

English Language Teachers' Awareness and Perception of Professional Development Activities in Selected Private Secondary Schools in Oyo Township, Nigeria

I.N. Ohia and Demilade O. Fadele

Department of Arts and Social Sciences Education, University of Ibadan, Nigeria

Abstract

The study investigated teachers' awareness and perception of professional development activities in public secondary schools in Oyo Township. The descriptive survey research design was adopted. The participants were fifteen private secondary schools Oyo Township, Nigeria. Two instruments: Teachers' Awareness of Professional Development Activities Questionnaire ($r=0.87$) and Teachers' Perception of Professional Development Activities Questionnaire ($r=0.86$) were used for data collection. Two research questions were answered and two hypotheses were tested. Data collected were analysed using descriptive statistics for teachers' perception of professional development obstacles. The results showed that the level of awareness of professional development of teachers in private secondary schools in Oyo Township was high. Also, English language teachers in public secondary schools in Oyo Township have moderately positive perception of teachers' professional development activities. It was recommended that teachers in public secondary schools should continue to engage in different professional activities, while school management should support their teachers by providing an enabling environment for teachers to explore different professional development activities.

Keywords: Professional Development, Perception, Awareness, Public schools

Introduction

Professional development is necessary for continuous update of teachers' knowledge and skills necessary for better classroom practices. It is also the medium through which teachers learn. For English language teachers, it is not just relevant in the area of training young ones, but, also because, language is dynamic and there is the need for them to be conscious of the changes in the teaching of the subject in order to perform optimally. However, it has been observed that many teachers have not changed the way they teach since they started their teaching profession. This implies that teachers will continue to produce the same result if they continue to teach the way they are used to and much should not be expected to change in years to come if the trend continues.

In literature, various terms are used when discussing professional development of teachers. Such terms include: continuous professional development (CPD), professional learning, on-the-job training, in-service training, career advancement, staff development, among others. According to Murray (2010), teachers' professional development consists of activities a teacher can engage to keep abreast a new development, evaluate, and improve his classroom performance. Such activities according to him include participating in in-service courses and workshops, continuing graduate study and participating in reading professional journals among others. Professional development includes formal experiences (such as

attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.). Mizell (2010) added that when people use the term "professional development," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer.

Fadele (2015) claimed that continuous research on teachers' professional development will help to create an empirical knowledge base that links various forms of professional development to effective teacher learning. However, having the knowledge of effective forms of teachers' professional development alone is insufficient to ensure successful professional development for teachers. That is, it is not enough for teachers to know, there is also the need for them to practise what they know. However, their awareness and perception of it will go in long way in determining their utilisation of what they know.

Fadele (2015) viewed awareness as a feature of practical action which is systematically accomplished within developing course of everyday activities. According to her, it is a social activity in that we take cues from those things around us which we can influence our awareness and lead to a greater shared awareness. It can be deduced from this definition that

awareness is something that keeps reminding one about something, without one actually trying actively to search that information.

Ogunrin (2011) stressed that perception plays a very important role in organisation because people's actions are based on their perception of what truth is, not on the truth itself. Their *decisions might be biased or might be taken under pressure. On perception, Richards and Farrel (2015) noted from their research that there is evidence of much variation in the teachers' perception, knowledge and understandings of the processes and products of professional development. This line of thought is supported by Fadipe, 2015 asserts that professional development may be perceived differently by individual teachers. Mukeredzi (2013) explained that as most teachers are not usually consulted of their professional development needs, they often perceived their professional development experience to be extraneous to the improvement of their teaching practice. This in turn makes it difficult for the teachers to incorporate the knowledge and skills gained from the professional development experienced into their practice as the reforms intended.

Muhammed (2019) opined that teachers' professional development has two main phases: initial preparation and continuing professional development. Initial teacher training most often takes the form of full-time residential pre-service programmes in teachers' colleges or universities. Initial training may also be available to serving unqualified teachers through distance education, 'out-of-school' programmes during vacations or on release from schools for extended periods of time. The professional components of initial teacher training programmes can be either consecutive or concurrent with academic subject. Continuing professional development of teachers comes from various sources and agencies, and in various forms: orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, professional teachers' associations in developing subject teaching (e.g. Science Teachers' Association of Nigeria 'STAN'), or sometimes teachers' unions, school-based improvement initiatives, or individual teachers working to improve their qualifications, career prospects or teaching skills. Thus, CPD may be regarded as all forms of 'in service', 'continuing education', 'on-the-job training', 'workshop', 'post-qualification courses' etc., whether formal or informal, structured or unstructured, teacher-

initiated or system-initiated, accredited or not.

Adeosun (2011) added that it is obvious that the journey from being a novice teacher to becoming an expert will be facilitated, quickened and made less stressful by planned continuing professional development programmes. In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field. In this view, Komba (2008) opined that a professional teacher is a living model for the young learners who are under his control and he is nurturing them and makes them grow and develop fully so as to make them useful person for the society and the development of the nation. Ogunrin (2011), thus, stated that if the primary purpose of professional development is to improve the learning outcomes of students, then the first goal of any professional development model should be to change the way each teacher actually teaches.

Darling-Hammond, Hyler and Gardner (2017) affirmed that teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to learn in preparation for further education and work in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the pedagogies required to teach these skills. As demands for deeper and more complex student learning have intensified, practitioners, researchers, and policymakers have begun to think more systematically about how to improve teachers' learning from recruitment, preparation, and support, to mentoring and other leadership opportunities. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, opportunities are needed for teachers to learn and refine the pedagogies required to teach these skills.

Obviously, the field of language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curricula, national tests, and student needs. As a result, teachers need regular opportunities to increase their professional knowledge and skills, that is, opportunities for professional development.

In short, language teachers have different needs at different stages of their careers, and the needs of the school and institutions in which they work also change over time. The pressure for teachers to have the latest information on issues such as: curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense, and it is the school and the classroom that provides a major source for future professional development. Thus, foreign language teachers have very specific requirements for professional development that include maintaining language skills, increasing cultural knowledge, and keeping abreast of the latest developments in the field that will enhance their performance in the classroom.

Also, the claim that teachers' professional development cannot be divorced from their initial training has been faulted by some researchers (Egbo, 2011; Adeosun, 2011) as being incapable to equip would-be teachers for the 21st century demands and produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment. According to these researchers, a significant number of Nigerian teachers are not equipped to deliver quality education for a number of interconnected reasons chief among them being training-related issues (policy, structural and curricular), infrastructural limitations and low morale as Nigerian education no longer offers to beneficiaries what it used to.

Mohammed (2019), added that one of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development. Indeed, the continuing professional development of teachers ought to be an issue of central concern to all those who care about the quality of tuition in schools. Research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of the subject matter they teach and the teaching skills they learned in the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world, such that whatever knowledge and skills teachers acquired in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environments.

In view of this observation, teachers' professional development becomes imperative as an alternative source to make up for the deficiencies and

weaknesses observed with teachers' initial training in equipping teachers to maximally discharge their duties in the era of globalisation and technological changes which brought with it variations in the population of learners and also variation in the skills expected to be mastered by the students to fit into the society.

To be an effective teacher requires a combination of professional knowledge and specialized skills as well as your own personal experiences and qualities. And adding to their knowledge base and acquiring new skills are among the main reasons teachers participate in professional development activities (Mizell, 2010). In this light, Murray (2010) commented that teachers all around the world face similar challenges due to the very nature of school environments. They teach their classes independently from their colleagues, which makes them feel isolated. Sometimes teachers, especially those who are new to the field, can become overwhelmed by the demands of school bureaucracy, and if teachers do not receive regular supervision or feedback, they can become frustrated. Professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher gain a sense of community and belonging.

Thus, Fadele (2015) posited that the term "professional development" usually mean increasing teachers' awareness of teaching profession, how it works and how they can improve their work, and the professionalization of teaching. Villegas-Reimers (2016) added that given the recent understanding of the profession and the professional development of teachers, in which we tend to be reflective practitioners, it is necessary to look at the teacher as a professional who is not only active in the development of students' knowledge, but active and self-directed in building their own competence and self-development. This concept mean to look at teacher professional development through design, and almost no reception of knowledge, where teachers are active participants, that it is a continuous and long-term process that is closely linked to everyday teaching practice, and education reforms, it is about collaborative process in which teachers are not mere interpreters of other people's research and theories, but the researchers themselves, and that is very important context in which knowledge will be implemented.

Teachers' perceptions of what activities constitute continuous professional development (CPD) is frequently limited to attendance at courses, and

conferences. Professional learning, or “on the job” learning is regularly seen by teachers as separate from CPD, and something that is just done as part of the job (Mukeredzi, 2013). However, literature points to several facets of effective CPD, many of which are far removed from the commonly-held perceptions of CPD as one-off event (Jo Rose, 2007).

According to Wobmann (2014), students' achievement is produced by several inputs in the educational process. Such inputs include but are not limited to student's family background characteristics, class size, availability of teaching and learning materials, and teacher characteristics. The teacher as an input is the principal factor in education provision and thus affects the quality of education in a significant way. Fadipe (2015) added that apart from students, teachers are the largest and most crucial input of educational system that influences to a great extent the quality of educational output. The deduction from the above assertions by Fadipe is that if the teacher is the principal factor in education provision, there is the need to help the teacher to perform optimally and one sure means of doing that is through TPD.

Many English language teaching experts believe that ongoing professional development is essential, especially in today's world of constantly changing technology. Teachers of English who have been trained to use new techniques and resources are more inclined to try them with their students (Fareo, 2013). This is highly imperative when one considers the role of English language in Nigerian education. As a fast-rising world language, English language is important for anyone and nation that want to maximise all the opportunities that globalisation and technological innovations afford.

Various models for teachers' professional development have emerged. According to Mohammed (2019), research has indicated two most commonly used models in Nigeria: the workshop model and the school-based teacher professional support model. The workshop model entails drawing participants out of their schools to a venue where they are exposed by experts to a core of information and skills. The workshop may be short or long-term. The nature of skills and processes to be acquired also vary. This is the most common form of Continuing Professional Development (CPD) model in Nigeria. The school-based teacher professional support and mentoring model is an alternative strategy for in-service training of teachers. Here, pupils, teachers, supervisors and facilitators are involved collaboratively in carrying out a series of

classroom/school-based activities that will help the teacher to improve. The teacher gets professional support from facilitators and supervisors who serve as mentors. Activities may include direct classroom support by the facilitators and supervisors; staff meetings within the school and involving head-teachers and the participating teachers; demonstration lessons by teacher-educators or mentors; visits to the school by mentors (if external).

In this light, the National Teachers' Institute was mandated by Act No 7 of 1978 to organize programmes for upgrading and updating practicing teachers at all levels, a task, which it has been engaged in since its establishment. In Nigeria, unlike other countries, the re-training of teachers has not received the desired attention from Local, State and Federal Government. There has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of the changes in curriculum and the wider society. This neglect has in turn affected the quality of teaching in schools. It is in recognition of this fact that the Federal Government has, under the Millennium Development Goals Project, directed the institute to retrain teachers in Nigeria. Also, the Teachers' Registration Council of Nigeria (TRCN) is another body that has been involved in the registering of teachers as well as organising seminars for teachers. The major mandates are the regulation and control of the teaching profession at all levels of the Nigerian education system, both in the public and private sectors. Research has, however, shown that private sector of education has not benefitted much from the little efforts made available by these bodies in organising professional development programmes for teachers. This is worrisome when one is to consider the number of private secondary schools in Nigeria.

State Universal Basic Education Board (SUBEB) cannot be left out in the discussion of teachers' professional development as the board do organise training sessions for teachers. This is, however, limited to basic education (primary and junior secondary school) teachers. It has also been reported that teachers who benefit more from these various professional development opportunities (workshops, seminars, post-qualification upgrade) are teachers in the public sector. In explaining reason(s) for this disparity, one cannot but ask this question: are teachers in private sector of education aware of teachers' professional development? If they are aware, the next question would be their perception to the benefits inherent in professional development.

Owing to the importance of TPD, research from different countries, some of which are discussed

below, have tried to delve into the subject matter from different perspectives with varied results. Komba (2018) studied the perception and practice of teachers' professional development by 184 respondents which include head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors and members of the school committee in six school districts. He found out that majority of the respondents perceived TPD as being important as it improves the teacher professionally, academically and technically. However, most respondents thought it was inadequately supported and motivated. His findings also indicated a conception and practice of TPD which combines both the raising of teachers' academic qualifications and professional growth.

Similar to this is the study of Ravhuhali, Kutane and Mutshaeni (2015) which investigated teachers' perceptions of the impact of CPD on promoting quality teaching and learning. The resultsshowed that teachers recognise the impact of professional development in broadening their pedagogical and contentknowledge, teaching skills and strategies to improve student's learning. Results also showed that teachers are undergoingprofessional development initiatives in order to gain financial rewards. The study concluded that teachers havepositive perceptions of their professional development even though they are not being supported adequately byDepartment of Basic Education and their schools. The study recommended that adequate financial rewards be put in place to encourage and motivate teachers when furthering their studies as part of CPD. Further research into the factors influencing teachers furthering their studies as part of professionaldevelopment in South Africa should be undertaken.

In another study carried out by Fadipe (2015), it was discovered that there was significant influence of in-service training on teachers' attitude to work in Cross River State, Nigeria. Another study by Omotuyole and Okudo (2019) examined teachers' accessibility to professional development as a tool for sustainable development using 150 teachers randomly selected from urban and rural areas of Lagos state, Nigeria. The study found *that for most teachers, training ends as soon as they graduate. No opportunities exist for updating and enhancement of their knowledge and skills in order to ultimately improve on their classroom practice. It was also revealed that government-sponsored in-service training workshops and seminars for pre-primary*

school teachers are very few and irregularly organized. The concern about these crash programmes and the upgrading activities revolved around appropriateness of perception and practices of TPD.

The inference from the above studies is that TPD has enjoyed a fair share of research attention. However, some of these studies focused on significance of TPD to public school teachers' performance and subsequently, students' academic achievement, while the English language teachers in private secondary schools have not been given research attention in recent time.

Statement of the problem

In literature, there are many studies on teachers' professional development to show its importance and relevance for teachers today. Teachers' professional development has been recognised by scholars from different countries as a sure means to keep teachers abreast of latest developments and current practices in teaching and learning process owing to the fact that knowledge is dynamic. It has also been identified as a necessary tool in equipping teachers with the needed skills to cope with the dynamism of the profession and perform optimally since teachers cannot continue to teach the same way they have been teaching for years and expect different results. Previous studies have focused on professional development obstacles, the effect of Teacher Professional Development on teachers' and students' performance with little emphasis on finding out teachers' awareness and perception of TPD. To this end, this study investigated awareness and perception of public secondary school teachers of teachers' professional development activities in Oyo Township, Nigeria.

Research questions

The study provided answers to the following questions:

1. Are English language teachers in public secondary schools in Oyo township aware of professional development activities?
2. What is the perception of public secondary school English language teachers in Oyo of teachers' professional development activities?

Significance of the study

The study investigated the awareness and perception of English language teachers to teachers' professional development in selected public secondary schools in Oyo township. Findings have revealed the level of English teachers' awareness and

perception of professional development activities. It has also underscored the need for teachers to engage in constant professional development activities in order to be informed of current practices in teaching and learning process which will invariably help to improve their teaching skill. The study has also added to the pool of studies from which government, educational bodies and stakeholders in education can take informed decision as regards teacher education.

Methodology

The study adopted the survey research design. This design was considered appropriate as the study is concerned with obtaining information about teachers' awareness and perception of teachers' professional development. The participants were 43

teachers from 15 public senior secondary schools in Oyo township. Two instruments: Teachers' Awareness of Professional Development Activities Questionnaire ($r=0.87$) and Teachers' Perception of Professional Development Activities Questionnaire ($r=0.86$) were used for data collection. Data collected were analysed using descriptive statistics of frequency counts, simple percentage, mean and standard deviation to show teachers' perception of professional development activities as well as their level of awareness of professional development activities.

Results

Research Question 1: Are English Language Teachers in public Secondary School in Oyo township aware of professional development activities?

Table 1: Teachers' awareness of Professional Development

s/n	Items	NA	A
1	I have heard of teachers' professional development	2(4.7%)	41(95.3%)
2	Seminars, workshops and conference are forms of professional development	1(2.3%)	42(97.7%)
3	Professional development can be self-sponsored	20(46.5%)	23(53.5%)
4	Mentoring by experienced English language teachers in my school can help me develop professionally	2(4.7%)	41(95.3%)
5	Sharing ideas with English language teachers from different countries through networking can help me develop professionally	3(7.0%)	40(93.0%)
6	Engaging in self-assessment is a means of developing professionally as teachers	1(2.3%)	42(97.7%)
7	Team-teaching is a form of professional development	13(30.2%)	30(69.8%)
8	Feedbacks from inspection can help me develop my career	7(16.3%)	36(83.7%)
9	Accessing researches on English language teaching can improve my career	11(25.6%)	32(74.4%)
10	Teacher's professional development helps teachers to improve their lesson delivery	1(2.3%)	42(97.7%)
11	Engaging in further studies can promote professional development for teachers	-	43(100.0%)
12	Attending regular conference can improve my work as a teacher	2(4.7%)	41(95.3%)
13	Participating in workshop is a professional development scheme	6(14.0%)	37(86.0%)
14	Belonging to professional teachers' association is part of teachers' professional development	5(11.6%)	38(88.4%)
15	Inviting subject specialist to schools is a professional development	3(7.0%)	40(93.0%)

Table 4.1 revealed on the average that teachers are aware of different professional development activities as more than half of the respondents are aware of such activities and all the respondents are aware that engaging in further studies is a professional development activity. The table also revealed that a good number of the respondents are not aware that: professional development can be self-sponsored (20 respondents), team-teaching is a form of professional development (13 respondents), and accessing research is a professional development activity (11 respondents).

Table 2: Test of norm showing teachers' level of awareness of Professional Development Activities

Grand mean = 28.21, Maximum score = 30 Interval = $30/2 = 15$, Classification = Low, High

Interval	Range	Level of Awareness	Frequency	Percentage
1-15		Low	-	-
16-30	28.21	High	43	(100.0%)

From table 4.2, it could be deduced that teachers' level of awareness of Professional Development activities in public Secondary School in Oyo Township is high.

Research question 2: What is the perception of Private Secondary School English Language Teachers in Oyo state of Teachers' Professional Development?

Table 3: Perception of Public Secondary School English Language Teachers in Oyo state of Teachers' Professional Development

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	Engaging in professional development activities could improve my teaching skills	6 14.0%	-	15 34.9%	22 51.2%	3.37	.72
2	Teachers gain a lot from workshops	-	5 11.6%	17 39.5%	21 48.8%	3.37	.69
3	When teachers participate in professional development, students' learning outcomes could be enhanced	7 16.3%	4 9.3%	7 16.3%	25 58.1%	3.16	1.15
4	Teachers are to be fully involved in professional activities	-	13 30.2%	16 37.2%	14 32.6%	3.02	.80
5	Teachers who improve their teaching skills through further studies teach better	11 25.6%	7 16.3%	4 9.3%	21 48.8%	2.81	1.30
6	Teachers' condition of services should rather be enhanced instead of inviting teachers to professional development activities	2 4.7%	10 23.3%	28 65.1%	3 7.0%	2.74	.66
7	I'm coping with my job without participating in any form of professional development for teachers	5 11.6%	17 39.5%	12 27.9%	9 20.9%	2.58	.96
8	Some of the suggestions in seminars and workshop are impracticable in the classroom	10 23.3%	13 30.2%	16 37.2%	4 9.3%	2.33	.94
9	The seminars organized by my school is a means of preventing me from enjoying my holiday	15 34.9%	10 23.3%	7 16.3%	11 25.6%	2.33	1.21
10	Teachers are not taught new things in seminars, conferences and workshops	7 16.3%	19 44.2%	13 30.2%	4 9.3%	2.33	.87
11	I don't need professional development to do well in my job	16 37.2%	19 44.2%	8 18.6%	%	2.00	1.07
12	Professional development is not beneficial to me and my career	12 27.9%	23 53.5%	5 11.6%	3 7.0%	1.98	.83
13	Professional development activities is time-wasting	14 32.6%	22 51.2%	4 9.3%	3 7.0%	1.91	.84
14	Teachers' professional is for untrained teachers	21 48.8%	14 32.6%	1 2.3%	7 16.3%	1.86	1.08
15	Some of the things taught in seminars are irrelevant to my career	15 34.9%	22 51.2%	4 9.3%	2 4.7%	1.84	.78
16	There's nothing new in teaching that demands professional development programme	20 46.5%	15 34.9%	6 14.0%	2 4.7%	1.77	.87
17	Professional development programmes do not improve my teaching skills	19 44.2%	18 41.9%	5 11.6%	1 2.3%	1.72	.77
18	Participating in professional development is adding to my workload	21 48.8%	15 34.9%	5 11.6%	2 4.7%	1.72	.85
19	Professional development is not necessary for English language teachers	22 51.2%	16 37.2%	1 2.3%	4 9.3%	1.70	.91
20	Professional development programme is not necessary for certified teachers	22 51.2%	14 32.6%	6 14.0%	1 2.3%	1.67	.81
	Weighted Mean = 2.31						

Table .3 revealed that the weighted mean of English language teachers' perception of professional development activities is 2.31.

Table 3: Test of norm showing the level of Perception of English Language Teachers in Oyo state to Teachers' Professional Development

Grand mean = 46.21, Maximum score = 80 Interval = $80/3 = 26.67$, Classification = Low, Moderate, High

Interval	Range	Level of Perception	Frequency	Percentage (%)
1-26		Negative	-	-
27-52	46.21	Moderately positive	33	76.7
53-80		Highly positive	10	23.3

From table 4.4, it could be deduced that the level of Perception of Private Secondary School English Language Teachers in Oyo Township to Teachers' Professional Development is moderately positive.

Discussion of Findings

Finding revealed that the level of awareness of professional development of English Language teachers in public schools in Oyo Township is high. With all the respondents indicating that they are aware that engaging in further studies is a form of professional development, it can be deduced that the most common form of professional development that teachers are aware of is engaging in further studies. A probable explanation for this finding is the fact that it has been established through research that teachers stand to gain a lot from professional development activities and their perception will go a long way in maximally optimising all the opportunities that professional development programmes afford. This finding agrees with Ogunrin(2011), Richards and Farrel (2015), Mukeredzi(2013), Fadele (2015) who reported poizstive disposition of teachers to professional development activities. However, the finding is at variance with Omotuyole and Okudo (2019) who reported that teachers' level of awareness of professional development activities was very low.

Conclusion

The study investigated English Language teachers' awareness and perception of professional development activities in selected public schools in Oyo Township. Findings revealed that the level of awareness of English language teachers in private secondary schools in Oyo Township of Professional development activities was high. Also, the perception of English Language teachers of professional development activities was moderately positive. It can, therefore, be concluded that teachers' level of awareness and perception of professional development could influence the extent to which such activities are embraced by teachers

Recommendations

Based on the findings of the study, the following recommendations are made:

Teachers in private schools should continue to engage themselves in professional development activities aimed at developing them for effective teaching. English language teachers in public schools should attend local and foreign conferences to keep them abreast of new trends in the teaching of English Language around the world. School management should support their teachers by creating an enabling environment and necessary facilities such as internet service so they can have access to online researches, online courses and also, meet other English language teachers from different parts of the world.

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