed the demographic data of the respondents (the teachers) such as qualification (s), years of teaching experience and registration/license status of teachers amongst others. Section B consisted of twenty three (23) items measuring the attitude expected to be displayed by teachers towards the Mandatory Continuing Professional Development of the TRCN. This was measured along a four-point Likert scale of 0=Not true me, 1=Rarely True of, 2=True of me and 3=Very True of me. The validities (face and content) of this instrument was done by the researchers' supervisor and other experts in the field of educational evaluation. The instrument's final prototype underwent pilot testing on thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study. Details of this instrument can be found on Appendix I.

### 3.6.2 Constraints and Solutions To the Effective Implementation of the TRCN Mandatory Professional Development Programme Questionnaire (CSEITMPDPQ)

The Constraints and Solutions To the Effective Implementation of the TRCN Mandatory Professional Development Programme Questionnaire (CSEITMPDPQ) comprised of two sections: A and B. Section A with eighteen items (18) elicited responses from the respondents on their opinion on the constraints militating against the effective implementation of the mandatory professional development programmes of the TRCN, and section B with fourteen (14) elicited respondents opinion on the possible listed solutions to the constraints. These items were rated on a continuum of Agree (1) and Disagree (2). The validities (face and content) of this instrument was done by the researchers' supervisor and other experts in the field of educational evaluation. The instrument's final prototype underwent pilot testing on thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study. Details of this instrument can be found on Appendix II.

### 3.6.3 Teacher Attitude towards the Teaching Profession Questionnaire (TATPQ)

The Teacher Perception towards the Teaching Profession questionnaire (TATPQ) was developed by the researcher. It consisted of 16 items measuring the attitude of teachers towards the teaching profession. This was measured along a four-point Likert scale of 0=NT, 1=RT, 2=T, and 3=VT. The validities (face and content) of this instrument was done by the researchers' supervisor and other experts in the field of educational evaluation; and its details can be found on Appendix III. The instrument's final prototype underwent pilot testing on thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study.

### 3.6.4 Teacher Cross-fertilisation of Ideas and Experiences Questionnaire (TCFIEQ)

The Cross-fertilisation of Ideas and Experiences Questionnaire (TCFIEQ) was developed by the researcher. It consisted of twenty (20) items measuring ways by which teachers share ideas with colleagues within and outside the school environment. The item response format was placed on a four-point Likert scale of Very Great Extent

= 4, Great Extent = 3, Little Extent = 2, No Extent = 1. The instruments' details can be found on Appendix IV. The validities (face and content) of this instrument was done by the researchers' supervisor and other experts in the field of educational evaluation. The instrument's final prototype underwent pilot testing on thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study.

### 3.6.5 Teacher Engagement Scale (TES)

The Teacher Engagement Scale (TES) was developed by the researcher. It consisted of items measuring the levels of engagements as exhibited by teachers in terms of intellectual, social and emotional engagement. The scale had 47 items in all. The intellectual engagement section had 17 items, social engagement had 14 items and the emotional engagement scale had 16 items. This was measured along a four-point Likert scale of Very Great Extent = 4, Great Extent = 3, Little Extent = 2, No Extent = 1. Details of the instrument can be found on Appendix V. The validities (face and content) of this instrument was done by the researchers' supervisor and other experts in the field of educational evaluation. The instrument's final prototype underwent pilot testing on a sample of thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study.

### 3.6.6 Teacher Classroom Action Observation Scale (TCAOS)

The Teacher Classroom Action Observation Scale (TCAOS) was developed by the researcher. It consisted of items measuring the extent the MCPD Programmes of the TRCN had impacted on teachers' knowledge, skills and professional competence in teaching, to be determined during teachers' classroom teaching process. The scale was sub-divided into three components of teachers' professional competence, knowledge and skill, and these components were also sub-divided into sections as prescribed by the TRCN manual. The seventy two (72) items in the instrument were teased out from the TRCN MCPD manual (2008).

These items was measured along four point Likert scale of 1=No Extent (NE), 2=Little Extent (LE), 3=Great Extent (GE) and 4=Very Great Extent (VGE). The teachers' professional competence in teaching section of the scale consisted of 34 items measuring teachers' competence in teaching as observed by the researcher and/or

the research assistants. It was divided into four sub-sections: instruction planning and delivery (13 items), classroom management (6-items), assessment and evaluation of learning (7 items), and soft skills (8 items). The knowledge component of the scale has twenty four (24) items in all, and had five sub-sections measuring teachers' knowledge of: subject content (2 items), pedagogy (10 items), national curriculum requirements (2 items), literacy and numeracy (5 items), and information and communication technology (5 items).

More so, the teachers' skill component of the scale consisted of sixteen (16) items bordering on teachers' teaching skills and had four sub-sections: lesson planning (5 items), resourcefulness (3 items), teaching and communication (6 items), and reporting (2 items). The instruments' details can be found on Appendix VI. Each teacher was observed once for 35 minutes. Expert peer review of the instrument was solicited and the instrument was revised based on experts' feedback. The instrument's final prototype underwent pilot testing on thirty (30) primary school teachers' TRCN MCPDP attendees, who did not take part in the actual study. The instrument was further revised in accordance with the pilot study results. During pilot testing, two observers made use of the instrument simultaneously while the teacher taught.

### 3.6.7  The Key Informant Interview (KII)

The key informant interview guide was developed by the researcher. The instrument comprised open-ended questions aimed at eliciting information from the TRCN officials and primary school teachers who had at a point or the other, attended the TRCN MCPD programmes (Appendix VII). The questions were divided into sub-sections A (i) and (ii). These questions were designed for both the teachers and the TRCN officials; the reason for this was to enhance the validity, robustness, and to corroborate the claims or reports from both the teachers and the TRCN officials. The section A (i) consisted of seven (7) open-ended questions, constructed by the researcher. Section A (ii) consisted of five (5). The interview was conducted individually for the key officials at both the TRCN offices (Ekiti State zonal office and the headquarters) and primary schools (headmasters, headmistresses and head teachers/HODs).

The questions asked included amongst others, the following: extent to which the TRCN has maintained competence and relevance of teachers in Nigeria, teachers'

commitment levels to the profession, profile of the TRCN facilitators, and the limitations hampering the full implementation of these programmes and ways by which it can be improved. During the process, the researcher took along a tape recorder to record vital points from the informants in order to avoid loss of information and to further verification of notes taken. Prior to the interview, the researcher had to book an appointed three days ahead. The main interview began with the interviewer giving a brief introduction of himself, and the research assistants. When a particular question is asked, the researcher reiterated the responses again to either refute or corroborate what the respondents have said at the initial stage. The exercise lasted for about an hour.

The credibility/trustworthiness of the instruments were determined by the researchers' supervisor and other experts in the field of qualitative research, and the usability of the key informant interview (KII) guide were determined through their inputs. The suggestions given by them were carefully considered and used to amend the research instruments.

## 3.7   Validation and Reliability of the Quantitative Instruments

The face and content validity of all the quantitative instruments (Teacher Attitude towards the Mandatory Continuing Professional Development Programmes Questionnaire (r = 0.77), The Constraints and Solutions To the Effective Implementation of the TRCN MCPDP Questionnaire (r = 0.80 and r = 0.94 respectively), Teacher Attitude towards the Teaching Profession Questionnaire (r = 0.75), Teachers' Cross-Fertilisation of Ideas and Experiences Questionnaire (r = 0.94), and the Teachers' Engagement Scale (r = 0.88: however, the intellectual, social and emotional engagements; r = 0.74, 0.76, and 0.84), were done experts in the field of questionnaire and scale development, including the researcher's supervisor; in the institute of Education, University of Ibadan. The Cronbach Alpha was be used in determining the reliability of the questionnaires while the St Pie reliability method was used in establishing that of the Teachers' Classroom Action Observation Scale (r = 0.92). This instrument was first pilot tested on thirty (30) primary school teachers and the reliability coefficient indexes were obtained.

## 3.8    Trustworthiness of the Qualitative Phase

The trustworthiness of the qualitative data was ascertained using inter-coder credibility. Two qualitative data analyst were recruited for data coding, the consensus of their findings were used as baseline for the inductive thematic analysis. More so, data triangulation was adopted by collecting documents from the TRCN on the Councils' expectation regarding the MCPD programme, to confirm the responses generated from the TRCN key informants. While participants (TRCN Coordinators and the Primary school headmasters) were given the opportunity to reconfirm if the results of analysis agreed with their initial responses.

## 3.9    Data Collection Procedure

Eight research assistants were recruited and trained on the intricacies of the data collection using the various research instruments for one week. Instructions on how to deliver the surveys, including information about their peculiarities, were given to these research assistants. A letter of introduction and permission was obtained by the researcher from the Institute of Education, University of Ibadan to the TRCN Ekiti zonal and head offices in Ado-Ekiti and Abuja respectively.

A copy of same letter was presented to the SUBEB chairman in Ekiti State, who granted the researcher another official letter which should be presented to selected primary schools in the State by the researcher. By this, the researcher and his research assistants familiarized themselves with the school authorities, teachers as well as the TRCN officials.

The quantitative data for the study was generated by the quantitative instruments administered on the respondents, beginning with the Teachers' Attitude towards the Mandatory Continuing Professional Development Questionnaire (TATMCPDPQ); Teachers' Attitude towards the Teaching Profession Questionnaire (TATTPS); Teachers' Cross-fertilisation of Ideas and Experiences Questionnaire (TCFIEQ); and the Engaged Teachers' Scale (ETS).

However, the Teachers' Classroom Action Observation Scale (TCAOS) which the researcher and the research assistants used in observing and rating the primary school teachers with respect to teachers' knowledge, skills and professional competence. Only completed questionnaires were used. The qualitative instrument was the key informant schedule (KIIS) which was used to generate the qualitative data. A

tape recorder was used alongside a field note during the key informant interviews with different respondents.

The interviewer equally took down notes which served as a backup and were used to capture nonverbal information. Participants for the interview sessions were informed of the date that would be convenient for them to have the interview. The various interview sessions lasted for at 20 minutes to 45 minutes for each participants. Informed consent from these interviewees were obtained before the commencement of the interview. Responses were recorded and saved in a recording device for the data analysis. The exercise lasted for 7 weeks.

## 3.10    Data Analysis Procedure

The convergent mixed method data analysis was adopted for analysing the data collected for this study. Essentially, the quantitative data were analysed using the descriptive statistics, t-test, and multiple regression at 0.05 level of significance.

Also, the data generated from the responses of the participants were transcribed. The transcripts were given to two qualitative data analyst to code in order to ensure the inter-coder credibility. Generated codes were used for inductive thematic analysis (using the ATLAS.ti software). Table 3.3 provides the study's data analysis methodology.

## Table 3.3: Research Questions and Procedure for Data Analysis

| Research Questions | Data Source | Data Analysis |
|---|---|---|
| 1. What is the profile of the Ekiti state primary school teachers in terms of:<br>(a) gender<br>(b) qualification<br>(c) years of teaching experience<br>(d) TRCN practicing license status? | Primary School  teachers | Frequency count and percentages |
| 2. What is the profile of TRCN MCPDP facilitators in terms of:<br>(i) gender<br>(ii) qualifications? | TRCN office (Zonal Headquarters) | Frequency count and percentages |
| 3. To what extent has the TRCN, through the MCPD programmes provided Ekiti state primary school teachers with the following:<br>(a) a cross-fertilisation of ideas and experiences forum<br>(b) intellectual, social and emotional engagement of ideas and materials<br>(c) maintained teachers competence and relevance? | (i) Primary School teachers<br><br>(ii)TRCN officials | (i) Frequency count and  percentages for (a) and (b)<br><br>(c) Inductive thematic Analysis |
| 4. To what extent has the TRCN, through the MCPD programmes, done the following:<br>Improved the skills of primary school teachers<br>Improved their knowledge; and<br>Increased commitment to the profession among teacher Ekiti State? | (i) Primary School teachers<br><br><br>(ii) TRCN officials | (i) Frequency count and  percentages for (a) and (b)<br><br>(ii) Inductive thematic Analysis |
| 5. What is the attitude of primary school teachers towards:<br>(a) the MCPD programmes of the TRCN?<br>(b) the teaching profession? | Primary school teachers | Mean and Standard Deviation |
| 6. Is there any significant difference in the attitude of primary school teachers towards:<br>(a) the MCPD programmes of the TRCN<br>(b) the teaching profession? | Primary school teachers | T-test |
| 7. Is there any significant difference in the professional Competence of teachers who attended the MCPDP and those that did not? | Primary school teachers | T-test |
| 8(a) To what extent does primary school teachers': qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programmes,  engagements, | Primary school teachers | Multiple Regression |

cross fertilisation of ideas and experiences predict teachers' (a) competence in teaching (b) attitude towards the MCPD programmes (c) attitude towards the profession?

(b) What is the relative contribution of primary school teachers': qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programmes, engagements, attitude towards the profession, cross fertilisation of ideas and experiences on teachers' (a) competence in teaching (b) attitude towards the MCPD programmes (c) attitude towards the profession?

| | | |
|---|---|---|
| 9. (a) What are the barriers interfering with the effectiveness of the MCPD programmes of the TRCN for primary school teachers? | (i) Primary school teachers | (i) Frequency counts and percentages |
| (b) What are the possible solutions for achieving the MCPD Programme and its effective Implementation for primary school teachers? | (ii) TRCN officials | (ii) Thematic Analysis |

## 3.11    Methodological Challenges

Generally, every study has its own challenges. This study faced some methodological challenges since statistical data are to be collected. During the data collection for the study, anxiety on the part of the respondents posed a problem. This they were able to overcome familiarising themselves with the respondents before the actual data collection such that the school authorities, teachers and the TRCN officials was at ease at the time of data collection. More so, the exercise was carried out in a non-threatening manner such that the teachers or TRCN officials did not feel any undue pressure to give what might be considered as fake responses.

Another notable challenge is the reluctance on the part of the school heads in allowing access to the use of the school as many of them claimed that the exercise would disrupt the teaching-learning activity in the school. However, This challenge was overcome by presenting the official permission letter from the office of the Ekiti state SUBEB.

Also, the teachers and the TRCN officials were initially unwilling to fill out or respond to the research instruments, claiming that they were too busy with their official assignment. The researcher/the research assistants passionately plead with them to respond to/fill out the research instruments. The researcher, as at the time of training the research assistants had advised them that if and where possible, they should take up the "official assignment" of the respondents; which many of them did. For the TRCN officials, The Coordinator of the Ekiti state zonal office declined responding to the interview guide. he claimed he cannot provide the correct and adequate responds, as result directed the researcher to reach out to the TRCN Head of Operations, at the headquarters in Abuja. Two research assistant had to travel to Abuja for this concern.

Finally, many of the selected schools felt that the study aimed at expose their administrative or technical inadequacies. Also, many teachers thought that their responses would lead to passing summative judgements on their teaching competence especially the aspect where they were observed during their teaching. However, the researcher/research assistants frankly assured them that the study was only for academic purpose and as such, research ethics with respect to confidentiality and anonymity would be ensured.

# CHAPTER FOUR

## RESULTS AND DISCUSSION

 The findings of the study are presented in this chapter along with a discussion of them. The presentation and discussion are presented and discussed in the same order as the research questions were listed in chapter one.

## 4.1    Data Analysis and Results

**4.1.1   Evaluation Question 1:** What is the profile of the Ekiti State primary school teachers in terms of (a) gender (b) qualification (c) years of teaching experience (d) TRCN practicing license status?

**Table 4.1: Profile of Ekiti State Primary School Teachers**

| Gender | F | % |
|---|---|---|
| Male | 64 | 38.6 |
| Female | 102 | 61.4 |
| | | |
| **Teacher Qualification** | | |
| NCE | 89 | 54 |
| B.Ed./B.Sc. | 67 | 40 |
| M.Ed. | 8 | 5 |
| PhD | 2 | 1 |
| **Teaching Experience** | | |
| 5-10yrs | 45 | 27 |
| 11-15yrs | 68 | 61.8 |
| 16-20yrs | 42 | 38.2 |
| >20yrs | 11 | 7 |
| **TRCN Practicing License Status** | | |
| Yes | 120 | 72 |
| No | 46 | 28 |

Table 4.1a indicates the gender, qualification, years of teaching experience and the TRCN practicing license status of the sampled primary school teachers in Ekiti State. As indicated in the table, with regards to gender, 64 (39%) of the teachers were males while 102 (61%) were females; implying that majority of the teachers who participated in the study were females. Also, with respect to qualification, 89 (54%) of these teachers had NCE, 67 (40%) had B.Ed./B.Sc., 8 (5%) had M.Ed., and 2 (1%) had PhD. Thus, majority of the primary school teachers who participated in the study had the National Certificate of Education. More so, on years of teaching experience, 45 (27%) of the teachers had taught for 5 to 10 years, 68 (61.8%) had taught for 10 to 15 years, 42 (38.2%) had taught for 16-20 years, and 11 (7%) had taught for more than 20 years. Hence, majority of the sampled teachers had taught for more than 10 years. Concerning teachers' possession of the TRCN practicing license status, 120 (72%) of them possessed their TRCN practicing license while 46 (28%) of the sampled teachers did not possess the TRCN practicing license. This result shows that most of the teachers in Ekiti State primary school possessed the TRCN practicing license.

**Discussion**

**4.1.2 Profile of the Ekiti State primary school teachers in terms of: (a) gender (b) qualification (c) years of teaching experience (d) TRCN practicing license status**

The findings show that most teachers who benefitted from the TRCN Mandatory Continuing Professional Development programme in Ekiti State primary schools are females. Majority of them hold the National Certificate of Education, followed by holders of first degree in education, while their number of years of teaching experience spans for more than ten years and majority possessed the TRCN practicing license. These indicate that primary school teachers in Ekiti state have the professional and academic qualification, as required of the profession at the level. These teachers also have the necessary teaching experience as they have been in the teaching profession for a good number of years, and as required of any reputable profession, and possessed the requisite teaching license which is in line with the dictates of the TRCN. This finding supports the findings of Sangodoyin (2021) who found that male teachers are fewer than their female counterparts in primary schools, and Beri and Beri (2016)

who asserted that female teachers' positive attitudes towards the teaching profession were higher than the males.

Also, these teachers were professionally qualified as many of them had their National Certificate of Education and first degree in education.  This may have been due to the fact that the minimum and popular qualification for teaching at the level is the possession of the National Certificate of Education**.** The result justify the findings of Osong (2014), Ndimele (2019), and Polat (2019) on the appropriateness of input resources (teachers) at different levels of the education system.

Similarly, the study found that primary school teachers in Ekiti State who possess TRCN practicing license status were more than those who did not possess the license. Thus, the finding agrees with the findings of Osiesi and Odinko (2022) whose research showed that a significant number of Ekiti State's teachers held TRCN licenses. However, since their study was on secondary school level, their findings that majority of teachers in Ekiti State were males and had lesser teaching experience by years, contradicts the finding of the current study.

**4.2 Evaluation Question 2a:** What is the profile of TRCN MCPDP facilitators in
terms of: (i) gender (ii) qualifications?

**Table 4.2a: Profile of TRCN MCPDP Facilitators**

| Gender | F | % |
|---|---|---|
| Male | 31 | 91 |
| Female | 3 | 9 |
| | | |
| **Qualification** | | |
| | | |
| Ph.D | 34 | 100 |

Table 4.2 indicates the profile of the TRCN MCPDP facilitators for Ekiti State primary school teachers. For instance, regarding their gender, 31(91%) of the facilitators were males while 3(9%) were females. This implies that majority of the facilitators of the MCPDP in Ekiti State are males. Similarly, with respect to qualification, 34 (100%) of these facilitators hold a Ph.D in education. The implication of this is that the facilitators used for the TRCN MCPDP were professionally and academically qualified.

Results obtained from the inductive thematic analysis of this evaluation question revealed that the facilitators used for the Ekiti State TRCN MCPD programme consists of both male and female, hold the Ph.D degree in education (usually professors), are specialists and well experienced in the art of teachers' professional development. Information on this research question was also generated using interview schedule. The information is shown in figure 4.1a. For instance, one of the participants from the TRCN office alluded that:

> *The facilitators employed for the TRCN MCPDP have the Ph.D degree, and many of them are professors in the field of education* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 10:43:51 AM**).

Another TRCN Coordinator asserted that:

> *Of course...many of them used for training these teachers are veteran educators...having spent many years in tertiary teachers' training institutions in the country...it may surprise you to know that all facilitators used for these trainings are Ph.D holders...the TRCN always use the best...this shouldn't be a surprise as our present registrar is a renown Professor, from a notable University (paused)...yes, the University of Ibadan. As such, he knows what caliber of facilitators to actually use for the MCPD programme* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 2:51:12 PM**).

From the foregoing, it can be inferred that the TRCN has over the years been using very academically and professionally facilitators in training of primary school teachers in Ekiti State, as all these facilitators were educationists in every sense of it, possessing Ph.D degree in Education.

**Evaluation Question 2bi:** What is the profile of TRCN MCPDP facilitators in terms of gender?
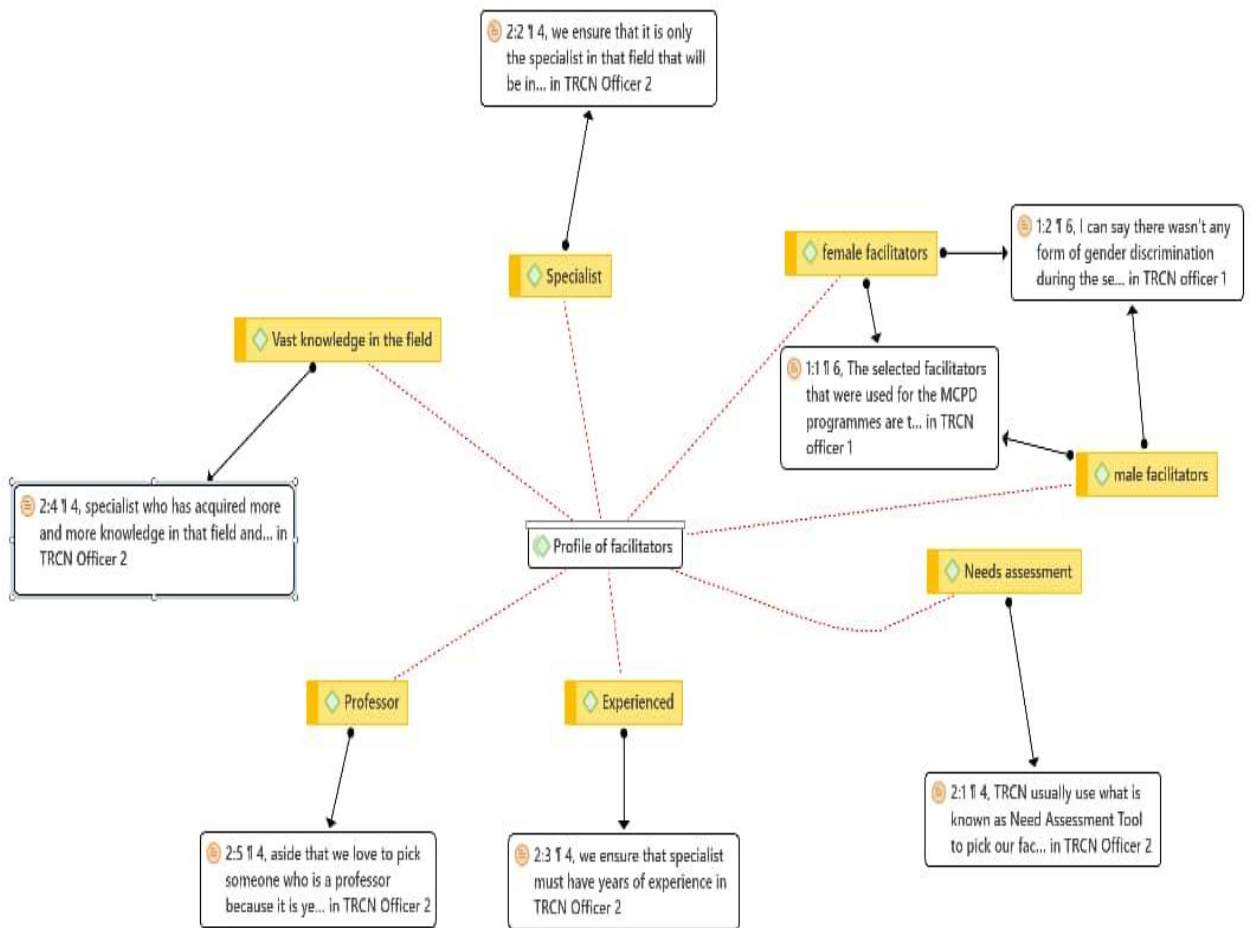
**Fig. 4.1a: Gender Profile of TRCN MCPD Programme Facilitators in Ekiti State**

**Source: Researcher (2022)**

To address the issue of the profile of facilitators used for the TRCN MCPD programme with regards to gender, one of the TRCN Coordinators interviewed said that the TRCN recruited *both male and female facilitators in Ekiti State*. Another TRCN Coordinator interviewed said that:

> *The selected facilitators that were used for the MCPD programms are a mixture of both male and female facilitators. I can say there wasn't any form of gender discrimination during the selection of facilitators who were to handle the mandatory continuing profession development programme* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 2:43:31 PM**).

Results indicate that the facilitators who have been used for the TRCN MCPD programme were both male and female facilitators. This implies that the TRCN does not discriminate based on gender in her selecting the facilitators used for the programme. The information is diagrammatical presented in figure 4.1a.

**Evaluation Question 2bii:** What is the profile of TRCN MCPDP facilitators in terms of qualification?
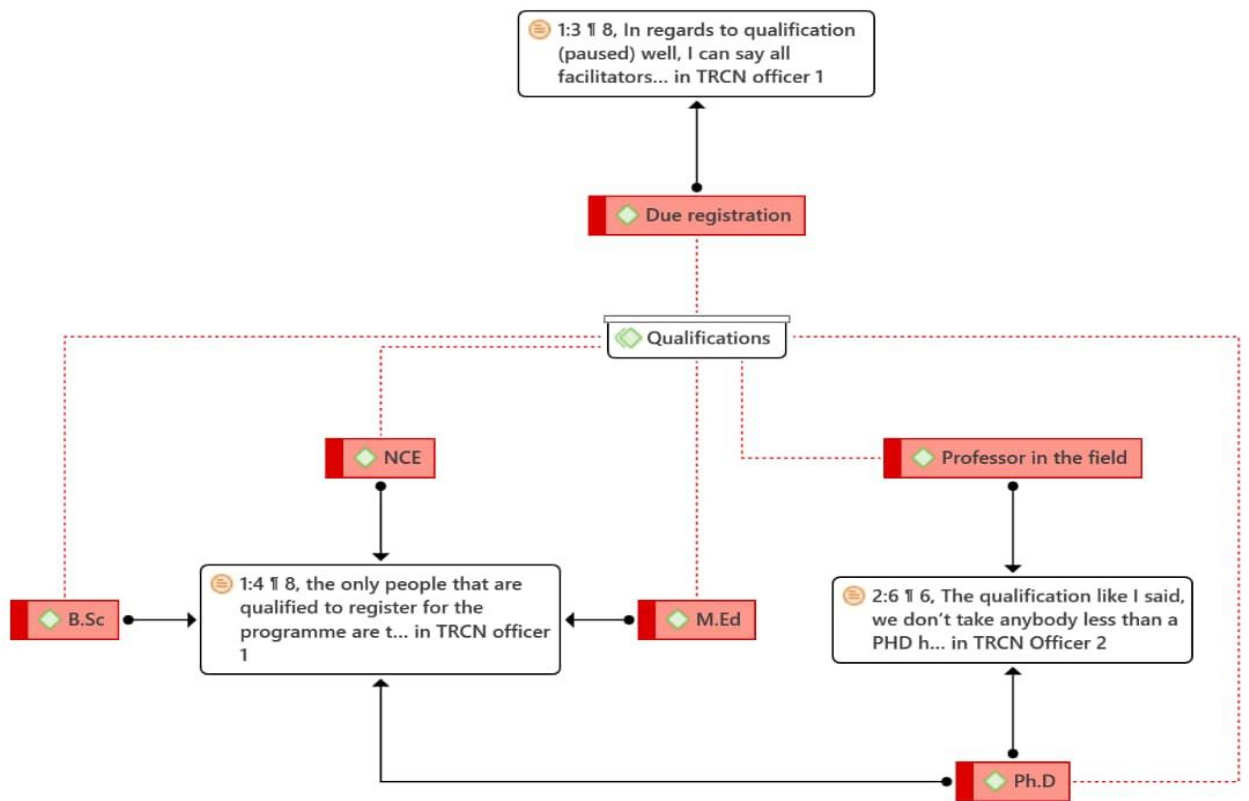
**Figure 4.1b: Qualification Profile of TRCN MCPD Programme Facilitators in Ekiti State**

**Source: Researcher (2022)**

In terms of qualification, one of the Coordinators clearly stated that:

In *regards to qualification (paused) well, I can say all the facilitators are duly registered under the TRCN and the only people that are qualified to facilitate for the programme are the Ph.D, M.Ed, B.Ed and NCE certificate holders...I mean they must have education background and training* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 2:50:31 PM**).

The second Coordinator emphasized that:

*The Teachers' Registration Council of Nigeria has been able to register, license and certify close to three hundred thousand teachers (nationally)in the last one year. Basically, what I am trying to say is that all the facilitators that were used for the TRCN MCPD programmes are qualified enough to facilitate the programmes* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 10:56:11 AM**).

Results from the foregoing show that the TRCN facilitators are well qualified as they have the requisite education background and training, which is paramount as a yardstick for facilitating such a programme. More so, the TRCN has to a large extent been able to register, license, and certify a large number of teachers at all levels of education in the country.

**Discussion**

**4. 2.1 Profile of TRCN MCPDP facilitators in terms of: (i) gender (ii) qualifications**

The findings show that the TRCN MCPDP facilitators in Ekiti State were majorly males, and professionally and academically qualified. These facilitators possessed the Ph.D academic qualification in education, and majority of them are already seasoned professors of education. As such, these facilitators are expected to possess the requisite skills, competencies and capacity to serve as facilitators for the TRCN Programme. This finding is in tandem with the findings of Osong (2014), Eraikhuemen and Oteze (2015), and Ndimele (2019) studies which showed that facilitators used for the various teacher training programmes were suitable, had the necessary skills and qualifications sufficient for teachers' professional development. Similarly, the findings supports those of Mehmood and Vardah (2016), and Senthil and Muthaiah (2017) whose studies showed recruitment of more male facilitators than

their female counterparts. On the other hand, the result disagrees with that of Erdamar *et al*. (2016), Dhull and Jain (2017) whose results revealed more female facilitators in professional development programmes than the males. This contradictions show that gender issue is controversial, and as such, the TRCN should cautiously consider and address this.

**4.3 Evaluation Question 3:** To what extent has the TRCN, through the MCPD programme provided Ekiti State primary school teachers with the following?

(a) a cross-fertilisation forum for ideas and experiences

(b) intellectual, social and emotional engagement with colleagues

(c) maintenance of teacher competence and relevance?

**Table 4.3a: Frequency Analysis of Teachers' Responses on the extent to which the TRCN MCPD Programme Provided a Cross-fertilisation forum for Ideas and Experiences**

| S/N | To what extent has the TRCN MCPD Programme done the following | Very Great Extent | | Great Extent | | Little Extent | | No Extent | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | Encouraged teachers to share professional ideas | 119 | 71.7 | 38 | 22.9 | 9 | 5.4 | 0 | 0.0 |
| 2 | Encouraged teachers to attend seminars in order to acquire more professional skills | 110 | 66.3 | 43 | 25.9 | 12 | 7.2 | 1 | 0.6 |
| 3 | Encouraged teachers to share ideas with other teachers based on their areas of specialization | 100 | 60.2 | 57 | 34.3 | 8 | 4.8 | 1 | 0.6 |
| 4 | Organised a platform on social media for exchange of ideas among teachers | 96 | 57.8 | 42 | 25.3 | 13 | 7.8 | 15 | 9.0 |
| 5 | Encourages teachers to engage themselves intellectually through conferences | 100 | 60.2 | 46 | 27.7 | 18 | 10.8 | 2 | 1.2 |
| 6 | Allowed teachers the opportunity of sharing their teaching experience with one another | 99 | 59.6 | 54 | 32.5 | 11 | 6.6 | 2 | 1.2 |
| 7 | Organized inter-school debates/quiz for teachers | 85 | 51.2 | 56 | 33.7 | 13 | 7.8 | 12 | 7.2 |
| 8 | Organized interactive sessions for teachers within and outside their schools | 89 | 53.6 | 62 | 37.3 | 6 | 3.6 | 9 | 5.4 |
| 9 | Granted sponsorship to teachers to travel abroad the acquisition of more skills and knowledge | 86 | 51.8 | 44 | 26.5 | 18 | 10.8 | 18 | 11 |
| 10 | Organized group discussions for teachers | 97 | 58.4 | 39 | 23.5 | 17 | 10.2 | 13 | 7.8 |
| 11 | Organized staff seminars for teachers on the new innovations in teaching | 90 | 54.2 | 45 | 27.1 | 22 | 13.3 | 9 | 5.4 |
| 12 | Encouraged teachers to attend national conferences | 84 | 50.6 | 51 | 30.7 | 20 | 12.0 | 11 | 6.6 |
| 13 | Encouraged Video conferencing for teachers | 80 | 48.2 | 52 | 31.3 | 22 | 13.3 | 12 | 7.2 |
| 14 | Organized training workshops for teachers | 86 | 51.8 | 55 | 33.1 | 20 | 12.0 | 5 | 3.0 |
| 15 | Provided opportunities for teachers in putting heads together at solving complex problems that concerns teaching and learning | 93 | 56.0 | 54 | 32.5 | 16 | 9.6 | 3 | 1.8 |
| 16 | provided opportunities for teachers to cooperative with colleagues to ensure the use of research based practices/instructions | 97 | 58.4 | 51 | 30.7 | 15 | 9 | 3 | 1.8 |
| 17 | Provided books and teaching aids to better the lot of teachers | 92 | 55.4 | 56 | 33.7 | 9 | 5.4 | 9 | 5.4 |
| 18 | Encouraged teachers to engage themselves intellectually through scholarships | 91 | 54.8 | 49 | 29.5 | 17 | 10.2 | 9 | 5.4 |
| 19 | Provided a social podium as a platform for teachers to exchange their teaching skills and experiences | 94 | 56.6 | 51 | 30.7 | 15 | 9 | 6 | 3.6 |
| 20 | Sponsored seminars, workshops and conferences where teachers can share ideas, skills and experiences | 119 | 71.7 | 38 | 22.9 | 9 | 5.4 | 0 | 0 |

Table 4.3a indicates the extent to which the TRCN MCPDP has provided Ekiti State primary school teachers an ideas/experiences cross-fertilisation forum. As indicated in the Table, more than 50 percent of the respondents agreed to a very large extent that the TRCN MCPDP has encouraged the cross-fertilisation of ideas and experiences among teachers.

The implication of this finding is that Ekiti State primary school teachers have had idea and experiences cross-fertilisation forum among themselves by virtue of the TRCN MCPD programme.

**Table 4.3bi: Frequency Analysis of Teachers' Responses on the extent to whichthe TRCN MCPD Programme Provided a Forum for Intellectual Engagement with colleagues**

| S/N | Statements | Very Great Extent | | Great Extent | | Little Extent | | No Extent | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | My colleagues encourage me in critical thinking | 75 | 45.2 | 73 | 44.0 | 16 | 9.6 | 2 | 1.2 |
| 2 | My colleagues encourages my linking to prior knowledge | 63 | 38.0 | 90 | 54.2 | 12 | 7.2 | 1 | 0.6 |
| 3 | My colleagues encourage my applying new ideas in novel situation | 68 | 41.0 | 74 | 44.6 | 20 | 12.0 | 4 | 2.4 |
| 4 | My colleagues encourage my academic evaluation and analysis | 40 | 24.1 | 59 | 35.5 | 23 | 13.9 | 44 | 26.5 |
| 5 | My colleagues stimulate my academic thinking | 27 | 16.3 | 57 | 34.3 | 25 | 15.1 | 57 | 34.3 |
| 6 | My colleagues clarify my understanding of teaching strategies | 41 | 24.7 | 71 | 42.8 | 25 | 15.1 | 29 | 17.5 |
| 7 | My colleagues help reveal my misconception in my teaching subjects | 53 | 31.9 | 73 | 44.0 | 29 | 17.5 | 11 | 6.6 |
| 8 | My colleagues had deepened my understanding of teaching strategies | 55 | 33.1 | 79 | 47.6 | 26 | 15.7 | 6 | 3.6 |
| 9 | My colleagues have helped improve my reading skills | 68 | 41.0 | 73 | 44.0 | 14 | 8.4 | 11 | 6.6 |
| 10 | My colleagues allow me air my alternative views | 44 | 26.5 | 64 | 38.6 | 19 | 11.4 | 39 | 23.5 |
| 11 | My colleagues help me in understanding complex ideas | 62 | 37.3 | 69 | 41.6 | 15 | 9.0 | 20 | 12.0 |
| 12 | My colleagues have helped me in handling difficult tasks | 68 | 41.0 | 77 | 46.4 | 10 | 6.0 | 11 | 6.6 |
| 13 | My colleagues encourage me in making academic presentations in seminars or staff meetings | 63 | 38.0 | 66 | 39.8 | 20 | 12.0 | 17 | 10.2 |
| 14 | My colleagues encourage my developing solutions to complex problems | 66 | 39.8 | 53 | 31.9 | 16 | 9.6 | 31 | 18.7 |
| 15 | My colleagues encourage me to ask questions where I need clarification | 63 | 38.0 | 50 | 30.1 | 17 | 10.2 | 36 | 21.7 |
| 16 | My colleagues have encouraged my knowledge-building skills | 58 | 34.9 | 57 | 34.3 | 18 | 10.8 | 33 | 19.9 |
| 17 | My colleagues have encouraged my knowledge-building skills | 68 | 41.0 | 73 | 44.0 | 14 | 8.4 | 11 | 6.6 |

Table 4.3bi indicates the extent to which the TRCN MCPD programme has provided Ekiti State primary school teachers a forum for intellectual engagement. As evident from the table, the teachers' responses to several of the items scored a percentage below 50% for both the VGE and GE. Still, only an item: my colleagues encourage my linking to prior knowledge had 54.2%. However, more than 40 percent of the respondents were of the view that the TRCN MCPD programme had provided intellectual engagements among teachers in the State primary schools. The implication of this finding is that the TRCN MCPD programme have not to an appreciable extent, provided Ekiti State primary school teachers a forum for intellectual engagement with colleagues.

**Table 4.3bii: Frequency Analysis of Teachers' Responses on the extent to which the TRCN MCPD Programme Provided a Forum for Social Engagement with colleagues**

| S/N | Statements | Very Great Extent | | Great Extent | | Little Extent | | No Extent | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | I am committed to helping my colleagues at school | 90 | 54.2 | 51 | 30.7 | 13 | 7.8 | 12 | 7.2 |
| 2 | I relate well with my colleagues at school | 100 | 60.2 | 52 | 31.3 | 9 | 5.4 | 5 | 3.0 |
| 3 | I care about the problems of my colleagues at school | 97 | 58.4 | 55 | 33.1 | 10 | 6.0 | 4 | 2.4 |
| 4 | I value the relationship I build with my colleagues at school | 92 | 55.4 | 64 | 38.6 | 8 | 4.8 | 2 | 1.2 |
| 5 | I encourage cordial working relationships between myself and other teachers | 98 | 59.0 | 57 | 34.3 | 7 | 4.2 | 4 | 2.4 |
| 6 | I encourage cordial relationships between myself and other teachers | 81 | 48.8 | 65 | 39.2 | 11 | 6.6 | 9 | 5.4 |
| 7 | I have joined teachers' club with the help of my colleagues | 88 | 53.0 | 54 | 32.5 | 12 | 7.2 | 12 | 7.2 |
| 8 | I have free conversation with my colleagues | 94 | 56.6 | 43 | 25.9 | 19 | 11.4 | 10 | 6.0 |
| 9 | My colleagues are always there for me when I need them | 90 | 54.2 | 45 | 27.1 | 13 | 7.8 | 18 | 11.0 |
| 10 | My colleagues makes me feel important and useful | 59 | 35.5 | 50 | 30.1 | 21 | 12.7 | 36 | 22.0 |
| 11 | My colleagues have not improved my participating in school extra-curricular activities | 66 | 39.8 | 59 | 35.5 | 16 | 9.6 | 25 | 15.0 |
| 12 | Because of my colleagues, I joined a teacher debating society | 69 | 41.6 | 54 | 32.5 | 23 | 13.9 | 20 | 12.0 |
| 13 | I work collaboratively with my colleagues | 70 | 42.2 | 57 | 34.3 | 19 | 11.4 | 20 | 12.0 |
| 14 | I love working in groups | 83 | 50.0 | 55 | 33.1 | 16 | 9.6 | 12 | 7.2 |

Table 4.3bii indicates the extent to which the TRCN MCPD programme has provided Ekiti State primary school teachers, a forum for social engagement. As shown, the programme have provided a forum for social engagement among Ekiti State primary school teachers. More than 60 percent of teachers agreed to a great extent that the programme had provided a forum for social engagement among Ekiti State primary school teachers.

This implies that the TRCN MCPD programme have provided primary school teachers a forum for social engagement with colleagues.

**Table 4.3biii: Frequency Analysis of Teachers' Responses on the extent to which the TRCN MCPD Programme Provided a Forum for Emotional Engagement with Colleagues**

| S/N | Statements | Very Great Extent | | Great Extent | | Little Extent | | No Extent | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | I feel happy when I am with colleagues | 100 | 60.2 | 46 | 27.7 | 12 | 7.2 | 8 | 4.8 |
| 2 | I value my colleagues a lot | 93 | 56.0 | 56 | 33.7 | 11 | 6.6 | 6 | 3.6 |
| 3 | I care about my colleagues | 80 | 48.2 | 67 | 40.4 | 9 | 5.4 | 10 | 6.0 |
| 4 | I feel safe when I am with my colleagues | 86 | 51.8 | 54 | 32.5 | 20 | 12.0 | 6 | 3.6 |
| 5 | I love helping my colleagues when they face challenges | 72 | 43.4 | 58 | 34.9 | 18 | 10.8 | 18 | 10.8 |
| 6 | I encourage my colleagues whenever they are emotionally down | 70 | 42.2 | 56 | 33.7 | 11 | 6.6 | 29 | 17.5 |
| 7 | I discuss personal ideas with my colleagues | 63 | 38.0 | 42 | 25.3 | 18 | 10.8 | 43 | 25.9 |
| 8 | My colleagues and I feel we would quit the teaching profession | 60 | 36.1 | 42 | 25.3 | 14 | 8.4 | 50 | 30.1 |
| 9 | I am depressed when I am with colleagues | 64 | 38.6 | 32 | 19.3 | 12 | 7.2 | 58 | 34.9 |
| 10 | I am anxious when I am with colleagues | 65 | 39.2 | 44 | 26.5 | 10 | 6.0 | 47 | 28.3 |
| 11 | I feel sad when I am with my colleagues | 61 | 36.7 | 38 | 22.9 | 9 | 5.4 | 58 | 34.9 |
| 12 | I am at ease when I am with colleagues | 51 | 30.7 | 47 | 28.3 | 9 | 5.4 | 59 | 35.5 |
| 13 | My colleagues envy me when I achieve something good | 57 | 34.3 | 37 | 22.3 | 9 | 5.4 | 63 | 38.0 |
| | I quarrel with my colleagues most of the time | 49 | 29.5 | 47 | 28.3 | 13 | 7.8 | 57 | 34.3 |
| 14 | I hate working with colleagues | 59 | 35.5 | 42 | 25.3 | 7 | 4.2 | 58 | 34.9 |

Table 4.3biii indicates the extent to which the TRCN MCPD programme has provided a forum for emotional engagement of primary school teachers in Ekiti State. It is evident from the responses of the teachers, three out of the fourteen statements raised had a response score of above 50%. That is, 60.2% of the teachers feel happy when with colleagues, 56% value colleagues a lot, while 51.8% feel safe when with colleagues. This depicts that the programme have not provided a forum for emotional engagement among Ekiti State primary school teachers.

**Table 4. 3ci: Frequency Analysis of the Extent to which the TRCN MCPD Programme has Maintained Teachers' Competence**

| S/N | Professional Competence | Very Great Extent F | Very Great Extent % | Great Extent F | Great Extent % | Little extent F | Little extent % | No Extent F | No Extent % |
|---|---|---|---|---|---|---|---|---|---|
| | **Instruction Planning and Delivery** | | | | | | | | |
| 1 | Good entry Behaviour | 76 | 45.8 | 70 | 42.2 | 15 | 9.0 | 5 | 3.0 |
| 2 | Teacher entered the class with lesson note | 73 | 44.0 | 68 | 41.0 | 24 | 14.5 | 1 | 0.6 |
| 3 | Teacher entered the class with teaching aids | 67 | 40.4 | 68 | 41.0 | 22 | 13.3 | 9 | 5.4 |
| 4 | Effective communication skills | 73 | 44.0 | 69 | 41.6 | 22 | 13.3 | 2 | 1.2 |
| 5 | Pupil-centered instruction | 71 | 42.8 | 76 | 45.8 | 18 | 10.8 | 1 | 0.6 |
| 6 | Teacher-centered instruction | 59 | 35.5 | 83 | 50.0 | 19 | 11.4 | 5 | 3.0 |
| 7 | Teacher uses variety of teaching strategies to enhance learning | 73 | 44.0 | 74 | 44.6 | 16 | 9.6 | 3 | 1.8 |
| 8 | Teacher used teaching aids | 77 | 46.4 | 60 | 36.1 | 25 | 15.1 | 4 | 2.4 |
| 9 | Teacher improvised and uses teaching aids | 77 | 46.4 | 68 | 41.0 | 19 | 11.4 | 2 | 1.2 |
| 10 | Confidence in teaching | 77 | 46.4 | 67 | 40.4 | 21 | 12.7 | 1 | 0.6 |
| 11 | Adequate lesson plan | 77 | 46.4 | 65 | 39.2 | 15 | 9.0 | 9 | 5.4 |
| 12 | Adequate lesson note | 84 | 50.6 | 61 | 36.7 | 18 | 10.8 | 3 | 1.8 |
| 13 | Teacher summarises the lesson at the end of the class | 92 | 55.4 | 63 | 38.0 | 11 | 6.6 | 0 | 0.0 |
| | **Classroom Management** | | | | | | | | |
| 14 | Teacher sets class rules | 76 | 45.8 | 72 | 43.4 | 15 | 9.0 | 3 | 1.8 |
| 15 | Teacher punishes bad conduct | 72 | 43.4 | 71 | 42.8 | 18 | 10.8 | 5 | 3.0 |
| 16 | Teacher reinforces good behaviour | 80 | 48.2 | 65 | 39.2 | 21 | 12.7 | 0 | 0.0 |
| 17 | Teacher supervises class works | 84 | 50.6 | 57 | 34.3 | 21 | 12.7 | 4 | 2.4 |
| 18 | Proper time management | 84 | 50.6 | 63 | 38.0 | 15 | 9.0 | 4 | 2.4 |
| 19 | Made teaching activity-focused | 85 | 51.2 | 65 | 39.2 | 12 | 7.2 | 4 | 2.4 |
| | **Assessment and Evaluation** | | | | | | | | |
| 20 | Teacher asks questions during lesson | 82 | 49.4 | 66 | 39.8 | 18 | 10.8 | 0 | 0.0 |
| 21 | Teacher gives class work to learners | 79 | 47.6 | 73 | 44.0 | 10 | 6.0 | 4 | 2.4 |
| 22 | Teacher gives learners homework/assignment | 86 | 51.8 | 62 | 37.3 | 14 | 8.4 | 4 | 2.4 |
| 23 | Teacher gives periodic tests to learners | 74 | 44.6 | 75 | 45.2 | 11 | 6.6 | 6 | 3.6 |
| 24 | Teacher gives feedback to learner | 78 | 47.0 | 69 | 41.6 | 15 | 9.0 | 4 | 2.4 |
| 25 | Teacher gives remediation | 68 | 41.0 | 79 | 47.6 | 15 | 9.0 | 4 | 2.4 |
| 26 | Effective interpersonal relations with pupils | 71 | 42.8 | 71 | 42.8 | 24 | 14.5 | 0 | 0.0 |
| | **Soft Skills** | | | | | | | | |
| 27 | Teacher establishes high but achievable expectations | 81 | 48.8 | 73 | 44 | 9 | 5.4 | 3 | 1.8 |
| 28 | Teacher motivates learners | 87 | 52.4 | 60 | 36.1 | 18 | 10.8 | 1 | 0.6 |
| 29 | Teacher pay attention to learners | 89 | 53.6 | 60 | 36.1 | 16 | 9.6 | 1 | 0.6 |
| 30 | Teacher is flexible | 88 | 53.0 | 62 | 37.3 | 13 | 7.8 | 3 | 1.8 |
| 31 | Teacher shows empathy | 81 | 48.8 | 69 | 41.6 | 12 | 7.2 | 4 | 2.4 |
| 32 | Teacher is culturally sensitive | 91 | 54.8 | 59 | 35.5 | 10 | 6.0 | 6 | 3.6 |
| 33 | Teacher encourages high order thinking | 81 | 48.8 | 69 | 41.6 | 12 | 7.2 | 4 | 2.4 |
| 34 | Teacher has a positive regard for learners | 91 | 54.8 | 59 | 35.5 | 10 | 6.0 | 6 | 3.6 |

Table 4.3ci indicates the extent to which the TRCN MCPD programme has maintained primary school teachers' competence in Ekiti State. The programme to a great extent have not maintained teaching competence of Ekiti State primary school teachers. Under instruction planning and delivery, 50% of the teachers still used teacher-centered instruction. Only 50.6% of the teachers use adequate lesson note, 55.4% of them summarises lessons at the end of the class. Similarly, regarding classroom management, only 50.6% of the teachers supervised class works and have proper time management, 51.2% made teaching activity-focused. Moreover, concerning assessment and evaluation, only 51.8% of the teachers give learners homework/assignment; less than 50% of the teachers establishes high but achievable expectations, show empathy and encourage high order thinking. From the foregoing, it can be inferred that the TRCN MCPD programme have not maintained teachers' professional competence in teaching.

**Evaluation Question 3ci:** To what extent has the TRCN, through the MCPD programme maintained Ekiti State primary school teachers' professional competence in teaching?
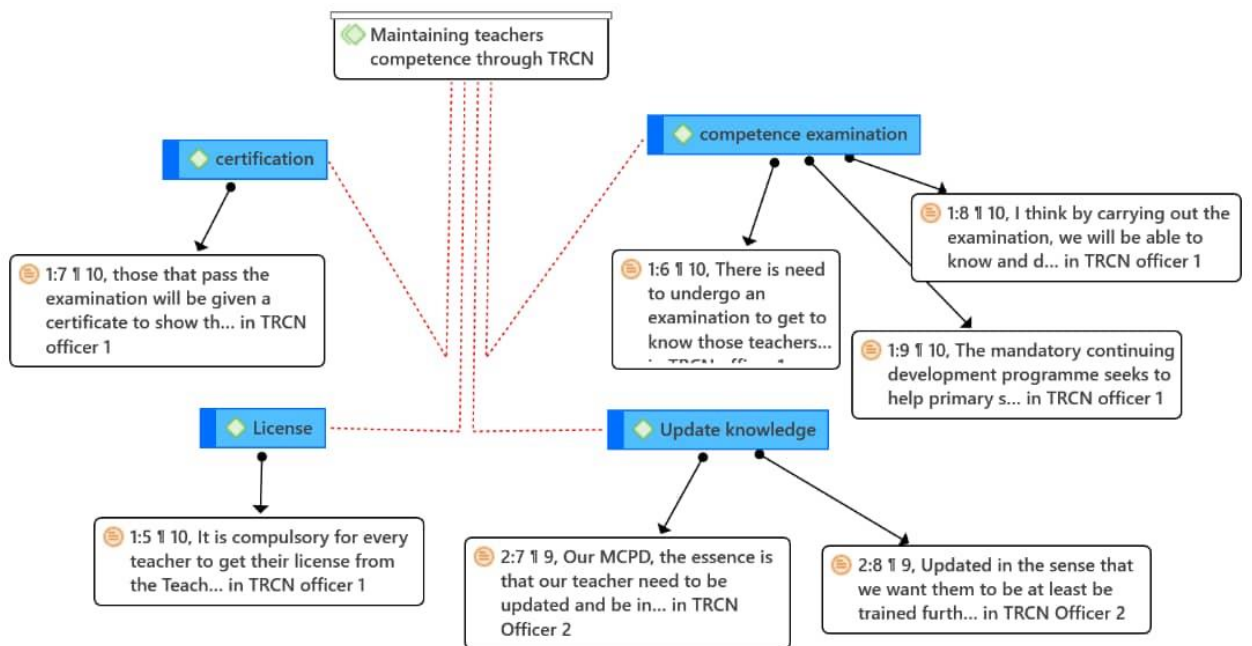
**Figure 4.2a: Extent to which the TRCN MCPD Programme has Maintained Teachers' Professional Competence.**

**Source: Researcher (2022)**

In respect to teacher competence, the general consensus was that it is compulsory for every teacher to get their license from the TRCN. One of the Coordinators asserts that:

> *There is need to undergo an examination to get to know those teachers that are actually competent and qualified to be a teacher and those that pass the examination will be given a certificate to show that they are a certified teacher* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 2:47:31 PM**).

Another Coordinator maintained that:

> *I think by carrying out the examination, we will be able to know and detect competent teachers* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 11:00:01 AM**).

The mandatory continuing professional development programme seeks to help primary school teachers to develop their professional competencies in line with the needs of their schools. This the Council has ensured by subjecting these teachers to professional qualifying examinations.

**Evaluation Question 3cii:** To what extent has the TRCN, through the MCPD programme maintained Ekiti State primary school teachers' relevance?
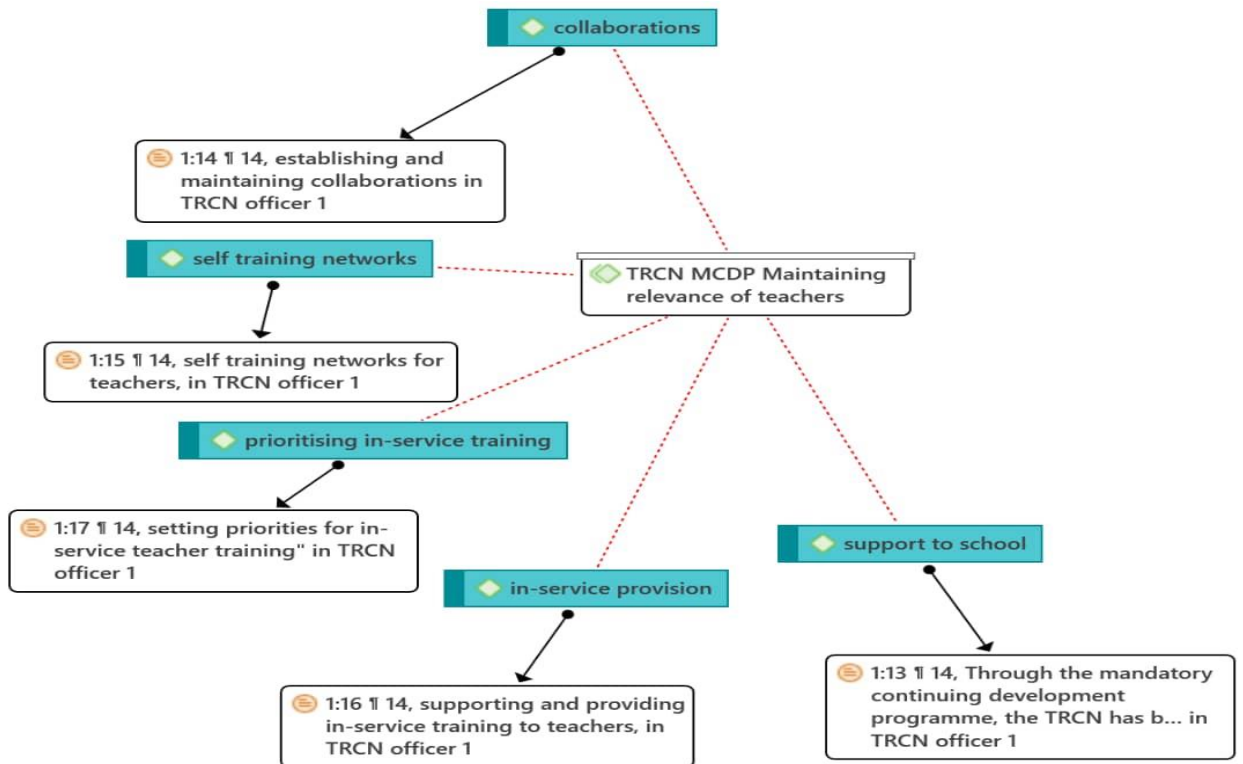
**Figure 4.2b: Extent to which the TRCN MCPD Programme has Maintained Teachers' Relevance**

**Source: Research (2022)**

Through the mandatory continuing professional development programme, the TRCN have been able to ensure the relevance of teachers by:

> *Providing support to schools and other educational institutions, and establishing and maintaining collaborations and self-training networks for teachers, supporting and providing in-service training to teachers, setting priorities for in-service teachers' training* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 11:04:44 AM**).

The other Coordinators said affirmatively:

> *Yes because, statistics has shown that in Nigeria, with the professionalization of teaching, teachers are now earning more, teachers are now proud to say they are teachers which is a contradiction to what has been happening before. So the MCPD has been a veritable vehicle that assisted to at least uplift the status of teachers in the country and that makes them to be competent because when you're competent, one will have some degree of knowledge and other people will respect you and they will say you know what you are doing* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 3:03:11 PM**).

Results reveal that the TRCN has promoted the relevance of teachers in the country, through the training of these teachers, and this have enhanced society's respect for teachers at all levels.

**Discussion**

**4.3.1   Extent to which the TRCN has provided a cross-fertilisation forum for ideas and experiences among teachers and colleagues.**

The study revealed that the TRCN MCPD programme provided an idea and experiences cross-fertilisation forum among primary school teachers in Ekiti State. It is through programmes like this that teachers afford themselves the opportunity to share and discuss individual ideas and experiences with respect to their anxieties, and challenges of the teaching profession, as well as their subject knowledge, teaching styles and classroom interaction patterns. Solutions are proffered among themselves on any burning concern, with each and every one of them imbibing the proffered ideas and experiences back in their schools. Through these, teachers learn together and share insights. This result is consistent with what Johnson and Kardos (2002), Wenger et al. (2002), and Brophy (2006) found which affirmed that teachers' professional development programmes provide an avenue where experienced teachers share their

old time knowledge with veteran teachers, while providing an enabling environment for reflections on the practice, problems and other experiences of the profession.

### 4.3.2 Extent to which TRCN MCPDP has offered intellectual, social and emotional    engagement of ideas, materials for teachers and colleagues

The findings also revealed that the TRCN MCPD programme have not provided Ekiti State primary school teachers a forum for intellectual engagement with colleagues. This may have been due to the fact that the training programmes were likely facilitator/tutor-centered. Because of the shortness of the training programmes and the specified curriculum for the training, the programme organiser (the TRCN) may not have provided an opportunity in the programme timetable for teachers to intellectually engage themselves. This finding contrasts the findings of Girvan et al. (2016) and Clark (2016) whose studies revealed that teachers' professional development programmes encourages intellectual engagements among teachers. This contrast may have stemmed from the differences in the target audience for the studies.

Also, the study findings showed that the TRCN MCPD programme have provided primary school teachers in Ekiti State, a forum for social engagement with colleagues. This is expected as the programme allow teachers from different quarters and schools to come together, learn and socialise. Usually, these programmes have a free time (such as lunch breaks) for teachers to meet themselves and socially network. This result is consistent with what Girvan et al. (2016) and Clark (2016) found that revealed that professional development programmes positively impacts on the social engagement of teachers.

More so, the study revealed that the programme have not provided a forum for emotional engagement among Ekiti State primary school teachers. An individual emotion is personal to them; many times, people do not feel comfortable in letting others into their emotions as they may feel that this is tantamount to prying into their privacies. Also, a professional development programme is a serious business on which much funds and resources have been expended upon, as such, there is little or no room for these teachers who have been slated for these programmes, to indulge in distractions. They are to squarely face and be committed to the programme only, and nothing more. This finding conflicts with what Clark (2016) found which revealed that professional development programmes fosters teachers' emotional engagements with colleagues.

### 4.3.3 Extent to which TRCN MCPDP has maintained the competence and relevance of teachers in the country

The study has revealed that the TRCN MCPD programme have not really maintained the teaching competence of teachers in the State. This is worrisome. There is a likelihood that teachers' competence in teaching as observed did not significantly improve despite the professional development programmes they underwent because these trainings may not have been targeted on improving the teaching competence of the teachers, and most of these trainings did not specifically address the teaching challenges individual teachers face in their respective subject area, class and so on. This is in tandem to the findings of Ajani (2018) who reported that teachers lamented that most of the training they attended were irrelevant and did not help their classroom teaching competence, and subject teachers are forced to participate in professional development sessions that have nothing to do with their field of study.

Also, the finding buttresses those of Ugwu, Umeifekwem, Ofuebe, and Dibia (2016) which found that teachers lacked the requisite competencies in their day to day classroom and school undertakings. The finding however disagreed with that of Okwilagwe and Olanloye (2018). The reason for the contrary finding could be based on the fact that the study of Okwilagwe and Olanloye (2018) was on the teachers' development programmes' impact on their knowledge and students' accomplishment in Mathematics and English.

### 4.3.4 Extent to which TRCN MCPDP has improved teachers' continued relevance

On teachers' relevance, the findings revealed that the TRCN MCPD programme has maintained the relevance of teachers in the country. The results showed that the TRCN, through her programmes has enhanced teachers' professionalism, societal status and remuneration over time. This agrees with the assertion of Ajiboye (2021) who reaffirmed that the TRCN had better the lots and relevance of the Nigerian teachers.

**Evaluation Question 4:** To what extent has the TRCN, through the MCPD programme, done the following?

a) Improved primary school teachers' knowledge in subject content, pedagogy, national curriculum requirements, literacy and numeracy, and information and communication technology.

b) Improved primary school teachers' skills in lesson planning, resourceful, teaching and communication, and reporting.

c) Enhanced the commitment of primary school teachers in Ekiti State?

**Table 4.4a: Frequency Analysis of Teachers' Responses on the extent to which the TRCN MCPD Programme has Improved Primary School Teachers' Knowledge in Ekiti State**

| S/N | Subject Content | Very Great Extent F | % | Great Extent F | % | Little Extent F | % | No Extent F | % |
|---|---|---|---|---|---|---|---|---|---|
| 35 | In-depth knowledge of the subject matter | 47 | 28.3 | 59 | 35.5 | 43 | 25.9 | 17 | 10.0 |
| 36 | Familiar with the subject themes and topics | 43 | 25.9 | 58 | 34.9 | 41 | 24.7 | 24 | 15.0 |
| | **Pedagogy** | | | | | | | | |
| 37 | Teacher-centered learning | 101 | 60.8 | 55 | 33.1 | 9 | 5.4 | 1 | 0.6 |
| 38 | Pupil-centered learning | 90 | 54.2 | 65 | 39.2 | 10 | 6.0 | 1 | 0.6 |
| 39 | Individualised learning | 73 | 44.0 | 61 | 36.7 | 25 | 15.1 | 7 | 4.2 |
| 40 | Questioning method | 62 | 37.3 | 74 | 44.6 | 21 | 12.7 | 9 | 5.4 |
| 41 | Play method | 53 | 31.9 | 71 | 42.8 | 34 | 20.5 | 8 | 4.8 |
| 42 | Drama method | 56 | 33.7 | 84 | 50.6 | 21 | 12.7 | 5 | 3.0 |
| 43 | Problem-based learning | 57 | 34.3 | 64 | 38.6 | 36 | 21.7 | 9 | 5.4 |
| 44 | Collaborative learning | 43 | 25.9 | 62 | 37.3 | 41 | 24.7 | 20 | 12.0 |
| 45 | Reflective learning | 45 | 27.1 | 66 | 39.8 | 31 | 18.7 | 24 | 15.0 |
| 46 | Project-based learning | 46 | 27.7 | 67 | 40.4 | 38 | 22.9 | 15 | 9.0 |
| | **National Curriculum Requirements** | | | | | | | | |
| 47 | Conversant with the primary school national curriculum | 47 | 28.3 | 65 | 39.2 | 38 | 22.9 | 16 | 9.6 |
| 48 | Preparing learners in meeting the national curriculum requirements | 39 | 23.5 | 68 | 41.0 | 36 | 21.7 | 23 | 14.0 |
| | **Literacy and Numeracy** | | | | | | | | |
| 49 | Lesson plan written in English language | 61 | 36.7 | 69 | 41.6 | 30 | 18.1 | 6 | 3.6 |
| 50 | Lesson note written in English language | 75 | 45.2 | 67 | 40.4 | 19 | 11.4 | 5 | 3.0 |
| 51 | Teacher reads in English language | 84 | 50.6 | 65 | 39.2 | 16 | 9.6 | 1 | 0.6 |
| 52 | Teacher spoke fluent English language | 89 | 53.6 | 58 | 34.9 | 14 | 8.4 | 5 | 3.0 |
| 53 | Teacher can teach numeracy such as, addition, subtraction, and so on. | 73 | 44.0 | 70 | 42.2 | 18 | 10.8 | 5 | 3.0 |
| | **Information and Communication Technology** | | | | | | | | |
| 54 | Parts of the computer | 67 | 40.4 | 73 | 44.0 | 15 | 9.0 | 11 | 6.6 |
| 55 | Basic computer operations | 63 | 38.0 | 63 | 38.0 | 28 | 16.9 | 12 | 7.2 |
| 56 | Use of software such as MS word and PowerPoint | 62 | 37.3 | 62 | 37.3 | 31 | 18.7 | 11 | 6.6 |
| 57 | Internet Use | 60 | 36.1 | 68 | 41.0 | 23 | 13.9 | 15 | 9.0 |
| 58 | E-mails and other communication devices Use | 63 | 38.0 | 54 | 32.5 | 29 | 17.5 | 20 | 12.0 |

Table 4.4a depicts the extent to which the TRCN MCPD programme has improved the knowledge of primary school teachers Ekiti State. The table indicates that the TRCN, through the MCPD programme, to a great extent have not improved primary school teachers' knowledge in Ekiti State. Teachers' response showed that they lacked the knowledge of subject content, pedagogy, national curriculum requirements, and information and communication technology. In the area of pedagogy, 60.8% of teachers still adopt teacher-centered learning and 54.2 pupil-centered learning. In the area of literacy and numeracy, 50.6% of teachers reads in English language, and 53.6% of teachers spoke fluent English language.

**Table 4.4b: Frequency Analysis of Teachers' Responses on the extent to which the TRCN MCPD Programme has Improved Primary School Teachers' Skills in Ekiti State**

| S/N | Skills | Very Great Extent | | Great Extent | | Some Extent | | Little Extent | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| | **Lesson Planning** | | | | | | | | |
| 59 | Teachers are aware of the importance of both co-curricular and academic activities | 54 | 32.5 | 54 | 32.5 | 34 | 20.5 | 24 | 14.5 |
| 60 | Teacher clearly states the goals and objectives when planning topics ahead of time | 46 | 27.7 | 53 | 31.9 | 44 | 26.5 | 23 | 13.9 |
| 61 | Teacher demonstrates creativity and adaptability | 56 | 33.7 | 54 | 32.5 | 35 | 21.1 | 21 | 12.7 |
| 62 | Teacher plans homework objectives and goals | 65 | 39.2 | 58 | 34.9 | 28 | 16.9 | 15 | 9.0 |
| 63 | Teacher have a suitable lesson plans and notes | 73 | 44.0 | 62 | 37.3 | 21 | 12.7 | 10 | 6.0 |
| | **Resourcefulness** | | | | | | | | |
| 64 | Teacher can use appropriate instructional materials and resources | 63 | 38.0 | 69 | 41.6 | 23 | 13.9 | 11 | 6.6 |
| 65 | Teacher improvised the instructional materials | 71 | 42.8 | 79 | 47.6 | 13 | 7.8 | 3 | 1.8 |
| 66 | Teacher developed the instructional materials | 65 | 39.2 | 78 | 47.0 | 21 | 12.7 | 2 | 1.2 |
| | **Teaching and communication** | | | | | | | | |
| 67 | Teacher has excellent writing skills | 58 | 34.9 | 85 | 51.2 | 22 | 13.3 | 1 | 0.6 |
| 68 | Teacher has excellent speaking skills | 68 | 41.0 | 80 | 48.2 | 15 | 9.0 | 3 | 1.8 |
| 69 | Teacher uses questioning to enrich learners' understanding | 72 | 43.4 | 68 | 41.0 | 25 | 15.1 | 1 | 0.6 |
| 70 | Teacher uses gestures, symbols and signs to share information and enhance learning | 73 | 44.0 | 69 | 41.6 | 24 | 14.5 | 0 | 0.0 |
| 71 | Teacher used group exercises and project for effective learners' participation | 76 | 45.8 | 77 | 46.4 | 13 | 7.8 | 0 | 0.0 |
| 72 | Teacher apply several teaching strategies to promote learning | 77 | 46.4 | 64 | 38.6 | 22 | 13.3 | 3 | 1.8 |
| | **Reporting** | | | | | | | | |
| 73 | Teacher gives feedback to learners | 71 | 42.8 | 71 | 42.8 | 23 | 13.9 | 1 | 0.6 |
| 74 | Teachers gives feedback to learners parents | | | | | | | | |

Table 4.4b shows the extent to which the TRCN MCPD programme has improved the skills of primary school teachers in Ekiti State. As shown, the TRCN MCPD programme to a great extent, have not improved primary school teachers skills in Ekiti State. It is only in the area of teaching and communication that 51.2% of teachers had excellent writing skills.

**Evaluation question 4c:** To what extent has the TRCN, through the MCPD programme enhanced the commitment of teachers primary school to the teaching profession in Ekiti State?

To determine the extent to which the TRCN, through the MCPD programme have enhanced teachers' commitment to the teaching profession in Ekiti State, data obtained from the Key Informant Interviews (from the TRCN officials and teachers), were analysed using the inductive thematic analysis and the results are presented in Figures 4.4a and 4.4b. Figure 4a denotes the responses from the TRCN Coordinators, and figure 4b denotes responses from the Ekiti State primary school teachers.

**Evaluation question 4ci:** To what extent has the TRCN, through the MCPD programme enhanced the commitment of primary school teaching profession in Ekiti State? (Responses from the TRCN Coordinators)

**Figure 4.3a:** **TRCN Coordinators' Perspective on Enhanced Teachers'**

**Commitment to the Profession**

**Source: Researcher (2022)**

Results from Figure 4.3a indicates that the TRCN, through the MCPD programme have enhanced teacher commitment to the profession through status uplift by issuing teachers with practicing license which gives them a sense of professionalism. It also increased teachers' self-esteem and a sense of belongingness to the Council. Through these means, teachers are more respected, and these encourage them to have an element of love and high commitment for the teaching profession.

In response to the question, one of the TRCN Coordinators emphasized that:

> *I can categorically tell you that the way the TRCN is providing support to schools and providing support to other educational institutions make teachers to be committed to the teaching profession* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 11:14:04 AM**).

The other TRCN Coordinator stated that:

> *The TRCN, through the MCPD programme have enhanced teachers' commitment to the profession through establishing and maintaining collaborations. Teachers now can come together and collaborate sharing ideas through in-service training; even the qualifying examinations serve as a means for collaboration. It also serves as an avenue for networking. The TRCN, through the MCPD programme have enhanced teachers' commitment to the profession by supporting and providing in-service training for teachers, setting priorities for in-service teacher training, and his serves as a self-training networks for teachers, teachers are now earning more* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 3:13:07 PM**).

Results revealed that the TRCN has improved the commitment of primary school teachers in Ekiti State, by providing supports for schools, establishing and maintaining collaborations, serving as avenue for teachers' engagements, and providing in-service training opportunities for teachers.

**Evaluation Question 4cii:** To what extent has the TRCN, through the MCPD programme enhanced the commitment of teachers primary school to the teaching profession in Ekiti State (Responses from the Ekiti State primary school teachers)
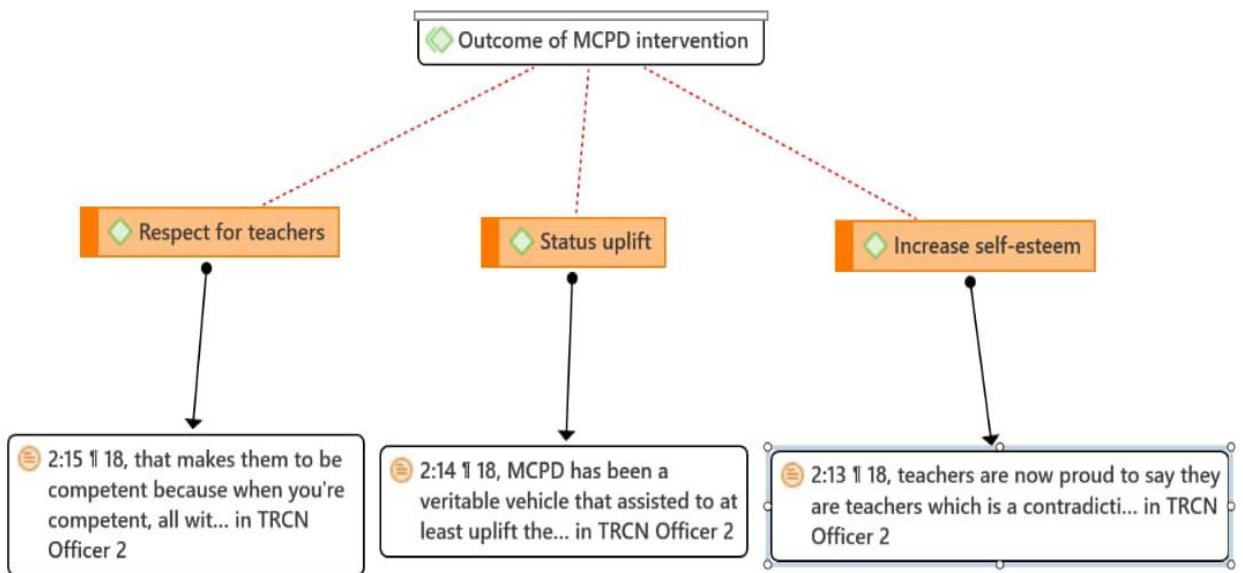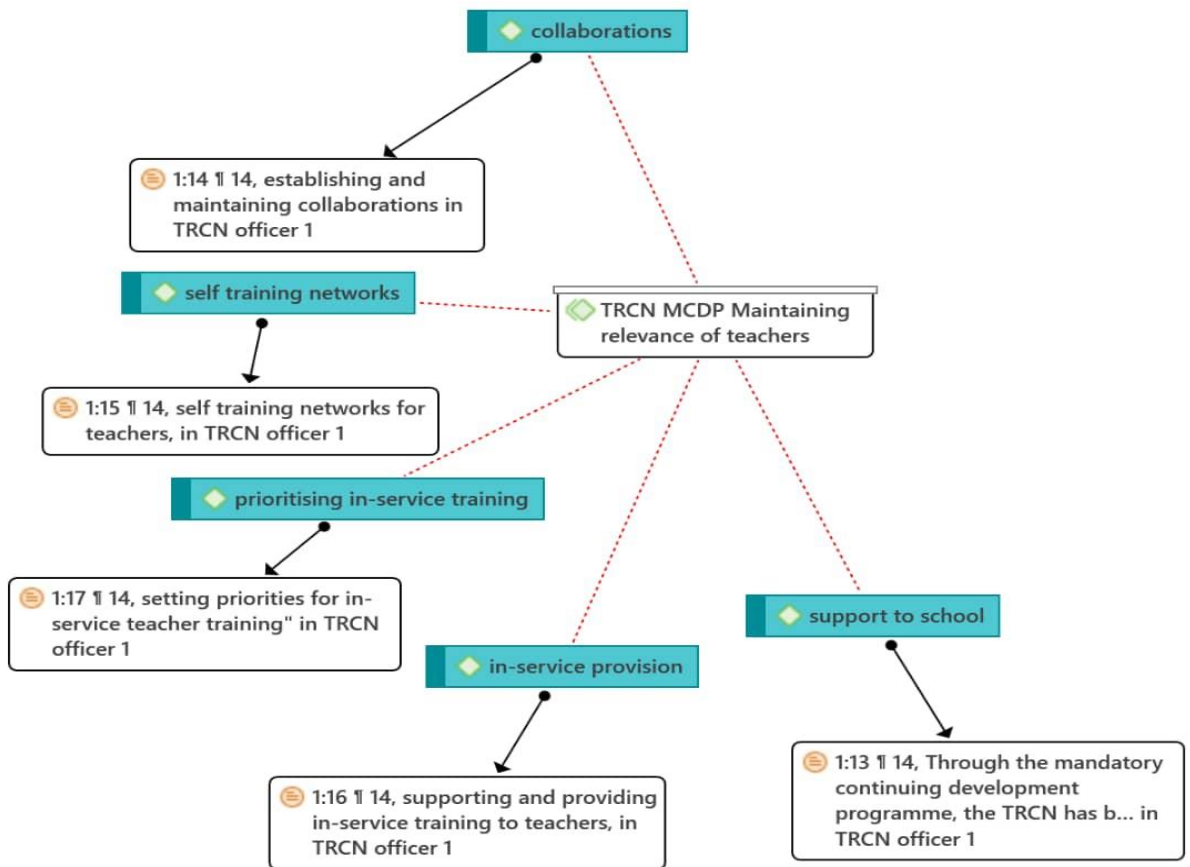
**Figure 4.3b: Headmaster/Headmistress Perspective on Enhanced Teacher Commitment to the Profession**

**Source: Researcher (2022)**

Results from Figure 4.3b indicates that the TRCN, through the MCPD programme have enhanced teacher commitment to the profession through establishing and maintaining collaborations, self-training networks for teachers, providing in-service training for teachers, setting priorities for in-service teacher training and providing support to schools. First Headmaster interviewed said that:

*The TRCN has influenced the commitment of teachers to the teaching profession because of the training they receive yearly. TRCN has also increased the salary of teachers which motivated these teachers to be more committed to the teaching profession* (**KII, Headmaster 1, Male, Friday, January, 2021; 10:02:11 AM**).

The second Headmistress stated that:

*The TRCN has enhanced teacher's commitment in the teaching profession due to the increase of salary of teachers because an adage says that "money is very important and it is a motivating force" which will make the teacher to be more committed to the teaching profession* (**KII, Headmistress 2, Female, Tuesday, January, 2021; 09:08:09 AM**).

The Third Headmaster stated that:

*The TRCN has influenced the commitment of teachers to the teaching profession due to extra salary given to the teachers at the end of the month, this had made teachers to do their teaching job more effectively and diligently* (**KII, Headmaster 3, Male, Thursday, January, 2021; 10:32:10 AM**).

Results also indicate that the TRCN has enhanced teachers commitment to the profession as a result of her organising the MCPD programme for these teachers. The council has also influenced the government to see the need for increasing teachers' remuneration, and improving their working conditions. These has enhanced teachers' commitment to the teaching profession in the country

**Discussion**

**4.4.1    Extent to which TRCN MCPDP improved teachers' knowledge and skills**

Findings of the study revealed that the TRCN MCPD programme, to a great extent have not improved primary school teachers' knowledge in Ekiti State. These teachers have not gotten a full grasp of their subject content, pedagogy, national curriculum requirements, literacy and numeracy, and on the use of information and communication technology in teaching. These are likely going to impact on the teaching competencies of these teachers as well as the academic outputs of learners under their tutelage. This finding supports the conclusions of Loyalka *et al.* (2019), Bold *et al.* (2017) and Popova *et al.* (2022) which reiterated that professional development programmes had little or no impact on teachers' knowledge improvement.

This contrasts Bailey *et al.*'s (2001) findings that indicated that teachers' involvement in professional development programmes is to learn new skills and expand their knowledge base; Murray (2010) and Mizell (2010) who found that continual professional development activities assist teachers in determining the optimal pedagogical skills and approaches for improving students' learning processes. The reason for this outcome of the study could be that not all forms of professional growth and development, even those that have a favourable impact, are applicable to all individuals.

The study found that the TRCN, through the MCPD programme have not been able to improved primary school teachers skills in Ekiti State. The finding negates that of Alibakhshi and Dehvari (2015). Although Mizell (2010) argues that continual professional development activities assist teachers in determining the optimal pedagogical skills and approaches for improving students' learning processes, the MCPD programme failed to sharpen the primary school teachers' skills in Ekiti State. The finding justifies the submission of Steyn (2013) and Ajani (2018) that teachers learning outcomes are improved while communicating with peers from the same specialization, as part of a professional development programme. The mode of training where teachers were brought from all fields to be trained together must have accounted for the outcome of the study.

### 4.4.2 Extent to which TRCN MCPDP enhanced teachers' commitment to the profession

The finding of the study revealed that the TRCN, through the MCPD programme have enhanced teachers' commitment to the teaching profession. The result underscored the finding of Haser and Nasser (2003), Williams (2003) and Stronge (2002) that there is a link between teachers' views regarding their profession, commitment and job effectiveness. The finding however, disagreed with that of Ugwu, Umeifekwem, Ofuebe and Dibia (2016) whose findings and conclusion was that most teachers are not given the opportunity to take part in professional development, and that these may have dampened their commitment to teaching. The implication is that teachers who are effective are committed, and this promotes their interest to participate in activities (such as the MCPD) that demonstrate their enthusiasm for teaching.

**4.5 Evaluation Question 5a:** What is the attitude of primary school teachers towards the MCPD programme of the TRCN?

**Table 4.5a: Frequency Analysis of Primary School Teachers' Attitude towards TRCN MCPD Programme**

| S/N | Statements | Very True of Me | | True of Me | | Rarely True of Me | | Not True of Me | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | I love attending the teacher mandatory professional development programme | 96 | 57.8 | 56 | 33.7 | 10 | 6.0 | 4 | 2.4 |
| 2 | I feel at ease when attending the teacher mandatory professional development programme | 72 | 43.4 | 74 | 44.6 | 18 | 11.0 | 2 | 1.2 |
| 3 | I feel certain that the teacher mandatory professional development programme is beneficial to me | 95 | 57.2 | 54 | 32.5 | 12 | 7.2 | 5 | 3.0 |
| 4 | I get disappointed when facilities are not used to facilitate learning during the teacher mandatory professional development programme | 91 | 54.8 | 50 | 30.1 | 14 | 8.4 | 11 | 6.6 |
| 5 | Teaching is easier when you attend teacher mandatory professional development programme | 103 | 62.0 | 47 | 28.3 | 9 | 5.4 | 7 | 4.2 |
| 6 | I always like to make notes during the teacher mandatory professional development programme | 89 | 53.6 | 59 | 35.5 | 17 | 10.0 | 1 | 0.6 |
| 7 | I love the mode of instruction by the facilitators during the teacher mandatory professional development programme | 78 | 47.0 | 66 | 39.8 | 16 | 9.6 | 6 | 3.6 |
| 8 | The teacher mandatory professional development programme instills confidence in me | 71 | 42.8 | 72 | 43.4 | 14 | 8.4 | 9 | 5.4 |
| 9 | I feel challenged when given tasks at the teacher mandatory professional development programme | 64 | 38.6 | 73 | 44.0 | 14 | 8.4 | 15 | 9.0 |
| 10 | The teacher mandatory professional development programme enables the trainee to go extra mile in learning | 86 | 51.8 | 61 | 36.7 | 13 | 7.8 | 6 | 3.6 |
| 11 | I feel more enlightenment should be provided on the relevance of the teacher mandatory professional development programme | 92 | 55.4 | 58 | 34.9 | 13 | 7.8 | 3 | 1.8 |
| 12 | I feel more teachers should be given the opportunity to access the mandatory development programme | 82 | 49.4 | 71 | 42.8 | 12 | 7.2 | 1 | 0.6 |
| 13 | I feel the teachers' mandatory professional development programme should last for more months | 73 | 44.0 | 68 | 41.0 | 20 | 12 | 5 | 3.0 |
| 14 | I feel the teacher mandatory professional development programme should be organized frequently | 105 | 63.3 | 50 | 30.1 | 9 | 5.4 | 2 | 1.2 |
| 15 | The training content of the teacher mandatory professional development programme is well explained | 95 | 57.2 | 53 | 31.9 | 7 | 4.2 | 11 | 6.6 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 16 | I am a better teacher after attending the teacher mandatory professional development programme | 71 | 42.8 | 61 | 36.7 | 11 | 6.6 | 23 | 13.9 |
| 17 | The teacher mandatory professional development programme is a mere waste of teachers' time | 35 | 21.1 | 40 | 24.1 | 16 | 9.6 | 75 | 45.2 |
| 18 | I prefer going late to the teacher mandatory professional development programme | 37 | 22.3 | 25 | 15.1 | 13 | 7.8 | 91 | 54.8 |
| 19 | 1 wish the teacher mandatory professional development programme be stopped or proscribed | 49 | 29.5 | 30 | 18.1 | 8 | 4.8 | 79 | 47.6 |
| 20 | The teacher mandatory professional development programme is of great benefit to me | 75 | 45.2 | 51 | 30.7 | 10 | 6.0 | 30 | 18.1 |
| 21 | The teacher mandatory professional development programme should be organized regularly for teachers | 83 | 50.0 | 46 | 27.7 | 11 | 6.6 | 26 | 15.7 |
| 22 | The teacher mandatory professional development programme is an avenue for corruption | 45 | 27.1 | 33 | 19.9 | 9 | 5.4 | 79 | 47.6 |
| 23 | The teacher mandatory professional development programme is a waste of government finance and resources. | 44 | 26.5 | 30 | 18.1 | 11 | 6.6 | 81 | 48.8 |

*Items' Weighted Median=1.83; Criterion Median=1.5.

Table 4.5a indicates the attitude of Ekiti State primary school teachers toward the TRCN MCPD programme. Majority of teachers responded positively to items measuring positive attitudes. It can be inferred that these teachers attitudes towards the TRCN MCPDP is positive. The implication of this is that Ekiti State teachers have a positive attitude towards the TRCN MCPD programme.

**Evaluation Question 5b:** What is the attitude of primary school teachers towards the teaching profession?

**Table 4.5b:** **Frequency Analysis of Primary School Teachers' Attitude towards the Teaching Profession**

| S/N | Statement | Very True of me | | True of me | | Rarely true of me | | Not true of me | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | I am enthusiastic about my teaching profession | 105 | 63.3 | 42 | 25.3 | 8 | 4.8 | 11 | 6.6 |
| 2 | The teaching profession inspires me. | 110 | 66.3 | 42 | 25.3 | 8 | 4.8 | 6 | 3.6 |
| 3 | I am proud of being a teacher | 123 | 74.1 | 32 | 19.3 | 7 | 4.2 | 4 | 2.4 |
| 4 | I would still remain in the teaching profession even if my salaries were reduced | 73 | 44.0 | 55 | 33.1 | 13 | 7.8 | 25 | 15.1 |
| 5 | Teaching is the ideal profession | 94 | 56.6 | 35 | 21.1 | 4 | 2.4 | 33 | 19.9 |
| 6 | I am disappointed that I ever entered teaching | 66 | 39.8 | 29 | 17.5 | 7 | 4.2 | 64 | 38.6 |
| 7 | I think that the teaching profession is most essential in the society | 101 | 60.8 | 38 | 22.9 | 3 | 1.8 | 24 | 14.5 |
| 8 | I really hope to be a teacher in my next life | 86 | 51.8 | 46 | 27.7 | 19 | 11.4 | 15 | 9.0 |
| 9 | I prefer the teaching profession to any other | 82 | 49.4 | 39 | 23.5 | 18 | 10.8 | 27 | 16.3 |
| 10 | I feel ashamed telling others that I am in the teaching profession | 53 | 31.9 | 33 | 19.9 | 12 | 7.2 | 68 | 41.0 |
| 11 | I am fulfilled as a teacher | 90 | 54.2 | 45 | 27.1 | 14 | 8.4 | 17 | 10.2 |
| 12 | I am very satisfied with teaching | 105 | 63.3 | 46 | 27.7 | 9 | 5.4 | 6 | 3.6 |
| 13 | I love the teaching profession | 114 | 68.7 | 44 | 26.5 | 7 | 4.2 | 1 | 0.6 |
| 14 | I feel so happy that I am in the teaching profession | 114 | 68.7 | 44 | 26.5 | 6 | 3.6 | 2 | 1.2 |
| 15 | I am excited about the teaching profession | 107 | 64.5 | 48 | 28.9 | 8 | 4.8 | 3 | 1.8 |
| 16 | I encourage others to join the teaching profession | 105 | 63.3 | 47 | 28.3 | 10 | 6.0 | 4 | 2.4 |

**\*Items' Weighted Median=1.67; Criterion Median=1.5.**

Table 4.5b shows Ekiti State primary school teachers' attitude toward the teaching profession. As revealed, majority of the teachers positively responded to items measuring positive attitudes. Hence, Ekiti State's primary school teacher have a positive attitude to the teaching profession.

**Discussion**

## 4.5.1 Primary school teachers' attitudinal difference towards the MCPD programmes of the TRCN

Findings of this study have shown that teachers in Ekiti State have a positive attitude towards the TRCN Mandatory Continuing Development programme. These teachers are interested and willing to be selected for participation in a professional development programme. This could have been due to the wealth of knowledge, skills and experiences that accrue to these teachers in the course of the training programmes. Also, many of these teachers may have this positive attitude due to the stipend and refreshments attached to the programme. This finding supports the findings of Gorozidis and Papaioannou (2014), Haser and Nasser (2003), Williams (2003), Stronge (2003) and Rahman *et al.* (2011), whose studies revealed that teachers possessed a positive attitude towards professional development programmes.

The result also confirmed the finding of Inyega and Inyega (2017) which found that teachers' professional development results in a positive change in attitude towards lesson planning, teaching objectives, conduct of practical work, ability to overcome teaching limitations and improved teaching strategies.. However, the finding could not align with that of Hursen (2012) and Hellen (2018), which showed a negative attitudes among teachers towards professional development programme. Their studies centered on high school teachers with a larger sample, as against what is obtainable in this present study. Moreover, the variations in these studies could have been as a result of environmental differences, as similar variations were reported by Taşdemir (2013). One could conclude, based on the finding that teachers' attitudes toward professional development activities in other climes vary significantly depending on their gender, age, and length of service.

### 4.5.2 Primary school teachers' attitudinal difference towards the teaching profession

Another outcome of the study indicated that primary school teachers in Ekiti State have a positive attitude towards the teaching profession. This may have resulted from the several professional development programmes these teachers have been exposed to over time (including those of the TRCN, UBEC, SUBEB, and so on). It also may have been due to the infrastructural, teaching and learning facilities being provided by the Ekiti State government, for schools at the level. As argued by Stronge (2002) and Williams (2003), a teacher with a pleasant demeanour, full of hope, faith, and passion; shows a positive teaching attitude. From the personal contact the researcher had with these teachers, showed that their love for the teaching profession is innate, despite the frustrations they may have been encountering in the profession. This results agrees with the findings of Sarkar and Behera (2016), Sivakumar (2018), Aktan *et al.* (2020), Basak and Ghosh (2021), Eleje, Metu, Ezenwosu and Ifeme (2022), and Osiesi et al. (2022), whose studies revealed positive attitude among teachers towards the teaching profession. However, it disagrees with those of Shakoor and Farrukh (2018) that revealed a negative attitude among teachers.

**4.6    Evaluation Question 6a:** Is there any significant difference in the attitude of primary school teachers toward the MCPD programme of the TRCN based on gender?

**Table 4.6a: t-test Analysis of Primary School Teachers' Attitude towards MCPD Programme based on Gender**

| Gender | N | Mean | S. D | df | t | Sig. | Remark |
|--------|-----|-------|------|-----|--------|------|--------|
| Male | 64 | 43.97 | 7.91 | 164 | -0.254 | .80 | NS |
| Female | 102 | 44.33 | 9.60 | | | | |

**\*Significant at P<0.05, NS=Not Significant**

Table 4.6a indicates that there is no significant difference between attitude of male and female primary school teachers towards the MCPD programme of the TRCN (male $\bar{x}$=43.97, SD = 7.91; female $\bar{x}$=44.33, SD = 9.60; t = 0.254, p = .80). This means that there is no significant gender difference in the attitude of primary school teachers towards the MCPD programme of the TRCN.

**Evaluation Question 6b:** Is there any significant difference in the attitude of primary school teachers  toward the teaching profession?

**Table 4.6b: t-test Analysis of Primary School Teachers' Attitude towards the Teaching Profession based on Gender**

| Gender | N | Mean | S. D | df | t | Sig. | Remark |
|--------|-----|-------|------|-----|-------|------|--------|
| Male | 64 | 27.63 | 7.15 | 164 | 0.255 | .79 | NS |
| Female | 102 | 27.34 | 6.79 | | | | |

**\*Significant at P<0.05, NS=Not Significant**

Table 4.6b indicated that there is no significant difference between the attitude of male and female primary school teachers towards the teaching profession (male $\bar{x}$=27.63, SD = 7.15; female $\bar{x}$=27.34, SD = 6.79; t = 0.255, p = .79). This means that there is no significant gender difference in the attitude of primary school teachers towards the teaching profession.

**Discussion**

**4. 6.1  Primary school teachers' attitudinal difference based on gender towards the MCPD programmes of the TRCN**

The finding of this study reveals that there is no significant difference in the attitudes of Ekiti State primary school teachers toward the TRCN Mandatory Continuing Profession Development Programme. Should there be any attitudinal difference, it may have been caused by the TRCN MCPD intervention programme. The finding corroborated those of Sivakumar (2018) whose study revealed that there is no significant gender difference among teachers regarding their attitude toward the profession. However, the finding contradicts the findings of Sarkar and Behera (2016), Basak and Ghosh (2021), Eleje, Metu, Ezenwosu and Ifeme (2022), Hursen (2012) and Tasdemir (2013) studies that revealed a significant difference between teacher' gender and their attitudes to professional training programme. The reason for this could be due to the fact that these study were conducted on teachers teaching at the secondary (college) level of education.

**4. 6.2  Primary school teachers' attitudinal difference based on gender towards the teaching profession**

More so, the finding of the study revealed that there is no significant gender difference in the attitude of primary school teachers towards the teaching profession. This implies that teachers being male or female, has no influence on their attitude toward the teaching profession. This finding contrasts the findings of Arul and Mengesha (2019), Erdamar et al. (2016), Yadav and Galriya (2019), Polat (2019), Dhull and Jam (2017) studies that revealed a gender difference in the attitudes of teachers toward the teaching profession. Nonetheless, these studies sample were on pre-service (secondary

school) teachers, as against the practicing (primary school) teachers used as sample for this present study.

**4.7  Evaluation Question 7:** Is there any significant difference in the teaching competence of teachers who benefited from the TRCN MCPD programme and those who did not?

**Table 4.7: t-test Analysis on the Differences in the Teaching Competence of Teachers who benefited from TRCN MCPD Programme and those who did not**

| MCPD Training | N | Mean | Std. Dev. | t | df | Sig. | Remark |
|---|---|---|---|---|---|---|---|
| Attendee | 90 | 55.61 | 11.01 | | | | |
| | | | | -1.11 | 164 | .26 | NS |
| Non-Attendee | 76 | 57.67 | 12.88 | | | | |

**\*Significant at P<0.05, NS=Not Significant**

Table 4.7 indicates that there is no significant difference in the teaching competence of teachers who benefited from the MCPD programme and those who did not (attendee $\bar{x}$=55.61, SD = 11.01; non-attendee $\bar{x}$=57.34, SD = 12.67; t = 1.11, p = .26). This means that teachers who benefited from the MCPD programme did not significantly differ in their teaching competence from those who did not participate in the programme.

**Discussion**

**4.7.1 Difference in the teaching competencies between MCPD and non-MCPD attendee teachers**

Result of this study shows that the teaching competence of the TRCN MCPD programme attendees were not better than those of the non-attendees, given that the mean score of the attendees were equivalent to those of the non-attendees. This could have been due to the nature and focus of the training given to these teachers by the TRCN. In the span of years under study, many of the TRCN professional development programme were diverse, not really focusing on teachers' teaching competencies. Also, many of the non-attendees may have participated in other cognate training programmes which the Ekiti State UBEC and SUBEB have been organising for practicing primary school teachers in the state on a yearly basis.

Moreover, many of these teachers attend these training programmes just for the fun of it, and to take attendance for the sake of the stipend to be given them at the end of the training. As such, many are not committed to the main reason the training was organised. This result negates the findings of Arshad and Akramnaseem (2013), Ekpoh, Edet and Nkama (2013) and Udoh (2014) that showed a significant difference in the teaching competence of professionally trained and untrained teachers. The reason for this may have been due to the fact that these studies sample were secondary school teachers, and data was collected using a questionnaire, in which the teachers rated themselves as being competent.

Meanwhile, observation scale was used in the classroom interaction of the sampled primary school teachers in this study and as such, the assessment of these teachers could have been more objective and frank. The study finding also disagrees with the finding of Sangodoyin's (2021), who found a disparity in the teaching effectiveness of primary school teachers who attended the SMASE Programme from those who did not, with specific target of the teaching of Mathematics and science-

based subjects. Nonetheless, this study is on the MCPD programme of the TRCN, which were not specifically targeted at a subject area.

**4.8.1 Evaluation Question 8(a):** To what extent does primary school teachers' qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programme, engagements, cross-fertilisation of ideas and experiences jointly predict teachers' (i) professional competence in teaching (ii) attitude towards the MCPD programme (iii) attitude towards the profession?

**Table 4.8ai: Multiple Regression Analysis for Teachers' Professional Competence in Teaching**

**Regression Statistics**

| | |
|---|---|
| R | .278 |
| R. Square | 0.077 |
| Adjusted R square | 0.011 |
| Std. Error | 11.843 |

**ANOVA**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 1807.808 | 11 | 164.346 | 1.172 | .311 |
| Residual | 21599.2 | 154 | 140.255 | | |
| Total | 23407.01 | 165 | | | |

*= Significant at p<0.05, Not Significant = p > 0.05*

Table 4.8ai indicates that the overall regression was statistically not significant ($R^2$ = 0.077, $F_{(11, 154)}$ = 1.172, p =.311). The R value (.278) represents the multiple correlation coefficient indicating the quality of the prediction of the dependent variable; in this case, teachers' competence in teaching. A value of 0.278 indicates a low level of prediction. The R value is 0.077. The Adjusted R Square value of 0.011 indicates that the predictor variables in the model accounted for 1% of variation in the outcome variable. This implies that all the independent variables (teachers' qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programme, engagements, cross-fertilisation of ideas and experiences) do not jointly predict Ekiti State teachers' professional competence in teaching.

The finding supports the findings of the studies carried out by Glapaththi et al. (2019) and Kuzminykh et al. (2021) that revealed that social, intellectual and emotional engagements predicted performance outcomes. This is because these studies used a similar analytical tool for data analysis. The finding negates the findings of Taruc and Vargas (2021) whose result showed that teachers' gender and qualification significantly predicted their competence in teaching. Also, the finding contrasts those of Osiesi and Odinko (2022) that found that teachers' TRCN licensing and gender were perceived as predictor of their teaching competencies. This may have been due to the fact that their study used the descriptive survey research and correlation in analysing their data. more so, the difference in sample and geographical characteristics may have resulted in the discrepancy of their results with those of this present study.

More so, the current study pooled more variables into the regression model than the studies of Taruc and Vargas (2021), and Osiesi and Odinko (2022); the may have been the plausible reason for the contrasting outcomes. The finding also disagreed with the findings of Heng (2014) whose study has shown that engagements (social, intellectual and emotional) did not significantly predict performance outcomes. Students were the sample used for the Heng (2014) study, whereas in this study, teachers were the object of focus.

**Table 4.8aii: Multiple Regression Analysis for Teachers' Attitude towards the MCPD Programme**

**Regression Statistics**

| | |
|---|---|
| R | 0.565 |
| R. Square | 0.319 |
| Adjusted R square | 0.271 |
| Std. Error | 7.657 |

**ANOVA**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 4235.338 | 11 | 385.031 | 6.568 | .000* |
| Residual | 9028.494 | 154 | 58.627 | | |
| Total | 13263.83 | 165 | | | |

*= Significant at p<0.05, Not Significant = p > 0.05*

Table 4.8aii indicates that the overall regression was statistically significant ($R^2$ = 0.319, $F_{(11, 154)}$ = 6.568, p =.000). The R value was 0.565, indicating a moderate level of prediction. The R Square value was 0.319. The Adjusted R Square value of 0.271 indicates that 27.1% of variation in the outcome variable (teacher attitude to MCPD programme) as accounted by the independent variables. This implies that the independent variables under study jointly predicts Ekiti State teachers' attitude to TRCN MCPD programme.

The finding of the study supports the findings of Hürsen (2012) who found that teacher' demographics significantly predicted their attitudes towards training programmes. On the other hand, the finding does not support the findings of Wasserman and Migdal (2019) that revealed that efficacy and applicability, atmosphere, course assignments, and attitudes toward ICT significantly influenced teachers' attitude towards training programmes. Despite the fact the study was qualitative in nature, the variables of concern were different from the ones adopted in this current study.

**Table 4.8aiii: Multiple Regression Analysis for Teachers' Attitude towards the Teaching Profession**

**Regression Statistics**

| | |
|---|---|
| R | .547 |
| R. Square | 0.300 |
| Adjusted R square | 0.250 |
| Std. Error | 5.991 |

**ANOVA**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 2365.796 | 11 | 215.072 | 5.992 | .000* |
| Residual | 5527.319 | 154 | 35.892 | | |
| Total | 7893.114 | 165 | | | |

*= Significant at p<0.05, Not Significant = p > 0.05*

Result from Table 4.8aiii indicates that the overall regression was statistically significant ($R^2 = 0.300$, $F_{(11, 154)} = 5.992$, $p = .000$). The R value was 0.547, indicating a moderate level of prediction. The R Square was 0.300 and the Adjusted R Square value was 0.250, indicating 25% of variation in the outcome variable (teacher attitude to the profession) explained by the predictor variables in the model. Thus, the independent variables jointly predicted Ekiti State teachers' attitude to the profession.

This finding disagrees with the findings of Cimen (2016) which revealed that teachers' gender, qualification, and training level do not significantly predict teachers' attitudes towards the profession. The plausible reason for this could be the due to the fact that the sample used for the Cimen's study were pre-service teachers, who may not have gotten the full grasp of what the professional actually entails; unlike the sample used for this current study, who are practising veteran teachers.

**Evaluation Question 8 (b):** What is the relative contribution of the variables: qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programmes, engagements, cross fertilisation of ideas and experiences; to the prediction?

**Table 4.8bi: Relative Contribution Analysis of Variables to Teachers' Professional Competence in Teaching**

| Model | Unstandardised Coefficients | | Standardised Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 53.768 | 7.169 | | 7.5 | 0.000 |
| MCPD Training | 1.937 | 2.399 | 0.081 | 0.807 | 0.421[NS] |
| Teacher Qualification | 1.409 | 1.497 | 0.077 | 0.941 | 0.348[NS] |
| Years of teaching experience | 0.62 | 1.025 | 0.049 | 0.605 | 0.546[NS] |
| Gender | -1.219 | 2.071 | -0.05 | -0.589 | 0.557[NS] |
| TRCN Registered Teachers | 3.264 | 3.173 | 0.129 | 1.029 | 0.305[NS] |
| TRCN practicing licensee | -2.525 | 3.352 | -0.095 | -0.753 | 0.452[NS] |
| Attended a TRCN MCPD Programme | -3.91 | 2.12 | -0.159 | -1.845 | 0.067[NS] |
| Teachers' Cross-fertilisation of Ideas and Experiences | 0.197 | 0.1 | 0.180 | 1.976 | 0.050* |
| Teachers' Intellectual Engagement | 0.138 | 0.155 | 0.084 | 0.891 | 0.374[NS] |
| Teachers' Social Engagement | -0.39 | 0.203 | -0.201 | -1.923 | 0.056[NS] |
| Teachers' Emotional Engagement | 0.043 | 0.11 | 0.036 | 0.392 | 0.695[NS] |

*= Significant at p<0.05, Not Significant = p > 0.05*

Table 4.8bi indicates that Ekiti State teachers' cross-fertilisation of ideas and experiences contributed to their teaching competencies. However, all the other variables did not contribute. Meanwhile, the descending order of the variables' contribution are teachers' cross-fertilisation of ideas and experiences ($\beta = 0.180$, p = 0.050), social engagement ($\beta = -0.201$, p = 0.056), attendance in TRCN professional development programmes ($\beta = -0.159$, p = 0.067), registration with TRCN ($\beta = 0.129$, p = 0.305), qualification ($\beta = 0.077$, p = 0.348), intellectual engagement ($\beta = 0.084$, p = 0.374), MCPD Training ($\beta = 0.081$, p = 0.421), possession of TRCN practicing license/certification ($\beta = -0.095$, p = 0.452), years of teaching experience ($\beta = 0.049$, p = 0.546), gender ($\beta = -0.05$, p = 0.557), and emotional engagement ($\beta = 0.036$, p = 0.695) contributing the least. This implies that cross-fertilisation of ideas and experiences among teachers has a significant contribution to teachers' competency.

**Table 4.8bii: Analysis of Relative Contribution to Variables Teachers' Attitude towards MCPD Programme**

| Model | Unstandardised Coefficients | | Standardised Coefficients | T | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|
| | **B** | **Std. Error** | **Beta** | | | **Tolerance** | **VIF** |
| (Constant) | 15.524 | 4.635 | | 3.349 | .001 | | |
| MCPD Training | 5.915 | 1.551 | .330 | 3.813 | .000* | .591 | 1.691 |
| Teacher Qualification | .705 | .968 | .051 | .729 | .467[NS] | .904 | 1.106 |
| Years of teaching experience | 1.038 | .663 | .110 | 1.567 | .119[NS] | .905 | 1.105 |
| Gender | -1.245 | 1.339 | -.068 | -.930 | .354[NS] | .832 | 1.202 |
| TRCN Registered Teachers | -3.975 | 2.052 | -.209 | -1.937 | .055[NS] | .379 | 2.640 |
| TRCN Practicing license | .828 | 2.167 | .041 | .382 | .703[NS] | .375 | 2.663 |
| Attended a TRCN MCPD Programme | 1.296 | 1.370 | .070 | .946 | .346[NS] | .809 | 1.236 |
| Teacher Cross-fertilisation of Ideas and experiences | .017 | .064 | .020 | .256 | .798[NS] | .723 | 1.384 |
| Teachers' Intellectual Engagement | .290 | .100 | .234 | 2.902 | .004* | .680 | 1.471 |
| Teachers' Social Engagement | .491 | .131 | .337 | 3.745 | .000* | .547 | 1.830 |
| Teachers' Emotional Engagement | -.033 | .071 | -.036 | -.464 | .644[NS] | .713 | 1.402 |

*= Significant at p<0.05; Not Significant at p>0.05.*

Table 4.8bii indicates that teacher social engagement was the highest statistically significant contributor to teachers' attitude to the MCPD programme ($\beta$ = 0.337, p = 0.000) followed by primary school teachers' MCPD Training ($\beta$ = 0.330, p = 0.000), and teacher intellectual engagement ($\beta$ = 0.234, p = 0.004). All other variables did not statistically significantly contribute to teachers' attitude to the MCPD programme. For instance, registration with TRCN only contributed ($\beta$ = -0.209, p = 0.055) to the prediction, followed by years of teaching experience ($\beta$ = 0.110, p = 0.119), attendance in TRCN professional development programmes ($\beta$ = 0.070, p = 0.346), gender ($\beta$ = -0.068, p = 0.354), teacher qualification ($\beta$ = 0.051, p = 0.467), possession of TRCN practicing license/certification ($\beta$ = 0.041, p = 0.703), emotional engagement ($\beta$ = -0.036, p = 0.644), and cross-fertilisation of ideas and experiences ($\beta$ = 0.020, p = 0.798) as the least contributor. Thus, teachers' social and intellectual engagement, and MCPD training significantly contribute to teachers' attitude to the MCPD programme. Moreover, the collinearity rule states that any variance inflation factor (VIF) above 5 depicts multicollinearity. Thus, the IVF values in table 4.8aii are all less than 5, meaning that there is no collinearity issue present between the variables.

**Table 4.8biii: Analysis of Relative Contribution of Variables towards Teachers' Attitude to the Profession**

| Model | Unstandardised Coefficients | | Standardised Coefficients | T | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | 9.287 | 3.627 | | 2.561 | .011 | | |
| MCPD Training | 1.765 | 1.214 | .128 | 1.454 | .148 NS | .591 | 1.691 |
| Teacher Qualification | .795 | .757 | .075 | 1.050 | .295 NS | .904 | 1.106 |
| Years of teaching experience | .333 | .518 | .046 | .642 | .522 NS | .905 | 1.105 |
| Gender | -1.642 | 1.048 | -.116 | -1.567 | .119 NS | .832 | 1.202 |
| TRCN Registered Teachers | 1.308 | 1.605 | .089 | .815 | .416 NS | .379 | 2.640 |
| TRCN Practicing license | -2.783 | 1.696 | -.181 | -1.641 | .103 NS | .375 | 2.663 |
| Attended a TRCN MCPD Programme | .348 | 1.072 | .024 | .325 | .746 NS | .809 | 1.236 |
| Teacher Cross-fertilisation of Ideas and Experiences | .013 | .050 | .020 | .248 | .804 NS | .723 | 1.384 |
| Teachers' Intellectual Engagement | .399 | .078 | .417 | 5.100 | .000* | .680 | 1.471 |
| Teachers' Social Engagement | .244 | .103 | .217 | 2.374 | .019* | .547 | 1.830 |
| Teachers' Emotional Engagement | -.068 | .056 | -.098 | -1.230 | .221 NS | .713 | 1.402 |

*= Significant at p<0.05; Non-significant at p>0.05.*

Table 4.8aiii indicates that teacher intellectual engagement ($\beta$ = 0.417, p = 0.000) was the highest contributor to teacher attitude to the profession followed by teacher social engagement ($\beta$ = 0.217, p = 0.019). However, all other variables did not statistically and significantly contribute to teacher attitude to the profession. For instance, their contribution were: possession of TRCN practicing license/certification ($\beta$ = -0.181, p = 0.103), teachers' MCPD training ($\beta$ = 0.128, p = 0.148), gender ($\beta$ = -0.116, p = 0.119), teacher emotional engagement ($\beta$ = -0.098, p = 0.221), registration with TRCN ($\beta$ = 0.089, p = 0.416), teacher qualification ($\beta$ = 0.075, p = 0.295), years of teaching experience ($\beta$ = 0.046, p = 0.522), attendance in TRCN professional development programmes ($\beta$ = 0.024, p = 0.746), cross-fertilisation of ideas and experiences ($\beta$ = 0.020, p = 0.804) as the least contributor to teacher attitude to the profession. Moreover, the collinearity rule states that any variance inflation factor (VIF) above 5 depicts multicollinearity. Thus, the IVF values in table 4.8aii are all less than 5, meaning that there is absence of collinearity among the variables.

**Discussion**

**4.8.1 extent to which teachers' qualification, years of teaching experience, gender, registration with TRCN, possession of TRCN practicing license/certification, attendance in TRCN professional development programmes, engagements, cross fertilisation of ideas and experiences predict teachers' (a) competence in teaching (b) attitude towards the MCPD programmes (c) attitude towards the profession.**

Findings of this study has revealed that teachers' cross-fertilisation of ideas and experiences predict their teaching competencies. Teachers' sharing of ideas and experiences, especially with respect to the teaching profession boosts their competence in the profession and teaching. These shared ideas and experiences could shed more light and provide solutions to grey areas and several challenges these teachers face in their routine teaching tasks. More so, teachers' sharing of ideas and experiences make them become accustomed to the innovative and effective teaching strategies and tools, as well as ways of enhancing pupils' learning outcomes. This is in tandem to the findings of Bambino (2002), Cromwell (1999) and Wenger *et al.* (2002), which asserts that teachers' professional development programme provide an enabling environment

for reflective practice, problem solving skills and the deepening of teachers' knowledge and expertise (competencies) in teaching.

The finding revealed that teachers' social and intellectual engagements, and MCPD training significantly predict teachers' attitude to the MCPD programme. Social and intellectual interactions among teachers, which are usually promoted by their attending MCPD training programme contributes to their individual and collective attitudes to the MCPD programme. This is because these teachers become eager and expectant of participating in any MCPD scheduled programme, knowing full well that the said programme would avail them the opportunity to see and interact with other colleagues. This is supported by the findings of Fiorilli (2020) who have shown that teachers' engagement positively impacts teachers' attitudes, and Gorozidis and Papaioannou (2014) whose study showed that teachers' participation in a professional development programme enhances their educational outcomes.

The study revealed that teachers' intellectual and social engagements significantly predict teachers' attitude to the profession. Teachers' attitudes to the teaching profession are flamed by the extent to which they intellectually and socially engage with one another. It is through these engagements that these teachers encourage and support themselves where and when necessary. This finding is consistent with those of Fiorilli (2020) who have shown that teachers' engagement positively impact teachers' attitudes,

**4.9. Evaluation Question 9:** (a) What are the barriers interfering with the effectiveness of the MCPD programme of the TRCN for primary school teachers?

(b) What are the possible solutions for achieving the MCPD Programme and its Effective Implementation for primary school teachers?

**Table 4.9a: Frequency Analysis of the Constraints Militating Against the Effectiveness of the MCPD Programme of the TRCN for Primary School Teachers**

| S/N | Constraints | Agree | | Disagree | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| 1 | Inadequate funds | 129 | 77.7 | 37 | 22.3 |
| 2 | Power outage | 111 | 66.9 | 55 | 33.1 |
| 3 | Low motivation of teachers | 114 | 68.7 | 52 | 31.3 |
| 4 | Poor remuneration/salary scale for teachers | 129 | 77.7 | 37 | 22.3 |
| 5 | Lack of ICT facilities | 140 | 84.3 | 26 | 15.7 |
| 6 | Lack of laboratories | 130 | 78.3 | 36 | 21.7 |
| 7 | Non-provision of medical care for the participants | 127 | 76.5 | 39 | 23.5 |
| 8 | Poor oganisation of professional development programmes | 115 | 69.3 | 51 | 30.7 |
| 9 | Time constraint | 110 | 66.3 | 56 | 33.7 |
| 10 | Teachers' lack prior knowledge of teaching methods | 81 | 48.8 | 85 | 51.2 |
| 11 | Family responsibilities | 92 | 55.4 | 74 | 44.6 |
| 12 | Failure of school management to support teachers | 98 | 59.0 | 68 | 41.0 |
| 13 | Lack of prompt payment of facilitators and participants | 109 | 65.7 | 57 | 34.3 |
| 14 | Inadequate supply of instructional materials | 118 | 71.1 | 48 | 28.9 |
| 15 | Practical experiments and teaching are not sufficiently covered | 117 | 70.5 | 49 | 29.5 |
| 16 | Lack of workshop/seminars rooms | 117 | 70.5 | 49 | 29.5 |
| 17 | Inadequate public address system for use in classroom instruction | 125 | 75.3 | 41 | 24.7 |
| 18 | Lack of guidance and counseling services in Training centers | 123 | 74.1 | 43 | 25.9 |

Table 4.9a indicates that 99.9% of the variables identified are the major barriers interfering with the effectiveness of the MCPD programme of the TRCN for primary school teachers in Ekiti State, with the lack of ICT facilities being rated the most. However, teachers' lack of prior knowledge (48.8%) was not considered a major constraint.

**Evaluation Question 9**(a): What are the barriers interfering with the effectiveness of the MCPD programme of the TRCN for primary school teachers?
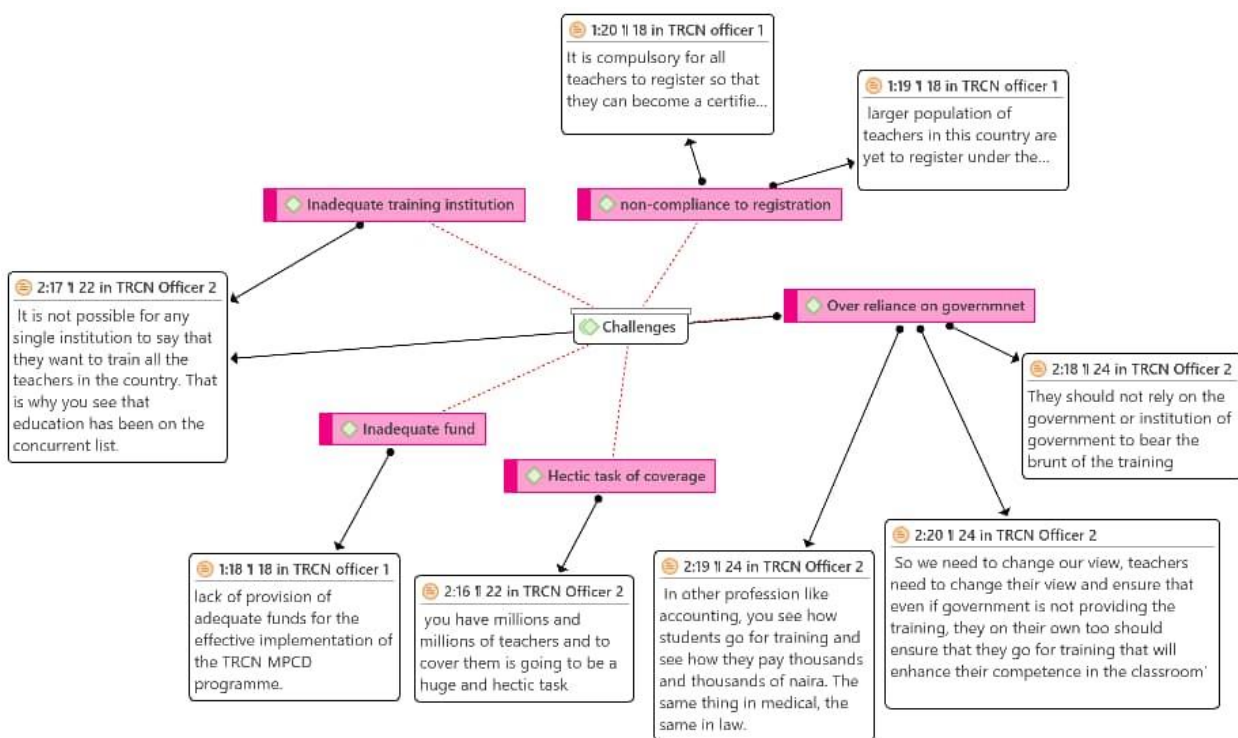
**Figure 4.4a: Barriers Interfering with the Effectiveness of the MCPD
Programme**

**Source: Researcher (2022)**

Respondents identified the major barriers interfering with the effective implementation of the MCPD programme to have stemmed from inadequate funding, large population of teachers and poor registration by Nigerian teachers in the whole federation. One of the Coordinator stated that:

*The major challenge we are facing concerning the effective implementation of the mandatory continuing development programme of the TRCN is lack of provision of adequate funds. Also larger population of teachers in this country are yet to register with the Council. It is compulsory for all teachers to register so that they can become a certified member of the TRCN* (**KII, TRCN Coordinator 2, Male, Thursday, January, 2021; 11:080:10 AM**).

The second Coordinator said that there are so many problems that revolve around MCPD programme.

*You have to take into consideration the total number of teachers in the country as compared to other professionals. In other professions, you can have about less than a million but for the teaching profession, you have over a million teachers and to cover them is going to be a huge and hectic task and aside that, when you look at the funding for these MCPD programme is nothing to write home about. MCPD involves rigorous training, which is a function of both material, human and financial resources. Moreover, it is not possible for any single institution to say that they want to train all the teachers in the country. That is why you see that education has been on the concurrent list. And being on the concurrent, the state, local government and federal government play a role. So funding has been one of those factors that help in the implementation of MCPD programme, and other related programme of the Council* (**KII, TRCN Coordinator 1, Male, Thursday, January, 2021; 2:47:31 PM**).

Results indicate that the challenges impeding the implementation of the TRCN MCPD programme included lack of provision of adequate funds, few number of teachers who have registered with the TRCN, and large number of teachers in the employ of the government,

**Table 4.9b: Frequency Analysis of the Solutions for Achieving the TRCN MCPD Programme and its Effective Implementation for Primary School Teachers**

| S/N | Solutions | Agree | | Disagree | |
|-----|-----------|-------|-----|----------|-----|
| | | F | % | F | % |
| 1 | Government should make adequate funds available | 155 | 93.4 | 11 | 6.6 |
| 2 | Provision of ICT facilities | 157 | 94.6 | 9 | 5.4 |
| 3 | Enhanced motivation of teachers | 157 | 94.6 | 9 | 5.4 |
| 4 | Proper remuneration/increased salary scale for teachers | 158 | 95.2 | 8 | 4.8 |
| 5 | Adequate and constant electricity supply | 156 | 94.0 | 10 | 6.0 |
| 6 | Provision of laboratories for practical | 150 | 90.4 | 16 | 9.6 |
| 7 | Provision of medical care for the participants | 156 | 94.0 | 10 | 6.0 |
| 8 | Conducive learning environment | 155 | 93.4 | 11 | 6.6 |
| 9 | Prompt payment of facilitators and participants | 152 | 91.6 | 14 | 8.4 |
| 10 | Provision of Instructional Materials | 158 | 95.2 | 8 | 4.8 |
| 11 | Practical lessons and experiments | 156 | 94.0 | 10 | 6.0 |
| 12 | Provision of workshop/seminars rooms | 154 | 92.8 | 12 | 7.2 |
| 13 | Provision of public address system for teaching and learning | 158 | 95.2 | 8 | 4.8 |
| 14 | Provision of guidance and counseling services in Training centres | 154 | 92.8 | 12 | 7.2 |

Table 4.9b indicates that all the variables identified were the solutions achieving the TRCN MCPD programme and its effective implementation for primary school teachers. Top on the list were proper remuneration/increased salary scale for teachers (95.2%), provision of instructional materials (95.2%), provision of public address system for teaching and learning (95.2%), in that order.

**Evaluation Question 9**(b): What are the possible solutions for the effective implementation  and achievement of the MCPD programme of the TRCN for   primary school teachers?
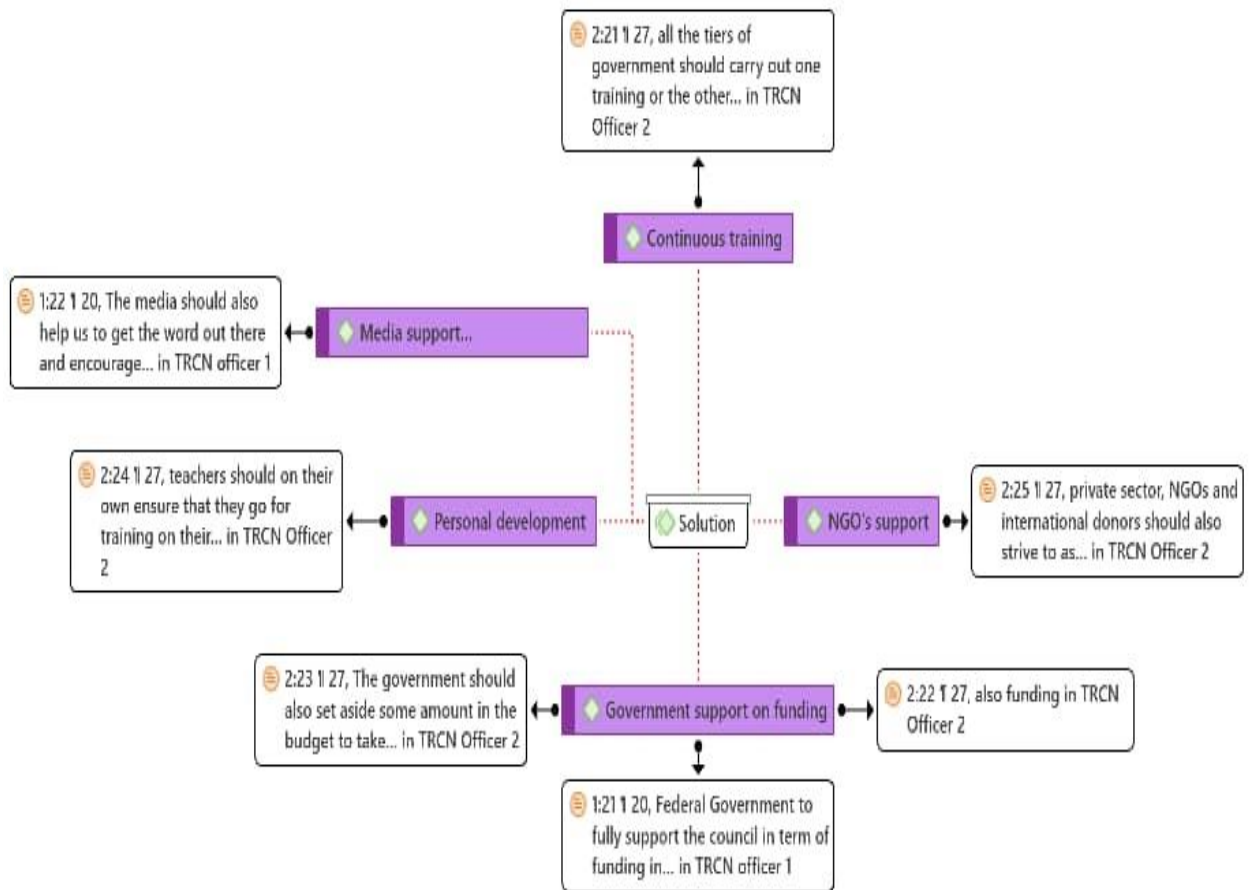
**Figure 4.4b:** **Solutions for the Effective Implementation and Achievement of the MCPD Programme**

**Source: Researcher (2022)**

To proffer solutions for the effective implementation and achievement of the MCPD programme, Coordinators insisted that the Federal Government must fully support the Council in terms of funding, the media should help create public enlightenment in favour of the programme and the Council, and more teachers should be encouraged to register under the TRCN.

They agreed that it is not possible for any single institution to say that they want to train all the teachers in the country...*the teachers should also strive to equip themselves*...they also said that the government should also...*set aside some special fund in the budget to take care of teachers' professional development*. There was a general consensus that teachers should on their own ensure that *they go for these training programmes,* and the private sector, NGOs and international donors should also strive to assist in sponsoring teachers to participate in MCPD programmes.

One of the respondents said that:

> *The solution to it is that all the tiers of government should carry out and fund one training or the other for teachers. The government should also set aside some amount in the budget to take care of teacher training, and teachers should on their own ensure that they go for training programmes. More so, the private sector, NGOs and international donors should also strive to assist teachers by sponsorship in attending MCPD programmes at the appropriate time. Thank You.* (**KII, Headmaster 2, Male, Tuesday, January, 2021; 09:20:13 AM**).

One of the female head teachers was of the opinion that:

> *MCPD should not be the sole responsibility of the government, the teachers should also strive to equip themselves. They should not rely on the government or institution of government to bear the brunt of the training. In other professions like accounting, you see how students go for training and see how they pay thousands and thousands of naira. The same thing is applicable to the medical and the law profession. So we need to change our view, teachers need to change their view and ensure that even if government is not providing the training, they on their own too should ensure that they go for training that will enhance their competence in the classroom and teaching in general* (**KII, Headmaster 1, Male, Friday, January, 2021; 10:21:18 AM**).

Results show that the solutions to the challenges militating against the implementation of the TRCN MCPD programme are government should continue to adequately fund the programme, budgetary allocation should be increased for the TRCN, teachers should be committed to and participate in the professional training programme, the private sector, NGOs and international donors should assist and

sponsor teachers in attending MCPD programme, and teachers should also sponsor themselves for the professional development programmes.

**Discussion**

**4.9.1    Constraints militating against the effectiveness of the MCPD programme of the TRCN for primary school teachers**

The finding of this study has revealed that the barriers interfering with the effectiveness of the MCPD programme of the TRCN for primary school teachers include inadequate funds, power outage, low motivation of teachers, poor remuneration/salary scale for teachers, lack  of ICT facilities for teachers' use, lack of laboratories, non-provision of medical care for the participants during training, poor oganisation of professional development programme, time constraint, family responsibilities, failure of school management to support teachers in participating in these training programmes, lack of prompt payment of facilitators and participants, inadequate supply of instructional materials, practical experiments and teaching are not sufficiently covered, lack of workshop/seminars rooms, inadequate public address system for use in classroom instruction, and  lack of guidance and counseling services in training centers. These constraints are the reasons why the TRCN MCPD programmes" envisaged outcomes are not realised as should be. These finding has been corroborated by the studies carried out by Nwangwa (2013), Osong (2014), Macheng (2016), Xaso *et al*. (2017), Okwilagwe and Olanloye (2017), and Ajani (2018), which revealed similar result.

**4.9.2    Solutions for the effectiveness and achievement of the MCPD programme of the TRCN for primary school teachers**

More so, the finding of the study indicates that the solutions for the effectiveness and achievement of the MCPD programme of the TRCN for primary school teachers include government making adequate funds available for professional development programmes, provision of ICT facilities, proper remuneration/increased salary scale for teachers, adequate and constant electricity supply, provision of laboratories for practicals, provision of medical care for the participants, conducive learning environment, prompt payment of facilitators and participants, provision of instructional

materials, practical experiments/lessons, provision of seminars/workshop rooms, provision of public address system for teaching and learning, and provision of guidance and counseling services in training centres. When all the aforementioned are inculcated into the TRCN MCPD programme planning and implementation, the Council and the trained teachers will achieve their desired outcomes. This is in congruence with the findings of Osong (2014), and Okwilagwe and Olanloye (2017), which revealed the provision of adequate funds for teacher' professional development, provision of conducive environment and medical personnel during training programmes, student-centred teaching strategy, proper lesson planning, to mention but a few; as solution to professional development programmes' constraints.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discussed the summary of findings and conclusion of the study. The educational implications, vital recommendations, contribution of the study to knowledge, limitations, and suggestions for further research were also proffered.

## 5.1    Summary

Majority of teachers in Ekiti State primary schools are females, possesses the NCE and B. Ed certificates, have a teaching experience of more than ten years and possesses the TRCN practicing license. The TRCN MCPD programme facilitators in Ekiti State were majorly males, and are professionally and academically qualified. The TRCN MCPD programme provided a forum for cross-fertilisation of ideas and experiences among Ekiti State primary school teachers. The TRCN MCPD programme did not provide Ekiti State primary school teachers a forum for intellectual engagement with colleagues.

The TRCN MCPD programme have provided Ekiti State primary school teachers a forum for social engagement with colleagues. The TRCN MCPD programme did not provide a forum for emotional engagement among Ekiti State primary school teachers. The TRCN MCPD programme have not maintained Ekiti State primary school teachers' teaching competence. The TRCN, through the MCPD programme have enhanced teachers' commitment to the profession. The TRCN, through the MCPD programme have maintained teachers' relevance. The TRCN MCPD programme have not improved the knowledge of Ekiti State primary school teachers.

The TRCN MCPD programme have not improved Ekiti State primary school teachers' skills, except with respect to teaching and communication skills. Teachers in Ekiti State have a positive attitude towards the TRCN MCPD programme. Primary school teachers in Ekiti State have a positive attitude towards the teaching profession.

There is no significant gender difference in the attitude of Ekiti State primary school teachers toward the MCPD programme of the TRCN. There is no significant gender difference in the attitude of primary school teachers toward the teaching profession.

MCPD programme attendees did not significantly differ in their teaching competence from those who did not attend the programme. Ekiti State primary school teachers' cross fertilisation of ideas and experiences significantly predicts their teaching competencies. Ekiti State primary school teachers' TRCN MCPD training, intellectual and social engagements are a significant predictor of teachers' attitude to the MCPD programme of the TRCN. Ekiti State primary school teachers' intellectual and social engagements are a significant predictor of teachers' attitude to the profession.

The barriers interfering with the effectiveness of the TRCN MCPD programme for primary school teachers include inadequate funds, power outage, low motivation of teachers, poor remuneration/salary scale for teachers, lack of ICT facilities for teachers' use, lack of laboratories, non-provision of medical care for the participants, poor oganisation of professional development programmes, time constraint, family responsibilities, failure of school management to support teachers, lack of prompt payment of facilitators and participants, inadequate supply of instructional materials, lack of coverage of practical lessons and experiments, lack of workshop/seminars rooms, lack of good public address system for teaching and learning, and lack of guidance and counseling services in training centers.

The solutions for the effectiveness of the TRCN MCPD programme for primary school teachers include government should make adequate funds available, provision of ICT facilities, proper remuneration/increased salary scale for teachers, adequate and constant electricity supply, provision of laboratories for practical, provision of medical care for the participants, conducive learning environment, prompt payment of facilitators and participants, provision of instructional materials, practical lessons and experiments, provision of workshop/seminars rooms, provision of public address system for teaching and learning, and provision of guidance and counseling services in training centres.

## 5.2    Implications of the Study

Accruing from the study's findings, its implications have been drawn:

i. The TRCN MCPD programme to a large extent, positively impacts on teachers' outputs in the profession. This study has brought to fore the need to support and promote the dictates and the Councils' programmes, for the betterment and advancement of teachers and the teaching profession.

ii. Empirical data with respect to the TRCN MCPD programme in Nigeria, especially in Ekiti State, has been provided by this study; as such, enriching the extant literature in that regard.

iii. School administrators/owners would from the outcome of this study, permit and possibly sponsor teachers working under them to participate in professional development programmes organised by the TRCN or any other training agency, as it impacts on the attitudes and productivity of teachers.

iv. Professional development programmes for teachers should be strategically aimed at improving the teaching skills and competencies of teachers who participate in such programmes.

v. TRCN MCPD programme planners would from the findings of the study improve the general outfits and impacts of their training programmes, especially with regards to the constraints raised in the study that impedes the effectiveness and achievement of the programme.

## 5.3     Conclusion

This study evaluated the Mandatory Continuing Professional Development Programme of the TRCN for primary school teachers in Ekiti State. Based on the results of this study, it can be deduced that the TRCN MCPD programme enhances teachers' cross-fertilisation of ideas and experiences, provides a forum for social engagements among teachers, enhances teachers' commitment to the profession, maintains teachers' relevance, and sharpens teachers' skills in teaching and communication. Furthermore, Ekiti State primary school teachers have a positive attitude toward the TRCN MCPD programme and the teaching profession irrespective of gender. The TRCN MCPD programme should be sensitive to teachers' needs and aspirations, especially with regard to their teaching skills and competencies.

## 5.4    Limitations of the Study

i.   The study did not consider teachers teaching in private primary schools or teachers teaching in secondary or tertiary institutions. Hence, the results cannot be extrapolated to represent the entire teachers' continuing professional development programme (MCPDP) in Ekiti State.

ii.  The characteristics of the teachers that were considered in this study are: gender, attitudes and competencies. Variables not factored in this present study could have yielded different results;

iii. The attitudes (unwillingness to give audience to the researcher and research assistants, hastiness in filling the questionnaire - as such having a lot of items not been filled or filled half-way, not keeping to the retrieval time) of respondents in filling out the questionnaire and participating  in the FGD sessions may have impacted on the results of this study;

iv.  Despite the hastiness in filling out the questionnaire and few of these were not adequately filled, the return rate was  96.3%. Thus, this may have affected the results or generalisation of the result of the study.


## 5.5    Recommendations from the Study

There should be continuity in the TRCN MCPD programme for primary school teachers in Ekiti State and Nigeria at large, since it is impactful on their attitudes towards professional development and the profession, relevance, commitment and engagements; TRCN MCPD programme should be basically on teachers' needs assessment; adequate incentives should be given to all TRCN MCPD participating teachers;  selection and participation of teachers in the TRCN MCPD programmes should be all encompassing and unbiased, and not for a select few; the TRCN MCPD training venues should be conducive, the necessary instructional and training materials provided for both the trainers and the trainees, and a good and sufficient refreshments be provided; the TRCN should ensure that State education boards as well as school heads should allow selected participants attend any of the TRCN MCPD programme; and government and non-government organisations should provide timely and adequate funds and training materials for future TRCN MCPD programme for teachers in the country.

**5.6     Contributions to Knowledge**

The study has depicted that the facilitators used for the TRCN MCPD programmes in Ekiti State are professionally and academically qualified. Teachers in the State have positive attitude to the TRCN MCPD programme and the teaching profession. There is no significant gender difference in teachers' attitudes toward the teaching profession and the TRCN MCPD programme. No significant difference was found in the teaching competencies of TRCN MCPDP trained teachers and the non-TRCN MCPDP trained teachers. More so, the TRCN MCPD programme provides a forum for teachers' cross-fertilisation of ideas and experiences, and social engagement. Through the programme, teachers' relevance and commitment to the teaching profession are enhanced and maintained.

**5.7     Suggestions for Future Research**

i.    Further studies could be carried out on the evaluation of the TRCN MCPD programme for primary school teachers teaching in private primary schools in Ekiti State;

ii.   Further studies could be conducted on the evaluation of the TRCN MCPD programme for teachers at the secondary and tertiary institutions in Nigeria;

iii.  Further studies could be replicated in other or more States of the federation;

iv.   Further studies could be done by considering other teacher variables not considered in this current study;

v.    Further studies could adopt the advanced mixed methodologies such as the Sequential Exploratory Design, the Sequential Explanatory Design, the Transformative Design, or  he Embedded Design; and

vi.   Further studies could be conducted in evaluating the other objectives of the MCPD programme of the TRCN, which were not considered in this current study (objectives iv, v, vi, viii, and ix).

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**INSTITUTE OF EDUCATION**

**TEACHERS' ATTITUDE TOWARDS THE MANDATORY CONTINUING PROFESSIONAL DEVELOPMENT QUESTIONNAIRE (TATMCPDPQ)**

The aim of this research is to collect information with regard to your attitude towards the mandatory continuing professional development of the TRCN. Please respond as sincerely as possible; your response is strictly confidential and purely for academic exercise. Thanks.

**SECTION A: Teachers' Bio-data**

**Gender:** Male (   )  Female (   )

**Teachers' Qualification:** NCE (   ) B.Ed/B.Sc (   ) M.Ed/M.Sc (   ) PhD (   )

**Years of Teaching experience:** 5-10 Yrs (   ) 11-15 Yrs (   ) 16-20yrs (   ) > 20Years (   )

**Do you have the TRCN practicing license/certification?** Yes (   ) No (   )

**Are you a TRCN Registered teacher?**  Yes (   )  No (   )

**Have you attended a TRCN MCPD programmes?**  Yes (   )   No (   )

**No. of times training was attended?** Once (   ) Twice (   ) Thrice (   ) More than Thrice (   )

**SECTION B**

**Instruction:**

Tick the box to the right of the response that best reflects your thoughts for each of the following questions. The options are as follows: Extremely true of me = 3, True of me = 2, Seldom true of me = 1, Not true of me = 0.

| S/N | Items | VT | T | RT | NT |
|---|---|---|---|---|---|
| 1 | I love attending the teacher mandatory professional development programmes | | | | |
| 2 | I feel at ease when attending the teacher mandatory professional development | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | programmes | | | | |
| 3 | I feel certain that the teacher mandatory professional development programmes is beneficial to me | | | | |
| 4 | I get disappointed when facilities are not used to facilitate learning during the teacher mandatory professional development programmes | | | | |
| 5 | Teaching is easier when you attend teacher mandatory professional development programmes | | | | |
| 6 | I always like to make notes during the teacher mandatory professional development programmes | | | | |
| 7 | I love the mode of facilitating by the facilitators during the teacher mandatory professional development programmes | | | | |
| 8 | The teacher mandatory professional development programmes instills confidence in me | | | | |
| 9 | I feel challenged when given tasks at the teacher mandatory professional development programmes | | | | |
| 10 | The teacher mandatory professional development programmes enables the trainee to go extra mile in learning | | | | |
| 11 | I feel more enlightenment should be provided on the relevance of the teacher mandatory professional development programmes | | | | |
| 12 | I feel more teachers should be given the opportunity to access the mandatory development programmes | | | | |
| 13 | I feel the teachers' mandatory professional development programmes should last for more months | | | | |
| 14 | I feel the teacher mandatory professional development programmes should be organized frequently | | | | |
| 15 | The training content of the teacher mandatory professional development programmes is well explained | | | | |
| 16 | I am a better teacher after attending the teacher mandatory professional development programmes | | | | |
| 17 | The teacher mandatory professional development programmes is a mere waste of teachers' time | | | | |
| 18 | I prefer going late to the teacher mandatory | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | professional development programmes | | | | |
| 19 | 1 wish the teacher mandatory professional development programmes be stopped or proscribed | | | | |
| 20 | The teacher mandatory professional development programmes is of great benefit to me | | | | |
| 21 | The teacher mandatory professional development programmes should be organized regularly for teachers | | | | |
| 22 | The teacher mandatory professional development programmes is an avenue for corruption | | | | |
| 23 | The teacher mandatory professional development programmes is a waste of government finance and resources. | | | | |

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## CONSTRAINTS AND SOLUTIONS TO THE EFFECTIVE IMPLEMENTATION OF THE TRCN MANDATORY PROFESSIONAL DEVELOPMENT PROGRAMME OF THE QUESTIONNAIRE (CSEITMPDPQ)

**SECTION A**

**Constraints Militating against the Effective Implementation of the Mandatory Professional Development Programmes of the TRCN Questionnaire**

| S/No | Constraints | Agree | Disagree |
|------|-------------|-------|----------|
| 1 | Inadequate funds | | |
| 2 | Power outage | | |
| 3 | Low motivation of teachers | | |
| 4 | Poor remuneration/salary scale for teachers | | |
| 5 | Lack  of ICT facilities | | |
| 6 | Lack of laboratories | | |
| 7 | Non-provision of medical care for the participants | | |
| 8 | Poor oganisation of professional development programmes | | |
| 9 | Time constraint | | |
| 10 | Teachers' lack prior knowledge of teaching methods | | |
| 11 | Family responsibilities | | |
| 12 | Failure of school management to support teachers | | |
| 13 | Lack of prompt payment of facilitators and participants | | |
| 14 | Inadequate supply of instructional materials | | |
| 15 | Practical experiments and teaching are not sufficiently covered | | |
| 16 | Lack of workshop/seminars rooms | | |
| 17 | Inadequate public address system for use in classroom instruction | | |
| 18 | Lack of guidance and counseling services in Training centres | | |

**SECTION B**

**Possible Solutions to the Constraints Militating against the Effective Implementation of the Mandatory Professional Development Programmes of the TRCN Questionnaire**

| S/ No | Constraints | Agree | Disagree |
|---|---|---|---|
| 1 | Government should make adequate funds available | | |
| 2 | Provision of ICT facilities | | |
| 3 | Enhanced motivation of teachers | | |
| 4 | Proper remuneration/increased salary scale for teachers | | |
| 5 | Adequate and constant electricity supply | | |
| 6 | Provision of laboratories for practicals | | |
| 7 | Provision of medical care for the participants | | |
| 8 | Conducive learning environment | | |
| 9 | Prompt payment of facilitators and participants | | |
| 10 | Provision of Instructional Materials | | |
| 11 | Practical lessons and experiments | | |
| 12 | Provision of workshop/seminars rooms | | |
| 13 | Provision of public address system for teaching and learning | | |
| 14 | Provision of guidance and counseling services in Training centres | | |

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**TEACHERS' ATTITUDE TOWARDS THE TEACHING PROFESSION QUESTIONNAIRE (TATPQ)**

The aim of this research is to collect information with regard to your attitude towards the teaching profession. Please respond as sincerely as possible; your response is strictly confidential and purely for academic exercise. Thanks.

**Instruction:**

Tick the box to the right of the response that best reflects your thoughts for each of the following questions. The options are as follows: Extremely true of me = 3, True of me = 2, Seldom true of me = 1, Not true of me = 0.

| S/N | Items | VT | T | RT | NT |
|---|---|---|---|---|---|
| 1 | I am enthusiastic about my teaching profession | | | | |
| 2 | The teaching profession inspires me. | | | | |
| 3 | I am proud of being a teacher | | | | |
| 4 | I would still remain in the teaching profession even if my salaries were reduced | | | | |
| 5 | Teaching is the ideal profession | | | | |
| 6 | I am disappointed that I ever entered teaching | | | | |
| 7 | I think that the teaching profession is most essential in the society | | | | |
| 8 | I really hope that in my next life, to become a teacher | | | | |
| 9 | I prefer the teaching profession to any other | | | | |
| 10 | I feel ashamed telling others that I am in the teaching profession | | | | |
| 11 | I am fulfilled as a teacher | | | | |
| 12 | I find great deal of satisfaction in teaching | | | | |
| 13 | I love the teaching profession | | | | |
| 14 | I feel so happy that I am in the teaching profession | | | | |
| 15 | I am excited about the teaching profession | | | | |
| 16 | I encourage others to join the teaching profession | | | | |

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**TEACHERS' CROSS-FERTILISATION OF IDEAS AND EXPERIENCES QUESTIONNAIRE (TCFIEQ)**

The aim of this research is to collect information with regard to your opinion on teachers' cross-fertilisation of ideas and experiences among themselves as a result of the TRCN interventions. Please respond as sincerely as possible; your response is strictly confidential and purely for academic exercise. Thanks.

**Instruction:**

Tick the box to the right of the response that best reflects your thoughts for each of the following questions. The options are as follows: 4= Very Great Extent, 3= Great Extent, 2= Little Extent, 1= No Extent

| S/N | ITEMS: To what extent has the TRCN | VGE | GE | LE | NE |
|-----|-----|-----|-----|-----|-----|
| 1 | Encouraged teachers to share professional ideas | | | | |
| 2 | Encouraged teachers to attend seminars in order to acquire more professional skills | | | | |
| 3 | Encouraged teachers to share ideas with other teachers based on their areas of specialization | | | | |
| 4 | Organised a platform on social media for exchange of ideas among teachers | | | | |
| 5 | Encouraged teachers to engage themselves intellectually through conferences | | | | |
| 6 | Allowed teachers the opportunity of sharing their teaching experience with one another | | | | |
| 7 | Organized inter-school debates/quiz for teachers | | | | |
| 8 | Organized interactive sessions for teachers within and outside their schools | | | | |
| 9 | Granted sponsorship to teachers to travel abroad the acquisition of more skills and knowledge | | | | |
| 10 | Organized group discussions for teachers | | | | |
| 11 | Organized staff seminars for teachers on the new innovations in teaching | | | | |
| 12 | Encouraged teachers to attend national conferences | | | | |
| 13 | Encouraged Video conferencing for teachers | | | | |
| 14 | Organized training workshops for teachers | | | | |
| 15 | Provided opportunities for teachers in putting heads together at solving complex problems that concerns teaching and learning | | | | |
| 16 | provided opportunities for teachers to cooperative with colleagues to ensure the use of | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | research based practices/instructions | | | | |
| 17 | Provided books and teaching aids to better the lot of teachers | | | | |
| 18 | Encouraged teachers to engage themselves intellectually through scholarships | | | | |
| 19 | Provided a social podium as a platform for teachers to exchange their teaching skills and experiences | | | | |
| 20 | Sponsored seminars, workshops and conferences where teachers can share ideas, skills and experiences | | | | |

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**TEACHERS' ENGAGEMENT SCALE (TES)**

The aim of this research is to collect information with regard to the intellectual, social and emotional engagement of teachers with ideas, materials and colleagues. Please respond as sincerely as possible; your response is strictly confidential and purely for academic exercise. Thanks.

**Instruction:**

Tick the box to the right of the response that best reflects your thoughts for each of the following questions. The options are as follows 4= Very Great Extent, 3= Great Extent, 2= Little Extent, 1= No Extent

| S/No | Items | VGE | GE | LE | NE |
|---|---|---|---|---|---|
| **A** | **Intellectual engagement with colleagues** | | | | |
| 1 | My colleagues encourage me in critical thinking | | | | |
| 2 | My colleagues encourages my linking to prior knowledge | | | | |
| 3 | My colleagues encourage my applying new ideas in novel situation | | | | |
| 4 | My colleagues encourage my academic evaluation and analysis | | | | |
| 5 | My colleagues stimulate my academic thinking | | | | |
| 6 | My colleagues clarify my understanding of teaching strategies | | | | |
| 7 | My colleagues help reveal my misconception in my teaching subjects | | | | |
| 8 | My colleagues had deepened my understanding of teaching | | | | |
| 9 | My colleagues have encouraged my reading skills | | | | |
| 10 | My colleagues allow me air my alternative views | | | | |
| 12 | My colleagues help me in understanding complex ideas | | | | |
| 13 | My colleagues have helped me in handling difficult tasks | | | | |
| 14 | My colleagues encourage me in making academic presentations in seminars or staff meetings | | | | |
| 15 | My colleagues encourage my developing solutions to complex problems | | | | |
| 16 | My colleagues encourage me to ask questions where I need clarification | | | | |
| 17 | My colleagues have encouraged my knowledge-building skills | | | | |
| | | | | | |
| **B** | **Social Engagement with colleagues** | | | | |
| 18 | I am committed to helping my colleagues at school | | | | |
| 19 | I relate well with my colleagues at school | | | | |
| 20 | I care about the problems of my colleagues at school | | | | |
| 21 | I value the relationship I build with my colleagues at school | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 22 | I encourage cordial working relationships between myself and other teachers | | | | |
| 23 | I encourage cordial relationships between myself and other teachers | | | | |
| 24 | I have joined teachers' club with the help of my colleagues | | | | |
| 25 | I have free conversation with my colleagues | | | | |
| 26 | My colleagues are always there for me when I need them | | | | |
| 27 | My colleagues makes me feel important and useful | | | | |
| 28 | My colleagues have not improved my participating in school extra-curricular activities | | | | |
| 29 | Because of my colleagues, I joined a teacher debating society | | | | |
| 30 | I work collaboratively with my colleagues | | | | |
| 31 | I love working in groups | | | | |
| | | | | | |
| **C** | **Emotional engagement with colleagues** | | | | |
| 32 | I feel happy when I am with colleagues | | | | |
| 33 | I value my colleagues a lot | | | | |
| 34 | I care about my colleagues | | | | |
| 35 | I feel safe when I am with my colleagues | | | | |
| 36 | I love helping my colleagues when they face challenges | | | | |
| 37 | I encourage my colleagues whenever they are emotionally down | | | | |
| 38 | I discuss personal ideas with my colleagues | | | | |
| 39 | My colleagues and I feel we would quit the teaching profession | | | | |
| 40 | I am depressed when I am with colleagues | | | | |
| 41 | I am anxious when I am with colleagues | | | | |
| 42 | I feel sad when I am with my colleagues | | | | |
| 43 | I am at ease when I am with colleagues | | | | |
| 44 | My colleagues envy me when I achieve something good | | | | |
| 45 | I quarrel with my colleagues most of the time | | | | |
| 46 | I hate working with colleagues | | | | |

# INSTITUTE OF EDUCATION

## INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION

## UNIVERSITY OF IBADAN

### TEACHERS' KNOWLEDGE, SKILLS AND PROFESSIONAL COMPETENCE OBSERVATION SCALE (TKSPCOS)

**Instructions**:

Kindly rate the teacher on the following using the rating scale below: (Very Great Extent = 4, Great Extent = 3, Little Extent = 2, No Extent = 1).

| S/N | Professional Competence | VGE | GE | LE | NE |
|-----|------------------------|-----|-----|-----|-----|
| A | **Instruction Planning and Delivery** | | | | |
| 1 | Good entry Behaviour | | | | |
| 2 | Teacher entered the class with lesson note | | | | |
| 3 | Teacher entered the class with teaching aids | | | | |
| 4 | Effective communication skills | | | | |
| 5 | Pupil-centered instruction | | | | |
| 6 | Teacher-centered instruction | | | | |
| 7 | Teacher uses variety of teaching strategies to enhance learning | | | | |
| 8 | Teacher used teaching aids | | | | |
| 9 | Teacher improvised and uses teaching aids | | | | |
| 10 | Confidence in teaching | | | | |
| 11 | Adequate lesson plan | | | | |
| 12 | Adequate lesson note | | | | |
| 13 | Teacher summarises the lesson at the end of the class | | | | |
| B | **Classroom Management** | VGE | GE | SE | LE |
| 14 | Teacher sets class rules | | | | |
| 15 | Teacher punishes bad conduct | | | | |
| 16 | Teacher reinforces good behaviour | | | | |
| 17 | Teacher supervises class works | | | | |
| 18 | Proper time management | | | | |
| 19 | Made teaching activity-focused | | | | |
| C | **Assessment and Evaluation** | VGE | GE | SE | LE |
| 20 | Teacher asks questions during lesson | | | | |
| 21 | Teacher gives class work to learners | | | | |
| 22 | Teacher gives learners homework/assignment | | | | |
| 23 | Teacher gives periodic tests to learners | | | | |
| 24 | Teacher gives feedback to learner | | | | |
| 25 | Teacher gives remediation | | | | |
| 26 | Effective interpersonal relations with pupils | | | | |
| D | **Soft Skills** | VGE | GE | SE | LE |
| 27 | Teacher establishes high but achievable expectations | | | | |
| 28 | Teacher motivates learners | | | | |
| 29 | Teacher pay attention to learners | | | | |

| 30 | Teacher is flexible | | | | |
|---|---|---|---|---|---|
| 31 | Teacher shows empathy | | | | |
| 32 | Teacher is culturally sensitive | | | | |
| 33 | Teacher encourages high order thinking | | | | |
| 34 | Teacher has a positive regard for learners | | | | |
| | **Knowledge** | | | | |
| **E** | **Subject Content** | **VGE** | **GE** | **SE** | **LE** |
| 35 | In-depth knowledge of the subject matter | | | | |
| 36 | Familiar with the subject themes and topics | | | | |
| **F** | **Pedagogy** | | | | |
| 37 | Teacher-centered learning | | | | |
| 38 | Pupil-centered learning | | | | |
| 39 | Individualised learning | | | | |
| 40 | Questioning method | | | | |
| 41 | Play method | | | | |
| 42 | Drama method | | | | |
| 43 | Problem-based learning | | | | |
| 44 | Collaborative learning | | | | |
| 45 | Reflective learning | | | | |
| 46 | Project-based learning | | | | |
| **G** | **National Curriculum Requirements** | | | | |
| 47 | Conversant with the primary school national curriculum | | | | |
| 48 | Preparing learners in meeting the national curriculum requirements | | | | |
| **H** | **Literacy and Numeracy** | | | | |
| 49 | Lesson plan written in English language | | | | |
| 50 | Lesson note written in English language | | | | |
| 51 | Teacher reads in English language | | | | |
| 52 | Teacher spoke fluent English language | | | | |
| 53 | Teacher can teach numeracy such as, addition, subtraction, and so on. | | | | |
| **G** | **Information and Communication Technology** | | | | |
| 54 | Parts of the computer | | | | |
| 55 | Basic computer operations | | | | |
| 56 | Use of softwares such as MS word and PowerPoint | | | | |
| 57 | Internet use | | | | |
| 58 | E-mails and other communication devices use | | | | |
| | **Skill** | **VGE** | **GE** | **SE** | **LE** |
| **H** | **Lesson Planning** | | | | |
| 59 | Teachers are aware of the importance of both co-curricular and academic activities | | | | |
| 60 | Teacher clearly states the goals and objectives when planning topics ahead of time | | | | |
| 61 | Teacher demonstrates creativity and adaptability | | | | |
| 62 | Teacher plans homework objectives and goals | | | | |
| 63 | Teacher have a suitable lesson plans and notes | | | | |

| J | Resourcefulness | VGE | GE | SE | LE |
|---|---|---|---|---|---|
| 64 | Teacher can use appropriate instructional materials and resources | | | | |
| 65 | Teacher improvised the instructional materials | | | | |
| 66 | Teacher developed the instructional materials | | | | |
| K | Teaching and communication | | | | |
| 67 | Teacher has excellent writing skills | | | | |
| 68 | Teacher has excellent speaking skills | | | | |
| 69 | Teacher uses questioning to enrich learners' understanding | | | | |
| 70 | Teacher uses gestures, symbols and signs to share information and enhance learning | | | | |
| 71 | Teacher used group exercises and project for effective learners' participation | | | | |
| 72 | Teacher apply several teaching strategies to promote learning | | | | |
| L | Reporting | VGE | GE | SE | LE |
| 73 | Teacher gives feedback to learners | | | | |
| 74 | Teachers gives feedback to learners parents | | | | |

# APPENDIX VII

## KEY INFORMANT INTERVIEW SCHEDULE (KII)

### SECTION A:   FOR TRCN OFFICIALS

1. What is the profile of the facilitators used for the TRCN MCPD programmes with regards to: (a) gender (b) qualification?

2. In what ways do you think the TRCN through the MCPD programmes been able to maintain competence of teachers in Ekiti State, Nigeria?

3. In what ways do you think the TRCN, through the MCPD programmes enhanced primary school teachers' commitment to the teaching profession?

4. In what ways do you think the TRCN through the MCPD programmes have been able to maintain the relevance of teachers in the country?

5. Would you say that as a result of the intervention of the MCPD programmes of the TRCN that the Nigeria teachers are now more relevant and competent in their job?

6. What do you think are the challenges affecting the effective implementation of the Mandatory Continuing Development Programmes of the TRCN?

7. What do you think are the solutions to these challenges?

### SECTION B:   FOR PRIMARY SCHOOL REGISTERED TEACHERS WHO HAVE ATTENDED THE TRCN MCPD PROGRAMMES

1. In what ways do you think the TRCN through the MCPD programmes, have been able to maintain competence of teachers in Nigeria?

2. In what ways do you think the TRCN through the MCPD programmes been able to maintain the relevance of teachers in the country?

3. In what ways do you think the TRCN, through the MCPD programmes, has enhanced primary school teachers' commitment to the teaching profession?
4. What do you think are the challenges affecting the effective implementation of the Mandatory Continuing Development Programmes of the TRCN?

5. What do you think are the solutions to these challenges?